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CAL U / IU 1 Professional Development Project Project Abstract

The **Goal** of the California University of Pennsylvania (Cal U) / Intermediate Unit 1 (IU 1) English as a Second Language (ESL) Professional Development Project is to improve classroom instruction for English Learners (ELs) by developing a model continuum of professional development opportunities for pre-service teachers; new teachers; experienced teachers; principals; assistant principals; and paraprofessionals that offers a range of training programs to meet varying depths of interest and needs. At the conclusion of the project, over 1650 educators will have been trained in ESL. In addition because several of the components will be posted on the Pennsylvania Association of Intermediate Units' website, PAIUnet, several components will be available for use with over 122,000 teachers, 2,500 administrators, and 10,000 paraprofessionals in Pennsylvania.

California University of Pennsylvania is a state university located 35 miles south of Pittsburgh, serving more than 9,000 undergraduate and graduate students. Since 2004, The Princeton Review has ranked Cal U as one of the best regional universities in the Northeast. Intermediate Unit 1 is one of 29 nonprofit regional public educational service agencies in Pennsylvania offering over 150 services including: professional development, special education, technology services, consortia purchasing, and liaison services to the Pennsylvania Department of Education (PDE) to the 25 school districts in Fayette, Greene, and Washington Counties. IU 1 serves 58,000 students, over 3,000 teachers, 200 administrators and 600 paraprofessionals in Southwestern Pennsylvania. Geographically, Cal U and IU 1 are three miles apart. As a result of this close proximity, both institutions serve many of the same professionals at different points in their careers. In addition, Cal U and IU 1 have collaborated on numerous projects in the past and maintain a respectful, professional relationship with a shared focus of providing excellent training for educational professionals.

Project Objectives are:

1. To develop a quality pre-service ESL three credit course;
2. To incorporate the **Pre-service ESL Course** for Cal U education majors and have an increasing number of students successfully complete the courses each year of the grant;
3. To develop a quality ESL program for teacher inductees that addresses the fundamental principles of working with ELs;
4. To offer the **ESL Teacher Induction Program** at IU 1 and train an increasing number of teachers each year of the grant;
5. To develop quality Pennsylvania Department of Education approved courses for the ESL Program Specialist Pennsylvania Certificate;
6. To offer a complete series of quality Pennsylvania Department of Education approved courses at IU 1 that prepare teachers for an **ESL Program Specialist Pennsylvania Certificate** and have an increasing number of teachers in Pennsylvania complete the program and obtain add-on Pennsylvania ESL certification each year of the project.
7. To develop a quality ESL program for paraprofessionals;
8. To offer **ESL Continuing Education Program at IU 1 for paraprofessionals** and train an increasing number of paraprofessionals each year of the project;

9. To develop an ESL program for principals, assistant principals, and people preparing to be principals;

10. To offer a quality **ESL program at IU 1 for principals, assistant principals, and professionals preparing to be principals** and train a consistent number of principals and professionals preparing to be principals in ESL policies, regulations, and best practices for teaching ELs each year of the project.

Project Components

Training for Pre-service Teachers - This component of the project focuses on providing pre-service teachers with fundamental skills in understanding EL students and addresses their individual needs in the classroom. In the future, it is probable that most teachers will be responsible for educating an EL student. Therefore, it is important for them to effectively teach EL students. In Year 1 of this project, California University of Pennsylvania will develop a three-credit course, "Supporting the English Language Learner." In Years 2, 3, 4, and 5 of the project the course will become a required course for education majors at Cal U. Funds from this grant will pay a professor to develop the course and pay the partial tuition for students to take the class.

Training for New Teachers - In Year 1 of the grant, IU 1 will develop a "Fundamental Principles of Effectively Teaching EL Students" program. In Years, 2, 3, 4, and 5 of the grant, this program will be offered to new teachers through the IU 1 New Teacher Induction Program. Funds from the grant will pay an IU 1 ESL Curriculum Specialist to develop the program and pay partial tuition for new teachers to take the course. In order to receive the tuition, new teachers must agree to the conditions described in the project design. In addition, IU 1 will post the curriculum for this workshop on the PAIUnet making it available to all 29 intermediate units, 500 school districts, and all of the 122,000 teachers in the Commonwealth of Pennsylvania.

Pennsylvania ESL Program Specialist Certification Preparation - In Pennsylvania the number of ELs has been growing 7-10% every year for the past ten years. In 2011, PA has over 140,000 ELs. No Child Left Behind requires that ELs receive instruction from an ESL certified teachers. To obtain ESL certification, Pennsylvania requires a total of 12 credits, including three credits each of: language acquisition, cultural awareness, instructional material, and assessment. In Years 1 of the project, IU 1 will develop a 12 credit preparatory program that qualifies for Pennsylvania ESL Program Specialist Certification. In Years 2, 3, 4, and 5, these courses will be taught by Pennsylvania Certificated ESL instructors and offered as asynchronous online courses and therefore available to unlimited number of teachers throughout the nation. Funds from the grant will be used to pay an IU 1 ESL Curriculum Specialist to develop the courses and pay partial tuition for Pennsylvania teachers to take this preparatory program and obtain PA ESL certification. In order to qualify for tuition payment teachers must agree to the conditions for reimbursement described in the project design.

Professional Development for Paraprofessionals - Often EL students need assistance with daily routines, cultural norms, and instructional support. Paraprofessionals are in a position to work with these students, but they have limited understanding of ESL or the needs of the EL

student. To address this issue, IU 1 will design and offer “ESL Paraprofessional Program.” The program will be developed in Year 1 of the grant and offered to paraprofessionals in Years 2, 3, 4, and 5 of the grant. Funds from the grant will be used to pay the IU 1 ESL Curriculum Specialist to design the program and pay partial tuition for participating paraprofessionals. In addition, IU 1 will post the curriculum for this program on PAIUnet, making it available to all 29 intermediate units, 500 school districts, and over 10,000 paraprofessionals in Pennsylvania.

