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Project Abstract

Name of the IHE: Webster University

Title of the Program: The Culturally Responsive Instruction for English Learners Project

Consortia Partners: Kansas City, Missouri School District also known as Kansas City #33

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

The three objectives of this project are:

1. The culturally responsive learning environments of teachers responsible for English Learners will be improved by 20% within one year, as measured by the Sheltered Instruction Observation Protocol (SIOP), between fall observations one year to the next.
 - a. Outcome 1: 85% of instruction will include explicitly teaching the academic language required for students to successfully access a lesson's activities and assignments, as measured by SIOP.
 - b. Outcome 2: 85% of instruction will activate and strengthen students' background knowledge, as measured by SIOP.
 - c. Outcome 3: 85% of instruction will promote oral interaction and extend academic talk, as measured by SIOP.
 - d. Outcome 4: 85% of instruction will review vocabulary and content concepts to provide repetition of key ideas and their associated language, as measured by SIOP.
 - e. Outcome 5: 85% of instruction will include visual cues to promote English learning, as measured by Sheltered Instruction Observation Protocol (SIOP).
2. After the fifth year of project implementation, 95% of teachers will demonstrate teaching practices and activities, as measured by an average score on SIOP of 102 (85%) or greater, known to be effective with English Learners.
 - a. Outcome 6: 51% of the mainstream teachers will be certified to Teach English to Speakers of Other Languages (TESOL).
 - b. Outcome 7: 95% of newly TESOL certified mainstream teachers will show improvement in the quality of their instruction.
 - c. Outcome 8: 85% of teachers in each school will effectively (score 85% or better) implement the (SIOP) components in their classroom.
 - d. Outcome 9: 70% of mainstream teachers enrolled in TESOL coursework will utilize data-based decision-making in their classroom, as measured by the second annual fall SIOP average score of 3 on the four SIOP Assessment Items: 27) Comprehensive review of vocabulary; 28) Comprehensive review of key content concepts; 29) Regular feedback provided to students on their output; and 30) Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson.
 - e. Outcome 10: Teachers, on average, will increase their level of SIOP implementation by 20% from base line (first fall scores) to the subsequent fall.
3. To improve academic achievement of English Learners, specifically the Annual Measurable Achievement Objectives (AMAO).
 - a. Outcome 11: English Learners will show a minimum of a 3% increase in their progress in learning English.

- b. Outcome 12: Schools will show an annual increase equal or better than the Missouri targeted percentages of English Learners making progress in learning English (AMAO 1).
- c. Outcome 13: Schools will show an annual increase equal or better than the Missouri targeted percentages of English Learners attaining English proficiency (AMAO 2).
- d. Outcome 14: Schools will meet Adequate Yearly Progress for the LEP subgroup for Communication Arts and Mathematics (AMAO 3).

The activities conducted to meet Objective 1 are multicultural workshops to be provided to the entire staff at each school, including teachers, paraprofessionals and administrators and parent trainings provided families, parents, paraprofessionals, and Webster education faculty on parent child interactive literacy, family engagement and effective communication, using a strengths-based model, and identifying effective community resources for English Learners, parents, and schools.

The activities conducted to meet Objective 2 and 3 are 1) Mainstream teachers will take the courses required for certification in Teaching English to Speakers of Other Languages (TESOL) from Webster University; 2) Teachers taking the courses for TESOL certification will learn to more effectively provide data-driven instruction to better meet EL's learning needs; 3) All teachers will receive Sheltered Instruction professional development using the SIOP Model; 4) All principals will receive Sheltered Instruction professional development for administrators using the SIOP Model; 5) All building resource teachers will receive Sheltered Instruction professional development for coaches using the SIOP Model; and 6) All paraprofessionals will receive professional development in effective strategies for one-on-one and small group instruction and adapting lessons to match the English Learners proficiency levels from the Regional Professional Development Center.

Priorities:

- Competitive Preference Priority 1 - Novice Applicants
- 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.

- The number of in-service teachers expected to be served
 - Year 1: 26
 - Year 2: 50
 - Year 3: 48
 - Year 4: 48
 - Year 5: 24
- The number of in-service teachers expected to complete the program of study
 - Year 1: 0
 - Year 2: 22
 - Year 3: 20

- Year 4: 20
- Year 5: 20
- The number of in-service teachers expected to complete the program of study and be certified in EL instruction
 - Year 1: 0
 - Year 2: 11
 - Year 3: 10
 - Year 4: 10
 - Year 5: 10
- The number of in-service teacher completers who are expected to serve EL students
 - Year 1: 0
 - Year 2: 22
 - Year 3: 20
 - Year 4: 20
 - Year 5: 20

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(a) Quality of the project design.

Introduction

Currently in the Kansas City, Missouri School District (KCMSD), there are schools where 40-85% of the students are English Learners (ELs). KCMSD provides teachers certified to Teach English to Speakers of Other Languages (TESOL) for sheltered settings for New Americans. New Americans sheltered classroom are designed specifically to address the needs of students who have had limited or interrupted educational experiences before coming to the United States, in addition to limited English proficiency. Certified TESOL teachers are also pull-out and co-teachers who provide services to Level 1-3 students in the general education setting. The majority of the English Learners are in mainstream classrooms where teachers have not had the high quality professional development or coursework necessary to earn their certification in Teaching English as a Second Language. Principals and paraprofessionals do not have an equivalent certification option, although there are paraprofessionals who provide in-class supports to Level 4-5 English Learners. KCMSD believes that high quality professional development is needed for all school staff to create learning environments that are responsive to the needs of students and families who are not originally from the United States.

The Culturally Responsive Instruction for English Learners Project is intended to provide building-wide professional development tailored to each member of the educational staff - principals, teachers, and paraprofessionals - in order to transform the culture of each school in order to provide culturally responsive education and community relationships.

