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Project Abstract

Applicant California State University San Marcos

Title of the Program Leading and Learning: Supporting English Learners with Effective Teacher Preparation and Professional Development

Consortia Partner Escondido Union High School District

Project Description

The proposed project has three interrelated goals, all with the intended outcome of providing equitable instruction to high school English learners to increase their academic achievement. The first goal is to enhance the qualifications of instructors in the Single Subject Credential Program at California State University San Marcos so teacher candidates in all courses learn how to effectively teach their future English learner students in content area classes. The second goal is for the Single Subject Credential Program instructors to provide high quality professional development for teachers in the Escondido Union High School District so they can effectively teach content and language to English learners in their content area classes. The third goal is to increase the number of high school English learners who are academically successful in key content area classes required to be college eligible; English Language Arts, Mathematics, Science and Social Sciences.

To enhance the qualifications of the instructors of the Single Subject Credential Program (SSCP) the project director will form a 12 member Professional Learning Community comprised of the 8 SSCP instructors and 4 key personnel from the Escondido Union High School District. The Professional Learning Community (PLC) will build upon collaborations that currently exist among the SSCP instructors and focus on creating curriculum so that our teacher candidates (pre service teachers) can effectively teach high school English learners in all content areas. Annually, the SSCP credentials approximately 60 teacher candidates across the content areas of English Language Arts, Mathematics, Science and Social Sciences. By the end of the project, the goal is to effectively prepare 240 in service teachers to best meet the needs of English learners.

During the first year, the Project Director will provide California Teachers of English Learner (CTEL) training for all PLC members so they have the same baseline qualifications expected of teachers in California's public schools. As part of the CTEL training, PLC members will read books and research studies on second language acquisition, theories and methods of language learning, social contexts of learning, and the cultures of English learners in California. As part of their professional development, PLC members will also attend conferences to enhance their knowledge of teaching English learners across content area classes. During years 3-5 of the project, PLC members are expected to present at conferences to disseminate knowledge they have gained as a result of the project.

Beginning year two of the project, 30 teachers annually, 120 teachers by the end of the project, will participate in professional development workshops (8 two hour sessions for a total of 16 hours) designed by the Professional Learning Community described above. In the workshops, teachers will learn how to identify their English learners' proficiency level(s) and then design lessons that are accessible to English learners and scaffolded for access to the core curriculum as outlined in the California content standards. As an incentive, teachers participating in the project will receive compensation, and earn one unit of course credit which

allows participants (in service teachers) to move up on the pay scale and/or to use the credit towards a Master of Arts degree in Education.

Increasing the number of English learners who are academically successful in 'college track' classes is a project goal that is interwoven into the fabric of the first two goals. During the first year of the project, members of the PLC will work collaboratively with personnel in the EUHSD to identify curriculum and technology needed within each content area class to enhance English learners' language proficiency development and content mastery within the different content area classroom. The project director has begun this needs analysis as part of a project in which she is working with EUHSD personnel to revise the district's English Language Development (ELD) master plan. The PLC will use this data to both inform their curriculum development in the content and methods courses in the Single Subject Credential Program (goal 1) and in designing professional development workshops for teachers (goal 2). Starting in year 3 of the project, the workshops will be expanded to teachers in 'college track' classes who have not yet been trained. By the end of the project, our goal is to provide professional development (under goals 2 and 3) to 120 or approximately 33% of the teachers in the district.

The PLC and EUHSD personnel will work collaboratively to continually track English learner achievement data as well as their class placements to ensure that the number of English learners on the 'college track' increases each year of the project. Currently, only 8%-14% of 12th grade English learners have completed all graduation requirements at each of the four high schools in the district. This compares to 43%-90% of all 12th grade students enrolled in the four high schools who are eligible to graduate. Our goal is to increase the percentage of 12th grade English learners who are eligible to graduate annually to begin to close the achievement gap between them and their 'mainstream' peers.

The curriculum developed through this project and the knowledge based gained by the Single Subject Credential Program instructors and classroom teachers in the Escondido Union High School District will give secondary English learners access to rigorous content area curriculum while improving their English language proficiency. In doing so, we hope to create pathways to college for the students as well as broader opportunities for success in their future careers.

Priorities

This project will address the following priorities:

- Competitive Preference Priority 2 – Enabling More Data-Based Decision Making
- Invitational Priority 1- Improving Achievement and High School Graduation Rates
- Invitational Priority 2 – Improving Preparation of All Teachers to Better Serve English Learners

GPRA Measure Targets

The table indicates the annual targets for GPRA measures for the proposed project. Please note that since 2002, California's teaching credential is an Authorization to teach English learners (SB2042). Thus, all teachers credentialed since that date are qualified to teach English learners. Regarding the number of pre-service teacher completers expected to be placed in instructional settings serving English learners, all schools in CSUSM's service area have English learner enrollments and thus graduates of the SSCP will serve English learners if they are hired

by schools in our service area. Teachers in California who were credentialed prior to 2002, were required to complete training designed to enhance their qualifications to teach English learners. Therefore, all in service teachers expected to complete the program of study are certified in EL instruction.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of pre-service teachers expected to be served	0	60	60	60	60
Number of pre-service teachers expected to complete the program of study	0	60	60	60	60
Number of pre-service teacher completers expected to be placed in instructional settings serving English learners	0	60	60	60	60
Number of pre-service teachers expected to complete the program of study and be certified in English learner instruction	0	60	60	60	60
The number of paraprofessionals (who are not pre-service teachers) expected to be served	0	0	0	0	0
The number of paraprofessional completers expected to meet state or local qualifications for ELs	0	0	0	0	0
The number of in-service teachers expected to be served	0	30	30	30	30
The number of in-service teachers expected to complete the program of study	0	30	30	30	30
The number of in-service teachers expected to complete the program of study and be certified in EL instruction	0	30	30	30	30
The number of in-service teacher completers who are expected to serve EL students	0	30	30	30	30

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Leading and Learning: Supporting English Learners with Effective Teacher Preparation and Professional Development

1. Need for the Project

It is becoming increasingly common for high school teachers to teach mixed classes of English learners and native-English speakers across the content areas – English Language Arts, Mathematics, Science and Social Sciences. Under No Child Left Behind (NCLB), English learners' test scores are included in a school's Annual Yearly Progress (AYP), increasing pressure on teachers to understand how to effectively teach language and content to the English learners in their classrooms. It is high stakes for schools with an English learner subgroup who risk falling into program improvement if they cannot effectively teach English learners (Crawford, 2007). This is a particularly paramount issue to address in a state such as California where approximately 25% of students in public schools (K-12) are English learners, either immigrants or the sons and daughters of immigrants (California Department of Education, 2010). English learners can become proficient in English and learn content when teachers combine language and content in their classes, when they have opportunities to interact with their native-English speaking peers, and when the curriculum is culturally and socially relevant to their lives.

a. Magnitude of Need

California State University San Marcos (CSUSM), located in north San Diego county has recently been granted Hispanic Serving Institution status by the U.S. Department of Education (Spring 2010). Of the over 8,800 undergraduate students enrolled in the fall 2010 semester, 29% identified themselves as Hispanic/Latino. Creating pipelines for Hispanic/Latino students from our neighboring high schools is a goal that the university is committed to achieving.

