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Name of IHE: Loyola Marymount University

Title of Program: Project STELLAR: Teaching for Critical Transitions (Science Teaching for English Learners - Leveraging Academic Rigor)

Consortia Partners: Lennox School District, Culver City Unified School District, and Wiseburn School District

Project Description: The Center for Equity for English Learners (CEEL) at Loyola Marymount University has partnered with three school districts in southern California (Lennox School District, Culver City Unified School District, and Wiseburn Elementary School District) to create **Project STELLAR: Teaching for Critical Transitions (Science Teaching for English Learners - Leveraging Academic Rigor)**, a National Professional Development program, will provide intensive training in academic writing in environmental science for 100 in-service teachers, 29 teacher leaders, and 20 pre-service teachers of English Learners over the next five years. Partner LEAs serve considerable concentrations of ELs (Lennox – 51%; Culver City – 13%; Wiseburn – 13%). Importantly, the majority of these ELs are Long-term English Learners (LTELs) in grades 4 through 8 whose English Language Development has stalled. Educational success for these students *requires* providing their current and future teachers with **new content-embedded instructional tools and classroom-based support** to address the particular needs of LTELs at critical transitional periods in schooling. Project STELLAR will impact an estimated 2,240 English Learners in consortium districts. To accomplish this, **Project STELLAR** focuses on professional development within two core areas:

Core program activities in Area 1 include **professional development** for pre-service and in-service teachers to develop and implement environmental literacy curriculum for English learners with an emphasis on academic writing; training for leadership teams from each district in the **Observation Protocol for Academic Literacies (OPAL)**, and in-class observations (using the OPAL); and **coaching** for all participating teachers.

Core program activities in Area 2 include a **training series for leadership teams** from each district focusing on providing research-based effective program services to LTELs, and **Summer Bridge Training for teachers**, which will provide a **practicum for both pre-service and in-service teachers** to deliver the urban ecology/environmental lessons. “Working Alliances” between teachers and counselors are included to help teachers develop the skills to meet the socio-emotional needs of English Learners at critical transitions in schooling. The **goals** of Project STELLAR are 1) To create and implement a coherent and comprehensive professional development program for pre-service and in-service teachers at LMU and in Project STELLAR consortium partner districts in academic writing in science; and 2) To improve educational outcomes for 4th-8th grade English Learners during “critical transition” periods by increasing the capacity of educational personnel to provide high quality, content-based language and literacy development while addressing the socio-emotional needs of LTELs. These goals are supported by measurable objectives targeting state certification for 2 cohorts of pre-service teachers (GPRA measures 1.1 and 1.2), improved instructional competence for working with English Learners for in-service teachers in the partner districts (GPRA measures 1.5 and 1.6), improved capacity of partner districts to provide leadership and coaching support for teachers of English Learners, improved academic and English language development outcomes for long term English Learners, and improved pre and in-service teacher competence in meeting the socio-emotional

needs of LTELs. Project STELLAR uses a quasi-experimental evaluation design through which outcomes for participating teachers and English Learners in participating teachers' classrooms will be compared to outcomes for non-participating teachers and English learners. The data-driven evaluation design includes formative and summative components targeting the degree to which project objectives and GPRA measures are achieved.

Priorities Addressed: Competitive Preference Priority 1: Novice Applicant; Competitive Preference Priority 2: Enabling More Data-Driven Decision-Making; Competitive Preference Priority 3: Promoting Science, Technology, Engineering and Mathematics (STEM) Education; and Invitational Priority: Improving the Preparation of All Teachers to Meet the Needs of English Learners.

GPRA Target Measure 1.1 100% percentage of 20 pre-service program completers will acquire State and/or locally certified, licensed or endorsed in EL instruction. 10 teachers will complete a 2 year certification program for ELs in Year 2 and 10 teachers will complete the same program in Year 4.

GPRA Target Measure 1.2 100% percentage of pre-service program completers will be placed in instructional settings serving EL students within one year of program completion. 20 pre-service teachers will participate in practicum experiences with English Learners in consortium district schools and will participate in the Summer Bridge Programs for ELs annually beginning in 2012.

GPRA Target Measure 1.5: 95% of the targeted 129 participating in-service teachers of ELs will complete state and/or local certification, licensure, or endorsement requirements in EL instruction as a result of the annual participation in the program. This includes specialized training for a subset of 29 teacher leaders in the Observation Protocol for Academic Literacies (OPAL), which includes a specialized certificate from the Center for Equity for English Learners that enables them to train other teachers.

GPRA Target Measure 1.6: 95% of 129 participating in-service teachers who complete the training over the course of Years 2-5 will provide instructional services to EL students.

Contact: Project Director- Magaly Lavadenz, Ph.D. (818) 439-2842. mlavaden@lmu.edu

Quality of the Project Design

1) Goals, Objectives and Outcomes

California's nearly 1.6 million English Learners constitute approximately 30% of the overall student population in the state and nation. More than 59% of the total EL population in the state resides in southern California, representing close to 20% of the EL population nationally (*California Department of Education, 2010*). Despite their enduring presence and critical numbers in schools, EL students are still among the most underserved population of students, dropping out of school at alarming rates (Walqui, 2000; Gándara & Rumberger, 2004; Genesee, Lindholm-Leary, Saunders & Christian, 2006). Long-term English learners (LTELs), students who have not achieved English proficiency after many years of instruction, are the most at risk for school failure and the most in need of highly qualified teachers (Menken & Kleyn, 2009; Olsen, 2010). Indeed, in an analysis of four national demonstration programs targeting secondary immigrant EL students, Urban Institute researchers Ruiz de Velasco, Fix and Clewell (2002) concluded with four critical and essential recommendations for funding for professional development, research, and reform-informed policy:

- Literacy development for underschooled students and Academic English for long-term Limited English Proficient students;
- Optimizing subject matter pedagogy for various stages of second language development;
- Social-academic concerns, such as isolation, tracking, self-esteem, etc.; and,
- Assessment, including subject matter literacies and benchmarking for standardized assessments.

To address these issues, the Center for Equity for English Learners (CEEL) at Loyola Marymount University (LMU) has partnered with three school districts in southern California

(Lennox School District, Culver City Unified School District, and Wiseburn Elementary School District)¹ to create **Project STELLAR: Teaching for Critical Transitions (Science Teaching for English learners - Leveraging Academic Rigor)**, a National Professional Development program intended to provide intensive training for 100 in-service teachers, and 20 pre-service teachers over the next five years.

The in-service educators involved in the project will be 4th – 8th grade teachers serving substantial percentages of English Learners in their classrooms. All of the 4th – 8th grade teachers serving 2, 240 EL students in these three districts are appropriately certified for the subjects and students they teach; however, the needs of Long Term English Learners (LTELs), particularly adolescents and those in critical transition phases of their educational careers have special content and pedagogical language development needs for which their teachers are not adequately prepared, as evidenced by lagging test scores and the inability of these students to achieve requirements for reclassification as fluent English proficient. Indeed, our preliminary needs assessment with partner districts (March-April 2011) showed that while the majority of teachers hold the base California credential authorizing services to ELs, little to no professional development has been provided targeting science for ELs or academic writing in science.

The pre-service teachers involved in the project will be candidates for the bilingual teaching credential at LMU. The research supports that bilingual certified teachers are better equipped to meet the linguistic and academic needs of English Learners regardless of their instructional program setting (Gándara, 2009).

The overall goal of Project STELLAR is to improve instruction and educational outcomes for English learners with special emphasis on long-term English learners through high-

¹ The Project STELLAR consortium is a novice applicant (**Competitive Preference Priority 1**).

quality, research-based educational personnel preparation focusing on two key areas: 1). Preparation of pre-service and in-service teachers to teach academic writing through urban ecology and environmental science for English Learners (**Competitive Preference Priority 3**); and 2) Professional development of pre-service and in-service teachers of English Learners on critical educational transitions experienced by English Learners. Specific goals and objectives have been developed for each of these two areas.

Area 1: Preparation of pre-service and in-service teachers to teach academic writing through urban ecology and environmental science for English Learners

Goal 1: To create and implement a coherent and comprehensive professional development program for pre-service and in-service teachers at LMU and in the Project STELLAR consortium partner districts that targets the academic writing and the socio-emotional needs of long-term English Learners.