Five elementary schools and one high school with high percentages of English Learners will participate in **The Culturally Responsive Instruction for English Learners Project**.

	James	Longfellow	Rogers	Trailwoods	Whittier	East HS
# of Children	329	272	745	395	499	708
# of EL	276	108	382	303	230	467
% EL	84%	40%	51%	77%	46%	70%

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

The goals of **The Culturally Responsive Instruction for English Learners Project** are:

Goal 1: To provide high quality professional development for educators responsible for teaching English learners.

Goal 2: To create and enhance culturally responsive learning communities by improving the quality of instruction for English Learners.

Goal 3: To increase English Learners' academic performance by providing quality culturally responsive instruction.

The three objectives of this project are:

1. The culturally responsive learning environments of teachers responsible for English Learners will be improved by 20% within one year, as measured by the Sheltered Instruction Observation Protocol (SIOP), between fall observations one year to the next.
 - a. Outcome 1: 85% of instruction will include explicitly teaching the academic language required for students to successfully access a lesson's activities and assignments, as measured by SIOP.
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In order to meet these outcomes, objectives, and goals, the following partners came together to address the needs of these buildings with high English Learner populations:

Webster University, with an extended site campus, in Kansas City, Missouri, serves more than 700 students in six degree programs. Programs through the School of Education are recognized for their excellence and approved by the Missouri Department of Elementary and Secondary Education, by the International Reading Association, and the National Council for Accreditation of Teacher Education (NCATE). They offer both TESOL teacher certification as well as a Master of Arts degree in Teaching English as a Second Language. For this project Webster will provide seven courses that fulfill the 21 semester hours required by teachers to

receive their TESOL certification from the state of Missouri. Two additional courses, Psychology and/or Education of the Exceptional Child and Basic Reading Techniques for Secondary Teachers are required by the certification and will be offered to staff as needed.

Kansas City Missouri School District is the second largest school district in the state of Missouri, and largest school district in the Kansas City metropolitan area, with over 16,800 students, 20% of which are English Learners. KCMSD will provide 101 tenured teachers for this project to receive coursework towards their TESOL certification. They will also provide the teachers, paraprofessionals, and administrators buy-in from six schools to participate in professional development on creating multicultural schools and implementing the SIOP Model in all classes. Stakeholders at all six schools, including the teachers, paraprofessionals, and principals, were given information about the program, the requirements, and the expectations. The majority of the buildings were asked to provide a buy-in statement for selection in the program. The buy-in included commitment toward professional development attendance, implementation of new teaching strategies, and willingness to receive ongoing coaching assistance from resource teachers.

LIFT Missouri serves as Missouri's Literacy Resource Center providing training, technical assistance, and materials for educators and family literacy programs. LIFT helps improve literacy services by integrating research-proven practices into the field. These services are provided in collaboration with nationally-recognized literacy organizations, experts from academia, and consultants with specific expertise. LIFT also serves as the Missouri's Parent Information and Resource Center (PIRC), which serves parents, schools, and community organizations throughout the state with a wide range of information, training, technical assistance, and resources to help parents promote their children's achievement in school. On

another level, the Missouri PIRC partners provide intensive services targeted to parents in urban and rural communities in Missouri with children attending low-performing schools. PIRC is a major family engagement project through the Department of Education. For this project LIFT will provide four trainings per year for all five years of the project to parents, school staff, and Webster education faculty, which will include family literacy, family engagement and effective communication, strengths-based strategies for learning, and identifying effective community resources topics.

The Kansas City Regional Professional Development Center (KC RPDC), located at the University of Missouri Kansas City, is one of eleven regional professional development centers in Missouri, funded by the Missouri Department of Elementary and Secondary Education, to serve school districts and educators. Their mission is to build the capacity of educators to maximize student performance through high quality professional development. For this project the KC RPDC will provide professional development to paraprofessionals as vital members of the educational team. This training will include strategies for one-on-one and small group instruction and adapting lessons based upon English Learners proficiency levels.

Meetings between the Kansas City Missouri School District and Webster University have been ongoing ever since Webster began offering the required certification courses for TESOL. Utilizing the available data, including English proficiency scores, MAP scores, and teacher/principal feedback collected, these partners routinely examine the needs of each district school and the needs of classroom teachers who provide services to English Learners. The most common concerns mentioned by teachers: 1) I wasn't trained to teach English Learners. What strategies work most effectively for them? 2) How do I engage the families of my students from other countries to create an effective partnership in educating their student? The most common

concern mentioned by principals: 1) How do I assess whether my teachers are properly implementing strategies which are effective for English Learners, before the state assessment tells me what they do or don't know? The partners used these needs to decide on the overall goals for this project and then used a logic model for project planning to determine the inputs, activities, outputs, and outcomes for the project.

In order to improve the instructional environment of each school, multicultural workshops will be provided to the entire staff at each school, including teachers, paraprofessionals and administrators through **The Culturally Responsive Instruction for English Learners Project**. Workshop topics will include:

- 1) Orientation to Culturally Responsive Instruction and Learning Environments,
- 2) Studying why culturally responsive teaching is needed,
- 3) Understanding the learning styles and frameworks of different cultures including those of recent immigrants and refugees,
- 4) Creating culturally responsive instructional practices and activities,
- 5) Creating relationships and learning communities that hold high expectations for all students,
- 6) Becoming change agents for students, and
- 7) Using technology as a communication tool to build community among teachers and classrooms.

These workshops will be taught by the Grant Coordinator with guest speakers from a local organization, Jewish Vocational Services, who provide case management and build cultural network support for recent immigrants and refugees. These workshops will not be taught as one-time presentations, but will be infused into the educational culture of each school. Presentations

will be made during the beginning of the year professional development and at professional development sessions throughout the year. The concepts will be unpacked, applied and reinforced through shared discussions at monthly faculty meetings and interactions with families and the community throughout the year, such as open houses, academic focus nights, recreational activities, and parent teacher conferences.

