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## APPLICATION FOR GRANTS UNDER THE

**NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM**

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Closing Date: MAY 09, 2011

EL Bridge Project  
The University of Iowa  
**Abstract**

**Name of IHE:** University of Iowa

**Title of Program:** EL Bridge (**Bridging academic content and English language learning to prepare Iowa teachers of English Learners**)

**Consortia Partners:** This project is collaboration between the University of Iowa College of Education and the English Language Learners Office within the Iowa Department of Education and its affiliated agencies.

**Project Description:** *El Bridge* is a new initiative by the UI to improve the quality of education for K-12 ELL students in Iowa's schools through the integration of ESL best practices in teacher training coursework across subject areas in the UI College of Education. Project staff will focus special attention on the STEM fields and special education. The rationale for this project is to create sustainable 'bridges' for practitioners between research and methodology in mathematics, science and special education with research and methodology in EL instruction.

The project has four goals:

- 1) improve the effectiveness of UI pre-service teachers working with EL students through state-approved ESL endorsement courses leading to K-12 ESL licensure
- 2) improve the effectiveness of in-service teachers working with EL students through a series of intensive professional development webinars and web based modules focusing on the latest research and best practice in teaching ELs and through an online collaborative community of educators working with ELs in STEM and special education
- 3) collect, analyze, and use high-quality and timely data to improve EL instructional practices in K-12 educational settings
- 4) infuse EL research based best practice in STEM and special education teacher preparation courses to better prepare these teachers to provide instruction to meet the needs of EL students.

To attain these goals, the project staff will undertake a number of activities: a) identify relevant research to determine best teaching and assessment practices for ELs in STEM content areas and special education, designing instructional materials and assignments to improve teaching EL students. b) deliver coursework for pre-service teachers in science, mathematics, and special education related to the education of language minority students by means of curriculum design, instructional skills, and current assessment practices, and c) provide in-service teachers in school districts that have ELs with meaningful professional development programs that address the needs of these learners in STEM and special education classes. By the end of the project period **48** pre-service teacher candidates and **140** in-service teachers will be trained to work in diverse environments and provide leadership in their respective school districts.

The essential elements for the project are in place. The UI will recruit students, develop and deliver the coursework needed for the ESL certification. UI faculty from Mathematics Education, Science Education, and Special Education will collaborate with the project coordinators to ensure participation of students from these areas. They will also contribute to the curriculum revisions and web module development for sheltered content instruction in the ESL Endorsement Program. The Iowa Department of Education English Language Learners office will provide information and networking with Area Education Agencies and school districts serving ELs across the state. The Office will also serve in an advisory capacity for the EL Bridge Project. These collaborators will form an Advisory Committee which will oversee and provide guidance for the project. A rigorous evaluation design will provide information about the project's efficacy and contribute to our understanding how to help teachers raise EL student achievement in core academic subjects and increase language proficiency. The combination of expertise, commitment and resources will have a significant impact on EL education.

**Priorities:**

The EL Bridge Project addresses the following National Professional Development Program Competitive (CP) and Invitational Priorities (IP):

*CP2: Enabling More Data Based Decision Making.*

*CP3: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education.*

*IP2: Improving Preparation of All Teachers to Better Serve English Learners.*

**GPRA Measures Targets:**

In 2009-10 248 pre-service teachers at the UI completed the initial licensure programs. Of that number 14 were in ESL/FLE. The EL Bridge Project proposes to increase that number shown in the following annual target numbers for the pre-service teachers being served (percentages are included where appropriate):

- The number of pre-service teachers expected to be served  
Year 1: 0; Year 2: 12; Year 3: 12; Year 4: 12; Year 5: 12<sup>1</sup>
- The number of pre-service teachers expected to complete to program of study  
Year 1: 0 (0%); Year 2: 0 (0%); Year 3: 12 (100%); Year 4: 12 (100%); Year 5: 12 (100%)
- The number of pre-service teacher completers expected to be placed in instructional settings serving ELs (for 2 years and beyond)  
Year 1: 0 (0%); Year 2: 0 (0%); Year 3: 9 (75%); Year 4: 9 (75%); Year 5: 9 (75%)

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<sup>1</sup>Since pre-service teachers will need at least two years to complete their program and be certified (including their content area plus ESL) they will be served after the 5 year grant funding period (Year 6: 12 & 7: 12).

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

Year 1: 0 (0%); Year2: 0 (0%); Year 3: 12 (100%); Year 4: 12 (100%); Year 5: 12 (100 %)

The EL Bridge Project will also serve in-service teachers in the state of Iowa through web-based modules and webinars. The following are annual target measures for these educational personnel:

- The number of in-service teachers expected to be served  
Year 1: 0; Year 2: 35; Year 3: 35; Year 4: 35; Year 5: 35
- The number of in-service teachers expected to complete the program  
Year 1: 0; Year 2:35 (100%); Year 3: 35 (100%); Year 4: 35 (100%); Year 5: 35 (100%)
- The number of in-service teacher completers who are expected to serve EL students  
Year 1: 0; Year 2:30 (85%); Year 3: 30 (85%); Year 4:30 (85%); Year 5: 30 (85%)

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**(a) Quality of project design**

The *EL Bridge* project (**Bridging academic content and English language learning to prepare Iowa teachers of English Learners**) is designed to result in significant improvement in the academic achievement of English Learners (EL) by systematically changing the way ELs students are taught and the way teachers in content area classrooms are prepared to address the unique needs of this at-risk population in Iowa. The University of Iowa (UI), in collaboration with the Title III/Foreign Language Department in the Iowa Department of Education and its affiliated agencies, has developed an innovative program to provide pre-service STEM and special education teacher candidates with K-12 ESL endorsement and in-service teachers with intensive research based best EL practice workshops and webinars. The *EL Bridge* project addresses the following GPRA Measures:

- ✓ **Measure 1.1:** The percentage of pre-service program completers who are State and/or locally certified, licensed, or endorsed in EL instruction.
- ✓ **Measure 1.2:** The percentage of pre-service program completers placed in instructional settings serving EL students within one year of program completion.
- ✓ **Measure 1.3:** The percentage of pre-service program completers who provide instructional services to EL students 3 years after program completion.
- ✓ **Measure 1.6:** The percentage of in-service teacher completers who provide instructional services to EL students.

