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NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

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2011 NPD Project Abstract

- 1) Name of the IHE. : William Paterson University of New Jersey
- 2) Title of the program: Preparing All Teachers to better Serve English Learners (PATSEL)
- 3) Number and type of participants projected to be served by the project:
 - 40 in-service teachers, 10 pre-service teachers, 10 in-service teachers of STEM subjects, and 10 higher education faculty each year
 - A total of 120 in-service teachers, 40 pre-service teachers, 40 in-service teachers of STEM subjects, and 50 higher education faculty by the end of the project
- 4) Partners: City of Paterson School District, City of Passaic School District, and City of Clifton School District in New Jersey
- 5) Project Description:

The overall purpose of the project is to increase the academic achievement of K-12 English learners by improving the quality of pre-service and in-service teacher preparation and by expanding the ability of higher education faculty in teacher preparation programs. The project has four major goals that prepare in-service and pre-service teachers as well as higher education faculty to better meet the needs of ELs in economically disadvantaged school districts.

Goal 1. In-Service Professional Development

Improve the academic achievement of ELs in the 25 William Paterson University (WPU) Professional Development Schools in Paterson, Passaic, and Clifton, by implementing quality on-going professional development for all teachers and other educational personnel to better serve ELs (Fall 2011 – Spring 2016). Participants: 40 in-service teachers a year; a total of 120 in three years

Goal 2. Certification for Pre-Service Teacher Candidates

Provide academic preparation and financial assistance (equivalent to WPU in-state tuition) for pre-service teacher candidates (including STEM majors) in WPU College of Education to pursue a 12-credit additional bilingual certification as an endorsement on their initial teaching certification (Fall 2012 – Spring 2016). Participants: 10 pre-service teacher candidates a year; a total of 40 in four years

Goal 3. Certification for In-Service Teachers of STEM Subjects

Provide academic preparation and scholarships (equivalent to WPU in-state tuition) for in-service teachers of STEM subjects to pursue a 21-credit ESL certification program at a graduate level. Two cohorts of 20 teachers will complete the program in four years (Fall 2012 – Spring 2016). Participants: 2 cohorts of 20 teachers of STEM subjects; a total of 40 in four years

Goal 4. Professional Development for Higher Education Faculty

Assist the WPU faculty (including Professors-in-Residence) to prepare pre-service and in-service teachers to meet the needs of ELs. Infuse the College of Education curricula with units on

effective instructional practices and curriculum development for ELs in undergraduate and graduate teacher preparation programs (Spring 2012- 2016). Participants: 10 higher education faculty a year; a total of 50 in five years

6) Priorities:

- The Project addresses Competitive Preference Priority N. 1 (novice applicant), Priority N. 2 (Data-based decision making), and N. 3 (Promoting STEM education)
- The Project also addresses Invitational Priorities N. 2 (Improving Preparation of All Teachers to Better Serve English Learners).

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PART III: Proposal Narrative

1. Need for the Project

a. English learners at risk of educational failure

The education of language minority children has become an issue of great importance for schools in the United States. The challenges in meeting the need of these students will grow as English learners (ELs) become an increasing presence everywhere in our nation. ELs constitute the fastest growing segment of the school-age population. According to the US Department of Education, there are over 5.4 million ELs in the US; one in nine public school students in K-12 grades come from a home where a language other than English is spoken and has been classified as Limited English Proficient (LEP). While in 1990, ELs constituted only one in twenty students, by 2025 it will be one in four. The EL population has multiplied from 2 to 5 million since 1990; a 150% increase during a period when the overall population has increased by only 20%. More than 400 languages are represented in the EL population in our nation. 187 languages are spoken by language minority students in New Jersey. According to the NJ Department of Education, there were 283,425 language minority students in the 2008-09 academic year; of those, 65,080 were classified as LEP.

The proposed project is designed to improve the academic achievement of English learners in William Paterson University's Professional Development Schools (PDSs) in Paterson, Passaic, and Clifton, economically disadvantaged school districts with increasing numbers of ELs. The Passaic school district serves 3,526 ELs who represent 29% of the school population. The Paterson schools enroll 25,308 ELs –13% of the total number of pupils in the district. Clifton Public Schools is a district of approximately 10,800 students. 61% of the district population come from families speaking a language other than English, 5% of the district student population are English learners.

b. Need for preparing content area teachers including STEM subjects

English learners with various linguistic and cultural backgrounds may face challenges in life, language, literacy, and culture in the process of language socialization in a new environment. In school they face ‘double-demands’ of improving their English proficiency and learning how to read and write in English using content knowledge. Moreover, in the context of recent educational reforms (No Child Left Behind and National Content Standards), ELs in mainstream classrooms are expected to meet grade-appropriate standards developed for native speakers of English and to demonstrate achievement through standardized tests in English (Harper & de Jong, 2009). However, professional expertise and knowledge of effective content area literacy instruction for ELs remains inaccessible to a majority of mainstream teachers across the United States (Lucas, Villegas, & Freedson-Gonzalez, 2008). In addition, most teacher training programs for subject area teachers do not provide instruction in teaching techniques to use with English learners (Garcia & Gonzalez, 1995; Lee, 2005).