Parents and caregivers will also receive targeted education on how they can be more fully integrated with their children's education at school. LIFT-Missouri will provide four two-hour trainings to families, parents, paraprofessionals, and Webster education faculty. These trainings are:

- 1) Parent Child Interactive Literacy - How Family Literacy Transfers Education to the Home,
- 2) Family Engagement and Effective Communication with Second Language Parents and Families,
- 3) Using Strengths-Based Model Approaches: Development Individualized Learning and Educational Opportunities for English Learners and Families, and
- 4) Identifying Effective Community Resources for English Learners, Parents, and Schools.

Parents will increase their knowledge of their child's development and learning, build their own capacity to provide a stimulating literacy environment in the home, and learn to be their children's first teacher. All participants will understand the important link between effective communication with parents, school effectiveness and student progress by removing educational barriers and accessing helpful resources.

Educators will learn how to avoid becoming stuck in narrowly viewing the challenges encountered by immigrants and refugees because they do not have enough information about

strengths and solutions. Parents will learn to use their strengths to achieve goals and aspirations for themselves and their children. Participants will develop an intervention process describing steps to take in helping families access services in the community.

By involving school personnel in these sessions, all school personnel will be able to apply these strategies at academic focus nights and other community events at the schools to help parents strengthen their skills as children's first educators. While parents will be able to use this knowledge throughout their child's education, teachers and other school personnel will be able to apply the knowledge with all of their students. Webster faculty will be able to integrate what they learn from the participants into the classes they teach to pre-service and in-service teachers both within the TESOL program and in other education courses.

In order to improve the quality of instruction to English Learners (ELs), the following activities will be provided through **The Culturally Responsive Instruction for English Learners Project** to teachers, paraprofessionals, and administrators:

- 1) Mainstream teachers will take the courses required for certification in Teaching English to Speakers of Other Languages (TESOL) from Webster University;
- 2) Teachers taking the courses for TESOL certification will learn to more effectively provide data-driven instruction to better meet EL's learning needs;
- 3) All teachers will receive Sheltered Instruction professional development using the SIOP Model;
- 4) All principals will receive Sheltered Instruction professional development for administrators using the SIOP Model;
- 5) All building resource teachers will receive Sheltered Instruction professional development for coaches using the SIOP Model; and

- 6) All paraprofessionals will receive professional development in effective strategies for one-on-one and small group instruction and adapting lessons to match the English Learners proficiency levels from the Regional Professional Development Center.

The seven TESOL courses required for certification are: Second Language Acquisition, Intercultural Communications, English for Speakers of Other Languages Methods, Linguistics, Curriculum Development in Second Language Classrooms, Interpersonal Communications, and a Practicum in ESOL. These courses have been approved by the Missouri Department of Elementary and Secondary Education to meet the requirements for TESOL certification in the state of Missouri. In all of these classes, the assignments will directly relate to the teachers' current classroom practices. This will allow teachers to practice the strategies in the classroom and increase their effectiveness with their students. It will also allow teachers to receive immediate feedback about their effectiveness, allowing for deeper metacognition about their instruction. These courses will meet once a week for eight weeks for four hours in the evenings at Webster University over the course of 15 months. The courses are taught by professors with a minimum of a master's degree, TESOL certification and five years of experience teaching English Learners.

In these courses, the professors at Webster will utilize and instruct teachers to use interactive whiteboards to provide visual, hands-on learning for English Learners. Research (Manzo, 2010) on interactive whiteboards correlated significantly higher student achievement in classes that used the devices compared with those that did not, apparently due to their ability to increase student motivation and participation. The interactive whiteboard activities appropriate for English Learners include picture and vocabulary-based activities, sorting and classifying, sequencing, and word game activities. The new KCMSD reading curriculum, Reading Street,

has activities connected to the interactive whiteboards as does the language and literacy software used in the Language Services department, Imagine Learning. This software has activities for teachers to use with a whole class, small groups, as well as activities for students to use on their own. Each school will have at least three interactive whiteboards for their building that teachers can check out of the media center to utilize in their classroom. All building teachers have access to the interactive white boards for half of a day time periods on an equitable rotating schedule. All elementary teachers will have the interactive white board at least once during their reading block. This will allow teachers to use the specific strategies they are learning in their courses directly with English Learners.

Teachers from each school will apply to be in one of eight 12-15 member cohorts. Upon receiving the application, representatives from Webster University and the Kansas City Missouri School District will interview all of the applicants to better understand their purpose and willingness to participate in the program. Highest preference will be given to teachers who teach both communication arts and mathematics which are assessed as a part of the Annual Measurable Achievement Objectives (Kindergarten through grade 10), second preference will be given to teachers who teach mathematics, science, or technology subjects, in response to the Competitive Preference Priority 3 - Promoting Science, Technology, Engineering, and Mathematics Education. Principals and instructional coaches will also be invited to participate in the certification courses in order to more widely affect the educational culture of the building.

The Culturally Responsive Instruction for English Learners Project will provide cohort teachers an iPad for use in their classroom in order to enable more data-based decision making, in response to the Competitive Preference Priority 2. This use of technology reflects a “connected teaching” model advocated by the Obama administration that blends in person

instruction with on-line learning components (21st Century Classroom, 2010). This will provide integrated data at teachers' fingertips at all times during the day for each student:

In connected teaching, classrooms are no longer headed by “solo practitioners.” Instead, teams of connected educators are linked to classrooms equipped to provide 24/7 access to data, resources and tools. Teaching becomes a collaborative activity that enables a single teacher to build “learning communities” connecting students not only to the teacher but to peers, other educators inside and outside the school, professional experts in a variety of disciplines from all over the world, members of community organizations, and parents.