This project will improve the quality of education for K-12 ELL students in Iowa's schools (including STEM classes) and special education programs and assist teacher education, STEM, and special education faculty in the UI College of Education develop and infuse ESL best practices in pre-service teacher education coursework. This project will result in more pre-

service and in-service teachers with appropriate instructional and assessment skills and the cross-cultural understandings to make a significant impact on the lives and the academic achievement of the English Learners (EL) in their respective school districts. The program will include strategies that best meet their particular needs for improved teaching that will help them raise student achievement in the core academic subjects as well as increase proficiency in English for Iowa students. The *EL Bridge* project addresses the following National Professional Development Program Competitive (CP) and Invitational Priorities (IP):

***CP2: Enabling More Data Based Decision Making.***

***CP3: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education.***

***IP2: Improving Preparation of All Teachers to Better Serve English Learners.***

To better understand the project design, it is important to understand the context in which the project is conceptualized. The UI is a major national research university located on a 1,900 acre campus in Iowa City in southeast Iowa. Iowa. More than 29,000 students enroll at UI annually, and are served by 1,700 faculty and 13,000 staff. Founded in 1872, the UI College of Education is regarded nationally and internationally for teaching, research, and innovative educational training. U.S. News and World Report consistently ranks the College of Education among the top graduate schools in the nation. In the 2010 edition of *America's best Graduate Schools*, the UI College of Education ranked 29<sup>th</sup> best overall among the US Colleges of Education. The College of Education is home to the renowned Connie Belin and Jacqueline N. Blank Center for Gifted Education and Talent Development and the Iowa Testing Programs (developers of Iowa Test of Basic Skills and Iowa Tests of Educational Development). These programs illustrate the rigor and quality of educational programming at the UI and attest to the

commitment the College of Education makes to ensure that the *EL Bridge* project upholds high standards for academic excellence. Further, teachers and administrators in 80% of Iowa's K-12 school districts are graduates from the UI College of Education - a figure that underscores the widespread potential impact of the *EL Bridge* project.

**(1) The extent to which the goals, objectives, and outcomes to be achieved...**

The goals and objectives of the project are designed in concert with those set forth by the US Department of Education, Teachers of Students of Other Languages (TESOL) National Standards and the Iowa Department of Education Core Standards. The project staff of the *EL Bridge* project take into consideration the areas of teacher training required by the State of Iowa to comply with certification requirements and or compliance with Public Law 107-220. The goal of the project is to improve the quality of instruction for ELs in Iowa's content area classrooms (including STEM and Special education) by certifying 48 pre-service teacher candidates and preparing 140 in-service teachers to work in diverse environments and provide leadership in their respective districts. The project will include tuition stipends to cover the ESL Endorsement program (21 credit hours) for qualifying pre-service teachers. The project staff will recruit and support students with disabilities and from underrepresented populations in an effort to increase representation within the pre-service teaching program and in schools. The goals, objectives and outcomes have been conceptualized for the five year project implementation cycle.

Project objectives are written in terms of performance to measure their outcomes; objectives are clear, specific, measurable, and attainable within the proposed time frame. The following chart, based on recommendations of Fitzpatrick, Sanders, & Worthen (2011) outlines the Goals, Objectives, Outcomes and alignment with the **National TESOL Standards and Iowa Core Standards:**

**Goal 1: Improve the effectiveness of pre-service teachers working with EL students through state-approved ESL endorsement courses leading to K-12 ESL licensure.**

**(TESOL Standards 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 4c, 5a, 5b, 5c)**

**OBJECTIVE 1.1:** Revise/update the ESL endorsement coursework to reflect the latest research and best practice related to EL teaching and assessment. (Project Measure)

**(a)** identify relevant research to determine best EL teaching and assessment practices, **(b)** design instructional activities and assignments to build deep understanding of best EL teaching and assessment practices, **(c)** collaborate with consortium members to ensure broad based stakeholder input on course revisions and updates, **(d)** communicate the curricular modifications to all stakeholders.

**Outputs:** Revised Syllabi for all 7 ESL Endorsement Courses; Associated Activities, Assignments, and Assessments

**Outcomes:** Research-based coursework that reflects best practice for EL teaching and assessment, resulting in improved learning for ELs

**OBJECTIVE 1.2:** Revise ESL Methods courses to address content area sheltered instruction for ELs (in alignment with TESOL/NCATE standards for Teacher Education) and to address special education issues in ESL. (Project Measure)

**(a)** identify relevant research to determine best sheltered content area teaching and assessment practices for ELs as well as issues for ELs with special needs, **(b)** design instructional activities and assignments to build deep understanding of best sheltered content area teaching and assessment practices for ELs as well as issues for ELs with special needs, **(c)** collaborate

with consortium members to ensure broad based stakeholder input on course revisions and updates, **(d)** communicate the curricular modifications to all stakeholders

**Outputs:** Revised Syllabi for 2 ESL Methods Courses; Associated Activities, Assignments, and Assessments

**Outcome and process assessment criterion:** Research-based coursework that reflects best practice for EL teaching and assessment, resulting in improved learning for ELs

**OBJECTIVE 1.3:** Recruit pre-service teachers in STEM content areas and Special education to complete ESL endorsement coursework. (GPRA Measure)

**(a)** develop paper-based and web-based recruiting tools, **(b)** develop materials outlining expectations and requirements for program participants, **(c)** collaborate with consortium members to develop and implement a recruiting plan to attract pre-service STEM and special education candidates, **(d)** meet with potential scholarship awardees to provide an orientation to the overall goals, objectives and outcomes related to their participation in the project, **(e)** collaborate with consortium members/Advisory Committee to select 10 scholarship candidates for each cohort cycle, **(f)** work with financial aid to ensure that scholarships funds are dispersed to individual student accounts, and **(g)** work with Project Advisors to build program of study for infusion of ESL endorsement coursework into the candidates regular sequence of study.

**Outputs:** Recruiting Plan; Materials for: (1) Recruiting, (2) Project Expectations, and (3) Application and Admissions Process for Scholarship Funding; Meeting Minutes from Consortium and Advisory Committee; Communication Documentation from Financial Aid; Communication Documentation from Project Advisor; 10 scholarship candidates for each

cohort cycle.

**Outcomes:** 90% of pre-service scholarship recipients will complete the State approved ESL Endorsement program resulting in improved EL instruction in the STEM content areas.

**OBJECTIVE 1.4:** Develop and deliver web-based modules to address the instruction of ELs in STEM, other content areas, and Special education (e.g. connect Iowa Mathematics and Science standards and TESOL preK-12 language proficiency standards). (Project Measure)

(a) identify relevant research to determine best teaching and assessment practices for ELs in the STEM content areas as well as special education, (b) design instructional materials and supplements to build deep understanding of best STEM content area teaching and assessment practices for ELs as well as special education, (c) collaborate with consortium members to ensure broad based stakeholder input on web-based modules, (d) communicate information regarding the content of the web-based modules to all stakeholders, (e) deliver the web-based modules, and (f) develop pre-post survey to measure student preparation to deliver STEM instruction that meets the needs of ELs as well as to address Special education issues for ELs.