There is mounting empirical evidence that the quality of the teacher is the single most significant school-based factor in determining student achievement. Teachers of ELs need to promote students’ English language and literacy development as well as academic achievement in subject areas. Unfortunately, a majority of teachers working with ELs believe that they are not adequately prepared to meet their students’ learning needs, particularly in academically demanding STEM subjects such as Math and Science (National Center for Education Statistics, 1999). Lee (2005) asserts that “most teachers also assume that ELs must acquire English before learning subject matter, although this approach almost inevitably leads such students to fall behind their English-speaking peers” (p. 528). A limited body of research addresses professional development efforts to help in-service teachers enhance their beliefs and practices in integrating Math and

Science with literacy for ELs. This research indicates that successful academic preparation of ELs requires subject-specific instructional strategies for ELs that go beyond the initial and general preparation in teacher education (Vahey, Lara-Meloy, & Knudsen, 2009; Buxton, Lee, & Santau, 2008).

c. Magnitude of achievement gaps

The problem is not that ELs are unmotivated to learn English. Numerous studies have shown that immigrant families place a high value on their children acquiring English and achieving in school. Most ELs quickly learn the basic oral English skills necessary to engage in social interactions and follow directions in classrooms. However, many ELs encounter difficulties in school because they lack the academic language required to read to learn from content area texts.

In order to close the gaps, it is essential that teachers acquire proper training if they are expected to meet the needs of ELs. Recommendations based on research findings for transforming content area instruction for ELs include:

- Provide many opportunities for English learners to develop oral language competency through interaction with others.
- Explicitly link English learners' background knowledge and experiences to lesson content and past learning.
- Provide explicit and contextualized vocabulary instruction to English learners.
- Stimulate English learners' thinking and provide meaningful activities for students to demonstrate their learning.
- Assess English learners frequently, before, during, and after lessons, and plan purposefully, based on the assessment data.

(Echevarria & Vogt, 2010, pp. 9-11)

One of the goals in the proposed project is to provide professional development for in-service content area teachers to enhance their skills in teaching both content knowledge and academic language of ELs. These teachers will transform current educational practices in the schools of high needs and in turn improve student academic achievement, which should result in overall improvement of student performance. The proposed project will target 25 elementary, middle, and high schools in economically disadvantaged school districts in New Jersey.

2. Quality of Project Design

The overall purpose of the project is to increase the academic achievement of K-12 English learners by improving the quality of pre-service and in-service teacher preparation and by expanding the ability of higher education faculty in teacher preparation programs. The project has four major goals that prepare in-service and pre-service teachers as well as higher education faculty to better meet the needs of ELs in economically disadvantaged school districts.

a. Measurable goals, objectives and outcomes

Goal 1. In-Service Professional Development: Improve the academic achievement of ELs in the 25 William Paterson University (WPU) Professional Development Schools in Paterson, Passaic, and Clifton, by implementing quality on-going professional development for all teachers and other educational personnel to better serve ELs (Fall 2011 – Spring 2016).

Participants: 40 in-service teachers a year; a total of 120 in three years

Objectives:

1. Increase the knowledge of K-12 teachers in meeting the needs of ELs through workshops and/or seminars

- Level 1: Increase teachers' awareness and knowledge of effective instructional practices for ELs, such as sheltered English instruction.
 - Level 2: Prepare teachers to make core curriculum content more comprehensible to ELs in general education classrooms through differentiated instruction by levels of English language proficiency.
 - Level 3: Enhance content area educators' ability to teach literacy across curriculum by increasing their knowledge of second language literacy development.
2. Support newly-trained teachers by providing immediate onsite feedback on their practice as they implement sheltered English strategies and differentiated instruction based on levels of English language proficiency.
 3. Create a cadre of mentor teachers to provide staff development sessions on sheltered English and differentiated instruction at their school sites.
 4. Build a professional learning community among the participants by fostering collaborative dialogue and reflective practices, and utilizing peer coaching, modeling, mentoring, and conferring.
 5. Videotape lessons and use them for mentoring and reflective purposes.
 6. Compile the videotapes of lessons for pre-service teacher preparation programs at WPU.

Outcomes:

1. 120 in-service teachers will demonstrate enhanced classroom strategies for working with ELs by implementing research-based practices for ELs and differentiating instruction by levels of English language proficiency.
2. 120 in-service teachers will continuously improve their lesson plans through collaboration and analysis of videotapes.

3. Test scores in statewide assessments of ELs and general education students will improve by 5-10%.
4. Increasing numbers of educational personnel will provide enhanced learning opportunities to ELs.
5. Research-based instructional strategies will be incorporated in model lessons that will be duplicated and disseminated in pre-service teacher preparation programs.

Goal 2. Certification for Pre-Service Teacher Candidates: Provide academic preparation and financial assistance (equivalent to WPU in-state tuition) for pre-service teacher candidates (including STEM majors) in WPU College of Education to pursue a 12-credit additional bilingual certification as an endorsement on their initial teaching certification (Fall 2012 – Spring 2016).

Participants: 10 pre-service teacher candidates a year; a total of 40 in four years

Objectives:

1. Prepare pre-service teacher candidates including STEM majors to better serve ELs.
2. Increase their knowledge of teaching for ELs in their content area from college courses.
3. Meet the increasing needs of bilingual teachers in the professional development school districts (e.g. Passaic school district).

Outcomes:

1. 40 pre-service teacher candidates will demonstrate an understanding of second language acquisition and bilingual education through relevant courses of the program.
2. 40 pre-service teacher candidates will demonstrate teaching methods and techniques in both the first and second language as well as techniques for teaching subject area content in dual language settings.

3. 40 program graduates will work in districts of the surrounding area such as Paterson and Passaic to serve bilingual students.

Goal 3. Certification for In-Service Teachers of STEM subjects: Provide academic preparation and scholarships (equivalent to WPU in-state tuition) for in-service teachers of STEM subjects to pursue a 21-credit ESL certification program at a graduate level (Fall 2012 – Spring 2016).

Participants: 2 cohorts of 20 in-service teachers of STEM subjects; a total of 40 in four years

Objectives:

1. Increase the knowledge and pedagogical skills of in-service teachers of STEM subjects to meet the needs of ELs.
2. Train candidates as mentors of EL education in their school districts.
3. Increase the number of qualified ESL specialists with content area certifications in the region.