The proposed project will contribute to CSUSM's goal by increasing the number of high school English learners who are academically successful in key content area classes; English Language Arts, Mathematics, Science and Social Sciences that they need to be college eligible. The proposed project will provide sustained professional development over a five year period for instructors in the Single Subject Credential Program at California State University San Marcos. The instructors will participate in a Professional Learning Community (PLC) where they will learn to incorporate strategies and activities to teach teacher candidates how to effectively teach English learners in high school content classes in the areas of English Language Arts, Mathematics, Science and Social Sciences. The project also includes sustained, high quality professional development over a four year period for secondary teachers in our partnership district with knowledge for infusing English language development standards, language standards, assessments and strategies in their content area classrooms.

For this project, CSUSM will work collaboratively with one of our partnership districts, Escondido Union High School District (EUHSD) which has three comprehensive high schools and one continuation high school that serves over 8,000 students. The district's diverse student enrollment includes 55% Hispanic/Latino, 35% White, 3% African American, 5% Asian/Pacific Islander and 1% American Indian students. Approximately 18.5% (1,488) of students are English learners, and another 5% have been reclassified as Fluent English Proficient (at the Intermediate or Early Advanced proficiency levels). At each of the four high schools, the large subgroup of English learners is not as academically successful as their native-English speaking peers.

The table below shows the percentage of English learners as compared to all students in the school achieving proficient or advanced scores on the California Standards Test (CST) in English Language Arts, Mathematics, Science and Social Sciences for the three comprehensive

high schools in the district (Note: An insufficient number of students take the CST at the continuation high school for subgroup reporting). Across all content areas, the percentage of English learners scoring proficient or advanced on their CSTs is dramatically low.

	English Language Arts		Mathematics		Science		History / Social Science	
	<i>ELs</i>	<i>All</i>	<i>ELs</i>	<i>All</i>	<i>ELs</i>	<i>All</i>	<i>ELs</i>	<i>All</i>
Escondido HS	5	44	7	29	2	28	3	41
Orange Glen HS	4	37	4	12	4	29	13	47
San Pasqual HS	6	52	6	31	7	53	8	55

In addition to low performance on the standardized tests, high school English learners in the district also have difficulty in completing all the high school graduation requirements. The table below shows the percentage of English learners, as compared to all students, who were in the 12th grade during the 2009-10 academic year and completed their graduation requirements including a passing score on the California High School Exit Exam in English and Math.

	English Learners	All Students
Escondido HS	14.0%	89.8%
Orange Glen HS	8.6%	76.0%
San Pasqual HS	11.6%	92.3%
Valley HS	13.7%	43.4%

It is clear from the achievement data that a comprehensive effort is needed to increase the academic achievement of high school English learners in the district.

b. Building on Current Efforts to Address the Need

The mission of the College of Education at Cal State San Marcos is to “...collaboratively transform public education by preparing thoughtful teachers and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and ongoing service...” The proposed project seeks to fulfill our mission and to address the following priorities; Competitive Preference Priority 2 – Enabling More Data-Based Decision-Making; Invitational Priority 1 –

Improving Achievement and High School Graduation Rates; and Invitational Priority 2 – Improving Preparation of All Teachers to Better Serve English Learners. Data collection and analysis is integrated into every aspect of this project to design course curriculum for pre service teachers and to train in service teachers so all can effectively teach English learners. Similarly, both Invitational Priorities are interwoven throughout the goals and objectives of the project.

In California, all teacher candidates earn a credential with an Authorization to Teacher English Learners (known in California as an SB2042 credential). Teacher candidates in the Single Subject Credential Program at California State University San Marcos are required to take one secondary multilingual education course which focuses on the education of English learners at the high school level. While teacher candidates rate the course as providing them with foundational knowledge on teaching English learners, the content / philosophy / strategies need to be integrated into all the content and methods courses in the Single Subject Credential Program in order to prepare teachers who are highly qualified to teach English learners in their content area classrooms. The EUHSD employs 354 fully credentialed teachers, but only 18 of them hold bilingual certification in Spanish. Training to enhance English learner qualifications is needed for the vast majority of native-English speaking teachers in the district with English learners in their classes. Professional development workshops focused on modifying curriculum to include language and content standards, objectives and activities will help classroom teachers with an SB2042 credential increase their English learner students' academic achievement.

The proposed project is a result of a continued collaboration between the Single Subject Credential Program and the Escondido Union High School District (EUHSD) which has been a partnership district with CSUSM for many years. The four high schools in EUHSD have all serves as sites where CSUSM teacher candidates conduct their student teaching, and many of the

teachers in the district are graduates of the Single Subject Credential Program. Currently, Dr. Daoud, the Project Director, is working with the district to revise their English Language Development (ELD) master plan and evaluate programs in place for English learners. This project will provide a pipeline of professional development so that all teachers in the district will be highly qualified to effectively and equitably teach high school English learners.

2. Quality of the Project Design

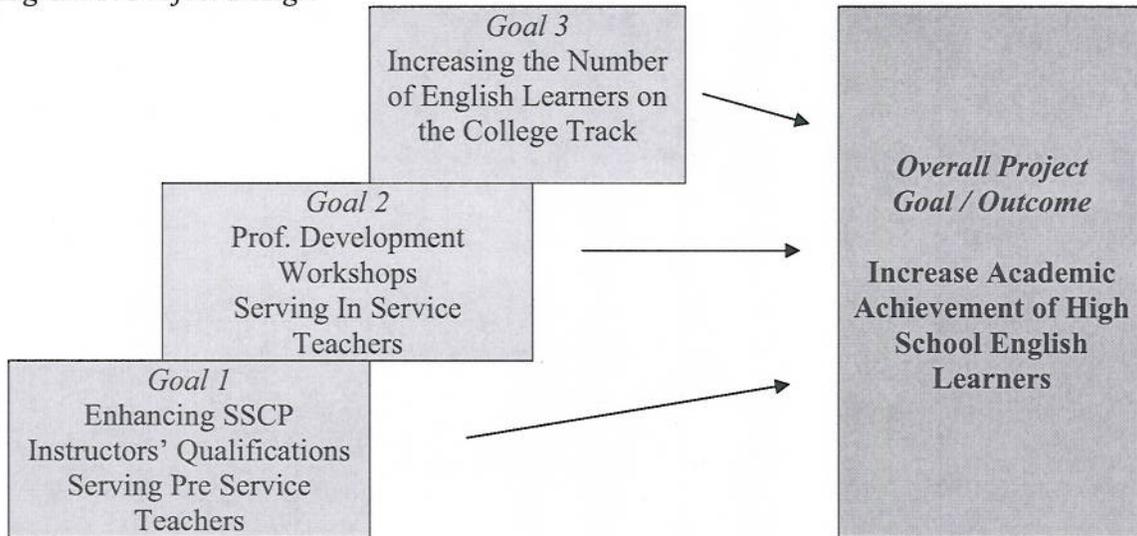
a. Project Goals and Measurable Objectives and Outcomes

The proposed project has three interrelated goals, all with the intended outcome of providing equitable instruction to high school English learners to increase their academic achievement. The first goal is to enhance the qualifications of instructors in the Single Subject Credential Program so teacher candidates in all courses learn how to effectively teach their future English learners in content area classes. The second goal is for the Single Subject Credential Program instructors to provide high quality professional development for teachers in the Escondido Union High School District so that they can effectively teach content and language to English learners in their content area classes. The third goal is to increase the number of high school English learners who are academically successful in key content area classes required to be college eligible; English Language Arts, Mathematics, Science and Social Sciences.