Professional Development for Principals and Assistant Principals - Most principals and assistant principals have received minimal, if any training in ESL standards and instruction, policies, regulations, EL rights and student needs. Although principals do not need to understand the EL student’s need at the same level necessary for a teacher or paraprofessional who will be providing direct instruction, it is important for a principal or assistant principal to have a general understanding of the needs of EL students and what is necessary for a school to implement a successful ESL program that maximizes the learning of ELs. IU 1 has been offering principal professional development programs for over 10 years. In Year 1 of the grant, IU 1 will develop a program, “Fundamental Principles Administrators Need to Understand to Implement a Success ESL Program.” Beginning in Year 2 and continuing for Year 3, 4, 5 of the grant, the program will be incorporated into the IU 1 Principals’ and Assistant Principals’ Professional Development Programs. Funds from this grant will be used to pay an IU 1 ESL Curriculum Specialist to develop the program and pay partial tuition for participants to take the program. In addition, IU 1 will post the curriculum for this program on PAIUnet making it available to all 29 intermediate units, 500 school districts, and over 2,500 administrators in Pennsylvania.

Sharing the Project Model- Key personnel will present the model each year of the grant at a national conference. A website will be developed for this project for sharing ESL resources, digital ESL portfolio, ESL programs, online surveys, program evaluation reports, and recruitment and hiring services for ESL teachers. A wiki will also be developed to be used in creating a community of ESL educators and learner. Funds will be used to send key personnel to conferences and to hire a Webmaster to develop the website.

Project Goal

The goal of the California University of Pennsylvania (Cal U) / Intermediate Unit 1 (IU 1) English as a Second Language (ESL) Professional Development Project is to improve classroom instruction for English Learners (ELs) by developing a model continuum of professional development opportunities for pre-service teachers; new teachers; experienced teachers; principals; assistant principals; and paraprofessionals that offers a range of training programs to meet varying depths of interests and needs. At the conclusion of the project, over 1,650 educators will have been trained in ESL. In addition because several of the components will be posted on the Pennsylvania Association of Intermediate Units' website, PAIUnet, they will be available for use with over 122,000 teachers, 2,500 administrators, and 10,000 paraprofessionals in Pennsylvania.

English Learners (ELs) are the fastest growing group of students in American public schools. According to Paytan and Nettles (2008), the EL population doubled in 23 states between 1995 and 2005. The U.S. Census Bureau estimates that by 2050, the Hispanic school-age population will exceed the non-Hispanic school-age public school population (Fry and Gonzales, 2008). According to National Center for Research on Evaluation, Standards, and Student Testing (CRESST), despite eight years of strong NCLB, 2002 accountability provisions, EL academic achievement remains one of the greatest challenges confronting states, school districts, and schools (Wolf, Herman, and Dietel, 2010). In "A quality program for learners of English as a second language", Handcombe (1989) concludes, "Every teacher is an English-as-a-second-language teacher, whether assigned that function or not. It is imperative that teachers receive extensive preparation during their teacher education program in ways to teach effectively in a

multilingual classroom so that ESL students can participate in all aspects of classroom learning.” Offering quality, focused professional development opportunities that assist teachers in: correctly assessing the EL’s level of language acquisition, understanding individual needs, developing individualized instruction, providing support through acculturation into a new environment will help students reach their true potential, providing them with a rewarding fulfilling academic experience that may discourage school drop-out behavior.

Objectives and Outcomes

Objective	Outcome
1. To develop a quality pre-service ESL curriculum.	1. Develop the pre-services ESL curriculum by the end of Year 1.
2. To incorporate the pre-service ESL curriculum into a course for Cal U education majors and have an increasing number of students successfully complete the courses each year of the grant.	2. The following number of pre-service teachers will be served and complete the course in: <ul style="list-style-type: none"> • Year Two - 150 • Year Three - 175 • Year Four - 200 • Year Five - 200 • Total - 725 pre-service teachers completing the course. Of these pre-service teachers, who successfully complete the course, 250 are expected to be placed in an instructional setting

	<p>serving ELs and 125 are expected to be certified in EL instruction.</p>
<p>3. To develop a quality ESL program for teacher inductees that addresses the fundamental principles of working with ELs.</p>	<p>3. Develop the ESL program for teacher inductees by the end of Year 1.</p>
<p>4. To offer the ESL Teacher Induction Program at IU 1 and train an increasing number of teachers each year of the grant.</p>	<p>4. The following numbers of teachers are expected to be served and complete the ESL Teacher Induction Program:</p> <ul style="list-style-type: none"> • Year Two - 100 • Year Three - 125 • Year Four - 150 • Year Five - 200 • Total - 575 <p>The following number of teachers who complete the ESL Induction Program are expected to be serving ELs:</p> <ul style="list-style-type: none"> • Year Two - 90 • Year Three - 100 • Year Four - 110 • Year Five - 120 • Total - 420
<p>5. To develop quality Pennsylvania</p>	<p>5. At the end of Year 1 complete the</p>

<p>Department of Education approved courses for the ESL Program Specialist Certificate.</p>	<p>curriculum for a Pennsylvania Department of Education approved 12-credit program that prepares teachers for Pennsylvania ESL certification.</p>
<p>6. To offer a complete series of quality Pennsylvania Department of Education approved courses at IU 1 that prepare teachers for an ESL Program Specialist Certificate and have an increasing number of teachers in Pennsylvania complete the program and obtain add-on ESL certification each year of the project.</p>	<p>6. The following number of teachers are expected to complete the 12-credit ESL Certification program and obtain Pennsylvania ESL Certification:</p> <ul style="list-style-type: none"> • Year Two - 75 • Year Three - 100 • Year Four - 125 • Year Five - 125 • Total - 425 <p>Of the Pennsylvania ESL certified teachers the following numbers of teachers are expected to be serving ELs:</p> <ul style="list-style-type: none"> • Year Two - 60 • Year Three - 80 • Year Four - 100 • Year Five - 100 • Total - 340
<p>7. To develop a quality ESL program for paraprofessionals.</p>	<p>7. Develop the ESL program for paraprofessionals by the end of Year 1.</p>