Outcomes:

1. 40 in-service teachers will demonstrate enhanced knowledge of content teaching for ELs in their graduate courses.
2. 40 in-service teachers will demonstrate leadership skills in their school districts by promoting the use of effective instructional strategies for ELs STEM education.
3. Qualified teachers of STEM subjects with ESL certifications will strengthen the education of ELs in the target districts, improving test scores by 5-10%.

Goal 4. Professional Development for Higher Education Faculty: Assist the WPU faculty (including Professors-in-Residence) to prepare pre-service and in-service teachers to meet the needs

of ELs. Infuse the College of Education curricula with units on effective instructional practices and curriculum development for ELs in undergraduate and graduate teacher preparation programs.

Participants: 10 higher education faculty a year; a total of 50 in five years

Objectives:

1. Increase the ability of higher education faculty to prepare all teachers to facilitate instruction for ELs.
2. Develop skills in designing units on research-based instructional practices for ELs to be incorporated in courses throughout the College of Education curricula.
3. Enhance faculty knowledge and skills on how to develop and implement K-12 curricula that integrates core curriculum content standards and English language proficiency standards.

Outcomes:

1. 50 WPU faculty will have a general understanding of key issues on the development of academic language skills in ELs and basic strategies for differentiating instruction based on content and levels of English language proficiency.
2. 50 WPU faculty will demonstrate enhanced knowledge of teacher preparation to serve English learners by integrating key concepts and effective strategies in their teacher education courses.
4. Knowledge and skills on how to develop ESL curricula that align core curriculum content standards with English language proficiency standards will be introduced to future school administrators and supervisors in graduate courses of the Educational Leadership program at WPU (e.g. EDLP 604 & EDLP 618).

b. Appropriate design of the project to meet the objectives

The program design includes the following elements: in-service teacher training in sheltered instruction, certification in bilingual education for pre-service teacher candidates, certification in ESL for in-service teachers of STEM subjects, and professional development for higher education faculty to better serve ELs. Goal 1 and 3 are primarily concerned with in-service teachers. Goal 2 and 4 are targeted at pre-service teacher candidates and higher education faculty in teacher preparation programs. In this way, the project ensures providing services for a range of personnel involved in the education of ELs.

Goal 1 will have three cohorts of teachers and other educational personnel from the targeted schools. Each cohort will consist of 40 teachers and receive a four-day intensive training in sheltered instruction. Some of them will become mentor teachers for their peers and assist in building professional learning communities in their respective schools. Beyond the termination of the grant period, members of the three cohorts will be able to serve as coaches and trainers for future groups of school personnel and model collaboration among peers.

Goal 2 of the project addresses the preparation of pre-service teacher candidates to be certified as a bilingual teacher. Candidates will be recruited and selected from current College of Education candidates, particularly STEM majors (e.g. Science, Math). Qualifications include cumulative undergraduate grade point average of at least 2.75 on a 4.0 scale, submission of a letter of recommendation from an educator to address a candidate's academic performance, and submission of an essay on educational philosophy. Their academic progress and timely completion of the program will be monitored by the Project Coordinator and the Coordinator of the Undergraduate Bilingual Endorsement Program.

Goal 3 of the project addresses the academic preparation of two cohorts of 20 in-service teachers of STEM subjects (Math & Science) by providing financial assistance to obtain an ESL

certification. Candidates will be recruited from the 25 Professionals Development Schools that WPU serves in Clifton, Passaic, and Paterson and/or any other economically disadvantaged school districts with increasing numbers of ELs in New Jersey. Qualifications include an initial New Jersey teaching certificate, a cumulative undergraduate grade point average of at least 2.75 on a 4.0 scale, and submission of two letters of recommendation. Their academic progress and timely completion of the program will be monitored by the Project Coordinator and the Director of the Bilingual/ESL Graduate Program.

Goal 4 of the project targets the professional development of WPU faculty involved in the preparation of teachers and school administrators at the undergraduate and graduate levels. Faculty will be recruited primarily from the College of Education and will receive two training workshops and individualized support. The first workshop will include an overview of effective strategies for the teaching of content to ELs of varied levels of English language proficiency and how to incorporate that information in courses for pre-service and in-service teachers. This workshop will be followed up by individual conferences with the participating faculty to assist them in adding units on the teaching of ELs to their course outlines/syllabi. The second workshop will focus on curriculum development that integrates English language proficiency standards and content standards as well as provides guidance to classroom teachers for including language and content objectives. This workshop aims at helping faculty prepare educators to develop innovative curricula that attends to the needs of ELs.

Table 1 provides an overview of how the goals, objectives, and outcomes are to be achieved by the proposed project.

Table 1: Measurable goals, objectives, and outcomes of the project

Goal 1. In-Service Professional Development					
Objectives	Activities	Outcomes	Timeline	Personnel	
1. Increase the knowledge of K-12 teachers in meeting the needs of ELs through workshops and/or seminars	Needs assessment of the PDSS	Data from needs assessment	Fall 2011	PD & Project coordinator	
	Content design of in-service workshops of sheltered English instruction	Completed design of sheltered English instruction training	Spring 2012	PD & Trainers	
	Recruitment: Selection of each cohort of 40 in-service teachers in PDSS	Completed list of participants	Fall 2012: Cohort I Fall 2013: Cohort II Fall 2015: Cohort III	PD & Project coordinator	
Level 1: Increase teachers' awareness and knowledge of effective instructional practices for ELs	Implementation of 4 days- sheltered English instruction workshops	Assessment of the workshops	Fall 2012 Fall 2013 Fall 2015	Trainers	
	Level 2: Prepare teachers to make core curriculum content more comprehensible to	Classroom observations	Spring 2013 Spring 2014	Trainers & mentor teachers	