Objective 1.1: By June 2016 the project will provide state certification for two cohorts (10 each) of bilingual teacher candidates, fully qualified to provide instruction to English Learners (**GPRA measures 1.1 and 1.2**).

Objective 1.2: Beginning in year 2 and each year thereafter, the English learner instructional competence of 100 in-service teachers in the partner districts will improve, as measured by statistically significant improvement on the Observation Protocol for Academic Literacies (OPAL) (**GPRA measures 1.5 and 1.6**).

Objective 1.3: By 2016, a cadre of 21 teacher leaders will be trained as coaching teachers to use data to modify teacher training (**Competitive Preference Priority 2**), and to support research-based classroom observation practices, as measured by leadership training records.

Outcomes: The expected outcomes for these objectives include 1) an increase in the number of highly qualified bilingual teachers; 2) improved teacher practices for English Learners in environmental literacy, and 3) the effective use of classroom observation data for teachers of ELs to support the implementation of academic writing in science.

Area 2: Professional development of pre-service and in-service teachers of English learners on critical educational transitions experienced by English Learners.

Goal 2: Improve educational outcomes for 4th - 8th grade English Learners during “critical transition” periods by increasing the capacity of schools and educational personnel to provide high quality, content-based language and literacy development while addressing the socio-emotional needs of English Learners.

Objective 2.1: 90% of English Learners in participating teachers’ classrooms will improve their proficiency in English, as measured by the CELDT (one level of improvement per year) and acquire grade-level and standards-based writing skills in Environmental Literacy as measured by passing the District writing examination by 2016.

Objective 2.2: By the end of the project, the reclassification/redesignation rates in partner districts will increase by at least 50% from the pre-project baseline, as measured by district redesignation rates as reported to the California Department of Education.

Objective 2.3: 90% of pre-service and in-service teachers participating in the program will demonstrate statistically significant improvement in addressing the socio-emotional needs of Long Term English Learners, as measured by teacher surveys, administrator observations, and focus group interviews.

Outcome: The outcome for these objectives is to increase the rate of students attaining Fluent English Proficiency status and thereby preventing Long Term English Learner status.

The table below summarizes the key activities to be carried out within each of the two program areas. This is followed by a more detailed explanation of those activities.

Project STELLAR Area of Focus	Core Activities
Area 1: Preparation of pre-service and in-service teachers to teach academic writing through urban ecology and environmental science for English Learners	<ul style="list-style-type: none"> • Focused professional development for teachers • Developing Coaching Expertise and District Capacity in Urban Ecology and Academic Writing • In-Class Coaching
Area 2: Professional development of pre-service and in-service teachers of English learners on critical educational transitions experienced by English Learners	<ul style="list-style-type: none"> • Reparable Harm: Preventing Long Term English Learner Series • Summer Bridge Training • Creating Working Alliances

Areas 1 and 2 of Project STELLAR are closely connected as they form parallel systems of coordinated support through training, collaborative interactions between multiple levels and types of educators based on observations and improved educational outcomes for EL students.

Area 1: Preparation of pre-service and in-service teachers to teach academic writing through urban ecology and environmental science for English Learners

The three key activities in this area include 1) focused professional development for teachers in grades four through eight, with a focus on developing and implementing environmental literacy curriculum for English learners with an emphasis on academic writing; 2) training in the Observation Protocol for Academic Literacies (OPAL) to provide research-based

classroom support using the OPAL; and 3) in class coaching for participating teachers to assist them with implementation of concepts addressed through professional development and training.

Focused Professional Development on Academic Writing in Science

Professional development will be provided for the district coordinators from each partner district, ELD specialists, ELD teachers, self-contained classroom teachers with a majority of English learner students (grades four and five), science teachers (grades 6-8), English language arts teachers (grades 6-8), and pre-service teachers from each of the two cohorts participating in the project. Through this professional development, science teachers and English Language Development Teachers will work together as colleagues to develop pedagogical and content skills to meet the needs of English Learners more effectively.

The project will provide 124 hours of focused professional development over the course of five years, including eight hours in year one (Summer 2012), 36 hours each of years 2 through 4 (24 hours each for Summers 2013, 2014, and 2015; and eight hours of after school training divided over the months of October, November, January, and March, including some online training modules) and eight hours of after school training provided in year five.

The focused professional development training will be provided within the context of 8 instructional modules over the course of the next five years, as follows: Year 1 – Module 1; Year 2 – Modules 2 and 3; Year 3 – Modules 4 and 5; Year 4 – Modules 6 and 7; and Year 5 – Module 8. The curriculum modules for urban ecology and environmental literacy have already been developed by Dr. Eric Strauss and will be adapted by the Project STELLAR steering committee (district administrators, LMU PI and Facilitator, district coordinators, ELD specialists, and content experts) to ensure alignment with 1) the **California Science Standards** (1998) in the physical, life, earth, and investigation and experimentation strands; 2) the

California Common Core ELA Standards (adopted 2010); 3) the **California English Language Development Standards** (1999) with attention to language development levels and specific academic and linguistic needs of the EL student population. The curriculum will also be **infused with strategies for teachers to use content as a vehicle for language and literacy development**. The table below illustrates the Urban Ecology and Environmental Literacy content for each of the 8 modules.

Module	Driving Questions	<i>The Big Idea for the Module</i>
Module 1: Introduction to Urban Ecology	What do we need to know to develop a healthy and sustainable city?	Urban ecology is the study of cities as the interactions among biological, chemical, physical and social forces. Large human populations have the least impact on the global ecosystem if they live in healthy and sustainable cities.
Module 2: Patterns of Urban Land Use	How and why has my neighborhood changed over the years?	Humans have transformed urban landscapes over time and have left a legacy for us to discover and understand.
Module 3: Energy and Climate Change	How do we develop cities that minimize their impact on the climate?	Climate change is a systematic change in the long-term characteristics of weather patterns sustained over several decades or longer. Humans can modify their behavior to reduce their consumption of energy.

Module	Driving Questions	<i>The Big Idea for the Module</i>
Module 4: Garbage and Hazardous Waste	How can we minimize the environmental impact of our city's garbage and hazardous waste?	Solid waste and chemicals (including e-waste) enter the ecosystem through various transport mechanisms but a large percentage of this pollution, particularly heavy metals, is carried by storm water into waterways and can become trapped in the soil.
Module 5: Public Health	How can I make my community a healthier place to live?	Healthy urban neighborhoods have green space, robust social networks, effective water delivery and waste removal, clean air, and healthy foods. Cities across the world have different infrastructure and systems to support healthy urban neighborhoods.
Module 6: Biodiversity	How do we develop cities that sustain biodiversity?	Urban systems and natural systems transform each other in complex ways that help us understand both in a new way. A city's wildlife and natural areas are integral parts of a healthy ecosystem. Emerging urban ecosystems can alter the biodiversity of an area in a variety of ways.
Module 7: Animal Behavior	How can we use our understanding of animal behavior to develop healthy cities?	Pace of change in the urban landscape exceeds the rate of evolution. Organisms living in urban ecosystems have modified their behavior in response to the impact of the humans that live there.

Module	Driving Questions	<i>The Big Idea for the Module</i>
Module 8: Taking Action	How can I improve my neighborhood's environment?	You can have a positive impact on your city and local neighborhood.

For the pre-service teachers participating in the project (2 cohorts of 10 each), Project STELLAR activities will give them additional training (professional modules described above) and practicum (summer bridge program, see below) opportunities that will be coordinated with their credential course of study. In addition, the syllabi for the pre-service content methods courses of the bilingual teacher credential program will be updated to include urban ecology content and academic writing in the content area for English Learners, aligning with the 8 professional development modules outlined above (**Invitational Priority 2**). The specific courses to be modified include: 1) Elementary Curriculum and Methods (EDUC/EDES 4346200); 2) Methods in Teaching Secondary Science (EDUCEDES 5254); 3) Methodology for Primary Language Instruction in a Bilingual Setting (EDUCEDLC 4166320); 4) Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) for Elementary Educators (EDUC/EDLC 425/5200); and 5) Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) for Secondary Educators (EDUC/EDLC 425/5200). It is important to note that four of these courses are for general education (elementary and secondary teacher candidates), thus maximizing the adaptation of courses to potentially 120 additional teacher candidates in non-bilingual programs).