The interrelatedness of the project's program goals and how each builds upon the next is represented in the diagram below. Enhancing the qualifications of the instructors in the Single Subject Credential Program (SSCP) which will serve pre-service teachers (approximately 60 annually) is the foundation of the project. Building upon this goal, SSCP instructors will draw upon their knowledge to design and deliver professional development for in-service teachers (30 annually beginning year 2) in the partnership district. As pre-service and in-service teachers are

trained to teach content and language in their courses, more high school English learners will have access to classes they need to be eligible to attend colleges and universities in California. The goals outlined at each level contribute to the overarching goal of the project, to increase the overall academic achievement of high school English learners.

Diagram 1: Project Design



Goal 1: Enhance the qualifications of instructors in the Single Subject Credential Program so all teacher candidates can effectively teach English learners in their content classes (English, Mathematics, Science, Social Sciences)

The project director will form a 12 member Professional Learning Community comprised of the 8 SSCP instructors and 4 key personnel from the Escondido Union High School District. The SSCP instructors collaborate on course content, responding to student dispositions and continually reflect upon the design and delivery of the program. The Professional Learning Community (PLC) will build upon this collaboration and focus on creating curriculum so that our teacher candidates (pre service teachers) can effectively teach high school English learners in all content areas. PLC members' expertise include: second language acquisition and the schooling experiences of high school English learners (2 members); specific content methods in

English, Math, Science, Social Sciences (4 members), training in PLCs (1 member); lesson designing and differentiation (1 member); literacy development (1 member); and teaching English learners at all proficiency levels (3 members).

During the first year, the Project Director will provide California Teachers of English Learner (CTEL) training for all PLC members so they have the same baseline qualifications expected of teachers in California’s public schools. As part of the CTEL training, PLC members will read books and research studies on second language acquisition, theories and methods of language learning, social contexts of learning, and the cultures of English learners in California. As part of their professional development, PLC members will also attend conferences to enhance their knowledge of teaching English learners across content area classes. During years 3-5 of the project, PLC members are expected to present at conferences to disseminate knowledge they have gained as a result of the project. The PLC will work with EUHSD to collect data on the language and academic needs of English learners to inform how to design curriculum for SSCP courses to effectively teach ELs (*Competitive Priority – 2*). The CTEL training, EL data and combined expertise of the PLC will improve the preparation of SSCP pre service teachers to better serve ELs (*Invitational Priority – 2*).

Specific objectives and outcomes for Goal 1 are outlined in the table below. Next to each outcome is the year of the project the activity will be completed and the person responsible for ensuring the outcome is achieved.

<i>Objectives</i>	<i>Outcomes and Impact</i>
Objective 1.1: Single Subject Credential Program course instructors and key personnel	<ul style="list-style-type: none"> • 12 members of the PLC –3 hour meetings twice a month or 6 hours/month for 10 months = 60 hours <i>(Years 1-5: Project Director)</i> • All 12 members will receive California Teachers of

<p>from the partnership district will engage in a Professional Learning Community to create curriculum for English learners in all program courses and reflect on their pedagogy.</p>	<p>English Learner (CTEL) training (<i>Year 1: Project Director</i>)</p> <ul style="list-style-type: none"> • Syllabi all SSCP courses – 3 core courses and 4 methods courses each semester – will include strategies, methods and activities designed to effectively teach English learners (<i>Year 1: PLC members who are course instructors</i>) • All PLC members will attend (years 1-2) and present at (years 3-5) at least one conference annually for their professional development (<i>Years 1-5: All PLC members</i>)
<p>Objective 1.2: The PLC will design and teach curriculum based on identified skills and instructional needs of English learners in the Single Subject Credential Program’s core classes and the methods classes for English Language Arts, Mathematics, Science and Social Sciences.</p>	<ul style="list-style-type: none"> • All lessons teacher candidates (approx. 60 candidates annually) create for course assignments and student teaching field placements will include language and content standards, objectives, assessments and activities for English learners (<i>Years 2-5: PLC members who are course instructors</i>) • Exemplar student lesson plans will be posted on the newly created SSCP website – public access. (<i>Years 2-5: Project Director</i>)
<p>Objective 1.3: Assess teacher candidate outcomes from the individual courses as well as</p>	<ul style="list-style-type: none"> • Positive reflections from teacher candidates on lesson planning for English learners (<i>Years 2-5: PLC members who are course instructors</i>)

<p>from the Single Subject Credential Program as a whole.</p>	<ul style="list-style-type: none"> • Pre-post test results on candidates' preparedness to effectively teach English learners (<i>Years 2-5: Project Director</i>) • Positive evaluations from cooperating teachers and on-site liaisons at candidates' school sites (<i>Years 2-5: Project Director and SSCP Coordinator</i>) • All 60 teacher candidates' will pass California's Teaching Performance Assessment (TPA) – specific task on designing instruction for English learners (<i>Years 2-5: PLC member – SSCP coordinator</i>) • Increase in percentages of candidates who state the CCSP effectively prepared them to teach English learners on the CSU system-wide survey (<i>Years 2-5: Project Director</i>) • PLC analyze data and improve curriculum and methodology accordingly (<i>Years 2-5: All PLC members</i>)
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Goal 2: Provide high quality professional development to high school teachers to effectively teach content and language to English learners in content area classes

Beginning the second year of the project, members of the PLC will share their expertise of designing effective and equitable instruction for English learners by developing professional development workshops for teachers in the Escondido Union High School District (serving in service teachers). Annually, 30 teachers will participate in the workshops where they will learn to create lessons that include content and language objectives, activities and assessments beginning with teachers who serve as cooperating teachers and on-site liaisons for the Single

Subject Credential Program, ensuring that teacher candidates (pre service teachers) are receiving consistent training in their courses and in their field placements. The cooperating teachers will continue to coach teacher candidates each year using the knowledge gained in the professional development workshops, and become teacher leaders in their departments by modeling how teachers can effectively teach the English learners in their high school classes. As is the case with Goal 1, data will be used to make decisions as to how to design the workshops (*Competitive Priority – 2*), and the workshops themselves will improve the preparation of in service teachers to better serve ELs (*Invitational Priority – 2*) as well as improve ELs’ academic achievement and increase graduation rates (*Invitational Priority – 1*).

Specific objectives and outcomes for Goal 2 are outlined in the table below, along with the year of the activity and the person responsible for ensuring the outcome is achieved.