ELs in general education classrooms.			Spring 2015	
Level 3: Enhance content area educators' ability to teach literacy across curriculum.	Follow-up workshops in the building	Learning communities among teachers	Spring 2013 Spring 2014 Spring 2015	Trainers & mentor teachers
	Post assessment	Assessment data collected	May-June 2013 May-June 2014 May-June: 2015	PD & Project coordinator
2. Support newly-trained teachers by providing immediate onsite feedback on their practice as they implement sheltered English strategies.	Feedback on classroom observations Feedback at the follow-up workshops	Verbal and written feedback	On-going	Trainers & mentor teachers
3. Create a cadre of mentor teachers to provide staff development sessions on sheltered English and differentiated instruction at their school sites.	Mentor teachers to be identified and recruited. One follow-up workshop for mentor teachers.	Mentor teachers identified and trained	Fall 2012 Fall 2013 Fall 2015	PD & Trainers
4. Build a professional learning community	Build a professional learning	Collaboration on	On-going	Trainers & mentor

among the participants.	community on Sheltered English instruction	lesson plans and modifications	teachers
5. Videotape lessons and use them for mentoring and reflective purposes.	Videotape classroom instruction that uses sheltered instruction	Use the videotaped lessons for mentoring & reflective purposes	Observers & part-time graduate assistant
6. Compile the videotapes of lessons for pre-service teacher preparation programs at WPU.	Compile and edit the videotapes of lessons for educational purpose	Digital library of exemplary lessons used in teacher education at WPU	Project coordinator Part-time graduate assistant
	Post-assessment of Goal 1	Assessment data analyzed	Project evaluator

Goal 2. Certification for Pre-Service Teacher Candidates			
Objectives	Activities	Outcomes	Timeline
1. Prepare pre-service teacher	Advertisement and		Spring 2012 for Cohort I
			Personnel PD & Project

<p>candidates including STEM majors to better serve ELs.</p>	<p>recruitment</p>		<p>Fall 2012 for Cohort II Fall 2013 for Cohort III</p>	<p>coordinator & Endorsement coordinator</p>
	<p>Recruitment Cohorts are identified and selected.</p>	<p>Cohort I (10 candidates) Cohort II (15 candidates) Cohort II (15 candidates)</p>	<p>Fall 2012 for Cohort I Spring 2013 for Cohort II Spring 2014 for Cohort III</p>	<p>Project coordinator & Endorsement coordinator</p>
<p>2. Increase their knowledge on content area teaching for ELs from college courses.</p>	<p>Enrollment of the endorsement program</p>	<p>Cohorts complete 3 courses (9 credits)</p>	<p>Fall 2012; Spring 2013; Summer 2013 Fall 2013; Spring 2014; Summer 2014 Fall 2014; Spring 2015; Summer 2015</p>	<p>Project coordinator & Endorsement coordinator</p>
	<p>Monitor student progress and completion of the program</p>	<p>Cohorts take 1 course (3 credits) and complete the program</p>	<p>Fall 2013 Fall 2014 Fall 2015</p>	<p>Project coordinator & Endorsement coordinator</p>
	<p>Post-interview and surveys</p>	<p>Assessment data</p>	<p>Fall 2013</p>	<p>Project coordinator</p>

				Fall 2014 Fall 2015 Spring 2016	
3. Meet the increasing needs of bilingual teachers in school districts	Post-assessment of Goal 2	Assessment data analyzed			Project evaluator

Goal 3. Certification for In-Service Teachers of STEM Subjects

Objectives	Activities	Outcomes	Timeline	Personnel
1. Increase the knowledge and pedagogical skills of in-service teachers of STEM subjects.	Advertisement and recruitment		Spring 2012	PD & Project coordinator & ESL program coordinator
	Recruitment	Each cohort of 20 teachers are identified	Summer 2012 for Cohort I Summer 2013 for Cohort II	PD & Project coordinator
	Enrollment of the endorsement program	Cohorts take two courses (6 credits) fall and spring semesters	Fall 2012; Spring 2013 Fall 2013; Spring 2014	Project coordinator

			Cohorts take two courses (6 credits) in the summer	Summer 2013 Summer 2014	
	Monitor student progress and completion of the program		Cohorts take two courses (6 credits) fall and spring semesters Cohorts take the last course (3 credits) and complete the program	Fall 2013; Spring 2014 Fall 2014; Spring 2015 Summer 2014 Summer 2015	Project coordinator
	Post-interview & surveys		Assessment data	Summer 2014 Summer 2015	Project coordinator
2. Train candidates as mentors of EL education in their school districts.	Sheltered instruction workshops for mentors		Cohorts complete workshops as part of the course.	Summer 2014 Summer 2015	PD & Trainer
3. Increase the number of qualified ESL specialists with content area certifications in the region.	Post assessment of Goal 3		Assessment data analyzed	Fall 2015 Spring 2016	Project evaluator