Developing Coaching Expertise and District Capacity in Urban Ecology and Academic Writing

In year one, during summer 2012, leadership teams from each partner district (including the district facilitator, ELD specialists, school site administrators, and lead teachers) will participate in three days of training on use of the Observation Protocol for Academic Literacies (OPAL). The OPAL (Lavadenz & Armas, 2010) is an 18-item Likert scale observation protocol for teachers of English Learners. Developed by an interdisciplinary research team comprised of researchers, statisticians and content experts, it was designed based on the theoretical model based on four constructs: Rigorous and Relevant Curriculum, Connections, Comprehensibility, and Interactions. The OPAL is intended as a tool for teachers, educational leaders, coaches, and others to conduct focused classroom observations for three potential purposes: research/evaluation, professional development, and coaching. These four research-based constructs encapsulate effective teaching and learning for English Learners.

Through Project STELLAR, leadership teams from each school district (Lennox – 12 participants, Culver City – 10 participants, Wiseburn – 7 participants) will be trained in the use of the OPAL classroom observation tool, the research upon which the instrument was developed, and strategies for using the OPAL to provide classroom-based support and coaching for teachers of English learners. These leadership team members will then present the instrument to classroom teachers participating in the project and use the OPAL as part of the coaching component of the project at least four times per year within classrooms of project teachers.

The strength and focus of this project component is the building of institutional capacity within the partner districts to support research-based observation of content instruction for English Learners beyond the federal funding period.

Coaching and in-Class Support for Teaching Academic Writing in Urban Ecology and Beyond

The leadership team described above will provide in class observations and coaching for all teachers participating in the project. Project STELLAR district Facilitator and site administrators will match leadership team members with participating teachers for coaching and support. Using the OPAL, coaches will observe in each participating teacher's classroom at least four times per year. Each observation will be preceded by a preconference to discuss the urban ecology/environmental science lesson to be observed, the OPAL area of focus, and the particular English language development levels and needs of the students in the classroom. Each observation will be followed by a post conference to review the OPAL data collection results and to develop a plan for improvement or focus for any areas of need. Partner districts will provide substitute teachers to release leadership team members from classroom responsibilities on the days of coaching (if necessary) and to release participating teachers from classroom responsibilities for pre- and post-conferencing.

Area 2: Professional development of pre-service and in-service teachers of English learners to participate in developing working alliances supporting critical educational transitions experienced by English Learners in grades 4-8.

The key areas of Area 2 include: 1) implementation of a workshop series focused on preventing long term English Learners; 2) a summer bridge training program designed to serve as a practicum for in-service and pre-service teachers and an opportunity to implement the science and academic writing strategies learned in training; and 3) the development of "*Working Alliances*" between teachers and counselors to provide support for teachers in addressing the socio-emotional needs of long term English Learners.

Reparable Harm: Preventing Long Term English Learner Series

A series of three evening workshops at LMU will be held for district leadership team members from each partner district (site administrators, ELD specialists, district facilitator) and pre-service teachers. These workshops will focus on providing academic and socio-emotional support for English learners during critical transitions using the book *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners*, by Dr. Laurie Olsen, as the centerpiece for discussion and training. While the training is intended for leadership teams, all participating in-service teachers and pre-service candidates will be invited to attend. Dr. Olsen will serve as one of the featured speakers for the series which will include a discussion of how students become long term English learners within California's educational system, the characteristics of long term English learners, how long term English learners are currently served in public elementary schools (particularly secondary schools), and the basic principles and strategies that are successful for educating long term English learners and preventing students from becoming long term English learners.

Summer Bridge Practicum: Working Alliance for English Learners

Each summer, a bridge program will be held for English learners transitioning from 5th to 6th grade. The program will be presented at a school in Lennox school district and will serve 40 students from Lennox and Wiseburn, and at a school in Culver City serving an additional 40 English learners from Culver City. The students at each of the two summer bridge sessions will receive four weeks of instruction (three hours per day, as part of each district's regular summer school program) in science, English language arts, and English language development, using science curriculum and units developed during the professional development training module attended earlier each summer (see the description of focused professional development, above).

Each summer bridge classroom will be taught by a regular district summer school teacher (project participant who has received training) supported by a triad of project participants assisting in the classroom each day. Each triad will consist of an in-service teacher participant, a pre-service teacher participant and a counselor (six in-service counselors and 25 pre-service counselors will participate in the summer bridge practicum). These Project STELLAR participants will present lessons and activities from the urban ecology/environmental literacy curriculum. As part of the summer professional development training for teachers (see above), pre-service and in-service teachers will meet with the assigned summer bridge teacher at each site to plan the four week session and assigned lessons and activities for each day.

Creating Working Alliances to Prevent Long Term English Learners

The counseling field has successfully defined and operationalized the supervisory relationship between counselors in training and their supervisors in a manner that is applicable across disciplines (i.e., the supervisory working alliance). The supervisory working alliance was purposefully conceptualized to generalize across fields of helping (Bordin, 1983). Project STELLAR will extend this research and practice to the field of in-service and pre-service teacher training by building a Working Alliance between pre-service teachers, in-service teachers, and school counselors to help build teachers' abilities to address the critical socio-emotional needs of adolescent ELs, particularly Long Term English Learners. While teachers are not, and should not attempt to be school counselors, the socio-emotional needs of English Learners require that they develop some specific counselor competencies in order to be successful with Long Term English Learners.

Counseling competence, and by extension other forms of educational competence, has been defined as consisting of three subconstructs: knowledge, self-awareness, and skills (Ancis

& Ladany, in press; Inman & Ladany, in press). Knowledge refers to what one gains in traditional forms of educational endeavors such as the content from coursework. Primarily it is the intellectual understanding of content for a particular competence area. Self-awareness is the ability to be reflective about oneself and the self-in-relation to others (e.g., students), particularly in relation to personal reactions and biases that may influence one's work. Skills refers to conceptual, technical, and interpersonal skills when performing educational tasks.

During the planning year of the project, the Project STELLAR Steering Committee, with the support of content expert, Dr. Nick Ladany, will work to embed key concepts from these three subconstructs as they relate to teachers of English Learners throughout the focused professional development curriculum. Teachers will practice and be supported in the application of these concepts through the coaching component (in-service teachers) and the summer bridge practicum (both in-service and pre-service teachers), described above. By forming triads (in-service teacher, pre-service teacher, counselor) for instruction during the summer bridge program, participating teachers will benefit from the Working Alliance model of support in a classroom setting. A modified version of the 12-item Working Alliance Resource Guide will be used to help teachers debrief and reflect on their triad practicum experiences, and teacher surveys, administrator observations, and evaluator focus group interviews will determine the degree to which this model has resulted in teacher mastery of the socio-emotional supports needed for Long Term English Learners to fully access academic instruction and succeed in the classroom. This has the subsequent potential to impact the preparation of school counselors' work more effectively with teachers of English Learners through the development of the Working Alliance model.

The project partners are each contributing resources to ensure the success of Project STELLAR. Lennox School District and Culver City Unified School District will provide release time for teachers to attend professional development activities (including coaching pre- and post-conferencing), the time of a district administrator to oversee and supervise the project within the district, assistance with data collection and report preparation, and facilities for the Summer Bridge Program. Wiseburn School District will make the same contributions, with the exception of the facilities donation for the Summer Bridge Program since Wiseburn students and teachers will attend at the Lennox site. All of the participating school districts will also provide teachers with science curriculum instructional materials and they will all also provide administrative and instructional representatives to participate in leadership team activities as described above and throughout the proposal.

LMU will coordinate the program with other teacher education programs and initiatives and will provide leadership for the project, including fiscal reporting support. Urban ecology materials will be made available to participating teachers at no charge, and LMU faculty will revise the pre-service content courses, as described in this proposal, to include academic writing and urban ecology concepts and themes. LMU will also provide facilities for the *Reparable Harm* leadership workshop series.

2. Design reflects up to date knowledge from research and effective practice

Project STELLAR is based on a solid foundation of recent research on effective methods of providing teacher training and support for teachers of English Learners. According to the National Assessment of Educational Progress, 71% of 8th grade ELs scored below “basic” in reading and math and less than 10% are proficient (Batalova, Fix, & Murray, 2007). To acquire the language skills required for academic success, ELs must learn to analyze and interpret texts

and to develop coherent arguments according to the conventions of academic English, yet many EL teachers “avoid teaching strategic reading and analytical writing to their secondary students because they feel the skills required...are too sophisticated for the population they serve. Yet, these are the very abilities assessed on new high-stakes high school exit exams” (Olson & Land, 2007, p.271). In addition, more than 80% of all teachers feel they have not received adequate training to work effectively with ELs (Reeves, 2006).