<i>Objectives</i>	<i>Outcomes and Impact</i>
Objective 2.1: The PLC will design and teach curriculum development workshops for cooperating teachers, on-site liaisons and recently hired teacher candidates in the partnership district.	<ul style="list-style-type: none"> • Completed workshop syllabi, power point presentations and handouts designed for teachers in all content areas with English learners in classes. (<i>Years 2-5: Project Director and PLC members who will be workshop instructors</i>) • Identify and recruit teachers to participate in the workshops (<i>Years 2-5: Projector Director, SSCP Coordinator and EUHSD District Personnel</i>)
Objective 2.2: Teachers attending the workshops will modify their curriculum so that	<ul style="list-style-type: none"> • Teach workshops to 30 teachers annually across all content areas – English, Math, Science and Social Sciences – 8 sessions / 2 hours each for 16 hours (1 unit)

<p>lessons and units include language and content standards and objectives, and effective strategies and activities for English learners.</p>	<p><i>(Years 2-5: Project Director and PLC members – workshop instructors)</i></p> <ul style="list-style-type: none"> • All 30 teachers will create or modify lessons and units to include language and content standards, objectives, assessments and activities for English learners <i>(Years 2-5: Project Director and PLC members – workshop instructors)</i> • Exemplar lesson plans will be posted on the newly created SSCP website – public access <i>(Years 2-5: Project Director)</i> • Pre-/post surveys indicating satisfaction with newly designed lessons and units <i>(Years 2-5: Project Director)</i>
<p>Objective 2.3: Collect and analyze assessment data from workshop participants’ content classes to determine effectiveness of the modified curriculum on English learners.</p>	<ul style="list-style-type: none"> • Pre / post student achievement data indicating effectiveness of modified curriculum with English learners <i>(Years 2-5: Project Director and EUHSD Personnel)</i> • Pre/ post student reflections on modified lessons <i>(Years 2-5: Project Director and EUHSD Personnel)</i> • Increased scores on standardized achievement measures for ELs– California Standards Tests, California High School Exit Exam, and California English Language Development Test <i>(Years 3-5: Project Director and EUHSD Personnel)</i>

Goal 3: Increase the number of high school English learners who are on the “college track”

During the first year of the project, members of the PLC will work collaboratively with personnel in the EUHSD to identify curriculum and technology needed within each content area class to enhance English learners’ language proficiency development and content mastery within the different content area classroom – English, Math, Science and Social Sciences. The project director has begun this work as part of the ELD master plan work already initiated with the district. The PLC will use this data to both inform their curriculum development in the content and methods courses in the Single Subject Credential Program (goal 1) and in designing professional development workshops for teachers (goal 2).

Teachers will learn how to identify their English learners’ proficiency level(s) and then design lessons that are accessible to English learners and scaffolded for access to the core curriculum as outlined in the California content standards. The curriculum developed through this project will give secondary English learners access to rigorous content area curriculum while improving their English language proficiency. In doing so, we hope to create pathways to college for the students as well as broader opportunities for success in their future careers. Starting in year 3 of the project, the workshops will be expanded to teachers in ‘college track’ classes who have not yet been trained. The PLC and EUHSD personnel will work collaboratively to continually track English learner achievement data as well as their class placements to ensure that the number of English learners on the ‘college track’ increases each year of the project. Data collected for Goal 3 will inform decisions made regarding activities outlined under objectives for this goal as well as for Goals 1 and 2 (*Competitive Priority – 2*). As stated in Goal 2, the workshops offered to in service teachers address *Invitational Priority –*

2, and overarching outcome of the project as well as each goal is centered around improving achievement and high school graduation rates (*Invitational Priority – 1*).

Specific objectives and outcomes for Goal 3 are outlined in the table below, along with the year of the activity and the person responsible for ensuring the outcome is achieved.

<i>Objectives</i>	<i>Outcomes and Impact</i>
<p>Objective 3.1: Identify curriculum and technology needed within each content area class to enhance English learners’ language proficiency development and content mastery within each content area classroom– English Language Arts, Mathematics, Science and Social Sciences.</p>	<ul style="list-style-type: none"> • Identify at least 5 challenges in each content area for English learners (<i>Years 1-2: Project Director and EUHSD Personnel</i>) • Identify language proficiency (listening, speaking, reading and writing) needs in each content area (<i>Years 1-2: Project Director and EUHSD Personnel</i>) • Purchase appropriate technology and curriculum to address English learners’ identified challenges and needs (<i>Years 1-2: Project Director and EUHSD Personnel</i>)
<p>Objective 3.2.: Extend professional development workshops (Goal 2) to teachers of “college track” content area classes who have not yet been trained.</p>	<ul style="list-style-type: none"> • Provide professional development for at least one third (33%) of all content area teachers in the four high schools in EUHSD by the end of the project -30 teachers annually (<i>Years 3-5: Project Director and PLC members – workshop instructors</i>) • Exemplar lesson plans will be posted on the newly created SSCP website – public access (<i>Years 3-5: Project Director</i>)

	<ul style="list-style-type: none"> • Pre-/post surveys indicating satisfaction with newly designed lessons and units (<i>Years 3-5: Project Director</i>)
Objective 3.3: Monitor English learners' placements in the four high schools in the district to ensure greater access to 'college track' classes.	<ul style="list-style-type: none"> • Increase the number of ELs enrolled in 'college track' courses annually (<i>Years 3-5: Project Director and EUHSD Personnel</i>) • Increase the number of graduating English learners who enroll in 2 or 4 year colleges and universities (<i>Years 3-5: Project Director and EUHSD Personnel</i>)

b. Quality of Project Services / Professional Development

The project services have been agreed upon and professional development will be designed collaboratively with the Escondido Union High School District. Over the past two years, EUHSD has conducted a comprehensive review of the curriculum used in classes specifically for English learners (English Language Development and Specially Designed Academic Instruction in English classes). As a result, EUHSD has chosen curriculum that is rigorous and accessible to English learners. During year one of the project, the Professional Learning Community will use this curriculum as a basis for revising our syllabi and course activities in the Single Subject Credential Program. The PLC members will extend the comprehensive curriculum review to content classes (English, Math, Science and Social Science) and examine effective instructional strategies and student activities to create the professional development workshops. Working collaboratively, we will design curriculum for pre-service teachers in the SSCP and in-service teachers in the district that will increase the academic achievement of high school English learners.

The brief literature review below outlines how the professional development and services outlined in this project are rooted in best practices from the research. The three areas highlighted in this review are professional learning communities, teacher preparedness for English learners, and effective curriculum and technology for language and content learning.

Professional Learning Communities

One of the most important skills and commitments for present and future educators is that of collaboration. Given the challenges and complexities of educating all children it is undeniable that we must work as a team to develop the support, encouragement and expertise needed to prepare students and help them to become successful learners. Professional learning communities (PLCs) include all stakeholders in students' education and provide the structure and vision to accomplish that task. DuFour and Eaker (1988) define PLCs as:

Researchers...have arrived at the same conclusion regarding a new model that offers the best hope for stimulating significant improvement in the ability of schools to achieve their objectives. This model requires school function as professional learning communities characterized by a shared mission, vision and values; collective inquiry; collaborative teams; an orientation toward action and willingness to experiment; commitment to continuous improvement; and a focus on results (p. 45).

DuFour et. al (2004) expand on this definition by stating that “the basic structure of the PLC is composed of collaborative teams whose members work *interdependently* to achieve common goals....people who engage in collaborative team learning are able to learn from one another and thus create momentum to fuel continued improvement” (p. 3). The collaboration model of the PLC helps a school staff gain an understanding of how working as a team can have a tremendous influence on an individual classroom teacher's ability to successfully learn and practice strategies within an atmosphere of sharing, open communication and support. This is the basic philosophy and work model that should be used to further new strategies, research and

training that will help our students, especially language learners, take advantage of the opportunities in the 21st century.