Goal 4. Professional Development for Higher Education Faculty

Objectives	Activities	Outcomes	Timeline	Personnel
1. Increase the ability of higher education faculty to facilitate instruction for ELs.	Needs assessment of the WPU faculty	Data from needs assessment	Fall 2011	PD & Trainer
	Content design of workshop #1 on instructional strategies for ELs and how to prepare educators to teach ELs	Completed design of workshop #1	Fall 2011	Trainer
	Content design of workshop #2 on development of ESL curriculum for K-12	Completed design of workshop #2	Fall 2011	Trainer
	Selection of each cohort of WPU faculty members (cohort of approx. 10)	Completed list of participants	Fall 2011; Fall 2012; Fall 2013; Fall 2014; Fall 2015	Project coordinator
2. Develop skills in designing	Implementation of 2 day-	Assessment of the workshop	Spring 2012; Fall 2012;	Project coordinator

units for ELs to be incorporated in courses.	workshop #1			Fall 2013; Fall 2014; Fall 2015	& Trainer and Languages faculty
	Individual conferences	Verbal and written feedback on drafts of units to be added to course outlines		Spring 2012; Fall 2012; Fall 2013; Fall 2014; Fall 2015	Trainer
3. Enhance faculty knowledge and skills on how to develop and implement K-12 curricula including English language proficiency Standards.	Implementation of 1 day-workshop #2	Assessment of the workshop		Spring 2012; Spring 2013; Spring 2014; Spring 2015; Spring 2016	Project coordinator + Trainer and Languages faculty
	Individual conferences	Verbal and written feedback on drafts of units on content/language curriculum development		Spring 2012; Fall 2012 Fall 2012; Spring 2013 Fall 2013; Spring 2014 Fall 2014; Spring 2015 Fall 2015; Spring 2016	Trainer
	Post assessment of Goal 4	Assessment data analyzed		Spring 2016	Project evaluator

a. Proposed design reflects up-to-date research and best practices

The conceptual framework underlying this project brings together several philosophical and pragmatic perspectives on instructional approaches to promote the academic achievement of ELs through comprehensible content instruction and academic language development (Cummins, 2005; Dutro & Moran, 2003; Moughamian et al., 2009; Scarcella, 2003; Schlepppegrell, 2004). At the core of the framework are the Five Standards for effective pedagogy developed by the Center for Research on Education, Diversity, and Excellence (CREDE). These include: (1) teachers and students producing together (joint productive activity); (2) developing language and literacy across the curriculum ; (3) connecting school to students' lives ; (4) teaching complex thinking; (5) teaching through conversation (2002).

CREDE's standards, in turn, comprise the basis of the sheltered instruction observation protocol (SIOP[®]), which provides teachers with a theoretically sound model to scaffold instruction for English learners as it fleshes out instructional procedures to guide teacher' planning, implementation, and assessment (Echevarria, Vogt, & Short, 2008). Numerous research studies have found that when teachers implement the sheltered instruction techniques to a high degree, the academic achievement of English learners and other students is increased (e.g. Echevarria, Short, & Powers, 2006; Echevarria, Richards, Chan, & Ratleff, 2009; Honigsfeld & Cohen, 2008; McIntyre, Kyle, & Moor, 2006; Short, Lougit, & Fidelman, 2009), thus making SIOP an ideal instructional model for professional development of all K-12 educators.

The final component of the framework involves the notion of differentiation. As Quiocho and Ulanoff (2009) point out, differentiating instruction for ELs requires attending to variables that are different from those characterizing general education students. To meet the needs of ELs, it is necessary to keep in mind that cultural differences affect the background knowledge that students

bring to the classroom. More importantly, due to the varying degrees of language proficiency of the ELs, there is a need to scaffold both content and language.

Workshops, institutes, courses, and learning communities will be designed following CREDE's five standards for effective pedagogy. They will involve participants in hands-on learning, addressing new approaches, traditional and new topics in the education of English learners. Furthermore, they will focus on making achievement of content standards accessible to all learners through the use of sheltered English instruction while fostering the development of English language proficiency.

b. Preparedness of William Paterson University to meet the proposed goals

The William Paterson University of New Jersey is a comprehensive public institution of higher learning with a mission that incorporates teaching, service, research and creative activity. Maintaining a tradition of leadership in general education and multiculturalism, the University is committed to student success, academic excellence, and community outreach with opportunities for lifelong learning. Founded in 1855 as a teacher training institution in the city of Paterson, the University's five colleges now offer 43 baccalaureate and 21 master's degree programs to its 11,000 students from a diversity of backgrounds.

The College of Education at WPU strives to prepare inquiring educators who have the knowledge, application and professional dispositions to be effective in diverse settings. Consistent with the University's mission the COE values diversity and equity as essential to educational excellence. There are close to 2,000 students enrolled in the COE's undergraduate and graduate programs. All education programs at WPU have been accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1954.

WPU has the resources and expertise to manage and deliver instruction to assist elementary and secondary content area teachers in acquiring knowledge and skills to work effectively with ELs. In addition to offering nationally accredited programs in Bilingual and ESL education, a demonstrated commitment to preparing all teachers to be effective instructors of diverse learners, the COE has strong partnerships with the surrounding school districts serving this population. For example, an annual conference on the education of ELs sponsored by Department of Languages and Cultures, College of Humanities and Social Sciences and the COE is held every year, bringing together over 200 educators to discuss relevant issues.

The COE has proven experience in providing professional development of sheltered English instruction to surrounding school districts. We were awarded funds from New Jersey Department of Education for 2009-2010 and 2010-2011 to assist K-12 classroom and content area teachers in acquiring knowledge and developing skills to work effectively with ELs. The projects were successfully completed training over 100 classroom and content area teachers in New Jersey.

Currently, the COE has a network of over 60 Professional Development Schools dedicated to increase the academic achievement of P-12 students as well as the knowledge and skills of in-service and pre-service teachers. Each of these schools benefits from having a WPU professor in residence (PIR) a minimum of one or two days a week. The PIR provides supervision to pre-service teachers as well as staff development to practicing teachers. Sixteen of these PDSs are in the Paterson school district, three are Passaic schools, and six are in the Clifton school district.