(p.5)

Teachers will have access to the full range of student data from demographic data that includes information about language proficiency to student performance data. This performance data will include yearly evaluations of their proficiency, student diagnostic assessments, curriculum unit tests, and daily formative assessments performed in the classroom.

Teachers will access lesson plans for the district curriculum, modify them for the individual students in their classroom and share the effectiveness of this practice with other teachers in their cohort, their grade level, in their building and across the district. Teachers will also be able to see the ACCESS for ELLs data (Assessing Comprehension and Communication in English State-to-State for English Language Learners) which will help teachers to better understand individual students' degree of their English language proficiency levels.

This data will provide the feedback needed to pinpoint best instructional practices for particular students, areas where change is needed, and feedback needed to build a culture of inquiry and continuous improvement. Teachers will be guided by the results they do or do not produce with their students instead of "gut feelings" about what is working and what is not.

Teachers will also be encouraged to work together and with their building instructional coaches to examine data in depth to identify problem areas and seek new solutions. This will be especially true as the cohort teachers learn new instructional strategies for use with the English Learners, test them in their classrooms, and measure the effectiveness of the new strategies with their students.

All teachers at all schools in **The Culturally Responsive Instruction for English Learners Project** will receive professional development in the Sheltered Instruction Observation Protocol (SIOP) Model. The SIOP model provides teachers with a well-articulated, practical model of sheltered instruction to facilitate high quality instruction for English Learners in content area teaching. It is a framework that can bring together a school's instructional program by organizing methods and techniques (ex., classroom organization), and ensuring that effective practices (ex., language development) are implemented. The eight components of the SIOP Method include: Preparation, Building Background, Comprehensible Input, Student Strategies for Success, Interactions, Lesson Delivery, Practice and Application, and Review and Assessment.

This project is framed with a broad vision of professional development that recognizes the interests and needs of teachers of ELs. Collaborative planning by teachers and the leadership personnel will reflect practitioners' learning needs, logistical considerations, and necessary support that is essential for building a learning community. Teachers will have the option of receiving the professional development on their own through the Virtual SIOP Institute, or attending the Virtual SIOP Institute as a group. Over the course sessions, participants complete a series of assignments at their own pace and have the option to meet as a virtual group to collaborate, discuss, and share information they are learning with their colleagues.

The sessions are led by an expert on the topic, and one session is devoted to a question and answer session with the authors. In either option, teachers will be required to implement the SIOP components in their classroom and be coached by KCMSD instructional coaches on their implementation until outside evaluation of their implementation shows they have effectively implemented SIOP. Teachers will work on a new component each quarter until they have mastered all eight at the end of two years.

All principals will receive professional development in the SIOP Model specifically tailored for administrators. This professional development will provide administrators information about the SIOP model and provide them information on how the implementation of the model by teachers in their school can affect all students, including English Learners.

Two district resource teachers and the instructional coaches from each school will receive professional development in coaching the SIOP Model. This two day professional development will provide peer coaching techniques and information on how to address issues of implementation and refinement of practice with teachers implementing the SIOP Model. The instructional coaches will then use this information to work with **The Culturally Responsive Instruction for English Learners Project** teachers to coach them in their implementation of SIOP in their classrooms. All building teachers will regularly receive feedback from the instructional coaches as they implement a new SIOP component each quarter.

All paraprofessionals will receive professional development from the Regional Professional Development Center. KCMSD emphasizes professional development for these staff because they have close interactions with English Learners throughout the day in the classroom, often working with these students in one-on-one situations or small groups. These staff will attend trainings during the day on the following topics:

- 1) the Role of Paraprofessionals,
- 2) Key principals of instruction for English Learners,
- 3) Adapting Lessons based on Proficiency Levels,
- 4) Five Steps to Reading Comprehension,
- 5) Higher-Order Questioning,
- 6) Extending Students' Thinking, and
- 7) Webbing and Graphic Organizers.

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

Duration of Professional Development - A number of studies (Borko, 2004, Garet et. al., 2001, Ingvarson et. al., 2005) identified common denominators critical for successful professional development programs. The most influential variable was the duration of the program (Ingvarson et. al., 2005). Researchers attributed this to the fact that participants spent more time focused on the material and significantly more time developing collaborative professional networks. These networks played an important role in sustainability. The professional development outlined in this grant is not composed of one time presentations. All of the professional development systematically constructs teachers' knowledge while concurrently extending practice and providing constructive feedback.

Culturally Responsive Teaching - Multidimensional culturally responsive teaching involves many things: curriculum content, learning context, classroom climate, student-teacher relationships, instructional techniques, and performance assessments. Gay (2000) defines culturally responsive teaching as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them;

it teaches to and through the strengths of these students. Ladson-Billings (1992) explains that culturally responsive teachers develop intellectual, social, emotional, and political learning by "using cultural referents to impart knowledge, skills, and attitudes" (p. 382).

Parent Training - LIFT will help educators and families together better understand the similarities and differences of the cultural, literacy, and language environments of homes and schools. A recent study found that helping educators learn to increase family involvement during a child's K-5 schooling is a stronger indicator for literacy development than ethnicity, the mother's level of education, and family income (Dearing, et al, 2007). Studies reviewed on the influence of socio- cultural variables associated with teaching English learners (August & Shanahan, 2008) suggest that "bridging home-school differences in interaction patterns or styles can enhance students' engagement, motivation, and participation in instruction (p.8)." Ordonez-Jasis & Ortiz (2006) propose that cultural identity, family history, education, shape learners' understanding of the world and subsequent comprehension and use of print. A strong foundation for literacy reflects the cultural and linguistic diversity of the families and social environments in which learners' relationships formed.