<p>8. To offer ESL continuing education program at IU 1 for paraprofessionals and train an increasing number of paraprofessionals each year of the project.</p>	<p>8. The following numbers of paraprofessionals are expected to be served by the ESL program:</p> <ul style="list-style-type: none"> • Year Two - 100 • Year Three - 125 • Year Four - 150 • Year Five - 200 • Total - 575 <p>All 575 of paraprofessional who complete the program are expected to meet local qualifications.</p>
<p>9. To develop a quality ESL program for principals.</p>	<p>9. Develop an ESL program for principals and assistant principals by the end of Year 1.</p>
<p>10. To offer a quality ESL program at IU 1 for principals and professionals preparing to be principals and train a consistent number of principals and professionals preparing to be principals in ESL policies, regulations, and best practices for teaching ELs each year of the project.</p>	<p>10. The following numbers of principals and assistant principals are expected to be served and complete the ESL program:</p> <ul style="list-style-type: none"> • Year Two - 20 • Year Three - 20 • Year Four - 20 • Year Five - 20 • Total - 80

Project Design

This project is a collaborative effort between CAL U and IU 1. Both organizations work to provide quality training and development for educational professionals and have successfully partnered in the past. The planning and development of this project has been a joint effort by CAL U and IU 1 involving the Dean of Education, Associate Professor, and Grants Director at CAL U and the Assistant Executive Director, Outreach and Development Specialist, and ESL Curriculum Specialist at IU 1.

Implementation and responsibility of each component of the project is described in detail below. Throughout the project, the key personnel involved in the project from CAL U and IU 1 will meet at least quarterly to discuss progress and project continuity.

Research and Effective Practices for ESL Professional Development

Preparing educational professionals to effectively work with EL students is critical. According to David Watts and Hetty Roessingh in *The Dynamics of ESL – Drop-out*, Canadian Modern Language Review, 2001: “ESL students are at high risk for drop-out and in the absence of systematic change, the educational success of ESL students is unlikely to improve. Until the education system recognizes the core nature of ESL instruction in the educational development of ESL students, many ESL students will never reach their true academic potential.”

NCLB requires states to use ESL standards. Pennsylvania has ESL standards for reading, writing, speaking, and listening. In the CAL U / IU 1 ESL Professional Development Project, ESL courses will be aligned to Pennsylvania standards and the National Common Core

curriculum standards for English language and content area standards.

The topics in the courses and programs developed for this project are based on research findings. At the pre-service and teachers' level, emphasis is placed on language acquisition because according to Penfield (1987) all-English classroom teachers have "no training in how to deal with EL students and have varied understanding of how language is acquired and developed. They do not see that all English classroom as a rich source for intellectual and language development."

Other key training areas addressed in the programs and courses of this project are to help the teachers understand the significance of cultural norms and the importance of parental involvement in helping the EL assimilate. Penfield (1987) points out that "All English classroom teachers do not understand appropriate norms to include parents in the educational system." The data also shows clearly that all-English as well as ESL teachers interact with students and their parents in ways that are considered disabling (Cummins, 1986).

A major issue for ELs is their language understanding level does not always match the instructional level. To provide appropriate instruction, it is imperative that teachers accurately assess a student's language understanding level (Boles, Education Week 2010). Therefore, the success of ELs also depends on the correct identification of their level of language acquisition and content knowledge. Understanding sophisticated testing tool like World-Class Instructional Design and Assessment (WIDA), as discussed by Mary Ann Zehr, (Education Week April, 2011) is extremely important and why it is included in the programs and courses of this project.

The instructional methods, assessment tools, and language learning theories in the project are based on current research. Examples include: Sheltered Instruction Observation Protocol (SIOP), Cognitive Academic Language Learning Approach (CALLA), Basic Interpersonal Communication Skills (BICS), Cognitive Academic Language Proficiency (CALP), Access Placement Test (APT), Idea Proficiency Test (IPT), and Krashen's theory.

Component I - *Training for Pre-service Teachers*

CAL U will take responsibility for this component of the project.

This component of the project focuses on providing pre-service teachers with fundamental skills in understanding and teaching EL students and addresses their individual needs in the classroom. In the future, it is anticipated that most teachers will be responsible for educating an EL student. Therefore, it is important to deliver this instruction in an efficient and effective manner. In Year 1 of this project, California University of Pennsylvania will develop a three-credit course, "Supporting the English Language Learner." Course description includes:

Supporting the English Language Learner

This course examines research-based English Learner (EL) teaching and learning methods in K-12 mainstream classrooms. The major theories of second language acquisition will be reviewed and their implications for the second language classroom will be discussed. The primary goals of this course are: (a) to familiarize teacher candidates with major theoretical issues and research-based methods in second language learning in formal and informal situations; (b) to provide teacher candidates with opportunities to develop communication strategies that will

support their students learning; (c) to assist teacher candidates in becoming skillful at making appropriate teaching decisions that will nurture language learning among culturally and linguistically diverse students, in order to promote and increase academic achievement in the classrooms.

In Years 2, 3, 4, and 5 of the grant, the course will become a required course for education majors at Cal U. Funds from this grant will pay a professor to develop the course and pay \$150 as partial tuition per student to take “Supporting the English Language Learner.” CAL U tuition for a three-credit course is \$725. In order to have a portion of the tuition paid for this course, pre-service teachers must agree that once they are employed as a teacher they will respond to an online survey annually reporting the number of EL students they are serving in an instructional setting each year as well as documenting any additional ESL education or certification they receive. The results of this survey will be compiled by the CAL U Program Director, reported to the Project team and the evaluator, and posted on the website for this project.

Component II - Training for New Teachers Induction

Intermediate Unit 1 will take responsibility for this component.

In Year 1 of the grant, the ESL Curriculum Specialist at IU 1 will develop a “Teacher Induction-ESL Instructional Strategies Program.” The IU 1 Curriculum Specialist has extensive experience in course and workshop development and ESL instruction. (See Qualification of Personnel – Sugandha Verma). Beginning in Year 2 of the grant and continuing throughout Years 3, 4, and 5, this program will be offered to new teachers through the IU 1 Teacher Induction Program. IU 1 has been conducting teacher induction programs for 22 of the 25 school districts it serves for

over 10 years.