Professional development that practices strategies and methods to integrate English language instruction with content area learning can improve teacher effectiveness in teaching such higher-level skills. “Teaching the language directly helps learners learn the language, but learners also need to be in situations where they can use the language for genuine communication” (Goldenberg, 2008, p. 13). Teachers feel that the most beneficial professional development includes “hands-on practice, with teaching techniques readily applicable to their classroom, in-class demonstrations with their own or a colleague’s students, or more personalized coaching” (August & Shanahan, 2010, p.235). Within Project STELLAR, not only will teachers receive focused professional development in providing high quality, highly contextualized instruction for ELs in academic writing, but they will also receive guided practicum experiences (in-class coaching component and summer bridge practicum) to help them transfer their learning to their classroom instruction.

In *A Synthesis of Research on Second Language Writing in English* (Leki, Cumin & Silva, 2008), the authors indicate that ELs have “...suffered from a lack of attention to its writing needs in L2 Effective development in content area writing reveals that essential components in expository writing include attention to organization, cohesion and voice as well as hierarchical or logical relations among ideas in a text.” (Cox, Shanahan & Tinzmann, 1991). Academic writing

in science for ELs (Minicucci, 1996) is particularly essential given the new direction of the National Common Core Standards focus on writing in the content area.

Project STELLAR also includes an important component that is typically missing in pre-service and in-service teacher education programs – training and support for the socio-emotional needs of English Learners, particularly adolescent English Learners. Adolescent EL identity issues and the affective domain of schooling and instruction for ELs have significant impacts on achievement and learning (Harklau, 2005).

OPAL, the Observation Protocol for Academic Literacies, offers a research-based classroom observation instrument useful for professional development and coaching of ELL teachers, built on four constructs: 1) Rigorous and relevant curriculum; 2) Connections; 3) Comprehensibility; 4) Interactions.

The first construct recognizes that appropriate and engaging content is a significant factor for success in acquiring academic second language skills (Chamot & O'Malley, 1994; Schleppegrell, 2002). Construct 2 recognizes that meaningful connections between ELLs' life experiences and the classroom experience facilitates acquisition of second language cognates (Cummins, 1996), and teachers' modeling of processes for performing intellectually complex tasks provides a context for skills development that further benefits ELLs (Chamot & O'Malley, 1994; Gersten & Baker, 2000). Construct 3 recognizes that visual materials and graphic tools both help ELLs acquire key vocabulary and assure comprehension of second language cognates, especially in conjunction with a primary language preview of the lesson delivered in English (Krashen, 1982; Brinton, Snow, & Wesche, 1989; Ovando, Collier, & Combs, 2003). Finally, construct 4 focuses on collaborative learning to increase ELLs' engagement with lesson content,

and on conversational dialogue with teachers and peers to develop communicative competence in the second language (Holt, 1993; Swain, 1986; Saunders & Goldenberg, 1999).

Quality of project personnel

1. Qualifications, including relevant training and experience, of the project director or PI

Given the ethnic mix of students in the districts, this project will pursue strategies to recruit pre-service and in-service participants who are members of groups that have traditionally been underrepresented. Project personnel have similar representation.

Magaly Lavadenz, Ph.D. will serve as the **Principal Investigator** for the project (.125 FTE plus summer time). Dr. Lavadenz is a Professor in the School of Education and Director of the Center for Equity for English learners (CEEL) at Loyola Marymount University (LMU). She has successfully managed 18 grant programs over the past 20 years. She is currently president of the California Council for Teacher Education, and founding president of the California Association for Bilingual Teacher Educators. Dr. Lavadenz has almost 30 years of experience in the field of education including 18 years of experience training pre-service and in-service teachers of English learners.

Dr. Lavadenz holds a BS degree (major: elementary education; minors: bilingual/bicultural education and history/social science) from Oakland University in Michigan and a MS degree (Major: educational psychology, counseling, and guidance) in education from California State University, Northridge. She earned her doctorate (major: education; specialization: language, literacy and learning) from the University of Southern California in 1994. Dr. Lavadenz has published three books including her most recent book (in press), *pedagogy of questioning: bilingual teachers and transformative inquiry*. She has also published 20 juried articles and book chapters, documenting her position as a leader in the field of

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education for English learners and the training of pre-service and in-service teachers of English learners.

1. Qualifications, including relevant training and experience, of key project personnel

Elvira Armas, Ed.D., will serve as the **Project Facilitator** (.15 FTE, plus summer time), assisting Dr. Lavadenz with day-to-day project operations. Dr. Armas currently serves as the associate director for the Center for Equity for English learners (CEEL) at LMU and as an English learner specialist for Los Angeles County Office of Education. She has 26 years of experience in education and 16 years of experience providing training for pre-service and in-service teachers of English learners. She holds a BS degree, an MS degree and an Ed.D all from the University of Southern California and all with emphases on teaching English learners.

The project will be overseen in each of the project districts by a **district administrator** (not funded through the project). **Dr. Tom Johnstone** (Superintendent, Wiseburn School District), **Dr. Patti Jaffe** (Superintendent, Culver City Unified School District), and **JoAnn Isken**, (Assistant Superintendent, Lennox School District) will fill this role in their respective school districts. All three of these administrators participated in the planning and proposal development process for Project STELLAR and are well-qualified to oversee the project at the district level.

Day-to-day operations of the project within each district will be managed by a **Project STELLAR District Coordinator** (.30 FTE in Lennox, .25 FTE in Culver City, .40 FTE in Wiseburn; one in each partner district) who will serve as liaison between the district and LMU. **Roy Lopez** will serve as the Project Coordinator in **Lennox School District**. Mr. Lopez holds a Masters in Education and he has 10 years of experience working with English Learners. He also serves as an English Learner Committee Liaison, providing leadership for English Learner

programs within his district. **Christopher Jones, EdD**, will serve as the Project Coordinator for **Wiseburn Elementary School District**. Dr. Jones holds a MA in Education from University of California, Los Angeles, and a doctorate in Education from Pepperdine University. He is currently the district's Director of Curriculum and Instruction and he has 25 years of experience in education, working with English Learners. Dr. Jones also serves as an adjunct professor at LMU. **Claudia Benitez** will serve as the District Coordinator for **Culver City Unified School District**. She holds a Master's in education and has over ten years of experience working with English learners.

Eric Strauss, PhD, will serve as the Science **content expert** for the project and as a member of the Project STELLAR Steering Committee. Dr. Strauss is the Director of the LMU Center for Urban Resilience and Ecological Solutions and a Presidential Professor of Urban Ecology at LMU. He holds a B.S. Degree from Emerson College and a PhD in Biology from Tufts University. Dr. Strauss is the author of many publications about effective strategies for engaging students in science through urban ecology.

Nick Ladany, Ph.D, will serve as the liaison between the Project STELLAR and the counselors participating in the project and as the **content expert** for the socio-emotional topics within professional development activities. Dr. Ladany currently serves as a professor and director of the counseling program in the department of educational support services, LMU. He has published five books on counseling supervision, as well as numerous journal articles and book chapters on the topic of counselor supervision and training, and a variety of other counseling related topics. Dr. Ladany holds a BS degree in psychology from the University of Maryland and a doctorate in counseling psychology from the University at Albany, State University of New York.

Quality of the Management Plan

1. Adequacy of the management plan to achieve the objectives on time.

The project will be managed by the PI, Dr. Lavadenz, and the Project Facilitator, Dr. Armas, with the assistance of the steering committee consisting of Dr. Strauss, Dr. Ladany, the project coordinators and an administrator from each of the partner districts. The steering committee will meet monthly to review project implementation, troubleshoot problem issues as they arise, facilitate communication between partners, and provide guidance for project staff on daily implementation issues. The table on p. 22 provides detail of the project management plan, including responsibilities, timelines, and milestones for accomplishing project activities.