Certification - Highly qualified teachers have been found to provide more effective teaching than teachers who are not highly qualified (Laczko-Keer & Berliner, 2002). According to the federal definition of "highly qualified," a teacher is one who is: fully certified and/or licensed by the state; holds at least a bachelor's degree from a four-year institution; and demonstrates competence in each core academic subject area in which the teacher teaches. **The Culturally Responsive Instruction for English Learners Project** will provide TESOL certification for mainstream teachers who have high percentages of English Learners in their classroom. These teachers already have certification to teach their subject area, which requires

that they hold at least a bachelor's degree from a four-year institution and demonstrate competence in each core academic subject area in which the teacher teaches. While the teachers are highly qualified to teach their content areas, the changing demographics of the classroom have indicated that teachers need more than competence in their academic subject areas to be effective. They additionally need to be highly-qualified to meet the needs of the population of students they serve.

Interactive white boards have been found to have a statistically significant relationship with student achievement. In a study that involved 85 teachers and 170 classrooms, the teachers used interactive whiteboards to teach a set of lessons, which they then taught to a different group of students without using the technology. The students receiving the lessons with the interactive whiteboards had a 16 percentile point gain in student achievement (Marzano & Haysted, 2009). A key feature of this is the use of graphics and other visuals to represent information. These include downloaded pictures and video clips from the internet, from sites such as Google Earth, as well as graphs and charts. English Learners can assist their learning through multimedia presentations that combine visual, audio, and text (Lopez, 2006). This deepens students' conceptual understanding by linking visual imagery with sound to information that is difficult to understand when presented solely by text. (Hasselbring & Williams Glaser, 2000). Some reading series, such as KCMSD's adopted reading resource, Reading Street, also have supplemental resources which are easily integrated with an interactive whiteboard. This makes implementation into the classroom smoother since teachers have access to a bank of activities from which to draw or to use as examples in making their own appropriate activities. Increased engagement by the students is also a leading factor in student participation.

Data Driven Decision Making - Through the Reading First program, many schools

adopted handheld technology-assisted progressing monitoring tools to drive improved students outcomes (Sharp, 2004, Wireless Generation, 2007). Research suggests that teachers can improve the relevance of assessment data, as they reflect the most current state of student understanding and classroom teaching, and therefore could be sensitive enough to show changes in student understanding and classroom teaching (Hupert & Heinze, 2006). The iPad will bring balance between the desktop computer and handheld devices. Desktop computers have access to the internet and a school network with all of the information about a student (attendance and basic demographic data) and their performance (annually administered tests and report cards), but are not available for teachers to use conveniently for teachers every minute of every day in the classroom. This is one of the key challenges educators face in implementing data-based decision making at the school and classroom level (Thorn, 2002). Handheld devices are loaded with particular assessment tools to collect data at the individual student level, but the data has to be brought back to the desktop for comparison to other student performance data over time. The iPad is small enough to use for daily progress monitoring but large enough to display progress over time and with the necessary internet connectivity to access data about the student's performance across multiple assessment tools.

SIOP - The Sheltered Instruction Observation Protocol (SIOP) is a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001). Sheltered instruction is an approach for teaching content to English Learners in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development. SIOP is used as a guide for lesson planning and implementation of high quality sheltered instruction. Using SIOP as a model, teachers approach students with differentiated instruction

that seeks to "maximize each student's growth by recognizing that students have different ways of learning, different interests, and different ways of responding to instruction" (Ravitch, 2007).

The SIOP Model is currently used in most of the 50 states, in hundreds of schools, as well as in several other countries. The intent of the model is to facilitate high quality instruction for English Language Learners (ELLs) in content area teaching using a well articulated, practical model of sheltered instruction. Use of the SIOP model has been found to be effective for the diverse and complex needs of English Language Learners (Genesee, 1999). Professional development on the SIOP Model has been found to improve the academic success of limited English proficiency students (Short, DJ and Echevarria, J. 1999).

Principals as instructional leaders- Research identified leadership as a catalyst for change as the first essential support for school improvement (Sebring et al, 2006). Effective leadership is broadly inclusive with an instructional focus and strategic orientation. As leaders, principals stimulate and optimize the four other core supports; parent-community ties, professional capacity of the faculty and staff, a student-centered learning climate, and ambitious instruction. Simply stated, improving students' learning and performance requires leadership from the faculty, the parents, and the community. Sebring et al's research asserts that to serve as leaders, principals must be knowledgeable about how children learn, capable of leading discussion and analysis of the curriculum, and responsive to teachers' needs for appropriate materials and professional development. They must set high standards for teaching and encourage teachers to take risks and try new methods. Regular visits to the classrooms demonstrate their conviction and give them a pulse on daily instruction. While there is growing recognition among scholars and practitioners in the field that the demands placed on administrators to become *instructional leaders* in their schools may be unrealistic if they cannot effectively delegate some aspects of

their roles to others. One way that leaders can address this dilemma is by engaging the services of classroom-level instructional coaches. Delegating these services enables principals to concentrate on other core tasks associated with effective leadership—setting a vision, fostering a sense of high expectations, creating a collaborative culture focused on student needs, and engaging the community and other responsibilities that cannot be transferred to others (Steiner & Kowl, 2007).

Coaching - Coaching is based on the three-phase model of Planning → Observation → Feedback known as clinical supervision (Cogan, 1973). Instructional coaches, who have a teaching certificate and have been trained to do so, visit classes and provide insights and advice to the teacher on their teaching. Teachers work with the coaches to reflect on the results of the observation based on their development needs. Standardized instruments can be used to guide observation. Typically, these instruments help teachers look at their use of the language, their planning, their instructional delivery, the methods they use for assessment, and their involvement in other professional responsibilities, such as keeping records of students' progress. Coaching is particularly suitable for teachers who need to learn new ways to use the target language or to implement new language and cultural practices in the classroom. Teachers will also be encouraged to develop a school community where school staff work together and use data as a part of constructive dialogue (Love, 2000).