The program will be a blended program consisting of two hours of face-to-face instruction and five hours of online instruction. The program is offered once a year at IU 1. In order to qualify for the \$25 partial tuition payment teachers must: complete the program with a passing grade, complete course evaluations, report the number of EL students they serve each year of the grant, and report if they obtained ESL certification.

Funds from this grant will be used to pay the IU 1 ESL Curriculum Specialist to develop the program and pay \$25 partial tuition for new teachers to take the “Teacher Induction – ESL Instructional Strategies Program.” Induction teachers will be selected for the program on a “first come first served” basis. In order to qualify for the tuition payment teachers must: be teaching in a regular K-12 classroom setting; take an online survey in Years 2, 3, 4 and 5 of the grant; report the number of EL students they are serving in an instructional setting each year; and, document any additional ESL training they acquire.

In addition to offering this workshop to the new teacher inductees, IU 1 will post the curriculum for this workshop on the Pennsylvania Association of Intermediate Units network (PAIUnet), a secure Internet site for Pennsylvania educators. This will make the curriculum available to all 29 intermediate units, 500 school districts, and 122,000 teachers in the Commonwealth of Pennsylvania. Using the tracking mechanisms already set up in PAIUnet, IU 1 will track the number of teachers that are served by this component through PAIUnet. No grant funds will be needed to support this part of the project. Program description and competencies are as follows:

Teacher Induction - ESL Instructional Strategies Program

Program Description: Population diverse in the United States continues to expand. New teachers need to fulfill the needs of diverse learners from around the world in developing cultural competence to overcome language and cultural barriers. This course is based on the research based instructional strategies for ELs. The class also includes cultural awareness activities for promoting understanding among school staff concerning other cultures and their own American culture. The teachers will also be learning about instructional strategies for reading, writing, speaking, and listening, adaptations, accommodations, and technology for working with English Learners.

Competencies:

1. Knowledge of culture and acculturation of ELs and their families.
2. Knowledge of research based methods and techniques, based on principles of teaching English as a Second Language (ESL) such as Cognitive Academic Language Learning Approach (CALLA) and Sheltered Instruction Observation Protocol (SIOP).
3. Knowledge of how to facilitate the English Learners (ELs) and their families, in understanding and collaborating with ESL and other school staff.
4. Knowledge of how to improve vocabulary, comprehension, Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).
5. Knowledge of personal attitudes towards multicultural education and its promotion.

Component III - *Pennsylvania ESL Program Specialist Certification Preparation*

Intermediate Unit 1 will be responsible for this component of the project.

To obtain Pennsylvania ESL certification, a teacher must have an existing PA teacher certificate and successfully complete a total of 12 ESL credits, including three credits in each of the following areas: language acquisition, cultural awareness, instructional material, and assessment. In Year 1 of the project, the IU 1 ESL Curriculum Specialist (See Qualification of Personnel – Sugandha Verma) will develop a 12-credit Pennsylvania Department of Education approved preparatory program. This program will consist of eight asynchronous online courses. Therefore they will be available to an unlimited number of teachers throughout the Commonwealth of Pennsylvania and the nation. From Years 2, 3, 4, and 5, it will be offered by IU 1 in a manner that enables a teacher to complete the certification course work in one calendar year. Pennsylvania Certified ESL instructors will teach the courses. IU 1 has been providing professional development courses and classes for teachers for 40 years and is a Pennsylvania Department of Education approved provider. IU 1 offers over 330 continuing education courses each year to over 5,000 participants across Pennsylvania. Teachers will be selected for the program on a “first come first served” basis.

Funds from the grant will be used to pay an IU 1 Curriculum Specialist to develop and teach the courses, contract with additional instructors to teach courses, and pay \$900 partial tuition for the 12-credit program for Pennsylvania teachers to take this preparatory program and obtain PA ESL certification. In order to qualify for tuition payment, teachers must: complete all 12 credits with a passing grade, complete all course evaluations, create a digital portfolio and agree to take twice a year online survey for the remaining years of the grant to report the number of EL students they serve in an instructional setting. Description of courses and competencies are as follows:

Course 1 – Development Cultural Awareness and Sensitivity I (One credit)

Description: As the diverse population of the United States continues to expand, our communities and public schools need to develop cultural competence to overcome language and cultural barriers. This course is based on knowledge of behaviors, beliefs and attitudes of a multicultural approach to learning. The class also includes cultural awareness activities for promoting understanding among school staff concerning other cultures and their own American culture and for acquiring strategies for working with English Learners (ELs).

Competencies:

1. Knowledge of behaviors, beliefs, and attitudes of multicultural and multilingual learners and families.
2. Knowledge of current methods and techniques, based on recognized principles of teaching English as a Second Language (ESL), in working with culturally and linguistically diverse students/families.
3. Knowledge of how to facilitate the English Learners (ELs) and their families, in understanding and collaborating with ESL and other school staff.
4. Knowledge of how to promote school staff's understanding and sensitivity toward cultures other than American and languages other than English.
5. Knowledge of how other cultures compare-relate to the American culture in areas as communities, businesses, languages, education, and systems in other countries.
6. Knowledge of personal attitudes towards multicultural education.

Course 2 - Developing Cultural Awareness and Sensitivity II: Diversity in K-12 Classrooms (Two credits)

Description: Participants will examine socio-linguistic aspects of U. S. and world cultures, sources of cross-cultural conflict, and approaches to cross-cultural conflict resolution as they relate to K-12 settings, their communities and the communities in which they teach.