Teacher Preparedness for Teaching English Learners in California

Research on second language acquisition shows that it takes five to seven years to develop academic literacy skills (for example, Collier, 1995), thus at the secondary level English learners need English language development across all content classes in order to excel in school. Recent research shows that issues such as limited time in school, tracking, and high stakes testing are more consequential to English learners (ELs) at the secondary level and contribute to inequitable opportunities for them (Callahan, 2005; Rumberger and Gandara, 2004). Studies also show that secondary teachers do not feel they are prepared to equitably teach English learners in their content area classes (Gandara, Maxwell-Jolly and Driscoll, 2005). It is therefore imperative that teacher credential programs prepare secondary teachers to provide English learners in their content areas classrooms access to the core curriculum in ways that are both comprehensible and academically rigorous.

“Mainstream” content teachers at the secondary level may be struggling to know who their English learners are, and how to effectively support them in learning language and content. The relationship between English learners and “mainstream” teachers underscores the importance for teacher education programs to prepare teachers to equitably teach students from culturally and linguistically diverse (CLD) backgrounds. In a survey of California teachers, Gandara, Maxwell-Jolly and Driscoll (2005) report on challenges that secondary teachers identify in teaching English learners. The most commonly cited challenge for secondary teachers is the language and cultural barriers between themselves and their English learner students. The secondary teachers stated that professional development which focuses on “developmental and other characteristics of second language learners” is the most beneficial to

them because it “provided them with cultural insights that helped them understand their students” (p. 17). The more knowledge teachers have about their English learner students, the better able they are to provide equitable educational opportunities to them.

Curriculum and Technology for Language and Content Learning

School achievement improves when instructional practices address students’ culture, experiences and learning styles (Gay, 2010; Ladson-Billings, 2001). Relevant curriculum combined with teaching methods such as sheltered instruction or Specially Designed Academic Instruction in English (SDAIE) provide secondary teachers with the pedagogy, methodology and strategies to effectively teach English learners. In sheltered or SDAIE classrooms, language and content objectives are threaded throughout the curriculum so English learners are able to learn content while improving English literacy skills (Echevarria, Vogt and Short, 2010). Sheltered or SDAIE lessons include multiple strategies and methods that help make academically rigorous content accessible to English learners at various language proficiency levels, and in multiple contexts including “mainstream” content classrooms (for example, Chamot and O’Malley, 1994; Diaz-Rico, 2004; Echevarria, Vogt & Short, 2010). However, high school English learners often take multiple English as Second Language (ESL) classes thus limiting their access to “mainstream” content classes (Barron and Sanchez, 2007; Rumberger and Gandara, 2004).

Using technology can be beneficial for English learners’ language development through scaffold building and collaborative processing (Chao & Lo, 2009; Chiang, Wang, Shih & Kedem, 2006; Clements & Sarama, 2003). For the purpose of this grant, two specific technologies will be employed, the use of document cameras for sharing and connecting content and notebook tablets for collaborative writing activities. Using technology provides young children with meaningful experiences to collaborate, negotiate meaning and solve problems (Chiang, Wang, Shih & Kedem, 2006; Clements & Sarama, 2003). Using document cameras will

provide the initial content and will be the basis for content scaffolding. Fisher & McCarthy (2006) claim that tablets are beneficial for teaching and learning because of their ability to access content, but to also provide input and to share that input with other learners, synchronically as well as asynchronously.

3. Quality of the Project Personnel

Annette M. Daoud, Ph.D. – Project Director

Dr. Daoud has been a faculty member in the area of Multicultural/Multilingual Education at Cal State San Marcos for nine years where she teaches classes on second language acquisition, multicultural education and multilingual methodology to teach high school English learners. During that time, Dr. Daoud has written two programs approved by the California Commission on Teacher Credentialing that serve English learners in public schools. The first program, California Teachers of English Learners, provides training and certification for teachers who do not have a credential with an Authorization to Teach English Learners (e.g., out of state teachers). The second program, Bilingual Authorization for Teachers, provides training and certification to teach English learners using primary language (Spanish) instruction. Dr. Daoud has presented at international, national and state conferences on research she has conducted on the social aspects of schooling for high school English learners, and has written several peer-reviewed articles and book chapters on the topic. Dr. Daoud is currently writing a book, *Teaching High School English Learners: Equitable Instruction in Content Area Classrooms*, to be published in early 2012 by Pearson Higher Education. Dr. Daoud is a daughter of Arab immigrants, was a first-generation college student, and is fluent in Spanish and Arabic.

Julie Rich – Professional Learning Communities Specialist

As a 34 year veteran of California public schools, Julie Rich brings a depth and breadth of experience to the team. She has been a high school teacher, an assistant principal and a middle

school principal. As a principal, Rich took the courses necessary to secure her Specially Designed Academic Instruction in English (SDAIE) certificate and to model for staff the importance of this training to improve the academic achievement of English learners, and served on the District English Language Learner (ELL) Advisory council. Rich has attended trainings by the DuFour team on Professional Learning Communities (PLC), and has coached principals and assistant principals to work effectively with staff groups to implement the model. Currently, Rich serves as the Single Subject Credential Program Coordinator and Field Placement Director.

Anne René Elsbree, Ph.D. – Differentiation and Lesson Planning Specialist

Dr. Anne René Elsbree, teaches courses in the SSCP focused on how to build community and design instruction with diverse learners, specifically English learners and students with special education needs. She uses backwards planning to model how educators can differentiate curriculum to make schooling inclusive for all students. She guides educators through a universal design learning structure to identify enduring understanding, essential questions, assessments and engaging student activities. Dr. Elsbree values individualized education as a way to validate students and motivate student learning. As a lesbian, she has experienced marginalization first hand and is dedicated to making schools accessible, safe and nurturing environments.

LuzElena Perez, Ed.D. – Literacy Specialist for the Escondido Union High School District

Dr. Perez serves as the literacy specialist for our partnership district and is responsible for professional development in areas of; content area literacy, best practices for teachers and administrators of English learners. She has a bilingual teaching credential and extensive experience as a Sheltered Instruction Observation Protocol (SIOP) trainer. Dr. Perez just completed her doctorate in Educational Leadership which focused on pathways to success for adolescent long-term English learners (LTEL). Prior to her work in EUHSD, Dr. Perez was a

classroom teacher for over ten years in bilingual settings spanning grades K-8. She is a Latina and fully proficient in Spanish.

Jannis Brandenburg – Bilingual Teacher from Valley High School (EUHSD)

Jannis Brandenburg is currently a Distinguished Teacher in Residence at California State University San Marcos, on loan from the Escondido Union High School District. She is the recipient of the Leadership in Biliteracy Award, has been a Project WRITE lead trainer for her district, and served on the district level curriculum committee to revise the English Language Development (ELD) Master Plan and adopt ELD curriculum. She has been an ELD teacher for many years, holds a Bilingual Cross-Cultural Language and Academic (BCLAD) credential in Spanish, and is passionate about addressing social justice and equity issues in education.