Other Prior Experience with Targeted School Districts: WPU has a long history of collaboration with the Paterson, Passaic, Wayne and Clifton school districts and is currently involved in several reform/technical assistance projects with them. Beginning in 1999, Paterson Schools #2 and #25 and Passaic School #11 were selected to participate as Professional

Development Schools through the New Jersey Consortium for Teacher Quality Enhancement (NJTQEC) federal award. WPU was a consortium partner with Kean University and Rowan University and received a five-year multi-million dollar award to begin the implementation of a professional development school network to address the critical need for laboratory schools for pre-service teachers and sustained professional development for existing faculty across the curriculum. WPU's Professor in Residence model in the Paterson and Passaic schools began at this point. In 2002, WPU received a NJDOE Improving Teacher Quality Partnership award funding sustained professional development for Math/Science/Technology for three years with Paterson School #2, which has yielded much improved math test scores for children in elementary School #2. The Inquiry for Math and Science grant funded content-specific training to pre-service and in-service teachers utilizing Lesson Study and Inquiry-Based Science Methods.

A recently funded grant program is the Department of Education's Teachers for a Competitive Tomorrow, Math and Science Teachers Program (MAST). This five-year grant (2008-2013) provides funds to increase WPU's recruitment of new STEM teacher candidates and to support them during their course of study and beyond. MAST students will be placed, for both of their major clinical experiences, in Paterson and Passaic schools that have Professors in Residence.

WPU has also partnered with the Paterson School District through other federal grant opportunities such as the New Jersey Consortium for Urban Education (NJCUE) programs. NJCUE, a federal recruitment award under the Teacher Quality Enhancement grants of the Higher Education Act, allowed for the recruitment of critically needed teachers in the areas of Math, Science and Special Education for this identified high-needs district, utilizing the alternate route approach to teacher licensure.

c. Capacity building and yielding results beyond the funded project period

The COE has proven experience of sustained professional development opportunities in partner schools with its dedication and commitment to providing sound educational programs through faculty willing to participate in continued professional development.

1. Quality of Project Personnel

- a. **Quality of project services:** Sufficient strategies to ensure equal access of participants who are members of underrepresented groups

Partner school districts and WPU represent equal opportunity employers ensuring representation of traditionally underrepresented groups. The personnel at WPU reflect the diversity of its student population with representatives in the administration, faculty, professional staff, and clerical and other support services. Similar diversity is reflected throughout the partner school districts. The educational personnel to participate in the proposed project will be selected from the faculty of the targeted schools. Every effort will be made to ensure that these participants include representatives of all groups, to the extent possible, based on race, color, national origin, gender, age, or disability.

b. Qualifications of the project director and co-director

The **Project Director**, Dr. Carrie Eunyoung Hong, is an assistant professor in the Department of Educational Leadership and Professional Studies at WPU. Her specialty is in Literacy and Second Language Acquisition. Dr. Hong received her Ph. D. in Reading from the University of Albany, State University of New York. Dr. Hong's research interests include reading, literacy instruction for English learners, and teacher preparation for ELs. Her dissertation explores literacy practice in the ESL classroom at an elementary school. She was awarded the Presidential

Distinguished Doctoral Dissertation Award from the University at Albany-SUNY. Dr. Hong has conducted numerous workshops at the state and national levels on ELs. She collaborated in the successful implementation of professional development in Sheltered English Instruction held at WPU in 2009-2010 and 2010-2011 as a project director. The project results in over 100 content area and ESL teachers trained in sheltered instruction and providing services to English learners. She teaches courses in M. Ed in literacy, including content area and literacy instruction for English learners.

The **Project Co-Director**, Dr. Gladys V. Scott is Director of Academic ESL in the Department of Languages and Cultures at WPU. She has a Ph.D. in English Language and Linguistics from Purdue University. She teaches courses in applied linguistics, including methods in TESOL, teaching content areas in ESL and language assessment. Her current professional and research interests include foreign/second language teacher preparation and issues related to the integration of teaching and assessment. She has been involved in a wide range of projects related to the instruction and assessment of English language learners. During 2007-2009 she developed the English Enhancement Program for English language minority students in the Nursing Department thanks to a \$110,000 grant she received from the New Jersey Commission on Higher Education. At Northwest Education (formerly Northwest Regional Educational Lab), she participated in the development of K-12 Oregon English Language Proficiency Assessment, overseeing test construct development and content expert panels. She has developed test items for ACT and participated in essay scoring sessions for TOEFL, GMAT and AP International English Language. She has extensive experience conducting professional development workshops for K-12 educators in ESL and bilingual education across the country. She is a regular presenter at the TESOL Convention and

the Conference on College Composition and Communication. She has delivered refereed conference papers and invited lectures in the USA, Argentina, Canada, and Brazil.

c. Qualifications and relevant training experience of key personnel

Project Coordinator: to be hired, MA required, experiences in managing projects, good technological skills

Lead Trainers: A Team Approach (for Goal 1)

Ms. Elizabeth Franks became a certified Word-Class Instructional Design and Assessment (WIDA) consultant in the summer of 2011. In addition, she provides professional development on an array of topics relating to English learners. Under her tenure as Supervisor of ESL/Bilingual programs for the Roselle Public Schools, Harrison School was recognized as a model bilingual program. Prior to her retirement in 2009, she worked in the Roselle Public Schools for 29 years as bilingual/ESL teacher and supervisor. She is past president of NJTESOL-NJBE and currently serves as the social-political concerns representative. Ms. Franks is a recognized workshop presenter at state, regional and national organizations. She holds a B.A. in Elementary/Bilingual Education and an M.A. in Bilingual Special Education from Kean University and an M.A. in Educational Administration from Rutgers University. She holds certifications in ESL, Special Education, Principal and Supervisor. Ms. Franks is currently completing her doctorate degree at Rutgers, the State University. Ms. Franks was the lead trainer for successful Sheltered English Professional Development seminars at Kean University during the summers of 2005 and 2006 and throughout the 2009-2010 and 2010-2011 school years as well as at WPU during the 2009-2010 and 2010-2011 school years.