(b) Quality of project personnel. (10 Points)

Webster University's hiring procedures will comply with all federal and state laws, including laws prohibiting discrimination. Webster University is an Equal Opportunity Employer. It is the policy of Webster University that employment decisions shall be based on merit, qualifications and competence. Webster University does not discriminate against an

applicant or an employee due to sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, membership in or association with any labor organization in respect to employment, or any other factor prohibited by law. Webster University hires only citizens of the United States and persons who are legally authorized to work in the United States.

(1) The qualifications, including relevant training and experience, of the project director or principal investigator.

The partner organizations require quality personnel to carry out the proposed project. The Principal Investigator for this project is Dr. Brenda Fyfe. Dr. Fyfe is the Dean of the School of Education at Webster University. Her areas of expertise are instructional process, curriculum, early childhood, and parent education.

The Co-Project Director from Webster University is the Coordinator of Education Program at Webster University, Dr. Gayle Bradshaw. Dr. Bradshaw facilitates the master's programs in Teaching English as a Second Language, Education and Innovation, Middle School Math and Science, as well as Gifted Education Certification. She has over 35 years of experience as an early childhood and elementary teacher, reading specialist, principal and administrator. She developed and directed the district-wide initiative "Pre-K for All" for the Kansas City Missouri Schools District with 144 early childhood classrooms and 71 kindergarten urban classrooms. This initiative combined the standards of the State of Missouri, Head Start, Early Reading First, Parents as Teacher, Title I and the Principles of Effective Teaching as defined by the Kansas City Missouri School District for teachers of children from birth through kindergarten. She managed district-wide budgets, schedules, hiring, projects, and effective teaching while sustaining a culture conducive to teaching and learning. She presented seminars, workshops, and conferences to administrators, educators, and community groups focused on

Early Learning, Blending Curriculums, Organizational Transformation, Crossing Cultural Boundaries, Family Literacy, Social-Emotional Motivations, and Current Research Methodologies.

Co-Project Director from the Kansas City, Missouri School District is the Executive Director of Language Service at the Kansas City, Missouri School District, Dr. Alicia Miguel. Dr. Miguel has vast experience in the field of second language acquisition, and has been instrumental in the expansion of the district's second language program. She has built a strong sheltered program for English language learners who must be placed at grade level but have little to no English language and have had limited or interrupted educational experiences before coming to the district. This program provides grade level instruction at the same time that teachers strategically develop English language skills, modifying content and assessments to make them accessible to students without compromising the quality of instruction. Under her leadership the department has developed curriculum guidelines and language objectives that align with the district core curriculum and the State standards. She has demonstrated exceptional leadership by creating a strong community of teachers, parents and students, who are committed to the program. Teachers show that commitment by participating in a variety of professional development opportunities both within and outside the district, getting involved in extracurricular activities that benefit parents and students, and by participating in curriculum and program development. The successful program that Dr. Miguel has facilitated has been used as a model for surrounding districts and as a model for professional development at the national level because of the effective implementation of the SIOP Model in the KCMSD. She has been a presenter at local, regional, and national conferences, and is sought out by outside districts as a trainer and advisor in matters of second language program development. Dr. Miguel has held

cabinet level positions in the district and has taught graduate TESOL courses for teachers at the university level.

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

The Grant Coordinator will have a Masters degree in Multicultural Education or a related discipline; experience with English Learners, their families, and other diverse populations; experience in conducting staff development; and experience with curriculum and assessment development. Preferably the Coordinator will also be trained in SIOP, be certified to teach in the state of Missouri, have experience teaching in urban schools and experience in designing and writing curriculum materials (guidelines, resource guides, programs, and activities) related to multicultural education.

SIOP Presenters - Sheltered Instruction Observation Protocol professional development will be provided by members of the Pearson staff, who is the sole source for the SIOP Model professional development. The members of this staff have completed a certification process to ensure that they are prepared with the knowledge and skills needed to meet each school's needs and have the necessary experience in training adults through professional development.

The Instructional Coaches at each school will have a minimum of a Bachelor's Degree in Education (with an emphasis in Communication Arts or Mathematics), a valid Missouri teaching license, and a minimum of three years classroom teaching experience. Preferably these staff will have a Master's Degree in Education, at least five years of classroom teaching experience, and teaching experience in urban schools. They must have content- specific knowledge of the Missouri Show Me Standards and common core documents including Grade Level Expectations and Course Level Expectations and other content specific standards documents articulated by

Missouri's Department of Elementary and Secondary Education and knowledge of adult learning theory and sound professional development practices as identified by Learning Forward.

The External Evaluator for this project will have experience in evaluating other grant programs for U.S. Department of Education. Preferred experience will be with literacy, English Learners, and family literacy. The external evaluator will have written extensive research publications and technical reports on literacy and evaluation. A background with education at institutions of higher education and with state standards and student-performance indicators is a priority. Center of Effort, headed by Dr. Jeri Levesque, will lead the external evaluation.

Resource Teachers - The English as a Second Language Resource Teachers have minimum qualifications of a Master's degree in Curriculum and Instruction, a valid Missouri Teaching Certification in their subject area, a Missouri TESOL certification endorsement, SIOP training, and at least five years successfully teaching in an ESL classroom. Preferred qualifications include experience working in an urban school district, in developing and revising curriculum, providing professional development at the site or district level, and experience as an effective teacher coach.

TESOL Faculty - The TESOL courses at Webster University are taught by faculty with a minimum of a master's degree, TESOL certification and five years of experience teaching English Learners.