Competencies:

1. Reflect and discuss multicultural issues.
2. Understand the role language plays in cultural assimilation.
3. Understand the relationships of minority culture norms to the norms of a general culture.
4. Develop strategies for promoting a multicultural classroom.
5. Participate in discussions to share ideas about how to involve and engage EL in the classroom.
6. Share websites / technology resources, lesson plans and classroom experiences

Course 3 - Instructional Materials I: Program Design (One credit)

Description: This course is designed for teachers of English Learners (ELs). Because EL students come to us with a variety of backgrounds and at diverse levels of language acquisition, it is important for ESL teachers to have the knowledge and skills necessary to create and implement a developmentally appropriate curricular program for all students. Upon completion of this course, teachers will be expected to be able to:

Competencies:

1. Assist ELs in the process of acquiring English and cognitive academic language skills.
2. Select and design teaching resources for ELs according to their language proficiency, native language development and literacy development.
3. Develop, implement, and evaluate a variety of curricular and instructional activities for diverse ELs to meet individual student needs.

Course 4 - Instructional Materials II (Two credits)

Description: This course requires a demonstration of knowledge of the fundamental concepts and practices of ESL instruction, with emphasis on instructional materials and strategies, technology resources, strategies to develop Basic Interpersonal Communication Skills (BICS), Cognitive Academic Language Proficiency (CALP), Educational Adaptations and Modifications for EL.

Competencies:

1. Develop methods, strategies, research and resources that address the educational needs of EL's in their learning process, including the use of computer technology.
2. Apply a variety of currently accepted research-based ESL instructional methods and strategies to meet specific instructional needs of ELs.
3. Adapt and modify instruction to assist ELs in the regular classroom.
4. Use meaningful instructional strategies that support the EL student's culture and acculturation process.

Course 5 - Assessment and Support for ELs (Three credits)

Description: To expand participant's knowledge of effective assessment practices and support services available for EL students. In addition to effective assessment practices, purposes for assessment, multiple assessment models, use of evaluation techniques, scaffolding of assessments, and formal/informal benchmark assessment tools will be discussed. Participants will learn various techniques for analyzing student data, the availability of school support services to assist EL students in language acquisition and content learning and ways to promote parental/family involvement with their children's educational program. Participants will gain experience in test administration, interpretation, and learning.

Competencies:

1. Knowledge of effective assessment tools/practices to identify levels of language proficiency, acquisition and content learning, as well as monitor student progress.
2. Knowledge of available school support services that can assist the EL's in language acquisition/content learning.
3. Knowledge of multiple assessment models to document ELs progress in various curricular and instructional activities.
4. Knowledge and use of evaluation techniques such as Pennsylvania Value Added Assessment System (PVAAS), eMetric, and 4 Sight benchmark assessment to assess individual EL's needs to focus the instruction.
5. Knowledge to promote parental/family involvement and participation regarding their children's accomplishments and educational needs and to assist in the development of ELs projected services.
6. Knowledge of formal/informal assessment tools, and an Individualized Education Plan, to use with ELs who have been identified as special education students.
7. Knowledge of educational program/instructional activity adaptations required for ELs who require specially designed instruction pursuant to the Individuals with Disabilities Education Act.

Course 6 - Language Acquisition Part I: English Usage And Developing Linguistic Awareness (One credit)

Description: This course is designed for teachers of English Learners (ELs) and anyone interested in learning about the language acquisition process and pedagogical considerations.

Competencies:

1. Knowledge and skills in the areas of pronunciation, sounds and phonology; structure, syntax, and grammar of the English language.
2. Morphological and lexical components, and pragmatics and nonverbal communication characteristics.
3. Compare some of these elements to those of other languages.

Course 7 - Language Acquisition Part II: English Usage And Developing Linguistic Awareness (One credit)

Description: This course is designed for teachers of English Learners (ELs) and anyone interested in learning about the language acquisition process and pedagogical considerations.

Competencies:

1. Knowledge and skills in the areas of Second Language Acquisition (SLA) processes, theories, and myths.
2. Ability to compare first language (L1) to second language (L2) development; learner language; errors and error analysis, variability in learners and differences in L2 acquisition, inter-language, discourse analysis, and academic discourse.

Course 8 - Language Acquisition III (One credit)

Description: This course is designed to meet the requirements for the EL Program Specialist certification process in the area of language acquisition. It focuses on the research in ESL curriculum literacy, vocabulary, reading and writing development.

Competencies:

1. Reflect on language development issues.
2. Develop methods and strategies that address the educational needs of ELs in their language for promoting a multicultural classroom.

3. Apply a variety of currently accepted research-based ESL instructional methods and strategies to meet specific language acquisition needs of ELs.
4. Select and design resources for ELs according to their proficiency of language development and literacy development.
5. Complete a small group project, which involves application of class competencies.
6. Participate in discussions to share ideas about how to involve and engage EL in your classroom.

Component IV - *Professional Development for Paraprofessionals*

IU 1 will design and offer “ESL Paraprofessionals Program.” The program will be developed in Year 1 of the grant and offered to paraprofessionals in Years 2, 3, 4, and 5 of the grant. The program will be a blended program consisting of two hours of face-to-face instruction and five hours of online instruction. It will be offered once a year at IU 1. Paraprofessional will be selected for the program on a “first come first served” basis. In order to qualify for the \$50 partial tuition payment, paraprofessionals must: complete the program with a passing grade and complete course evaluations. There is no ESL state qualification system for paraprofessionals in Pennsylvania, so all paraprofessionals successfully completing the program will be considered “locally qualified.”

Funds from this grant will be used to pay the ESL Curriculum Specialist to design and teach the program and pay \$50 partial tuition for participating paraprofessionals.

In addition, IU 1 will post the curriculum for this program on the Pennsylvania Association of Intermediate Units network (PAIUnet), a secure Internet site for Pennsylvania educators making

it available to all 29 intermediate units, 500 school districts, over 10,000 paraprofessionals in the Commonwealth of Pennsylvania. Using the tracking mechanisms already set up in PAIUnet, IU 1 will track the number of paraprofessionals that are served by this component through PAIUnet. No grant funds will be needed to support this part of the project. Course description and competencies are as followed:

ESL Paraprofessionals Program

Description: As the diverse population of the United States continues to expand, our communities and public schools need to develop cultural competence to overcome language and cultural barriers. This program is based on knowledge of behaviors, beliefs, values, and attitudes of a multicultural approach to learning. The class also includes cultural awareness activities, daily routines, vocabulary, pronunciation, and instructional support for working with English Learners.