4. Quality of the Management Plan

Dr. Daoud, the project director will be involved in every aspect of the project, beginning with working with key personnel at our partnership district – Escondido Union High School District (EUHSD). The key project personnel will support me throughout the duration of the project. Julie Rich, the Single Subject Credential Program (SSCP) coordinator is responsible for implementing and documenting project activities directly connected to the administration of the SSCP. Other key personnel, Dr. Anne Rene Elsbree from Cal State San Marcos (CSUSM), and Jannis Brandenburg and Dr. LuzElena Perez from EUHSD, members of the Professional Learning Community (PLC), will work collaboratively to ensure PLC activities are enacted.

In addition to the PLC meetings, the key project personnel from both CSUSM and the EUHSD will meet monthly to ensure activities under each objective are occurring and to assess if any modifications are needed to the management plan. Both entities, CSUSM and EUHSD are both members of the North County Professional Development Federation, a collaboration representing the San Diego County Office of Education, the College of Education at California

State University San Marcos, and 24 Northern San Diego County member districts. Their mission is to meet the needs of all students and staff in the areas of curriculum, instruction, assessment, and leadership in meeting the state standards. CSUSM and EUHSD will disseminate information on the project at the quarterly steering committee meetings.

a. Adequacy of Resources

The budget for the project will total \$1,754,404 for five years. All items are directly related to the project goals and objectives. The project budget was developed collaboratively with the district, college administrators and faculty, and is both adequate and reasonable to implement the proposed activities and achieve the project goals. The project supports one faculty member on 50% release time (4 courses) to be the project director, and a part time Administrative Support person. The 12 members of the PLC will be given \$7,000 annually to perform the tasks outlined under each project objective, and a \$5,000 budget to attend and present the project work at conference. The budget also allows for 30 teachers annually to attend the workshops and to receive course credit (one unit) for their participation, and for two instructors to receive payment (\$2,500 each) for teaching the workshops. A webmaster will receive \$2,000 a year to create and maintain a webpage on the College of Education's website to post exemplar lessons and best practices from the project activities (public access to the website). The SSCP and EUHSD will purchase curriculum, materials and technology annually to assist in the education of pre service teachers on best practices for English learners and to support English learners across the content area classes at the school sites (\$80,000 - \$100,000 annually).

Given the continued fiscal constraints in California, the activities outlined in this proposal may not be achieved without this funding, which would leave English learners in the state as a continued underserved group in our public schools.

b. Personnel and Time Commitments

The table below shows the objectives that will be achieved during each year of the project. Next to each objective are the milestones and/or documentation that demonstrate how the objective will be measured. The person(s) responsible will carry out tasks to ensure that each objective is achieved. Dr. Daoud, the project director, will be on 50% release time (4 courses) to administer the grant. The percentage of time shown next each milestone that the project director is responsible represents the amount of release time necessary to complete the task. It is anticipated that tasks will take longer to complete during Year 1 as many activities will be initiated. Tasks assigned to PLC members are part of their agreed upon assignments as a PRC member, and tasks assigned to the SSCP coordinator and EUHSD personnel will be conducted as part of their roles and responsibilities of their position.

Objective / Strategy	Person(s) Responsible	Milestones / Documentation
<i>YEAR ONE - 2011-12 Academic Year: August 2011– June 2012</i>		
Goal 1		
Objective 1.1: Single Subject Credential Program	Annette Daoud - Project Director (30% of release time)	Agendas and work products from the PLC meetings – 3 hours / 2 x month / 10 months (60 hours)
course instructors and key personnel from the partnership district will engage in a Professional Learning Community to create curriculum for English learners in all program courses and reflect	Project Director (40% of release time) Members of the PLC who are course instructors – 3 core courses and 4 methods courses per semester All PLC members	All 12 members will receive California Teachers of English Learner (CTEL) training Syllabi from all SSCP courses will include strategies, methods and activities designed to effectively teach English learners Conference agendas, presentation handouts

on their pedagogy.		
<p>Goal 3 Objective 3.1: Identify curriculum and technology needed within each content area class to enhance English learners' language proficiency development and content mastery within each content area classroom– English Language Arts, Mathematics, Science and Social Sciences.</p>	<p>Project Director (10%) EUHSD Personnel</p> <p>Project Director (10%) EUHSD Personnel</p> <p>Project Director (10%) and EUHSD Personnel</p>	<p>Identify at least 5 challenges in each content area for English learners</p> <p>Identify language proficiency (listening, speaking, reading and writing) needs in each content area</p> <p>Purchase appropriate technology and curriculum to address English learners' identified challenges and needs</p>
<i>YEAR TWO - 2012-13 Academic Year: August 2012– June 2013</i>		
<p>Goal 1 Objective 1.1: SSCP course instructors and key personnel from the partnership district will engage in a PLC.</p> <p>Objective 1.2: The PLC will design and teach curriculum based on</p>	<p>Annette Daoud - Project Director (20%)</p> <p>All members of the PLC</p> <p>PLC members who are SSCP course instructors</p> <p>Webmaster</p>	<p>Agendas and work products from the PLC meetings – 3 hours / 2 x month / 10 months (60 hours)</p> <p>Participation in conference - agendas, presentation handouts</p> <p>Lessons plans from teacher candidates (approx. 60 candidates annually) designed for English learners</p> <p>Exemplar student lesson plans posted on the SSCP website</p>

<p>identified skills and instructional needs of English learners in the Single Subject Credential Program's core and methods classes.</p> <p>Objective 1.3: Assess teacher candidate outcomes from the individual courses as well as from the Single Subject Credential Program as a whole.</p>	<p>PLC members who are SSCP course instructors</p> <p>Project Director (5%)</p> <p>SSCP Coordinator</p> <p>PLC member – SSCP Coordinator</p> <p>Project Director (5%)</p> <p>All PLC members</p>	<p>Positive reflections from teacher candidates on lesson planning for English learners</p> <p>Pre-post test results on candidates' preparedness to effectively teach English learners</p> <p>Positive evaluations from cooperating teachers and on-site liaisons at candidates' school sites</p> <p>Passing scores for all 60 teacher candidates on California's TPA – specific task on English learners</p> <p>Increase in positive responses on CSU system-wide survey results</p> <p>Analyze course data, curriculum and methodology</p>
<p>Goal 2</p> <p>Objective 2.1: The PLC will design and teach curriculum development workshops for cooperating teachers, on-site liaisons and recently hired teacher candidates in the</p>	<p>Project Director (25%) PLC members – workshop instructors</p> <p>Project Director (5%) SSCP Coordinator, EUHSD District Personnel</p>	<p>Workshop materials - syllabi, power point presentations and handouts</p> <p>Identify and recruit teachers to participate in the workshops</p>