LIFT - The LIFT-Missouri technical assistance provider and training facilitator has over twenty years experience working with children, families, community, and educators with a two-fold understanding of state systems, programmatic implementation, and service delivery design. She has strength in building and leading educational, social services delivery, and pilot programs

in changing environments. She has a Master's in Management with emphasis in leadership, along with a myriad of child and family development certifications and credentials.

(c) Quality of the management plan. (20 points)

The leadership team will consist of the Coordinator of Education Programs at Webster University, the Executive Director of Language Services from the Kansas City, Missouri School District (KCMSD), the Grant Coordinator for the project, and the external evaluator from Center of Effort. This team will oversee all aspects of the implementation, with the co-directors being in charge of the activities of the grant that are held at Webster and the KCMSD schools, respectively. The management team will consist of the leadership team, plus the principals of each of the schools, who will be vital to the implementation at each of the sites. The leadership team will meet quarterly starting second semester of the first year, with their meeting followed each quarter by a management team meeting. The management team meetings will focus on any concerns from the sites and whether there are any exceptional implementation strategies to be shared with all sites. Principals will be responsible for presenting this information to their staff through monthly faculty meetings.

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (15 points)

Objective/ Activity	Who Manage	Who Give	Who Receive	Pre-Awd	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun-Jul	Aug	Sep
Object. 1 - Multicultural Wkshps	Alicia	C	T, PP, Pr	X	X	I	I	X	I	X	I	I		X	
Faculty Meetings	Alicia	Prin	T, PP	X	I	X	X	I	X	I	X	X			X
Open House	Alicia	Pr, T	Parents	X											X
Academic Nights/ Family Fun Nights	Alicia	Pr, T	Parents, Student			A	F	A	F	A	F	A			
Parent/Teacher Conferences	Alicia	T	Parents		X					X					
Parent Trainings	Gayle	LIFT	T, PP, Pr, W, Par,		X	I	X	I	X	I	X	I			
Objective 2 - Cohort 1/3/5/7-Recruit	Alicia	A, C, Pr	T, Pr	X	X										
Apply	A, G	C	T, Pr		X										
Interview	A, G	A, G	T, Pr			X									
Courses	Gayle	Web	T					X	X	X	X	X	X	X	X

Objective/ Activity	Who Manage	Who Give	Who Receive	Pre-Awd	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun-Jul	Aug	Sep
Courses remaining					X	X	X	X	X						
Cohort 2/4/6/8-Recruit	Alicia	A, C, Pr	T, Pr												
Apply	A, G	C	T, Pr												
Interview	A, G	A, G	T, Pr												
Courses	Gayle	Web	T							X	X	X	X	X	X
Courses remaining	Gayle	Web	T		X	X	X	X	X	X	X	X			
Paraprofessional Train	Alicia	RPDC	Para		X		X			X					
SIOP Training	Alicia	P	T		X	I	I	X	I	I	X	I		X	I
SIOP Principals	Alicia	P	Princ			X	I	I	X						
SIOP Coaches	Alicia	P	IC		X	I	I	I	I	I	I	I		I	I

T-Teachers, PP-Paraprofessionals, Pr-Principals, Par-Parents, C-Coordinator, G-Gayle, A-Alicia, W-Webster, IC-Instructional Coach

LIFT - LIFT Missouri, JVS-Jewish Vocational Services, RPDC-Regional Professional Development Center, P-Pearson, I-Implement

Activity/Benchmark	Manage	Give	Receive	Pre-	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	JuJu	Aug	Sep
Int. White Brd.-Webs	Gayle	G	Webster		O			I	I	I	I	I	I	I	I
IWB-KCMSD	Alicia	A	T			O			I	I	I	I	I	I	I
iPads	Alicia	G	LIFT, G, EE, T, C		O			TR	I	TR	I	I		I	I
Leadership/Management	G, A,	G, A,	Pr, C,		X			X			X			X	
Team Mtgs	EE	EE	LIFT,												
Objective #1	G, A	EE	T	Yrly		IC	IC		IC	IC		IC			IC
Observations				EE		Pr	Pr		Pr	Pr		Pr			Pr
Objective #2	G, A	EE	T							Y5					
Observations										EE					
Objective #3	Alicia	ATP	ELs						AT			AR			
ACCESS for ELs														MR	
Objective #3	Alicia	T	S							MT					
MAP Testing															
Objective #3 - Forums and Focus Groups	Alicia	EE	All			F						FG			

O-Order, LIFT-LIFT Missouri, EE-External Evaluator, C-Coordinator, TR-Cohort Teachers Receive, Pr-Principals,

X-Meetings, Yrly-data collected yearly, IC-Instructional Coach, Y5-Year 5, I-Classroom Implementation, F-Forum, FG-Focus Groups

AT- ACCESS taken, AR-ACCESS data Received, MT- MAP Test taken, MR-MAP data Received, ATP-ACCESS Trained Personnel

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

The Principal Investigator will spend less than 2% of her time supervising the implementation of this project. The Co-Project Director from Webster University will spend 25% of her time with this project while the Co-Project Director from KCMSD will spend 35% of her time with this project. The Grant Coordinator will spend 100% of her time with this project. The External Evaluator will spend 20% of her time with this project. The Regional Program Director for LIFT Missouri will spend 25% of her time with this project.

(d) Quality of the project evaluation. (30 points)

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (10 points)

Evaluation Questions (EQ)

1. What are the effects of professional development activities on research-based instructional strategies for English learners on teachers' establishment of culturally responsive learning environments?
2. What are the effects of culturally responsive learning environments on the academic performance of English learners?
3. What are the effects of effective teaching practices and activities known to be effective with English learners on their academic achievement?
4. What are the effects of intensive teacher professional development to strengthen sheltered instruction practices on English learners' language development and literacy?