Competencies:

1. Knowledge of behaviors, beliefs, values, and attitudes of multicultural and multilingual learners and families.
2. Knowledge of daily routines, procedures, manners of a school system.
3. Knowledge of current methods and techniques, based on recognized principles of supporting English as a Second Language (ESL), in working with culturally and linguistically diverse students/families.
4. Knowledge of how to facilitate the English Learners (ELs) and their families, in understanding and collaborating with ESL and other school staff.

5. Knowledge of how other cultures compare-relate to the American culture in areas as communities, businesses, languages, education, and systems in other countries.
6. Knowledge of personal attitudes towards multicultural education.

Component V - Professional Development for Administrators

Most principals have received minimal, if any training in ESL standards and instruction, policies, regulations, EL rights and student needs. Although principals do not need to understand the EL student's need at the same level necessary for a teacher or paraprofessional who will be providing direct instruction, it is important for an administrator to have a general understanding of the needs of EL students and what is necessary for a school to implement a successful ESL program that maximizes the learning of ELs. IU 1 has been offering specific professional development programs for administrators for over 10 years. In Year 1 of the grant, the IU 1 ESL Curriculum Specialist (See Qualification of Personnel – Sugandha Verma) will develop a program, “ESL Program for Principals - Principles, Policies and Best Practices.” The program will consist of five hours of face-to-face instruction and be offered once a year at IU 1. IU 1 has been offering principal professional development programs for over 10 years. Beginning in Year 2 and continuing for Years 3, 4, 5 of the grant, the program will be incorporated into the Principals' and Assistant Principals' Professional Development Program and the Principals' Certification Preparation Programs. Principals enrolled in these programs will take this program.

Funds from this grant will be used to pay an IU 1 ESL Curriculum Specialist to develop and teach the program and pay \$50 partial tuition for participants to take the program. In addition, IU 1 will post the curriculum for this program on the Pennsylvania Association of Intermediate

Units network (PAIUnet), a secure Internet site for Pennsylvania educators making it available to all 29 intermediate units, 500 school districts, and all of the 2,500 administrators in the Commonwealth of Pennsylvania. Using the tracking mechanisms already set up in PAIUnet, IU I will track the number of administrators that are served by this component through PAIUnet. No grant funds will be needed to support this part of the project. Course description and competencies are as followed:

ESL Program for Principals - Principles, Policies, and Best Practices

Description: As No Child Left Behind (NCLB) dictates Adequate Yearly Progress (AYP) of the schools where every child counts, ELs are at a much lower level of achievement than their peers. In order to fulfill this gap, school administrators needs to know the policies, updated regulations, ESL standards, National Common core curriculum, National Staff Development Council standards (NSDC) and best practices of instructing ELs. This course is based on knowledge of PA EL law written in Basic Education Circulars (BEC). The course also includes multicultural awareness activities for promoting understanding and respect among all stakeholders in the school.

Competencies:

1. Knowledge of PA EL regulations, BEC, NCLB, and AYP.
2. Knowledge of PA state ESL standards, National Core curriculum, current best practices of teaching ELs for the observations of the teachers.
3. Knowledge of how to collect and analyze Pennsylvania School System of Assessment (PSSA) data for individual student and their weak areas for improvements.

4. Knowledge of progress monitoring and Response to Intervention and Instruction (RTII) for planning the focused instruction for EL.
5. Knowledge of multicultural education, how to facilitate the ELs and their families, in understanding and collaborating with ESL and other school staff.

Component VI - *Sharing the CAL U / IU 1 Professional Development Information*

Information from this project will be shared in multiple ways. Key personnel will present the model each year of the grant at a national conference. A website will be developed for this project and be accessible through both the CAL U and IU 1 websites. This site will be used for sharing ESL resources, digital ESL portfolio, ESL programs, online surveys, program evaluation reports, and recruitment and hiring services for ESL teachers. Funds will be used to send key personnel to national conferences and to hire a Webmaster to develop the website.

Project Personnel

Cal U Project Director - Dr. Kevin A. Koury, EdD, is the Dean in the College of Education and Human Services at California University of Pennsylvania. He is the former Associate Dean/Director of Student Teaching and prior to that was the Special Education Department Chairperson and faculty member holding the rank of Professor. He received a BS Degree from West Virginia Wesleyan College in mathematics and his MA in Learning Disabilities and EdD in Special Education from West Virginia University. He has advanced work in educational technology at West Virginia University, MacAdemia, CEC-Project ReTool, and Vanderbilt University's Project AIMM. He has published in professional journals and conference proceedings in the areas of technology in education, reflective teaching/practicum, teaching

students who are at-risk, and methods for inclusion. He has presented at the ED-Media World Conference on Multimedia and Hypermedia, E-Learn World Conference, American Educational Research Association, American Council on Rural Special Education, and Council for Exceptional Children national conferences. He is the recipient as co-director or project researcher on five U.S. Department of Education Technology Development and Research grants.

Cal U Associate Professor - Dr. Christine Peterson is a faculty member for the Elementary/Early Childhood Education Department at California University of Pennsylvania. She serves as program coordinator for the department's online programs in Early Childhood Education, English as a Second Language, and National Board Teacher Certification Preparation in addition to teaching undergraduate and graduate courses.

Dr. Peterson has 20 years of experience as an educator, including public school teacher in Maryland Public Schools, Prince George's County and Harford County Schools and assistant principal at Waynesburg Central Elementary School in Waynesburg, PA. She earned a Master's of Science degree in Administration and Supervision of Schools from Johns Hopkins University and a Doctorate degree in Technology Education with a specialty in distance education from West Virginia University. She has taught undergraduate and graduate level classes in reading and language arts, computer technology, field experience, and has supervised student teachers. She possesses certification in Elementary K-6, Reading Specialist, and Elementary Principal K-6.