**Output:** 4 modules designed and offered via web-based delivery; Pre-Post survey data

**Outcome:** 95% of post-survey respondents report improved capacity to teach ELs in the STEM content areas and Special education as a result of completing web-based modules as compared to the pre-survey results

**OBJECTIVE 1.5:** Deliver high quality Project coursework that results in higher levels of content teacher effectiveness with EL students. (Project Measure)

(a) develop checklist to evaluate syllabi through the lens of research based EL best practice, (b) administer end of course surveys, (c) analyze end of course survey data through the lens of

research based EL best practice, **(d)** collect data on EL instructional effectiveness during field experiences, and **(e)** record student grades for field experiences in Project database.

**Outputs:** Checklist; End of Course Survey Data; Field Experience Data; Field Experience Grades

**Outcome:** 100% of syllabi will receive rating of “high quality” on the checklist through the lens of research based EL best practice; 90% of Project courses will receive a rating of above average (3 or higher) on the End of Course Survey; 80% of pre-service Project candidates will receive a rating of above average on field experience evaluations; 100% of Project candidates will receive grades of B or better on Project coursework.

**OBJECTIVE 1.6:** Place pre-service program completers in STEM content areas and Special education in instructional settings serving ELL students within one year of program completion. (GPRA Measure)

**(a)** provide pre-service program completers with networking opportunities within high need districts in Iowa and across the nation (e.g.: Iowa Culture and Language Conference, Our Kids Conference, Job Fairs, etc...), **(b)** connect pre-service program completers with the educational placement office at UI, and **(c)** provide references as appropriate for pre-service completers to highlight ESL preparation.

**Outputs:** 80% of pre-service program completers will be placed in settings serving EL students within one year of program completion

**Outcomes:** Pre-service program completers in STEM content areas and Special education will be providing high-quality instruction to ELs in their classrooms 1 year after completion of their teacher education coursework.

**OBJECTIVE 1.7:** Track pre-service completers in STEM content areas and Special education providing instructional services to EL students 3 years after program completion. (GPRA Measure)

(a) develop surveys related to employment for pre-service program completers, (b) develop a database to store and report tracking data, (c) annually distribute tracking surveys to pre-service program completers via web based survey software, (d) analyze and record survey data responses, and (e) contact non-responders to maximize response rates via web based survey software.

**Outputs:** 75% of pre-service program completers will be providing instructional services to EL students 3 years after program completion as indicated by survey results.

**Outcomes:** Pre-service program completers in STEM content areas and Special education will be providing high-quality instruction to ELs in their classrooms 3 years after the completion of their teacher education coursework.

**Goal 2: *Improve the effectiveness of in-service teachers working with EL students through a series of intensive professional development webinars and web based modules focusing on the latest research and best practice in teaching ELs and through an online collaborative community of educators working with ELs in STEM and special education.***

**(TESOL Standards 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 4c, 5a, 5b, 5c).**

**OBJECTIVE 2.1:** Recruit in-service teachers to complete intensive ESL Professional Development webinars and web-based modules. (Project Measure)

(a) develop paper-based and web-based recruiting tools, (b) develop materials outlining expectations and requirements for program participants, (c) develop registration materials for

participation in seminars and modules, **(d)** collaborate with consortium members to develop and implement a recruiting plan to attract in-service participants

**Outputs:** Recruiting Plan; Materials for: (1) Recruiting, (2) Project Expectations, (3) Registration for seminars and modules; Meeting Minutes from Consortium and Advisory Committee

**Outcomes:** 100% of in-service Project participants will complete the intensive ESL Professional Development program

**OBJECTIVE 2.2:** Create intensive professional development web-based modules and webinars to reflect the latest research and best practice related to EL teaching and assessment. (Project Measure)

**(a)** identify relevant research to determine best teaching and assessment practices for ELs in the content areas, **(b)** design instructional materials and supplements to build deep understanding of best content area teaching and assessment practices for ELs, **(c)** collaborate with consortium members to ensure broad-based stakeholder input on seminars and **(d)** communicate information regarding the content of the seminars to all stakeholders, and **(e)** develop checklist to evaluate seminars through the lens of EL best practice.

**Output:** 12 modules designed

**Outcome:** 100% of modules reflect the latest research and best practice related to EL teaching and assessment as measured by the evaluation checklist

**OBJECTIVE 2.3:** Deliver intensive professional development web-based modules and webinars that reflect the latest research and best practice related to EL teaching and assessment

through the AEA consortium partnership that results in higher levels of in-service content teacher effectiveness with EL students. (Project Measure)

(a) develop participant end of seminar survey, (b) administer end of seminar survey, (c) analyze survey data through the lens of research based EL best practice and, (d) develop pre-post survey to measure in-service teacher preparation to deliver content instruction that meets the needs of ELs

**Outputs:** End of Seminar Survey; Survey Data;

**Outcomes:** 100% of seminars will receive rating of “high quality” on the end of seminar survey; 90% of seminars will receive a rating of above average (3 or higher) on the End of Seminar Survey; 80% of in-service Project participants will report an improved capacity to teach ELs in the content areas as a result of completing the intensive seminars as compared to the pre-survey results

**OBJECTIVE 2.4:** Create an online collaborative community of educators working with ELs in STEM and special education classrooms.

(a) to investigate appropriate online social media networks for educators (b) design community sites for collaboration, (c) invite pre-service and in-service teachers to join networks, and (d) to oversee and maintain networks to enhance community building and achieve sustainability.

**Output:** Online community site for teachers working with ELs; Community user survey data

**Outcome:** 95% of post-survey respondents report satisfaction with collaborations and community building through the social networks.

**OBJECTIVE 2.5:** Report percentage of in-service teacher program completers who are providing instructional services to EL students. (GPRA Measure)

(a) develop surveys related to employment for in-service program participants, (b) develop a database to store and report data, (c) annually distribute surveys to in-service program participants via web based survey software, (d) analyze and record survey data responses, and (e) contact non-responders to maximize response rates via web based survey software.

**Outputs:** 80% of in-service completers providing instructional services to EL students as indicated by survey results.

**Outcomes:** In-service participants will be providing improved instruction to ELs in their classrooms after completion webinars and/or web-based modules.

**Goal 3: Collect, analyze, and use high-quality and timely data to improve EL instructional practices in K-12 educational settings. (TESOL Standards, 3b, 5a)**

**OBJECTIVE 3.1:** Establish a Project Advisory Committee to for oversight and guidance in the collection of data to inform decision-making related to *EL Bridge* (Project Measure)

(a) determine composition of Advisory Committee, (b) collaborate with consortium members to nominate Advisory Committee members, (c) invite nominees to serve on committee, and (d) set up quarterly meetings.