<p>partnership district.</p> <p>Objective 2.2: Teachers attending the workshops will modify their curriculum so that lessons and units include language and content standards and objectives, and effective strategies and activities for English learners.</p>	<p>Project Director (10%) and PLC members – workshop instructors</p> <p>Project Director (10%) and PLC members – workshop instructors</p> <p>Webmaster</p> <p>Project Director (5%)</p>	<p>Teach workshops to 30 teachers annually across all content areas – English, Math, Science and Social Sciences – 8 sessions / 2 hours each for 16 hours (1 unit)</p> <p>Modified lessons and units (for all 30 teachers) to include language and content standards, objectives, assessments and activities for ELs</p> <p>Exemplar lesson plans posted on the SSCP website – public access</p> <p>Pre-/post surveys indicating satisfaction with newly designed lessons and units</p>
<p>Goal 3</p> <p>Objective 3.1: Identify curriculum and technology needed within each content area class to enhance English learners’ language proficiency development and content mastery within each content area classroom– English Language Arts, Mathematics, Science and Social Sciences.</p>	<p>Project Director (5%) EUHSD Personnel</p> <p>Project Director (5%) EUHSD Personnel</p> <p>Project Director (5%) and EUHSD Personnel</p>	<p>Identify at least 5 challenges in each content area for English learners</p> <p>Identify language proficiency (listening, speaking, reading and writing) needs in each content area</p> <p>Purchase appropriate technology and curriculum to address English learners’ identified challenges and needs</p>
<p align="center"><i>YEAR THREE - 2013-14 Academic Year: August 2013– June 2014</i></p>		

<p>YEAR FOUR - 2014-15 Academic Year: August 2014-June 2015</p> <p>YEAR FIVE – 2015-16 Academic Year: August 2015-June 2016</p> <p>(Goals, Person(s) Responsible and Milestones/Documentation same for each year)</p>			
Goal 1	Objective 1.1: SSCP course instructors and key personnel from the partnership district will engage in a PLC.	Annette Daoud - Project Director (10%)	Agendas and work products from the PLC meetings – 3 hours / 2 x month / 10 months (60 hours)
	Objective 1.2: PLC will design and teach curriculum based on identified skills and instructional needs of English learners in the SSCP courses.	All members of the PLC	Conference agendas, presentations delivered (papers, power point presentations, handouts)
		PLC members who are SSCP course instructors	Lessons plans from teacher candidates (approx. 60 annually) designed for English learners
	Objective 1.3: Assess teacher candidate outcomes from the individual courses as well as from the SSCP as a whole.	Webmaster	Exemplar student lesson plans posted on the SSCP website
		PLC members who are SSCP course instructors	Positive reflections from teacher candidates on lesson planning for English learners
		Project Director (5%)	Pre-post test results on candidates' preparedness to effectively teach English learners
		SSCP Coordinator	Positive evaluations from cooperating teachers and on-site liaisons at candidates' school sites
		PLC member – SSCP Coordinator	Passing scores for all 60 teacher candidates on California's TPA – specific task on English learners
		Project Director (5%)	Increase in positive responses on CSU system-wide survey results
		All PLC members	Analyze course data, curriculum and methodology

<p>Goal 2 Objective 2.1: The PLC will design and teach curriculum development workshops for teachers.</p> <p>Objective 2.2: Teachers attending the workshops will modify their curriculum for English learners.</p> <p>Objective 2.3: Collect and analyze assessment data from workshop participants' content classes.</p>	<p>Project Director (10%) PLC members – workshop instructors</p> <p>Project Director (10%) SSCP Coordinator, EUHSD District Personnel</p> <p>Project Director (10%) and PLC members – workshop instructors</p> <p>Project Director (10%) and PLC members – workshop instructors</p> <p>Webmaster</p> <p>Project Director (5%)</p> <p>Project Director (5%) and EUHSD Personnel</p> <p>Project Director (5%) and EUHSD Personnel</p> <p>Project Director (5%) and EUHSD Personnel</p>	<p>Workshop materials - syllabi, power point presentations and handouts</p> <p>Identify and recruit teachers to participate in the workshops</p> <p>Teach workshops to 30 teachers annually across all content areas – 8 sessions / 2 hours each for 16 hours (1 unit)</p> <p>Modified lessons and units (for all 30 teachers) to include language and content standards, objectives, assessments and activities for ELs</p> <p>Exemplar lesson plans posted on the SSCP website – public access</p> <p>Pre-/post surveys indicating satisfaction with lessons and units</p> <p>Pre / post student achievement data indicating effectiveness of modified curriculum with English learners</p> <p>Pre/ post student reflections on modified lessons</p> <p>Increased scores on standardized achievement measures for ELs– California Standards Tests, California High School Exit Exam, and California English Language Development Test</p>
<p>Goal 3 Objective 3.2: Extend professional development workshops (Goal 2) to</p>	<p>Project Director (0%) PLC members - workshop instructors</p> <p>Webmaster</p>	<p>Workshop materials and percentage of all teachers in district trained – target is 33% by the end of the project</p> <p>Exemplar lesson plans posted on the SSCP website – public access</p>

teachers of “college track” content area classes who have not yet been trained	Project Director (5%)	Pre-/post surveys indicating satisfaction with newly designed lessons and units
Objective 3.3: Monitor English learners’ placements in the four high schools in the district to ensure greater access to “college track” classes.	Project Director (10%) EUHSD Personnel	Increased numbers of ELs enrolled in ‘college track’ courses annually
	Project Director (5%) EUHSD Personnel	Increased number of graduating English learners who enroll in 2 or 4 year colleges and universities annually

5. *Quality of the Project Evaluation*

a. **Evaluation Methods**

Project evaluation will be the responsibility of an external evaluator, in conjunction with the project director and key project personnel. A faculty member in the area of Multicultural / Multilingual Education in the College of Education will serve as the evaluator for the duration of the project. Our colleague will oversee the data collection processes, conduct analyses and interpret data. The College of Education’s Student Services Center and personnel at the Escondido Union High School District Office will implement data tracking procedures to ensure data collection proceeds in a timely manner.

b. **Objective Performance Methods**

The evaluation plan will meet the reporting guidelines for formative evaluations, and an annual report will be submitted each year to present these findings. A final summative evaluation will be prepared at the end of the project. The formative and summative evaluations will demonstrate accountability to objective performance measures linked to each of the goals

and objectives. The evaluation plan centers on assessing the objectives indentified under each project goal, as well as identifying areas for continued learning. The evaluation plan will use a combination of quantitative and qualitative data by which faculty, teacher, teacher candidate, high school English learners and process outcomes will be tracked. Multiple measures across a variety of indicators will be used to track progress of each objective.

c. Periodic Assessment and Feedback

The project evaluator will independently examine the data generated each year of the project, and provide his/her analyses of how well each project objective is being met. As part of their meetings (twice a month), PLC members will also engage in a continuous review of data to inform our practice, and compare our analyses to that of the evaluator as a means of triangulating the data. If an issue of concern arises, key project personnel will meet with the evaluator to analyze the issues and identify any data collection and analysis that will rectify the issue. The project director will ensure that periodic and continuous assessment of the data, along with feedback from the evaluator, pre- and in-service teachers and English learner students guides the team in making data driven decisions and carrying out project activities.

The table below outlines the evaluation methods for the project, the objective performance measures for each objective as well as the timeline that indicates when the measures will be collected and analyzed.