2. Time commitment of the project director and PI and other key personnel are appropriate and adequate

Position	Time Commitment
Principal Investigator (Magaly Lavadenz)	.20 FTE*
Project Facilitator (Elvira Armas)	.20 FTE**
Project Assistant (To Be Hired)	.5 FTE
District Coordinators (3 positions)	.98 FTE (total)
Content Expert – Nick Ladany	.1 FTE
Content Expert - Eric Strauss	.1 FTE
District Administrators (3; not project funded)	.1 FTE

*12.5% plus a month of summer work. ** 15% plus a month of summer work.

PROJECT STELLAR MANAGEMENT PLAN				
Obj.	Activities	Timeline	Benchmarks/Milestones	Person(s) Responsible
All	Host initial planning mtg w/ consortium partners and district coordinators on recruitment and scheduling; Recruit teachers at each school site across 3 districts	Oct–Dec 2011	Criteria for participation and project requirements and expectations will be developed for 3 recruitment meetings	PI, PF, PAs,PCs, CEs
All	Conduct teacher orientation sessions at each of the sites	Jan–May 2012	Hold 3 recruitment meetings. Obtain letters of commitment from target teachers	District PCs

1.1-	Train project teachers in	Fall 2012 –May	ELD and Science lead teachers initially attend	LMU PI & PF,
1.3	Environmental (Urban Ecology) Modules with academic language/academic writing focus	2016	5 training sessions during each school year (10 hrs) and one summer training; Annual data will be collected on teacher Content Knowledge -Pre-post assessments; Teacher surveys indicate implementation of modules in content-based language classrooms; OPAL observations will occur four times a year	District PCs, PTs, CE (E.Strauss)
All	Attend local CAFE conference and disseminate info at local sites	Feb 2013, Feb 2015	Twice during grant period 29 teacher leaders attend conference and disseminate information during staff meeting	LMU PI & PF, PTs

1.2-	Conduct trainer of trainer sessions w/ OPAL in stages to develop capacity within schools for content-based 2nd language instruction (Lead group year 1; 5 addition leads subsequent years)	Summer Annually 2012-2015	After Yr 1, 29 consortium education leaders in complete 3-day OPAL institute; additional 5 leaders complete OPAL institute training during years 2-5; OPAL evaluations specify application of research-based observational strategies to support EL instruction	LMU PI & PF District PCs, PTs
1.2-	Develop coaching protocol for each district; Pre-meeting w/ ELD specialist and support personnel to plan coaching component	Oct-Dec 2012	Timeline and coaching plan completed and submitted	LMU PI & PF, District PCs
1.2-	Conduct coaching visits with lead project teacher using the OPAL	Jan 2013- May 2016	Coaching logs indicate at least 4 coaching sessions per year	District PCs, PTs
2.3	Planning mtg w/ counseling and science experts; Select modules to adapt content-based language teaching	Oct-Dec 2011	Written plans completed	LMU PI & PF, District PCs, CE (E Strauss & N. Ladany)

1.1-1.3	Work w/ district coordinators and science experts to review and adapt science modules for content-based language teaching	Jan-May 2012	Revised content modules distributed to participants.	LMU PI & PF, District PCs, CE (E. Strauss & N. Ladany)
All	Develop, implement & deliver a rigorous, culturally & linguistically relevant environmental literacy curriculum for teachers of LTELs, w/ a focus on content-based academic writing aligned with new common core standards.	Jan-May 2012; Fall 2012 –May 2016	Data from student writing assessments show increased academic writing skills	LMU PI & PF, District PCs, CE (E. Strauss)
1.1-1.3	Create and use standards-aligned expository writing tasks and instructional units based on the EEI curriculum	Jan-May 2012; Fall 2012 – May 2016	Data from writing assessments show increased writing proficiency for EL students	LMU PI & PF, District PCs, CE (E. Strauss)

All	Leverage resources by providing training and information in conjunction with existing groups, conferences, and events	Oct. 2011-May 2012	Identified list of resources; Attendance at conferences	LMU PI & PF, District PA, PC PTs, Counselors
All	Adapt Repairable Harm checklist and Working Alliance Resource Guide to identify and establish criteria for LTEL participation in summer bridge program	Oct. 2011-Jan. 2012	Research-based checklist used for all sites on an annual basis	LMU PI & PF, CE District PA, PC
All	Conduct data mining within the consortium focusing on patterns within and across schools to address needs of LTELs	Spring Annually 2012 -2015	Consortium meeting minutes from each annual meeting	LMU PI & PF, District PA, PC
1.1	Recruit, admit and prepare 20 highly qualified and bilingual certified teacher candidates	Oct 2011- May 2016	Recruit 10 teachers Y1 and Y3	LMU PI & PF

1.1	Committee work to revise syllabi for pre-service teachers	Oct. 2011 - May 2013	Add EL considerations to syllabi; Pre-service teachers collaboration in annual summer bridge program for practicum application	LMU PI & PF
2.3	Committee work to revise syllabi for pre-service counselors	Oct. 2011 - May 2013	Add EL considerations to syllabi; Pre-service counselors collaboration in annual summer bridge program for practicum	CE (N. Ladany)

The **principal investigator** will be responsible for project oversight, supervision of project personnel, completion of all federal reporting requirements, integration of the pre-service components of the project with the LMU teacher preparation program, and communication with the content experts and project evaluators. The principal investigator will also chair the Project STELLAR steering committee and will serve on the evaluation committee.

The **project facilitator** will be responsible for day-to-day operations of the project, including communication with all partners, scheduling of all professional development activities, management of the project database, and coordinating the work of the project staff and consultants (content experts and evaluators). The project facilitator serves on both the Project STELLAR steering committee and evaluation committee.

The LMU **project assistant** will directly assist project facilitator with day-to-day operations of the project and will play a particularly important role in facilitating communication between project staff and partner districts. The project assistant will also process curriculum documents, pre-and post-training evaluation forms, attendance records, and steering committee and evaluation committee meeting minutes. In addition, s/he will assist the project evaluator with data collection activities and communicating with participating teachers and district partners, as needed, to meet evaluation requirements.

As the main liaison between the each school district partner and LMU, the **district coordinators** will: 1) Recruit and support teachers; 2) Serve as OPAL coach and conduct classroom observations; 3) Conduct district-level professional development sessions; 4) Develop modules in collaboration with Project Team and ensure alignment between science content, ELD

writing and state and national standards; and 5) Participate in all content professional development series (Summer Institute, PD during the academic year)

These six positions (principal investigator, project facilitator, 3 district coordinators, and project assistant) are responsible for the management of the project at all levels. **These positions provide adequate management time commitment to successfully implement project activities and chief project objectives.** With the support of the additional key personnel and consultants (district administrators, content experts, project evaluators), this management team will have the necessary human resources to ensure full implementation.

District administrators from each partner district (not funded through the project) have participated in project planning and proposal development activities and will continue to support the project through participation on the Project STELLAR steering committee and supervision of the district coordinators. These administrators accept ultimate responsibility for full implementation of the project within each district (see letters of support).

A member of the Project STELLAR Steering Committee, **Dr. Strauss (Science content expert)** will be responsible for co-leading the Summer Institutes in his principle area of expertise, Urban Ecology. Additionally, he will participate in all training during the academic year. He is a key collaborator in project dissemination activities, including but not limited to presentations, scholarly publications and development of published instructional materials in teaching Environmental Sciences to English Learners.

Dr. Ladany (socio-emotional content expert) will be responsible for assisting in the articulation between the counseling curriculum and adolescent ELs academic and psychosocial needs in the course syllabi. Additionally, he will be co-leading the Summer Bridge programs for

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students and teachers annually. He will also collect data on counselor efficacy with ELs throughout the project

Quality of Project Evaluation

1. Methods of evaluation are thorough, feasible, and appropriate to the goals and outcomes of the project

The evaluation of Project STELLAR is based on a **quasi-experimental evaluation design** through which data documenting outcomes for participating teachers and students in the classes of participating teachers are compared with outcomes for non-participating teachers and students in nonparticipating classrooms. This design will be embedded within a **continuous improvement evaluation design** (Weiss, 2002; Kirkpatrick, 1959) in which data are collected and analyzed on a regular basis and used to make improvements in project implementation. Data will be used for both formative (implementation and progress) and summative (end-of-program) evaluations that will be conducted to monitor the project's goals and objectives and to measure its outcomes. Formative evaluation reports will be used to monitor and adjust program implementation and professional development.