**Outputs:** Meeting minutes, list of Advisory Committee members, Meeting Agendas, Recommendations and guidance documents

**Outcome:** Oversight and guidance regarding data collection designed to improve EL instructional practices in K-12 settings

**OBJECTIVE 3.2:** Collaborate with Project Advisory Committee to implement the

comprehensive plan to collect and analyze data to inform the decisions related to program improvement and overall effectiveness. (Project Measure)

**(a)** meet quarterly to develop, monitor, and refine the comprehensive data plan ,**(b)** report meeting outcomes to stakeholders

**Outputs:** Meeting minutes, list of Consortium members, Meeting Agendas, Recommendations and guidance documents

**Outcome:** Oversight and guidance regarding data collection designed to improve EL instructional practices in K-12 settings

**OBJECTIVE 3.3:** Examine the impacts of the *EL Bridge project* on developing pre-service teacher knowledge and skills to improve EL teaching in the content area classrooms. (Project Measure)

**(a)** analyze end of course survey data, **(b)** analyze data on EL instructional effectiveness during field experiences, **(c)** analyze grades, and **(d)** analyze pre-post endorsement and web module survey data.

**Outputs:** Annual Progress Reports, Complete Data Reports, quarterly monitoring reports

**Outcome:** Data and reporting mechanisms reveal improvements in EL instructional practices

**OBJECTIVE 3.4:** Examine the impacts of the *EL Bridge project* on developing in-service teacher knowledge and skills to improve EL teaching in the content area classrooms. (Project Measure)

**(a)** analyze end of seminar survey data, **(b)** analyze web modules survey data, and **(c)** analyze pre-post ESL training program survey data

**Outputs:** Annual Progress Reports, Complete Data Reports, quarterly monitoring reports

**Outcome:** Data and reporting mechanisms reveal improvements in EL instructional practices

**OBJECTIVE 3.5:** Disseminate the data related to program participant outcomes of *EL Bridge project* and assist in the replication of the results on statewide and national levels. (Project Measure)

(a) prepare conference presentation proposals, (b) deliver conference presentations, (c) prepare manuscripts for publication, (d) submit manuscripts for publication, (e) write newsletters, (f) disseminate newsletters, (g) update Project website as needed.

**Output:** Conference programs, publications, newsletters, website screenshots

**Outcomes:** Dissemination of outcomes and replication of the Project

**OBJECTIVE 3.6:** Integrate the data related to program participant outcomes of the *EL Bridge project* into revisions of the ESL Endorsement curriculum (Project Measure)

(a) Aggregate data relevant to ESL methods as well as STEM and special education areas, and (b) create units to include this data into the ESL curriculum

**Output:** Units in ESL Methods courses that present the results of the data analysis.

**Outcomes:** Curriculum improved by providing pre-service teachers with a sense of their future encounters with ELs and the application of ESL preparation in teaching ELs in STEM or Special Education classes.

**Goal 4: Infuse EL research based best practice in STEM and special education teacher preparation courses to better prepare these teachers to provide instruction to meet the needs of EL students.**

**OBJECTIVE 4.1:** Collaborate with STEM and special education faculty to develop and deliver the web-based modules designed to address the instruction of ELs in STEM, other content areas, and special education (e.g. connect Iowa Mathematics and Science standards and

TESOL preK-12 language proficiency standards). (Project Measure)

(a) identify relevant research to determine best teaching and assessment practices for ELs in the STEM content areas and special education issues for ELs, (b) design instructional materials and supplements to build deep understanding of best STEM content area teaching and assessment practices for ELs and special education issues for ELs, (c) collaborate with consortium members to ensure broad based stakeholder input on web-based modules, (d) communicate information regarding the content of the web-based modules to all stakeholders, (e) deliver the web-based modules, and (f) develop pre-post survey to measure student preparation to deliver STEM instruction that meets the needs of ELs and to understand issues for ELs in special education.

**Output:** 12 modules designed and offered via web-based delivery; Pre-Post survey data

**Outcome:** 95% of post-survey respondents report improved capacity to teach ELs in the STEM content areas as a result of completing web-based modules as compared to the pre-survey results

**OBJECTIVE 4.2:** Collaborate with Teaching and Learning faculty (including STEM and special education faculty) to disseminate the data related to high quality preparation of teachers in STEM subjects and special education to assist in the replication of the results on statewide and national levels. (Project Measure)

(a) prepare conference presentation proposals, (b) deliver conference presentations, (c) prepare manuscripts for publication, (d) submit manuscripts for publication and (e) update UIowa website as needed

**Output:** Conference programs, publications, newsletters, website screenshots

**Outcomes:** Dissemination of outcomes and replication of the Project

**(2) The extent to which the design of the proposed project reflects up-to-date knowledge...**

Effective teaching and implementation of best educational practice involves the application of the findings of research. According to the Center for Research on Education, Diversity and Excellence (CREDE), the face of American education is changing radically (2006). Increasingly, students in K–12 classrooms come from families with diverse linguistic and cultural backgrounds and Iowa is no different. According to Darling-Hammond (2000), schools and teacher education programs have begun to rethink pre-service and in-service professional development to take into account the need for teachers to work effectively with students learning English. New approaches to teacher education are based on the belief that English language learners' access to challenging content can be enhanced through teaching strategies that provide multiple pathways to the understanding of language and content. Because students must use language to acquire academic content in mainstream classes, English Language Learning must be integrated with the social, cultural, and political contexts of language use.

Building on Cummins research regarding the need to help ELs build Cognitive Academic Language Proficiency rather than just Basic Interpersonal Communication (1981), current theory in EL education holds that instruction for ELs in content areas should be a joint venture between ESL professionals and content area classroom teachers. The need for this cooperation is evidenced in the P-12 TESOL standards that require academic language goals at every level. However, in addition to this collaboration, content area teachers need preparation to work successfully with ELs in their classrooms (Claire, 1995), the lack of which is one explanation of the consistently lower scores for ELs than non-ELs on achievement tests (U.S. Department of Education, 2009). If content area teachers have training in ESL methodology, they will be better able to provide these learners with grade-level subject material using

instructional strategies and resources to overcome language issues (based on Opportunity To Learn; Herman & Klein, 1997).