Ms. Barbara Tedesco is the currently a WIDA consultant and professional development provider in many school districts throughout New Jersey. Retiring in 2007 after 34 years of service from the Roselle Public Schools, Ms. Tedesco was the former principal, of Harrison Elementary School, recognized as a Model Bilingual Program by the NJDOE during her tenure. Prior to that position she was the Bilingual/ESL/World Languages Supervisor as well as Director of Curriculum and Instruction. She has demonstrated experience and expertise supervising teachers of ELLs and has presented numerous workshops on the education of language minority students at local, state and national venues. Ms. Tedesco has been a lead trainer and classroom observer for the Sheltered English project at Kean University for the past four years and at William Paterson for two years. A past president of NJTESOL/NJBE, she has been serving as historian of the organization for over 15 year. She holds a B.A. degree in Spanish from New Jersey City University, an M.A.T. from Fairleigh Dickinson University, and received her supervisory and principal certificates from Kean University.

Lead Trainer for Goal 4:

Dr. Gladys V. Scott (see above)

Project Evaluator: to be hired, experiences in evaluating projects, experience in NPD grants preferred, someone not associated with WPU and partner schools

Interdisciplinary Faculty Team (IFT) will consist of WPU faculty who will provide training and advisement related to their field of expertise as follows:

- Dr. Althea Hylton-Lindsay: Associate Professor of Secondary and Middle School Mathematics and Science Education
- Dr. Linnea Weiland: Associate Professor of Elementary Education; Coordinator of the undergraduate bilingual endorsement program
- Dr. Bruce Williams: Professor of Languages and Cultures; Director of the graduate Bilingual/ESL program

d. Ability to complete project tasks

As demonstrated in the Preparedness section, as well as in the resumes included in the Appendix, WPU, the College of Education, as well as the key personnel have the necessary experience to successfully carry out the proposed project. The COE has proven experience in providing training and technical assistance to surrounding school districts. Examples of this experience include staff development in Mathematics, Science and Technology for the districts of Paterson and Passaic. WPU has the ability to complete the tasks outlined in this proposal. WPU's infrastructure as well as the personnel in the Office of Sponsored Program will insure that all tasks and activities are completed in a timely and accurate manner.

2. Quality of Management Plan

a. Qualifications and responsibilities of key personnel

The project is under the leadership of the Project Director, Dr. Carrie Eunyong Hong and the Project Co-Director, Dr. Gladys Scott who will report to the Dean of the College of Education, Dr. Candace Burns. The Project Coordinator will assist the Director and Co-Director and the Lead Trainers in carrying out the project activities and collecting data. This team will meet twice a month

to assess project activities. The specific responsibilities of the key members of the project are listed below.

Table 2 provides an overview of the qualifications and responsibilities of key personnel.

Personnel	Qualifications	Responsibilities	Time commitment
Dr. Carrie Eunyoung Hong	Ph.D. in Reading and Second Language Acquisition, Expertise in literacy instruction for ELs	<ul style="list-style-type: none"> -Manage project operationally and fiscally. -Assist in developing project plans and activities. -Facilitate modifications in project design. -Oversee project activities. -Assist in recruitment and selection of project participants. -Prepare performance and summative reports. 	<ul style="list-style-type: none"> 50 percent of time 10 percent in summer
Dr. Gladys V. Scott	Ph.D. in English, Language and Linguistics, Expertise in applied linguistics	<ul style="list-style-type: none"> -Assist in developing project plans and activities. -Assist in recruitment and selection of project participants. -Assess project participants' performance. -Plan and conduct workshops for each cohort of WPU faculty. -Develop a protocol for individual 	<ul style="list-style-type: none"> 25 percent of time 10 percent in summer

		conferences.	
Project Coordinator To be hired	MA required, Experiences in managing projects, Good technological skills	<ul style="list-style-type: none"> -Plan and coordinate workshops, meetings and other training activities for each cohort teachers with the Lead Trainers. -Schedule all onsite and on campus training activities with appropriate personnel. -Oversee all onsite-mentoring activities for each cohort. -Assist in recruiting and providing financial assistance for pre-service teacher candidates in the endorsement program. -Assist in recruiting and providing financial assistance for in-service teachers in the ESL program. -Assist in planning and coordinating workshops and institutes for faculty. -Assist in collection, analysis and dissemination of data. -Meet with Project Director and Co-Director on a regularly scheduled basis. 	100 percent 12 months
Elizabeth Frank	M.A. in Bilingual Special Education	-Plan and conduct workshops of sheltered English instruction, follow-up workshops,	

Barbara Tedesco	M.A. in Educational Administration Ph.D. candidate in Educational Administration M.A.T Former Bilingual/ESL/World Languages Supervisor	and other training activities for each cohort teachers with WPU faculty. -Assist in onsite professional development. -Develop a protocol for peer coaching and mentoring. -Assess project participants' performance. -Meet with Project Director and Co-Director to assess and modify project activities as needed.	4 days training 40 days for observations 26 days follow-up workshops
Project Evaluator To be hired	Experiences in evaluating projects relevant to EL education	-Analyze the collected assessment data -Evaluate the project outcomes -Assist in the preparation of reports	3 days a year as needed
Advisory Committee	Representatives of the vested groups	-Monitor the implementation of the project goals -Provide suggestions and recommendations to enhance the effectiveness of the project	2 days + additional days if needed

b. Adequacy of procedures for ensuring feedback and continuous improvement

Baseline formative and summative data on all participants (pre-service teachers, in-service teachers, and faculty members) will be collected at the beginning of the project by the project

administrators and the project evaluator. Data on participants and project services will continue to be collected and analyzed. Data will be utilized by the administrators to monitor the progress of the participants and the project objectives. Program services and activities will be modified based on data analysis. Continuous feedback will be given and received by project staff as well as by participants, in-service teachers, pre-service candidates, faculty members, school district administrators, and the Advisory Committee.