The table below summarizes the plan for collecting data to document the degree to which project objectives and GPRA measures have been achieved.

Objective	Measures	Person Responsible	Timeline
Objective 1.1: Provide state certification for two cohorts (10 each) of bilingual teacher candidates, fully qualified to provide instruction to English Learners (GPRA measures 1.1 and 1.2)	Program Admissions, Completion and Credential Records	PI, PF	Y2-3; Y 4-5
Objective 1.2 Improve the English learner instructional competence of 100 in-service teachers in the partner districts, as measured by OPAL (GPRA measures 1.5 and 1.6).	OPAL	District leadership teams; coaches	4 times/yr – Oct, Jan, March, May
Objective 1.3: By 2016, a cadre of 21 teacher leaders will be trained as coaching teachers to use data to modify teacher training and to support research-based classroom observation practices, as measured by leadership training records.	Leadership training records	PF, PCs	Collected qtlly
Objective 2.1: 90% of Long Term English Learners in participating districts will improve English proficiency in English as measured by	CELDT, District writing tests	DFs, Site Admins.	Annually

Objective	Measures	Person Responsible	Timeline
the CELDT by one level and acquire grade-level and standards-based writing skills in Environmental Literacy			
Objective 2.2: By the end of the project, the reclassification/ redesignation rates in partner districts will increase by at least 50% from the pre-project baseline.	Re-designation records	PCs	March, annually
Objective 2.3: 90% of pre-service and in-service teachers participating in the program will demonstrate statistically significant improvement in addressing the socio-emotional needs of Long Term English Learners.	Surveys, admin obs., focus groups	PF, PCs, Evals	Surveys – annually; Observations – 4x/year; Focus groups - annually
PI – Principal Investigator; PF – Program Facilitator; PC – Program Coordinator; DFs – District Facilitators;			

In addition to data needed to document the degree to which project objectives have been achieved, the evaluation will also collect and analyze data related to a variety of implementation

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measures organized around the following evaluation questions: 1) What is the evidence of changes to teacher practices with ELs in academic writing in science? 2) What evidence documents the degree and quality to which Project STELLAR has been implemented as planned? 3) In what ways has the OPAL instrument supported the professional development and coaching components of this project? 4) What changes to the English language arts and science curricula have been institutionalized within partner districts? 5) How has capacity been built in the partner districts to sustain the teacher support components of the project after the federal funding period? 6) To what degree has Project STELLAR improved EL student attainment of English proficiency?

The project will work with a team of external professional evaluators to ensure the integrity of the evaluation process. Lynne C. Aoki and William J. Crampon, Ph.D. will serve as the evaluation team. Each has extensive evaluation experience (30 years plus) evaluating public school educational programs. Each has experience with Foreign Language Assistance Program evaluations (six), and has been principal investigator for large-scale federally-funded evaluation studies. Ms. Aoki is former Region Director for the National Association for Multicultural Education and an independent evaluator with LEA, IHE, and State education department clients specializing in facilitation of change in schools. Dr. Crampon was the Dean of the School of Management and Director of the Survey Research Center at University of Illinois. He is currently an organizational development consultant to both private and public sector clients. The evaluators have teamed on projects for over ten years. Ms. Aoki will manage the effort and Dr. Crampon will conduct analyses and oversee the technical portion of the evaluation.

2. Objective performance measures that are clearly related to the intended outcomes of the project and produce quantitative and qualitative data

The table above provides information about data to be collected for each project outcome, and objective and measurable performance measures have been built into each project objective.

Quantitative data to be collected and analyzed for the project include credential records, OPAL results, student California English Language Development Test (CELDT) and writing test scores, and teacher surveys. **Qualitative data** will include focus group interviews, English language arts and science curriculum reviews, observation of project training activities and use of the OPAL, and interviews with project staff.

The evaluation team will use appropriate qualitative and quantitative data analysis techniques throughout the evaluation process. Quantitative data analysis techniques will include descriptive statistics (frequency counts, means, etc.), analysis of variance (ANOVA), and standard tests of significance (t-tests, etc.) to determine the significance of changes taking place between pre-and post-assessment periods. Qualitative data analysis techniques will include case studies, trend analyses, and other appropriate techniques deemed necessary by the evaluation team. Within the first three months of the project, the external evaluation team will develop a detailed evaluation management plan that includes specific schedules for data collection and detailed data analysis plans.

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

An evaluation committee made up of the project evaluators, principal investigator, project facilitator, and project administrators from each partner district, will meet quarterly to review

implementation progress and available data documenting progress toward the achievement of project objectives. At each meeting, the evaluation committee will review the evaluation questions and develop a brief summary response for each based on available data. The committee will also make recommendations for staff regarding program improvement. The status of action toward these recommendations will be reviewed at the next evaluation committee meeting along with the evaluation questions.

The summary of the status of the evaluation questions and evaluation committee meeting minutes will be distributed to the leadership teams within each partner district for feedback. Additional feedback on implementation issues will be solicited from partner district leadership teams the week before each quarterly evaluation committee meeting.

Annual performance reports will also be provided to administrators from partner districts for review prior to submittal. Evaluators will develop an annual evaluation report each summer to be used by project staff and partner district administrators to plan project activities for the coming year and related professional development activities for pre-service and in-service teachers of English learners. While the full report will be provided to all project staff and partner district leadership teams, it will be available to anyone upon request, and an executive summary of the report will be distributed to all project participants. The executive summary will also be posted on the project website for public review. The evaluators will be available to present evaluation findings to the boards of trustees in the three partner districts, if requested.

U.S. Department of Education

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APPLICATION FOR GRANTS UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

CFDA # 84.365Z

PR/Award # T365Z110109

Grants.gov Tracking#: GRANT10864840

Closing Date: MAY 09, 2011

Applicant: Salem State University

Title of the Program: *Project SAEL Salem: Successful Advancement of English Learners in Gateway Cities in Massachusetts*

Consortia Partners: School Districts of Salem, Lynn, and Revere, Massachusetts

Project Description:

This National Professional Development Program grant application proposes to increase the numbers of well-prepared and licensed teachers of English Learners (ELs) and provide them at pre- and in-service levels with substantive and comprehensive professional preparation in partnership with school districts in gateway communities north of Boston where there is a significant need. The communities of Lynn, Salem, and Revere, MA, are home to historical and recent waves of immigrants and refugees. There are hundreds of ELs in each of these school districts representing over 50 countries of origin and 30 native language backgrounds. Lynn, a significant immigrant gateway since its origins, includes immigrants from Asia (e.g., China, Vietnam, Cambodia), Central and South America and the Caribbean (Dominican Republic, Brazil, Haiti, Guatemala, El Salvador, Puerto Rico); Africa (Sudan, Somalia, Liberia, Zimbabwe); Eastern Europe/Balkan nations, and elsewhere. Seventy-eight percent of Lynn's school population is low-income; 75% are students of color, and 48% of these are Hispanic. The first language of more than half (51%) of Lynn students is not English; 26% of students are limited-English-proficient. Fifty-four percent of formerly limited-English-proficient students scored at either the Needs Improvement or Warning level on state tests of reading; 63% of formerly limited-English-students scored at those same levels on mathematics. In Revere, another immigrant gateway city, 40% of students are Hispanic/Latino and 7% Asian. Forty-five percent of students' first language is not English. Fifty-two percent of formerly limited English proficient (LEP) Revere students scored at the Needs Improvement or Warning level on state tests in reading; 50% scored at those levels in mathematics. Half of Salem Public School students qualified for free or reduced lunches in 2009; more than 50% of those children speak a language other than English at home; 25%, of these students do not speak English as their first language. Sixty-seven percent of formerly limited-English students in Salem Public Schools score at the Needs Improvement or Warning level on state tests in reading; 75% FLEP score at those levels in mathematics. In all these school districts, drop-out rates are high for students with limited English and new immigrants, with Hispanic youth most likely to leave high school before graduating. Since a 2003 state law ended transitional bilingual education, ELs are taught in self-contained "sheltered English immersion" (SEI) classes, augmented by pullout instruction by specialists in teaching ESL when there is a need or request by parents for a waiver for SEI. In some cases, SEI and pullout classes have been taught by teachers who are not fully trained or licensed to teach ELs. Additionally, SEI students are typically mainstreamed after one year and some school districts are moving toward immediate placement of students in mainstream classes, thus eliminating SEI and specialized curricular support for ELs. Requirements for ELs to take and pass the Massachusetts Comprehensive Assessment System (MCAS) tests by their first year of school in the U.S. further stresses these students, school districts, and teachers. Given the current need in the districts that we have partnered with, we have prepared a five-year plan to