UI College of Education pre-service teachers who select to further their practice by including coursework that leads to the ESL endorsement, have within their program of study both university classes and clinical experiences which are research based and in concert with both INSTASC and TESOL standards for teacher preparation. The faculty involved with the *EL Bridge* project realize that in-service teachers in elementary and secondary classrooms use a variety of techniques to facilitate students' learning. In fact, most good teachers often incorporate aspects of TESOL instruction in their teaching, however, when it comes to helping ELs excel in disciplines such as mathematics and science conflicts between delivering subject matter and assessing ELs knowledge arise in instructional practice.

Research-based coursework and clinical appropriate experiences for project participants will be crucial for pre-service teachers to develop methods of delivering instruction for these disciplines as well as others. Siegel (2006) noted, "Teachers' understanding about the curriculum is essential to be assessed since it is related to how teachers design and manage their science lessons. The curriculum stated explicitly that all students can learn; and it is required teachers to conduct equitable and assessable assessment for all students including the minority students such as English as a second Language Learners (ELLs)" (p.866). Using examples from Kennedy's ground breaking research in mathematics classes (2005), project staff will develop pedagogical content knowledge curriculum for future teachers in science and mathematics designed to help make the lessons more comprehensible for ELs. Implementation of interesting content, along with supports to scaffold student learning such as realia (for example, manipulatives), investigations, and demonstrations can help provide the assistance ELs need to

be successful in content areas (Kennedy, 2005 and Chamot and O'Malley 1994). In both science and mathematics, many of classroom practices mirror good ESL instructional techniques and teacher preparation programs at the UI will review and adapt the principles suggested by Echevarria and Graves in 2007 and Echevarria et.al, 2008 to help our program completers strive for best practices in all aspects of their teaching.

In an effort to address these challenges and infuse the new approach to teacher training, the *EL Bridge* project will draw on resources from second language acquisition best practices in the development of coursework included in the ESL endorsement. The Center for Applied Linguistics (CAL), National Clearinghouse for English Language Acquisition (NCELA), and CREDE will be consulted for materials and course development. Key Project Personnel will attend national conferences such as OELA, TESOL, NABE, AAL and other related conferences in order to stay abreast of current research and policy decisions related to ELL research and practice.

The *EL Bridge* project at UI has the added benefit of the participation of faculty whose expertise lies in second language curriculum design (Schrier & Wesely), ESL methodology and language assessment (Plakans), and technology in language learning (Wesely & Plakans) as the foundation of the project. These professors and their graduate students will design and deliver a curriculum for pre-service teachers. Pre-service teachers can earn an ESL Endorsement in addition to their content or special education licensure, while learning research-based techniques to improve EL English academic language ability. In-service Project participants will learn strategies for working with ELLs in their content classrooms. With informed teaching practice the *EL Bridge* project participants will help ELs in Iowa gain academic success which contributes to the overall citizenry of the state and the nation.

**(b) Quality of project personnel****(1) The qualifications, including relevant training and experience, of the project director:**

Each member of the project staff has unique expertise for the role and responsibilities associated with his/her program position. The three Co-Principal Investigators (PIs) bring content expertise and experience in grant administration to The *EL Bridge* project.

**Co-Principal Investigator, Dr. Leslie L. Schrier:** Schrier is Associate Professor of Teaching and Learning and earned her Ph.D. from The Ohio State University, a Master of Arts in Spanish Literature from Drake University, and a Master of Arts in Latin American Studies from University of California. She has expertise as a researcher, administrator, and teacher in second language education settings. In 1989, Schrier was charged with developed the foreign language and ESL teacher education program at the University of Iowa which she currently directs and has increased to four faculty members. Schrier is Principal Investigator for RELEVANCE, a professional development project funded from Title III resources. She has presented at the state, national and international level, with a keynote address at the 3rd Annual meeting of the National Organization on the Teaching of Less Commonly Taught Languages in Washington, DC. Schrier has published widely in professional journals, is editor of *Foreign Language Annals* and co-author of several books.

**Co-Principal Investigator, Dr. Lia Plakans:** Plakans is Assistant Professor in the Department of Teaching and Learning, specializing in ESL education. She earned her PhD in Foreign Language/ESL education and a BA in developmental psychology/cultural anthropology at the University of Iowa and an MA in Applied Linguistics/TESL from Iowa State University. She teaches courses in second language classroom learning, developing second language

materials, language structure for teaching ELs, and fundamentals of second language assessment. She works with pre-service and in-service teachers gaining K-12 ESL Endorsement in the state of Iowa, and previously taught ESL Endorsement courses (Second Language Acquisition and Language in Education) for P-6 pre-service teachers at the University of Texas at Austin. She has over 15 years of teaching experience in ESL programs and in community-based language and literacy programs in Texas, Iowa, Ohio, and Latvia. She has published articles in a number of journals including *TESOL Quarterly*, *TESOL Journal*, and *Language Testing*.

**Co-Principal Investigator, Dr. Pamela Wesely:** Wesely is an Assistant Professor in the Department of Teaching and Learning. After getting an MA in French Studies from New York University and teaching French in American schools for eight years, she received her doctorate from the University of Minnesota, where she also supervised student teachers in foreign language and English as a Second Language education. At the UI, she trains pre-service teachers and teaches graduate courses about second language program management, culture in the foreign language classroom, and other aspects of foreign language curriculum and pedagogy. Her latest research project addresses how in-service foreign language teachers use social networking tools like Twitter to create their own professional development opportunities. Wesely is the secretary/treasurer of the Teacher Development Special Interest Group with the American Council on the Teaching of Foreign Languages.

**UI Faculty in STEM and Special Education:** A number of UI faculty are committed to the project: **Dr. Walter Seaman** (associate professor Mathematics Education Program and Mathematics), **Dr. Soonhye Park** (assistant professor, Science Education Program), and **Dr. John Hosp** (associate professor, Special Education). Park has conducted research on high school biology teachers' content knowledge and ESL students in science education. Hosp co-

directs The Center for Disability Research and Education (CDRE). His research interests include implementation of response to intervention and risk and resilience for Latino students with emotional/behavioral disorders. These faculty have integral roles in the *EL Bridge* project. They will recruit students in their programs for ESL Endorsement, consult with project staff on ESL curricular revisions related to language and content in these areas, contribute to the web modules on sheltered content language instruction for teaching EL educators (see Letters of Commitment).

**(3) The qualifications, including relevant training and experience, of key personnel.**

**Graduate Assistants (G.A.)** (Graduate Assistant funded by grant each at a .50FTE)

Graduate assistants will be selected based on the qualifications listed below with an effort to recruit and support those students with disabilities and from underrepresented populations.