Goals and Objectives	Outcomes & Impact	Measures and Timeline
<i>Objective 1.1:</i> Single Subject Credential Program course instructors and key	12 members of the PLC –3 hour meetings twice a month or 6 hours /month for 10 months = 60 hours	PLC meetings agendas and work products -3 hours/2x month/10 months (60 hours) <i>Years 1-5</i>

<p>personnel from the partnership district will engage in a Professional Learning Community to create curriculum for English learners in all program courses and reflect on their pedagogy.</p>	<p>All 12 members will receive California Teachers of English Learner (CTEL) training</p> <p>Syllabi all SSCP courses – 3 core courses and 4 methods courses each semester – will include strategies, methods and activities designed to effectively teach English learners</p> <p>All PLC members will attend (years 1-2) and present at (years 3-5) at least one conference annually for their professional development</p>	<p>Completed California Teachers of English Learner (CTEL) training <i>Year 1</i></p> <p>Syllabi from all SSCP courses will required elements <i>Year 1</i></p> <p>Conference agendas, presentation papers, handouts <i>Years 1-5</i></p>
<p>Objective 1.2: The PLC will design and teach curriculum based on identified skills and instructional needs of English learners in the Single Subject Credential Program’s core classes and the</p>	<p>All lessons teacher candidates (approx. 60 candidates annually) create for course assignments and student teaching field placements will include language and content standards, objectives, assessments and activities for English learners</p> <p>Exemplar student lesson plans will be posted on the newly created</p>	<p>Lessons plans from teacher candidates (approx. 60 candidates annually) designed for English learners <i>Years 2-5</i></p> <p>Exemplar student lesson plans posted on the SSCP website</p>

<p>methods classes for English Language Arts, Mathematics, Science and Social Sciences.</p>	<p>SSCP website – public access.</p>	<p><i>Years 2-5</i></p>
<p>Objective 1.3: Assess teacher candidate outcomes from the individual courses as well as from the Single Subject Credential Program as a whole.</p>	<p>Positive reflections from teacher candidates on lesson planning for English learners</p> <p>Pre-post test results on candidates' preparedness to effectively teach English learners</p> <p>Positive evaluations from cooperating teachers and on-site liaisons at candidates' school sites</p> <p>All 60 teacher candidates' will pass California's Teaching Performance Assessment (TPA) – specific task on designing instruction for English learners</p> <p>Increase in percentages of</p>	<p>Positive reflections from teacher candidates on lesson planning for English learners <i>Years 2-5</i></p> <p>Pre-post test results candidates' preparedness to effectively teach English learners <i>Years 2-5</i></p> <p>Positive evaluations from cooperating teachers and on-site liaisons at candidates' school sites <i>Years 2-5</i></p> <p>Passing scores for all 60 teacher candidates on California's TPA – specific task on English learners <i>Years 2-5</i></p> <p>Increase in positive responses on</p>

	<p>candidates who state the CCSP effectively prepared them to teach English learners on the CSU system-wide survey</p> <p>PLC analyze data and improve curriculum and methodology accordingly</p>	<p>CSU system-wide survey results</p> <p><i>Years 2-5</i></p> <p>Analyze course data, curriculum and methodology</p> <p><i>Years 2-5</i></p>
<p>Objective 2.1: The PLC will design and teach curriculum development workshops for cooperating teachers, on-site liaisons and recently hired teacher candidates in the partnership district.</p>	<p>Completed workshop syllabi, power point presentations and handouts designed for teachers in all content areas classes with English learners</p> <p>Identify and recruit teachers to participate in the workshops</p>	<p>Workshop materials - syllabi, power point presentations and handouts <i>Years 2-5</i></p> <p>Identify and recruit teachers to participate in the workshops</p> <p><i>Years 2-5</i></p>
<p>Objective 2.2: Teachers attending the workshops will modify their curriculum so that lessons and units</p>	<p>Teach workshops to 30 teachers annually across all content areas – English, Math, Science and Social Sciences – 8 sessions / 2 hours each for 16 hours (1 unit)</p>	<p>Workshops to 30 teachers annually across all content areas – 8 sessions / 2 hours each for 16 hours (1 unit) <i>Years 2-5</i></p>

<p>include language and content standards and objectives, and effective strategies and activities for English learners.</p>	<p>All 30 teachers will create or modify lessons and units to include language and content standards, objectives, assessments and activities for English learners</p> <p>Exemplar lesson plans will be posted on the newly created SSCP website – public access</p> <p>Pre-/post surveys indicating satisfaction with newly designed lessons and units</p>	<p>Modified lessons and units (for all 30 teachers) to include language and content standards, objectives, assessments and activities for ELs <i>Years 2-5</i></p> <p>Exemplar lesson plans posted on the SSCP website – public access <i>Years 2-5</i></p> <p>Pre-/post surveys indicating satisfaction with lessons and units <i>Years 2-5</i></p>
<p>Objective 2.3: Collect and analyze assessment data from workshop participants’ content classes to determine effectiveness of the modified curriculum on English learners.</p>	<p>Pre / post student achievement data indicating effectiveness of modified curriculum with English learners</p> <p>Pre/ post student reflections on modified lessons</p> <p>Increased scores on standardized achievement measures for ELs– California Standards Tests, California High School Exit Exam,</p>	<p>Pre / post student achievement data indicating effectiveness of modified curriculum with English learners <i>Years 2-5</i></p> <p>Pre/ post student reflections on modified lessons <i>Years 2-5</i></p> <p>Increased scores on standardized achievement measures for ELs– CSTs, CAHSEE and CELDT <i>Years 3-5</i></p>

	and California English Language Development Test	
<p>Objective 3.1:</p> <p>Identify curriculum and technology needed within each content area class to enhance English learners' language proficiency development and content mastery within each content area classroom—English Language Arts, Mathematics, Science and Social Sciences.</p>	<p>Identify at least 5 challenges in each content area for English learners</p> <p>Identify language proficiency (listening, speaking, reading and writing) needs in each content area</p> <p>Purchase appropriate technology and curriculum to address English learners' identified challenges and needs</p>	<p>Identify at least 5 challenges in each content area for English learners <i>Years 1-2</i></p> <p>Identify language proficiency (listening, speaking, reading and writing) needs in each content area <i>Years 1-2</i></p> <p>Purchase appropriate technology and curriculum beginning in classes where identified needs are greatest <i>Years 1-2</i></p>
<p>Objective 3.2.:</p> <p>Extend professional development workshops (Goal 2) to teachers of</p>	<p>Provide professional development for at least one third (33%) of all content area teachers in the four high schools in EUHSD by the end of the project -30 teachers annually</p>	<p>Workshop materials and percentage of all teachers in district trained – target is 33% by the end of the project</p> <p><i>Years 3-5</i></p>

<p>“college track” content area classes who have not yet been trained.</p>	<p>Exemplar lesson plans will be posted on the newly created SSCP website – public access</p> <p>Pre-/post surveys indicating satisfaction with newly designed lessons and units</p>	<p>Exemplar lesson plans posted on the SSCP website – public access</p> <p><i>Years 3-5</i></p> <p>Pre-/post surveys indicating satisfaction with newly designed lessons and units <i>Years 3-5</i></p>
<p>Objective 3.3:</p> <p>Monitor English learners’ placements in the four high schools in the district to ensure greater access to ‘college track’ classes.</p>	<p>Increase the number of ELs enrolled in ‘college track’ courses annually</p> <p>Increase the number of graduating English learners who enroll in 2 or 4 year colleges and universities</p>	<p>Increased numbers of ELs enrolled in ‘college track’ courses annually <i>Years 3-5</i></p> <p>Increased number of graduating English learners who enroll in 2 or 4 year colleges and universities annually <i>Years 3-5</i></p>