IU 1 Coordinator - Patricia Hazen has been employed at IU 1 for 15 years. She has held positions of Curriculum Specialist and Outreach and Development Specialist. Ms. Hazen has

written and managed several grants including Safe Schools Initiative Grants (1999-2000, 2001-2002, 2002-2003, 2003-2004, 2004-2005, 2006-2007, 2007-2008, 2008-2009), Educate America Grants (1999-2000 and 2000-2001), Homeless Children Initiative (2007), IU 1's Memorandum of Understanding Grant Project, Principals' Academy (2005-2011), and State Farm Safe Driving Initiative (2011). In addition she has co-directed the strategic planning process at IU 1, produced numerous reports, served as a member of the IU 1 Management Team, served statewide as Chairwoman of the Pennsylvania Association of Intermediate Units Public Relations Committee and published several articles. Her education includes a BS, M.Ed., and a MBA. She will commit 50% of her time for the first year and 33% of her time the remaining four years to this project.

IU 1 ESL Curriculum Specialist – Sugandha (Su) Verma has been a Curriculum Specialist of Intermediate Unit 1 for the past eight years. She has written and taught Pennsylvania Department approved ESL courses for English as a Second Language teachers. She also has been conducting workshops for paraprofessionals, induction of new teachers, and other Pennsylvania Department of Education initiatives for NCLB. Her focus area is ESL professional development and online instruction. She is an ELL herself and has a passion to teach ESL teachers. She can understand both sides of ESL instruction and EL learning. She is versed with a variety of testing for ELs, Pennsylvania ESL standards, Teachers of English to the Speaker of Other Languages (TESOL), International K-12 Online Learning (iNACOL) and National Staff Development Council (NSDC) standards, and Pennsylvania Standard Aligned System (SAS). She has taught students at the college for two years and high school level for five years and her qualifications include: two MS degrees, teacher certificates in the U.S. and India, principal's certification, and

certification in curriculum and instruction certificate. She is currently completing doctoral work with the focus in online teaching and learning.

Management Plan

The management of this project will be a collaborative effort between CAL U and IU 1. CAL U and IU 1 teams will meet quarterly to coordinate the project, monitor and report the progress on their respective components and assure continuity of the project.

CAL U and IU 1 will each manage the components for which they are responsible. At CAL U, the Project Director will oversee the project for which CAL U is responsible and at IU 1, the IU 1 Coordinator will oversee the project for which IU 1 is responsible. These persons will be responsible to see that the milestones are achieved in a timely manner according to budget, and will create yearly progress reports describing milestones accomplished, person responsible for the accomplishment, timeframe, and budget amount used, to be presented to the external evaluators and team members. Both CAL U and IU 1 will contract with an evaluator to evaluate the program each year.

Courses and program development and the corresponding teaching of the developed classes will be coordinated between CAL U and IU 1 so that programs and courses are related and build upon each other. However, each organization will take responsibility for its own program development and teaching. The following chart outlines the relationship between the project objectives, project timeline, budget amounts, responsible person, and milestones to be achieved.

Project Management Chart

Objective and Timeline		Budget	Responsible Person	Milestones
<i>Objective 1</i>				
Develop a Pre-service ESL course.	Yr. 1	\$56,084	CAL U Professor	Course developed
<i>Objective 2</i>				
Teach Pre-service ESL course at Cal U and have an increasing number of students successfully complete courses each year.	Yrs 2 - 5	Yr. 2 - \$28,883 Yr. 3 - \$29,786 Yr. 4 - \$30,717 Yr. 5 - \$31,677	CAL U Professor	Each year: <ul style="list-style-type: none"> • Course offered at CAL U • Number of registered students matches projected numbers • Number of passing students matches projected numbers • Number of students registering and completing the course increases
<i>Objectives 1 and 2</i>				
Monitor and manage objectives attainment.	Yrs.1 - 5	No funds needed	CAL U Project Director	Ensure development and teaching milestones are reached each year, appropriate data collected, reported, and presented to evaluator

<i>Objective 3</i>				
Develop ESL program for teacher inductees.	Yr. 1	\$8,000 <i>(10% of salary)</i>	IU 1 ESL Curriculum Specialist	Program developed
<i>Objective 4</i>				
Teach ESL Teacher Induction Program at IU 1 and train increasing number of teachers each year.	Yrs. 2 -5	Yr. 2 - \$8,200 Yr. 3 - \$8,405 Yr. 4 - \$8,615 Yr. 5 - \$8,830 <i>(10% of salary)</i>	IU 1 ESL Curriculum Specialist	Each year: <ul style="list-style-type: none"> • Number of registered teachers matches projected numbers • Number of teachers passing the program matches projected numbers • Number of teachers registering and completing the program increases
<i>Objective 5</i>				
Develop PDE approved courses for the ESL Program Specialist Pennsylvania Certificate.	Yr. 1	\$56,000 <i>(70% of salary)</i>	IU 1 ESL Curriculum Specialist	Courses developed

Objective 6				
Teach a complete series of PDE approved courses at IU 1 for ESL Program Specialist Certificate and have an increasing number of teachers complete program and obtain ESL certification each year.	Yrs. 2 - 5	Yr. 2 - \$57,400 Yr. 3 - \$58,835 Yr. 4 - \$60,306 Yr. 5 - \$61,813 <i>(70% of salary)</i> Yr. 2 - \$15,000 Yr. 3 - \$15,000 Yr. 4 - \$15,000 Yr. 5 - \$15,000	IU 1 ESL Curriculum Specialist Contracted instructors will also teach courses	Each year: <ul style="list-style-type: none"> • Number of registered teachers matches projected numbers • Number of teachers passing the course matches projected numbers • Number of teachers registering and completing the program increases • Number of teachers obtaining certification increases
Objective 7				
Develop ESL program for paraprofessionals.	Yr. 1	\$8,000 <i>(10% of salary)</i>	IU 1 ESL Curriculum Specialist	Program developed
Objective 8				
Teach ESL program at IU 1 for paraprofessionals and train an increasing	Yrs. 2 - 5	Yr. 2 - \$8,200 Yr. 3 - \$8,405 Yr. 4 - \$8,615 Yr. 5 - \$8,830 <i>(10% of salary)</i>	IU 1 ESL Curriculum Specialist	Each year: <ul style="list-style-type: none"> • Number of registered paraprofessionals matches projected numbers