**Graduate Assistant Positions include:**

**Project Coordinator (1 for 5 years):** A .50 FTE G.A. will be hired by the project directors to work with the Co-PIs on recruitment and tracking of pre-service and in-service teachers. This individual will coordinate placement of pre-service teacher's field experiences; assist with deliver of webinars and web-based modules; contribute to the data collection and synthesis of research on the *EL Bridge* project impact. S/he will demonstrate ability to work with diverse groups and individuals, in organizational and management skills, and to develop/conduct staff development.

**Content specialists G.A.s** (3 in Year 1, 2 in Years 2-5): Content Specialists will work with the Co-PIs, STEM/Special Education Faculty and EL specialists to revise ESL Methods courses for sheltered content instruction. They will develop web-based modules for content areas instruction with ELs; Assist with delivery of STEM and special education materials. These

individuals will have demonstrated ability to work with diverse groups and individuals be recruited from the graduate programs in Mathematics, Science, or Special Education.

**EL Specialists G.A.s (2/year for 5 years)** ELSpecialist G.A.s will work with Co-PIs on ESL curriculum revisions; assist with development and delivery of web-based modules and building the online community. They will contribute to the evaluation of ESL coursework; assist with delivery of ESL Endorsement courses and web-based modules; and contribute to the research on the project impact on pre-service and in-service teachers. They too will have demonstrated ability to work with diverse groups and individuals and be recruited from the FL/ESL graduate program student body.

**PD Consultant/Evaluation Advisor:** Jobi B. Lawrence, Ed.D, Associate Professor of education at William Penn University, director of 3 National Professional Development Projects, has served as a consultant on multiple NPD grants and will provide the leadership for the Professional Development component of the Project and serve as and Advisor to the Evaluation Team. Lawrence will provide technical assistance in the development, evaluation, and dissemination of professional development activities, serve as a member of the Advisory Committee and an as advisor on the Evaluation Team. Lawrence will suggest program improvements, assist the project staff in further defining the program's goals and objectives, and assist the external evaluator in determining the overall effectiveness of the proposed program throughout implementation. The Consultant is directly accountable to the Project Director.

**External Evaluator:** Dr. Shelley Fairbairn will serve as the external evaluator on the project. She holds a Ph.D. in Foreign Language and ESL Education, an M.A. in Teaching English as a Second Language, and endorsements in ESL (K-12), K-8 Music, and 5-12 Music. She is Assistant Professor in the Department of Teaching and Learning at Drake University and is co-author of *Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12*

*Teachers* (Fairbairn & Jones-Vo, 2010). In addition to this range of relevant expertise, she has a record of successful NPD Grant Project evaluations. She will develop and implement the data-driven program evaluation of the *EL Bridge* project. The Evaluator is directly accountable to the Project Director and will provide project staff with regular updates and annual progress reports.

**(c) Quality of the management plan**

**(1) The adequacy of the management plan to achieve the objectives:**

The goals, objectives, activities, timelines and persons responsible for the project tasks are outlined in the following **Management Matrix**:

<b>Activities (objectives)</b>	<b>Benchmarks</b>	<b>Timeline</b>	<b>Responsible Party</b>
Revise ESL curriculum (1.1)	Revise 7 syllabi, during the first year in the sequence of course offerings	Year One	Schrier & Plakans Graduate Assistants (GAs)
Revise ESL Methods course to include sheltered instruction (1.2)	Revise ESL Methods course within 12 months of implementation	Year One	Plakans & Wesely GAs
Recruit pre-service teachers (1.3)	Recruit 10 pre-service scholarship candidates per year	Annually Years 1-4	Schrier Project Coordinator (PC)
Develop and deliver web-based modules (1.4)	Design 4 web based modules in Year 1 Deliver 4 web based modules annually	Year 1 Years 2-5	Schrier, Plakans, & Wesely GAs
Evaluate quality of	Rate 100% of Syllabi as "high	Each	Wesely

project coursework (1.5)	quality” on evaluation checklist; Rate 80% of Project candidates as above average on field experience evaluations	semester Years 2-5	GAs
Place pre-service completers (1.6)	Place 80% of pre-service completers in EL settings with-in one year of Project completion	Each Semester Years 3-7	Schrier PC
Track pre-service completers (1.7)	Retain 75% of pre-service completers in classrooms with EL students 3 years post Project completion	Year 7-12	Plakans PC
Recruit in-service teachers (2.1)	Recruit and Retain 140 in-service teachers by the end of the Project period	Annually Years 2-5	Schrier PC
Develop web materials (2.2)	Design 12 modules for web-based delivery by the end of Year 1	Year 1	Schrier & Plakans GAs
Deliver web materials (2.3)	Deliver 12 modules per year	Years 2-5	Wesely GAs
Build online collaborative community (2.4)	Design on-line social media networks for implementation by the end of Year 1	Year 2-7	Wesely GAs
Track in-service participants (2.5)	Retain 80% of in-service teacher completers in classrooms with EL students	Annually	Wesely PC

Establish Advisory Committee (3.1)	Identify and Secure Advisory Committee members to serve for duration of 60 months	Year 1	Schrier
Implement data collection plan (3.2)	Collaborate with stakeholders to provide quarterly monitoring of data collection plan	Annually	Plakans PC
Examine impact of pre-service and in-service program (3.3-3.4)	Evaluate data to determine overall improvements in EL instructional practices	Annually Years 2-7	Schrier & Plakans PC & GAs
Disseminate data-driven research (3.5)	Present and Publish Project data	Annually	Schrier, Plakans & Wesely
Integrate data into ESL curriculum (3.6)	Develop units for ESL Methods to present the results of the data analysis	Annually Years 3-5	Wesely GA
Develop and deliver STEM web materials (4.1)	Design and Deliver 12 modules on an annual basis	Years 1-5	Wesely GA
Disseminate STEM data and materials (4.2)	Present and Publish	Years 3-5	Schrier, Plakans & Wesely

The *EL Bridge* project will be directed by Drs. Schrier, Plakans, and Wesely in collaboration with UI College of Education Teaching and Learning faculty and the project

consultants. The directors will be responsible for all project activities and will constantly assess progress in meeting project goals. They will work with the teacher education faculty, the State Education Agency, Area Education Agencies, and School Districts to make systemic changes in ESL Endorsement curricula so the instructional needs of ELLS are addressed in instructional theory and practice. Project directors will work closely with the faculty and staff in the Department of Teaching and Learning to ensure project benchmarks are attained effectively and on time.

The Office of Grant and Research services will provide assistance in the fiscal management and reporting of the *EL Bridge* project. The daily administration of project tasks in goal attainment will be the responsibility of the Co-Principal Investigators and Project Coordinator.