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provide a two-part program. 1) A Baccalaureate Program to prepare 30 licensed educators that are from one of the following populations: paraprofessionals currently working in partner districts; current or recently graduated Salem State University (SSU) students, and, individuals from participating communities seeking to change careers or who may be employed in community based organizations. Undergraduates majoring in science, technology engineering and math (STEM) from the Salem State undergraduate population and recent graduates as well as those enrolled in area community colleges will be given priority for acceptance under this project. All participants in the Baccalaureate Program will have the goal of becoming licensed teachers with training and specialization in teaching ELs. 2) A Graduate Program to prepare 45 mainstream teachers licensed in one of the STEM subjects to obtain a five-course Graduate ESL Certificate with the goal of acquiring the necessary background knowledge and experience to effectively teach ELs in the content areas, and gain an additional teaching license in ESL by passing the Massachusetts Test for Educator License (MTEL) English as a Second Language (ESL) subject test. As with all of Salem State's National Council for Accreditation of Teacher Education (NCATE) approved teacher education programs, we will emphasize the teaching of literacy, and employ the standards of the Massachusetts Curriculum Frameworks for the content areas, on which the Massachusetts Comprehensive Assessment System (MCAS) test is based, and the Massachusetts English Language Proficiency Benchmarks and Outcomes (ELPBO). Project SAEL will also provide faculty development at Salem State University and to teachers in participating districts. This will strengthen and augment teacher preparation curricula by reinforcing the Common Core Standards developed as part of the federal Race to the Top initiative into our state's revised curriculum frameworks. As such, project participants, in-service teachers, and Salem State students seeking educator licensure will gain valuable preparation and training in how to best prepare the culturally and linguistically diverse student populations in our region to succeed in school and beyond.

Priorities:

- 1. Competitive Preference Priority 2:** Our project is designed to collect, analyze, and use high-quality and timely data, including data on project outcomes in accordance with all requirements that will improve instructional practices, policies, and student outcomes in elementary and secondary schools in our partner districts. As an NCATE-accredited institution, we regularly collect and analyze data on our teacher candidate performance, aligned with NCATE and Teachers of English to Speakers of Other Languages (TESOL) standards, including their ability to assess student learning.
- 2. Competitive Preference Priority 3:** Our project is designed to promote STEM education via the preparation of licensed teachers in STEM subject to gain additional graduate coursework, expertise, and licensure in teaching ELs. This project will enhance Salem State's ongoing efforts to recruit and prepare more STEM teachers in programs nationally recognized by the National Science Teachers Association and National Council of Teachers of Mathematics. Additionally, we will recruit undergraduate STEM majors to become licensed educators with preparation in teaching ELs.

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3. **Invitational Priority 2:** Our project is designed to improve the teacher education program at Salem State in order to better prepare all participants in teacher education programs to provide effective instruction to ELs.

GPRA Measure Targets

Pre-service	Y1	Y2	Y3	Y4	Y5
Number of pre-service teachers expected to be served	32	30	30	30	30
Number of pre-service teachers expected to complete the program of study			10	10	10
Number of pre-service teacher completers expected to be placed in instructional settings serving ELs (target for Y2 and beyond)			10	10	10
Number of pre-service teachers expected to complete the program of study and be certified in EL instruction			0*	0*	0*

In-service	Y1	Y2	Y3	Y4	Y5
Number of In-service teachers expected to be served	17	15	15	15	15
The number of in-service teachers expected to complete the program of study		15		15	15
The number of in-service teachers expected to complete the program of study and be certified in EL instruction		15		15	15
The number of in-service teacher completers who are expected to serve EL students		15	15	15	15

*These new teachers will be licensed in classroom teaching areas, with a priority on STEM fields with a special preparation in working with ELs. Salem State offers licensure only at the post-baccalaureate level.

Project Director: Julie Whitlow, Ph.D.
 Telephone: 978-542-6595
 Email: cwhitlow@salemstate.edu

Project SAEL Salem: Successful Advancement of English Learners in Gateway Cities in Massachusetts

Introduction

Salem State University submits this proposal for *Project SAEL Salem: Successful Advancement of English Learners in Gateway Cities* by using a metaphor from our past. Sailing vessels steered Salem into its Golden Era in the 18th century. These ships left our ports to encounter new lands and brought back new ideas, splendid goods, and stories of different cultures and customs that forever enriched and altered the collective worldview of the citizenry. As such, our minds and our borders were forever expanded. Now, in the 21st century, we seek to use fresh ideas to help those who are newcomers to our region to chart the course that will enable them to meet their full potentials and succeed and excel in our schools and beyond.

Project SAEL Salem seeks to improve the education of English learners (EL) in our Local Education Agencies (LEA) partners in the Massachusetts school districts of Salem, Lynn, and Revere by preparing pre- and in-service educators to meet the needs of 21st century students with diverse cultural and linguistic backgrounds. We will meet these needs by recruiting 30 participants into our proposed Baccalaureate Program from the following groups: paraprofessionals; Salem State undergraduates majoring in Science, Technology, Engineering, and Math (STEM) fields; community college graduates; and qualified educational providers from local community agencies, to gain Bachelor's degrees with teaching licensure and special expertise in and field experiences in teaching English learners. Additionally, we will, through our Graduate professional education programs, prepare teachers currently licensed in the STEM subjects and other content areas with graduate coursework in English as a Second Language (ESL) that will lead to the completion of a Graduate Certificate in Teaching English as a Second Language (ESL), and expertise in and licensure to teach ESL. It is important to note that these three districts represent only part of a region whose immigrant and linguistic-minority population is steadily increasing; therefore, while first hiring priority for project completers goes to the three

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partner districts, other districts will see their experience in skill in working with English language learners (and their STEM backgrounds) as eminently valuable.

Using the Faculty Learning Community model at Salem State, in which faculty co-investigate teaching-learning questions in collaborative, trans-disciplinary structures, the project will support university faculty, including those in teacher education programs, with professional development related to English language learners. Professional development workshops for teachers in our partner school districts will include topics and strategies related to teaching English learners, with curriculum aligned with new state curriculum frameworks that incorporate the Common Core Standards developed as part of the federal Race to the Top initiative. To best assess our efforts and the progress of our participants, we will regularly collect and analyze high quality data on program participants using performance assessments aligned with the content and pedagogical standards of NCATE's Teachers of English to Speakers of Other Languages (TESOL) affiliate and its STEM organizations, the Massachusetts Dept. of Elementary and Secondary Education's standards for professional performance and other outcome data related to project objectives. As such, we meet **Competitive Preference Priority 2**, enabling more data-based decision-making; **Competitive Preference Priority 3**, promoting Science, Technology, and Engineering, and Mathematics (STEM) education; and **Invitational Priority 2**, Improving preparation of all teachers to better serve English learners.

The graduate program cohorts will be recruited from teachers currently working in our partner districts as teachers of STEM subjects whose classrooms include English learners. Three consecutive cohorts of 15 students will enter the Graduate Certificate Program in Teaching ESL. This five-course program is designed to provide a foundation in Teaching ESL and the content knowledge to gain licensure in Teaching ESL by passing the ESL Subject Test of the

Massachusetts Test for Educational Licensure (MTEL). Students will be able to complete the program in three academic semesters and will have the option to complete a supervised student teaching practicum in their subject area at their worksite if they do not already have an initial teaching license. By recruiting teachers and graduates in the STEM subjects to gain a second license in ESL, we will ensure that existing STEM teachers are better prepared for teaching English learners in our partner districts.

The Project Advisory Board will comprise two representatives from each of the partner districts including the ESL curriculum director or other central administrator responsible for ESL services and the central administrator responsible for professional development and representatives from community organizations who will recruit career-changers, out-of-school-time program staff, and other prospective new teachers of English learners. The Advisory Board will assist the PI with 1) Refining procedures and priorities for recruiting candidates for both levels of the program from within the districts; 2) Identifying priorities for in-service professional development needs and effective structures, including opportunities for shared courses and workshops; 3) Identifying appropriate field placements for all levels of field experience, from early observations to participatory methods course pre-practica to full-time student teaching practica; and, 4) Sharing information on future staff needs and positions available across districts.