The Advisory Committee will be composed of representatives of the vested groups: project staff, district administrators, pre- and in-service teacher candidates, and faculty representatives. They will assist the project staff in assessing the appropriateness of the project procedures, thus ensuring feedback and continuous improvement, and further enhancing the effectiveness of the project. This group will meet twice a year.

3. Quality of Project Evaluation

a. Thorough, feasible, and appropriate methods of evaluation

The evaluation plan is designed to provide continuous monitoring of the project's goals and objectives, as well as to determine the overall effectiveness of the program. Formative assessment will be conducted using qualitative and quantitative data to monitor the progress of the project and its participants as well as assist in improving the program.

b. Objective performance measures of the intended outcomes

Formative data collection will be ongoing. At the end of each of the training sessions and follow-up activities, such data will be analyzed to determine whether any modifications are needed.

Quantitative and qualitative data obtained from:

Goal 1: In-Service Professional Development

- Number of participants: Identified, recruited, attended, completed, advanced to mentoring positions
- Pre- and post assessment of teachers' knowledge, skills and dispositions for teaching ELs (adapted from Echevarria, Vogt, & Short, 2008)
- Classroom observations (using standardized protocols such as an adapted version of the California Teaching Performance Assessment (TPA) and the Sheltered Instruction Observation Protocol) to determine implementation of strategies learned
- Interviews and focus group discussions with follow-up workshop participants about instructional strategies, professional learning communities, and peer coaching
- New Jersey state-wide assessment results (e.g. NJ ASK, HSPA, ACCESS)
- Pre-and post assessment of ELs' attendance and school retention

Goal 2: Certification for Pre-Service Teacher Candidates

- Number of participants: Identified, recruited, accepted, attended, completed the required coursework
- Grades on the courses taken
- Entry and exist assessment of candidates' knowledge, skills and dispositions for teaching ELs
- Informal interviews and focus group discussions with candidates
- Evaluation of candidate performance by course instructors, field experience supervisor and collaborating teacher, using an adapted version of the California TPA rubrics

Goal 3: Certification for In-Service Teachers of STEM

- Number of participants: Identified, recruited, accepted, attended, completed the required coursework
- Grades on the courses taken
- Entry and exist assessment of candidates' knowledge, skills and dispositions for teaching ELs
- Informal interviews and focus group discussions with candidates
- Evaluation of candidate performance by course instructors field experience supervisor and collaborating teacher, using an adapted version of the California TPA rubrics

Goal 4: Professional Development for Higher Education Faculty

- Number of participants: Identified, recruited, attended, completed the required seminars or workshops
- Pre- and post assessment on faculty's knowledge regarding EL education
- Participation in follow-up conferences
- Number of course outlines revised
- Number of the revised courses taught.
- Course evaluations that address the new unit on EL education

c. Evaluating effectiveness of project implementation strategies

The summative data will be collected at the end of the each project year by an external program evaluator to determine progress in meeting the goals and objectives for the project. Summative data to be collected include the following performance measures.

Impact on Pre-Service, In-Service Teachers and Teacher Practice:

- Number of participants: Identified, recruited, accepted, and attending training/courses/institutes
- Percentage of pre-service program completers who are State and/or locally certified, licensed, or endorsed in EL instruction (GPRA Measure 1.1)
- Percentage of pre-service program completers who are placed in instructional settings serving EL students within one year of program completion (GPRA Measure 1.2)
- Percentage of pre-service program completers who are providing instructional services to EL students 3 years after program completion (GPRA Measure 1.3)
- Percentage of paraprofessional program completers who meet State and/or local certification, licensure, or endorsement requirements in EL instruction as a result of the program (GPRA Measure 1.4)
- Percentage of in-service teacher completers who complete State and/or local certification, licensures, or endorsement requirements in EL instruction as a result of the program. (GPRA Measure 1.5)
- Percentage of in-service teacher completers who are providing instructional services to EL students. (GPRA 1.6)

Impact on K-12 Student Achievement:

- Scores on state-wide assessments and classroom assessments as needed
- Scores on the English Language Proficiency Assessment (ACCESS)
- Percentage of students improving level of English language proficiency on ACCESS
- Percentage of students exiting ESL/Bilingual Education programs
- Attendance rates
- Promotion and retention

Impact on Faculty:

- Number of Faculty attending workshops
- Number of courses revised and taught
- Number of teacher education candidates impacted
- Results on course evaluations

d. Performance feedback and periodic assessment of progress

The methods described above will provide performance feedback and yield data that measures progress towards meeting objectives and outcomes. Specific data will be collected prior to, during and after each activity. For example, before the participants in Goal 1 are trained, they will complete an assessment to determine their knowledge and skills for teaching ELs. After the year long program, they will again take the assessment. These results will be compared. In addition, participants will receive ongoing verbal and written feedback from trainers who will observe their classrooms using the Sheltered Instruction Observation Protocol and adapted California TPA. Data will be continuously collected to determine how many participants are providing services to ELs. In addition to the performance feedback and periodic assessment of progress, the evaluation will seek to analyze data maintained at the university and district levels related to the program and its objectives, as well as to student academic achievement and teacher performance. The same methods will apply for participants in Goal 4. In Goal 2 and 3, participants will be mentored by the bilingual/ESL faculty through courses that they are taking. This mentoring component will provide continuous feedback to the participants. Their academic progress will be monitored by Project Coordinator.