**(2) The extent to which the time commitments of the Co-Principal Investigators and:**

The time commitments of the Principal Investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project and are funded at levels consistent with positions of similar qualifications in the UI context. The grant will fund the Principal Investigator at .15FTE with a one course buy-out. The following chart documents the time commitment and funding levels of the Principal Investigator and other key project personnel:

<b>Principal Investigator</b>	<b>Co-Project Directors(2)</b>	<b>Graduate Assistants</b>	<b>PD Consultant</b> (Consultant)	<b>Project Evaluator</b> (Consultant)
(1) 15% (Grant-	Two months summer salary in Yr. 1	(6 in Yr. 1; 5 in Yr. 2, and 4 in yrs. 3-5	100% (Grant-Funded)	100% (Grant-Funded)

Funded) plus one-month summer salary each year	and one month summer salary in Yrs. 2-5 (Grant- Funded)	100%  (Grant-Funded)		
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**(d) Quality of the project evaluation.**

**(1) The extent to which the methods of evaluation are thorough, feasible, an appropriate..**

The evaluation for the *EL Bridge* project serves the following purposes:

1. monitoring and analyzing proposed activities and actions for effectiveness, improvement, and accountability and
2. investigating the characteristics of the outputs and outcomes in light of Project goals and objectives.

The evaluation includes formative and summative evaluation data gathered over multiple years using multiple methods (both qualitative and quantitative) as a means of ultimately improving instructional services to English learners. to meet this broad goal of the National Professional Development Grant program, the *EL Bridge* project focuses on the GPRA Measures 1.1, 1.2, 1.3, and 1.6. and addresses the following Competitive Priorities:

***CP2: Enabling More Data Based Decision Making.***

***CP3: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education.***

Finally, the following Invitational Priority is addressed:

***IP2: Improving Preparation of All Teachers to Better Serve English Learners.***

The evaluation plan for the *EL Bridge* project will evaluate the project in ways that are feasible and provide information regarding the achievement of project goals, objectives, and outcomes. The Evaluation Plan and the Management Plan outline the timeline and personnel responsible for each aspect of the needed data collection processes.

Two approaches to program evaluation, objectives-based and theory-based, have been integrated in evaluate the Project in the most effective and efficient ways possible. The Evaluation Plan draws upon the Provus Discrepancy Evaluation Model by focusing on the activities and actions that must be carried out in order to achieve the project goals and objectives. This model is enhanced by a more contemporary theory-based approach to evaluation requiring development of a logic model, which includes *inputs* (budgets, staffing, materials), *activities* (coursework development and delivery), *outputs* (numbers of courses taught, participants, and completers), and *outcomes* (short-term and long-term results that lead to improved instruction for ELs) (Fitzpatrick, Sanders, & Worthen, 2011). This logic model, with its inputs, activities, outputs, and outcomes described throughout the grant narrative, enables project staff and the evaluator to understand the “inner workings” of *EL Bridge* and to better understand how the work to achieve the goals, objectives, and outcomes must proceed to be successful. The evaluation process focuses on the outputs and outcomes of this logic model, allowing for continuous improvement of grant-funded initiatives. This combination of the objectives-based and theory-based evaluation is superior to other evaluation approaches because it allows comprehensive evaluation of grant implementation, including the theory behind the grant, in order to serve the cycle of continuous improvement and lead to the ultimate success of the *EL Bridge* project.

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

The *EL Bridge* project Evaluation Plan includes specific data collection and analyses processes that make use of both quantitative and qualitative measures. Each measure is focused specifically on the goal, objective, and/or outcome that it is designed to measure. The following Evaluation Plan table outlines the project goals, objectives, outcomes, and methods of evaluation that will be utilized to ensure objective measurement of The *EL Bridge* project. The following chart outlines the comprehensiveness of the evaluation plan. The alignment of methodology to performance measures that are directly related to the outcomes of The *EL Bridge* project will ensure a rigorous program evaluation that allows for continuous program improvement.

***Goal 1: Improve the effectiveness of pre-service teachers working with EL students through state-approved ESL endorsement courses leading to K-12 ESL licensure.***

***(TESOL Standards 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 4c, 5a, 5b, 5c)***

<b>GPRA &amp; Project Objectives</b>	<b>Methods of Evaluation</b> <b>(QT = quantitative/QL = qualitative)</b>
<b><i>OBJECTIVE 1.1:</i></b> To revise/update the ESL endorsement coursework to reflect the latest research and best practice related to EL teaching and assessment. (Project Measure)	Tally of revised/updated syllabi per semester (QT); Evaluation of revised/updated syllabi for all 7 ESL Endorsement Courses (QL); Evaluation of associated activities, assignments, and assessments (QL)
<b><i>OBJECTIVE 1.2:</i></b> To revise ESL Methods courses to address content area sheltered	Tally of revised syllabi (QT); Evaluation of revised syllabi for 2 ESL Methods courses (QL);

<p>instruction for ELs (in alignment with TESOL/NCATE standards for Teacher Education) and to address Special education issues in ESL. (Project Measure)</p>	<p>Evaluation of associated activities, assignments, and assessments (QL)</p>
<p><b>OBJECTIVE 1.3:</b> To recruit pre-service teachers in STEM content areas and Special education to complete ESL endorsement coursework. (GPRA Measure)</p>	<p>Evaluation of recruiting plan (QL); Evaluation of Materials for: (1) Recruiting, (2) Project Expectations, and (3) Application and Admissions Process for Scholarship Funding (QL); Review of Meeting Minutes from Consortium and Advisory Committee (QL); Review of Communication Documentation from Financial Aid (QL); Review of Communication Documentation from Project Advisor (QL); Tally of 12 scholarship candidates for each cohort cycle (QL); 90% of pre-service scholarship recipients will complete the State approved ESL Endorsement program resulting in improved EL instruction in the STEM content areas (QT).</p>
<p><b>OBJECTIVE 1.4:</b> To develop and deliver web-based modules to address the instruction of ELs in STEM, other content areas, and Special education (e.g. connect Iowa Mathematics and Science standards</p>	<p>Tally of modules designed and offered via web-based delivery (QT); Evaluation of 4 modules designed and offered via web-based delivery (QL); Analysis of Pre-Post survey data (QT and QL); 95% of post-survey respondents report</p>