number of paraprofessionals. each year.				<ul style="list-style-type: none"> • Number of paraprofessionals passing the program matches projected numbers • Number of paraprofessionals registering and completing the program increases
Objective 9				
Develop an ESL program for principals and assistant principals.	Yr. 1	\$8,000 <i>(10% of salary)</i>	IU 1 ESL Curriculum Specialist	Program developed.
Objective 10				
10.) Offer ESL program at IU 1 for principals and assistant principals and train 20 principals each year.	Yrs. 2 -5	Yr. 2 - \$8,200 Yr. 3 - \$8,405 Yr. 4 - \$8,615 Yr. 5 - \$8,830 <i>(10% of salary)</i>	IU 1 ESL Curriculum Specialist	<p>Each year:</p> <ul style="list-style-type: none"> • Number of registered principals and assistant principals matches projected numbers • Number of principals and assistant principals passing the program matches projected numbers

<i>Objectives 3 through 10</i>				
Monitor and manage objectives attainment.	Yrs.1 -5	Yr. 1 - \$45,000 Yr. 2 - \$36,000 Yr. 3 - \$37,823 Yr. 4 - \$38,769 Yr. 5 - \$39,738	IU 1 Coordinator	Ensure development and teaching milestones are reached each year, data collected, reported and presented to evaluator

Project Evaluation

The goal of the CAL U / IU 1 English as a Second Language (ESL) Professional Development Project is to improve classroom instruction for English Learners (ELs) by developing a model continuum of professional development opportunities for pre-service teachers; new teachers; experienced teachers; principals, assistant principals; and paraprofessionals that offers a range of training programs to meet varying depths of interest and needs. At the conclusion of the project over 1,650 educators will have been trained in ESL. In addition because several of the components will be posted on the Pennsylvania Association of Intermediate Units' website, PAIUnet, they will be available for use with over 122,000 teachers, 2,500 administrators, and 10,000 paraprofessionals in Pennsylvania.

The target groups to be served by this grant correspond to the GPRA Measure Targets described in the Request for Proposal. To evaluate the GPRA Measure Targets, the following measures will be evaluated on a yearly basis and used as benchmarks to measure the progress of the project:

Benchmark Measures

Target Group	Measurement Method	Years	Responsible Person
Pre-service teachers served	CAL U course enrollment rosters	2 - 5	CAL U Project Director
Pre-service teachers completers	CAL U course completion rosters	2 - 5	CAL U Project Director
Pre-service teachers completers placed in instructional settings	Online survey to pre-service teacher completers	2 - 5	CAL U Project Director
Pre-service teachers completers certified in EL instruction	Online survey to pre-service teacher completers	3 - 5	IU Coordinator
Paraprofessionals served	Class rosters from IU 1 ESL Paraprofessional Program	2 - 5	IU Coordinator
Paraprofessional completers locally qualified	Online survey to paraprofessional completers	2 - 5	IU Coordinator
In-service teachers served	Class enrollment from IU 1 ESL In-service Program	2 - 5	IU Coordinator
In-service teachers	Class rosters of completers from	2 - 5	IU Coordinator

completers	IU 1 ESL In-service Program		
Teachers in ESL certification program	Teachers enrolled in IU 1 ESL Certification program	2 - 5	IU Coordinator
ESL certified teachers	Class roster of completers in IU 1 ESL Certification program	2 - 5	IU Coordinator

Courses and Programs Evaluation Methods

Participant		Evaluation and Assessment
Teacher	Pre-service	<ul style="list-style-type: none"> • Online survey • Participant Learning Assessment • Course Quality Evaluation
	New Teachers Induction	<ul style="list-style-type: none"> • Online survey • Participant Learning Assessment • Course Quality Evaluation
	ESL Certificate	<ul style="list-style-type: none"> • Online survey • Participant Learning Assessment • Course Quality Evaluation ePortfolio • Online Collaboration
Paraprofessional		<ul style="list-style-type: none"> • Online survey • Course Quality Evaluation
Principals		<ul style="list-style-type: none"> • Online survey • Course Quality Evaluation

The content of the courses and programs of the project will be evaluated using formative and summative methods. The programs and courses are designed and offered to allow a cycle of inquiry that includes setting goals, planning and preparation, action, data collection and reporting, evaluation, and setting goals for the next year's improvement to be followed. This cycle will be repeated yearly for the duration of the grant. This collaborative inquiry will create a long-term learning community among ESL teachers, paraprofessionals, principals, ELs, and their families, that will continue to grow beyond the duration of the grant.

Formative assessment information will be collected regularly. Instructors will continuously receive feedback from participants throughout the courses and programs. In addition, instructors will gather information based on the performance of participants and the feedback they provide. Each year, instructors will re-examine course and program content alignment to Pennsylvania ESL standards and National Core Curriculum ESL standards to ensure key standards are adequately addressed and make course and program improvements accordingly.

Summative assessments will be used to evaluate the quality of work for course and program participants using the following: projects, assignments, tests, quizzes, digital portfolios, and a written a plan of implementation for applying knowledge and skills learned.

All participants receiving tuition payments from this grant must agree, for the duration of the grant, to complete an online Zoomerang survey twice a year. CAL U and IU 1 will collect, retain, and share when appropriate, contact information for all participants. The survey will be

issued pre and post learning. Information from the survey will be used to evaluate the progress of participants' knowledge and skills, ESL educational training, and the quality of programs and courses. Information collected on the survey will include:

- Quality of the program
- Readiness to teach EL
- Resources to teach EL
- Total number of ELs in their classes
- Future improvements areas
- Plan of implementation
- Availability of support
- Parental involvement
- Multicultural education
- Collaboration
- Learning community
- Other

CAL U and IU 1 will each be responsible for collecting, compiling and reporting the information collected. Both institutions have mechanisms in place to collect this information. Data results will be shared between CAL U and IU 1 at the quarterly project team meeting and provided annually to the evaluators at each site. The information will be used to gather results on accomplishment of project objectives, performance measures, and project adjustments.