Evaluation Design

The evaluation questions (process and performance) are consistent with terms identified by the Government Performance and Results Act. This shifts the focus of project decision making and accountability away from a preoccupation with the activities (outputs) that are undertaken (ex., complete graduate TESOL course with a B or better) to a focus on the results of these activities (ex., changes in teachers' content knowledge and instructional practice). The intent is to examine whether the project (professional development) strengthens the district's capacity to sustain a strong cadre of highly qualified educators that generate improved English Learners' academic achievement.

Objective	Data Collection/Time	Evaluation Strategy	Data Analysis
The culturally responsive learning environments of teachers responsible for English Learners will be	Formative: One year of growth per teacher measured (Sept annually) classroom observations with SIOP. Informal SIOPs quarterly by principals and coaches to provide timely feedback (iPad, protocol	EQ #1 Summative: Comparison between initial baseline (fall) per teacher and the fall EQ#2Short Term Output: Results compared annually to determine percent of change between baseline and end of year on the 8 SIOP Components: Preparation,	Quantitative statistical analysis of data from subgroups of participants (ex., elementary, middle, high school) between 2 sequential fall measures annually. Item analysis for data driven

<p>improved, as measured by SIOP, by 20% between fall observations one year to the next.</p>	<p>immediately transmitted to teachers) to teachers and co-directors. Reflective conferences to strategize ways to enhance instruction. Sub-sequent observations track instructional changes.</p> <p>Spring Focus Groups (FG): Teachers and Administrators</p>	<p>Building Background, Comprehensible Input, Strategies, Interaction, Practice/ Application, Lesson Delivery, Review/Assessment, Assessment of Student Comprehension & Learning.</p> <p>FG: Reflections on Praxis – Teaching ELs</p> <p>Focus Group: Principals’ Perceptions on Culturally Relevant Schools</p>	<p>instruction is the Assessment component of SIOP®</p> <p>Informal data shared with coaches to individualize support for teachers</p> <p>FG Dissemination of annual briefs on teachers and principals’ responses to the project implementation.</p>
<p>After the 5th year of project, 95% of teachers will demonstrate teaching</p>	<p>Longitudinal data collected per teachers/building annually</p> <p>Annual Fall SIOP scores to percentages</p> <p>Summative: Sept. 2016; MAP</p>	<p>EQ #1 Short Term Output: Informal quarterly SIOP observations by coaches and principals used to provide teachers with timely feedback and informed instructional coaching.</p>	<p>SIOP Item analysis per 8 components.</p> <p>Quantitative statistical analysis of data from subgroups of participants (ex., elementary,</p>

<p>practices and activities, as measured by an average SIOP score of 102 (85%) or greater, known to be effective with English Learners.</p>	<p>scores of students of teachers earning TESL certification compared to students of teachers of ELs at equivalent levels of English language from general classrooms in participating schools who are not certified. Final Focus Group: Shared Reflections within a Cultural Responsive Learning Community</p>	<p>EQ #2 Informal findings incorporated into topics and/or strategies addressed during workshops. Comments from SIOP sections analyzed with Q sort to determine common patterns of instruction among high scoring (114 or above = 95%) SIOP reports. EQ #3 TESL certified teachers' SIOP scores and student test scores compared with district aggregated scores for across ethnicities per MAP level</p>	<p>middle, high school, cohort, TESOL)</p>
<p>Improve academic achievement of English Learners</p>	<p>Annual Access and MAP scores of participating students disaggregated by grade, teacher, gender, race/eth.</p>	<p>EQ#4 Long Term Outcome: Annual comparison between classes of students taught by participating teachers from baseline to the next year.</p>	<p>Quantitative statistical analysis of data from subgroups of participants (ex., elementary, middle, high school)</p>

specifically the Annual Measurable Achievement Objectives.		Individual student progress on MAP and Access tracked longitudinally and compared to baseline.	EL student data compared with other subgroups at the district and state levels
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GPRA		Evaluation		Components	
Measure	Data Collection	Evaluation Strategy	Data Analysis		
1.5: The percentage of in-service teacher completers who complete State and/or local certification, licensure, or endorsement requirements in EL instruction as a result of the program.	Fall annually, student records (course grades) retrieved from Webster University per teacher enrolled in the TESOL certification component of the project.	Webster University course grades and verification of successful completion of all requirements for TESOL certification per teacher	Quantitative statistical analysis of data from subgroups of participants (ex., elementary, middle, high school)		
1.6: The percentage of in-service teacher completers who are	Fall Year 2, 3, 4, 5 fall SIOP scores, the percentage of	SIOP Item analysis per 8 components. 120 points	Quantitative statistical analysis of data from subgroups of participants		

providing instructional services to EL students teachers scoring 106 (85%) total possible. (ex., elementary, middle, high school) or above.

(2) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (10 points)

Data will be collected through a mix of quantitative and qualitative methodologies, including examination of district records on teacher qualifications, MAP scores, signature rosters of SIOP training, university course records, verification of TESOL certification, Annual Focus Groups and the outcomes of that professional development demonstrated in classrooms (SIOP). A minimum detectable effect size will be identified to determine the meaningfulness of program impacts on student achievement. A value-added design (the pretest-posttest design) will be used to estimate project impacts on teacher pedagogy and instructional practices.

(3) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (10 points)

The SIOP protocol is a tool for gauging the quality of instruction. Observers record qualitative and quantitative information on the protocol to document lesson effectiveness and point out areas that need improvement. Informal quarterly SIOP observations by coaches and principals will be used to provide teachers with timely feedback and informed instructional coaching. By loading the SIOP protocol onto an iPad an observation record may be shared immediately electronically with the teacher.