<p>and TESOL preK-12 language proficiency standards). (Project Measure)</p>	<p>improved capacity to teach ELs in the STEM content areas and special education as a result of completing web-based modules as compared to the pre-survey results (QT and QL)</p>
<p><b>OBJECTIVE 1.5:</b> To deliver high quality Project coursework that results in higher levels of content teacher effectiveness with EL students. (Project Measure)</p>	<p>Checklist tally (QT); Evaluation of End of Course Survey Data (QT and QL); Evaluation of Field Experience Data (QT and QL); Tally of Field Experience Grades (QT); Tally of Coursework Grades (QT)</p>
<p><b>OBJECTIVE 1.6:</b> To place pre-service program completers in STEM content areas and Special education in instructional settings serving ELL students within one year of program completion. (GPRA Measure)</p>	<p>Tally of percent of pre-service program completers placed in settings serving EL students within one year of program completion (QT)</p>
<p><b>OBJECTIVE 1.7:</b> To track pre-service completers in STEM content areas and Special education providing instructional services to EL students 3 years after program completion. (GPRA Measure)</p>	<p>Tracking of pre-service program completers providing instructional services to EL students 3 years after program completion (QT).</p>

**Goal 2: Improve the effectiveness of in-service teachers working with EL students through a series of intensive professional development seminars and web based modules focusing on the latest research and best practice in teaching ELs.**

**(TESOL Standards 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 4c, 5a, 5b, 5c).**

<b>GPRA &amp; Project Measures</b>	<b>Methods of Evaluation</b> <b>(QT = quantitative/QL = qualitative)</b>
<b>OBJECTIVE 2.1:</b> To recruit in-service teachers to complete intensive ESL Professional Development webinars and web-based modules. (Project Measure)	Evaluation of Recruiting Plan (QT); Evaluation of Materials for: (1) Recruiting, (2) Project Expectations, (3) Registration for seminars and modules (QL); Review of Meeting Minutes from Consortium and Advisory Committee (QL); Tally of in-service Project participants completing the intensive ESL Professional Development webinars and/or web-based modules (QT)
<b>OBJECTIVE 2.2:</b> To create intensive professional development webinars and web modules to reflect the latest research and best practice related to EL teaching and assessment. (Project Measure)	Tally of number of webinars and web modules designed (QT); Evaluation of webinars (QT and QL)
<b>OBJECTIVE 2.3:</b> To deliver intensive professional development webinars and web	Evaluation of End of Seminar Survey instrument (QL); Evaluation of Survey Data (QT and QL)

modules that reflect the latest research and best practice related to EL teaching and assessment through the AEA consortium partnership that results in higher levels of in-service content teacher effectiveness with EL students. (Project Measure)	
<b>OBJECTIVE 2.4:</b> To create an online collaborate community of educators working with ELs in STEM and special education classrooms.	Tally participation in social network and consider collaborative value of online community (QT and QL); Evaluation of Pre-Post survey data (QT and QL).
<b>OBJECTIVE 2.5:</b> Report percentage of in-service teacher program completers who are providing instructional services to EL students. (GPRA Measure)	Tally of the percent of in-service completers providing instructional services to EL students as indicated by survey results (QT); Evaluation of in-service participants' instruction to ELs in their classrooms after completion of webinars and/or web-based modules (QT and QL)

**Goal 3: Collect, analyze, and use high-quality and timely data to improve EL instructional practices in K-12 educational settings. (TESOL Standards, 3b, 5a)**

<b>GPRA &amp; Project Objectives</b>	<b>Methods of Evaluation</b> <b>(QT = quantitative/QL = qualitative)</b>
<b>OBJECTIVE 3.1:</b> To establish the Project	Review of Meeting minutes (QL), Review of

<p>Advisory Committee to provide oversight and guide the collection of data to inform decision-making related to the <i>EL Bridge</i> project (Project Measure)</p>	<p>list of Advisory Committee members (QL), Review of Meeting Agendas (QL), Review of Recommendations and guidance documents (QL)</p>
<p><b>OBJECTIVE 3.2:</b> To collaborate with Project Advisory Committee to implement the comprehensive plan to collect and analyze data to inform the decisions related to program improvement and overall effectiveness. (Project Measure)</p>	<p>Review of Meeting minutes (QL), Review of list of Consortium members (QT), Review of Meeting Agendas (QL), Review of Recommendations and guidance documents (QL)</p>
<p><b>OBJECTIVE 3.3:</b> To examine the impacts of the <i>EL Bridge</i> project on developing pre-service teacher knowledge and skills to improve EL teaching in the content area classrooms. (Project Measure)</p>	<p>Annual Progress Reports, Complete Data Reports, quarterly monitoring reports</p>
<p><b>OBJECTIVE 3.4:</b> To examine the impacts of the <i>EL Bridge</i> project on developing in-service teacher knowledge and skills to improve EL teaching in the content area classrooms. (Project Measure)</p>	<p>Annual Progress Reports, Complete Data Reports, quarterly monitoring reports</p>
<p><b>OBJECTIVE 3.5:</b> To disseminate the data related to program participant outcomes of Project TELIAC and assist in the replication of the results</p>	<p>Evaluation/tally of Conference programs, publications, newsletters, and website screenshots (QT and QL)</p>

on statewide and national levels. (Project Measure)	
<b>OBJECTIVE 3.6:</b> To integrate the data related to program participant outcomes of Project into revisions of the ESL Endorsement curriculum (Project Measure)	Evaluation of Units in ESL Methods courses that present the results of the data analysis (QL)

***Goal 4: Infuse EL research based best practice in STEM and special education teacher preparation courses to better prepare these teachers to provide instruction to meet the needs of EL students.***

<b>GPRA &amp; Project Objectives</b>	<b>Methods of Evaluation</b>
<b>OBJECTIVE 4.1:</b> To collaborate with STEM and special education faculty to develop and deliver the web-based modules designed to address the instruction of ELs in STEM, other content areas, and special education (e.g. connect Iowa Mathematics and Science standards and TESOL preK-12 language proficiency standards). (Project Measure)	Tally of number of modules designed and offered via web-based delivery (QT); Evaluation of Pre-Post survey data (QT and QL)
<b>OBJECTIVE 4.2:</b> To collaborate with Teaching and Learning faculty (including STEM and special education faculty) to disseminate the data related to high quality preparation of teachers in STEM subjects and special education to assist in the replication of the results on statewide and national levels. (Project Measure)	Evaluation/tally of Conference programs, publications, newsletters, and website screenshots (QT and QL)

**(3) The extent to which the methods of evaluation will provide performance feedback**

Quarterly performance feedback and recommendations for improvement are provided to Project staff through the data collection cycle outlined in the Evaluation and Management Plans and reports to be submitted to the Department of Education. These processes ensure accountability for the efforts directed toward achieving the Project outcomes.

The plans and ongoing communication between the evaluator and Project staff are designed to address the 1) types of data required for effective evaluation, 2) timeframes for collecting this required data, and 3) specific evaluation methods (including the development and implementation of needed tools). The quarterly feedback and recommendations result in necessary periodic assessment and allow for progress monitoring and needed adjustments in order to best achieve the Project goals, objectives, and outcomes.