Project Design

According to the Massachusetts Executive Office of Education, 70% of English learners in the Class of 2010 failed to meet Massachusetts Comprehensive Assessment System (MCAS) graduation requirements. In all three of our partner districts, gateway communities for immigrants from all over the world, where half of the school population speaks English as a

second language or not at all, 52%-75% of formerly limited-English proficient students and nearly all limited-English students scored at the “Needs Improvement” or “Warning” levels on state tests of reading and mathematics. In our partner districts, too, drop-out rates are high for students with limited English and new immigrants, with Hispanic youth most likely to leave high school before graduating. Massachusetts, boasting among the highest test scores in the nation, has some of the largest achievement gaps, including the gap between White and Latino students.

Our partnering districts all have large percentages of English learners who struggle to stay in school and pass the MCAS. The above statistics predict an ongoing need for significant improvement in the ability of teachers to prepare English learners to succeed in school and beyond, both in subject matter content and in language learning; particularly, in the STEM subjects that will help them succeed academically and economically, and help them contribute to the growth of the economy of the region and the nation. In Massachusetts, in 2007-08, 17% of ESL teachers were teaching on waivers, without licensure or special preparation. In 2009-10, 113 unlicensed teachers of English learners were granted licensure waivers.

Since the 2002 state law barring bilingual education, there has been a significant increase of English learners placed in mainstream classes with pullout support or taught for a limited time in sheltered English immersion (SEI) classes. All classroom teachers must integrate effective ESL pedagogy in to their content curricula; this task cannot be left solely to "pull-out" ESL teachers, especially not in schools such as those in our partner districts with growing numbers of English learners and increasing gaps in achievement (Meskill, 2005).

Project SAEL Salem proposes to license and train both a Baccalaureate cohort of 30 participants and a series of 3 Graduate cohorts of 15 participants per cohort in a comprehensive program aimed at addressing the needs of the English learner population in K-12 schools in these

districts. Our project will be enhanced by Massachusetts' revised Curriculum Frameworks incorporating the Common Core Standards, which emphasize content literacy and hold all subject matter teachers responsible for teaching reading and writing skills related to their specific fields.

1. The Baccalaureate Program will build upon Salem State's historical leadership in preparing teachers in the region. The 30 Baccalaureate participants will be recruited for two cohorts: **Cohort 1)** paraprofessionals currently working in our partner districts and qualified candidates employed or referred by community agencies who are working with English learners in out-of-school-time programs or who are in the process of changing careers. This cohort will major in early childhood or elementary education; at least half will have a second major in a STEM field. **Cohort 2)** undergraduate students currently majoring in STEM subjects at Salem State or at area community colleges and recent Salem State graduates with majors in a STEM field, who will enroll in either a pre-bachelor's-degree licensure program or the post-baccalaureate licensure-only program in middle/secondary school STEM teaching with a special focus on working with urban English learners.

All Salem State education students are required to have a second major in one of the Arts and Sciences subject areas. Priority for admission to Project SAEL will be students with math or science majors. Our goal is that at least half of the participants in the Baccalaureate Program cohort will be qualified to teach STEM subjects upon program completion (for Cohort 1 in Year Three and for Cohort 2, in Year Five of the project). A criterion for acceptance is their commitment to seek a teaching position working with English learners in one of our partner school districts.

We will work closely with Local Education Agencies (LEAs) and Community Based Organization (CBO) administrators to implement an efficient and effective recruitment, application, and screening process. School districts will identify promising paraprofessionals, support staff and family members. The North Shore Workforce Investment Board (NSWIB) will work with their Career Center customers, training providers, community partners, and schools to help recruit paraprofessionals and career changers. They will also share information with their Board and other WIB committees to alert other appropriate CBOs as sources of recruitment. Successful applicants will have met the requirements for admission to the university and additional requirements for admission to its teacher licensure programs (among them, a 2.75 grade point average and passing score on the Massachusetts Tests for Educator Licensure (MTEL) Communication & Literacy Test). Salem State is the lead institution for the Northeast Regional Readiness Center (NRRC), a network of educators that includes districts, out-of-school-time providers and other organizations providing educational services, whose mission is to respond to the educational needs of local schools and their communities with professional development and models of effective practice. We will use NRRC's network to advertise the project and identify and screen prospective applicants. Salem Cyberspace, a technology education and college preparation storefront in a Latino neighborhood and in the NRRC network, will help identify potential candidates. On campus, we will work closely with the University's Admissions and Academic Support Services Offices to ensure that applicants are qualified and will have access to the support services that will help them succeed.

We will provide support to project participants through tutoring, professional development, and special advising. Following the *Critical Friends Group* (CFG) model (Curry, 2008; Key, 2006; Kuh, 2006), they will comprise a developing "community of practice" using shared norms

and formal protocols to engage in reflective practice focused on student learning. The project will hire university students who excel in English, math, science, and technology as tutors for participants in core subjects; MTEL preparation, writing and math support will also be available through university labs and programs. To strengthen the CFG and help retain its members, regular social gatherings will also feature professional and academic support presentations.

The baccalaureate programs will include content and pedagogy courses and guided field experiences. To assist participants already working in schools and educational organization, we will schedule some courses in the evenings, in evening-weekend combinations, and as one- or two-week institutes, and in online and hybrid formats. While participants will take most of their STEM or other content courses on an individual basis, most professional educational courses will be scheduled as 'cohort courses,' with members of a cohort taking the course together, allowing for the integration of co-curricular activities hosted by project staff, such as special seminars, site visits, and advising sessions.

To enhance the urban and ESL context of the baccalaureate program, students will be required to take two courses outside the regular program of study: Urban Education and Introduction to Teaching English as a Second Language. In addition, content and materials targeted to working with urban English learners will be incorporated in both required professional education courses such as Teaching Strategies in the Multicultural Classroom and Language and Literacy Development (elementary) or Reading and Writing in Secondary Classrooms (secondary) and in co-curricular seminars . This content will include:

- 1) Understanding and teaching multicultural populations in urban communities;
- 2) Strategies for reaching and teaching linguistically diverse learners;

- 3) Sheltering English in the content areas or Sheltered Instruction Observation Protocol (SIOP) (Echevarria et.al. 2007);
- 4) Enhancing cross-content vocabulary (e.g., *Word Generation* [Snow et.al., 2009, 2011];
- 5) Literacy development and bilingual learners (Gort, 2010; Peregoy & Boyle, 2008);
- 6) Cross-curricular genre-and linguistics-based approach to writing (Gebhard, 2011; Brisk et. al., 2008; Hyland, 2003); and
- 7) The impact of culture and language on identity development and learning (Noguera 2005).

Project students will also participate in a biannual ‘Best Practices in Teaching ESL’ forum where students will discuss and share projects, and experiences in working with English learners. Invited guests will be experienced and expert teachers of ELs in our partner districts.

We will work with our district partners to identify appropriate, positive models and sites for required pre-practicum field experiences, as well as their final student-teaching practicum. Included in these field sites will be classrooms of teachers participating in the project’s Graduate Program, so that pre-service and in-service groups have opportunities to learn together and from each other. Program participants will join teachers in professional development offerings at the district level. The project will designate a liaison in each district to identify appropriate classroom settings for observations and guided field assignments. Assignments and assessments in the culminating practicum, including the final Pre-Service Performance Assessment, will be aligned with National Council for Accreditation of Teacher Education (NCATE) and state professional standards, which include documented competence in sheltering content instruction using the Sheltered Immersion Observation Protocol (SIOP).

2. The Graduate Program will also build on Salem State’s successful experience in providing a licensure program and full M.A.T. degree, as well as professional development in

Teaching English as a Second Language. This program will offer a specially designed five-course Graduate Certificate in Teaching English as a Second Language which will prepare the STEM teacher participants for a second license as a Teacher of ESL and improve their ability to make content more understandable while they enhance their students' English learning.

Participants will be recruited from teachers in our partner districts who have an initial teaching license in a STEM field. They will meet all requirements for admission to graduate programs at the university. They must be regularly working with English learners and be recommended by their districts as knowledgeable and effective STEM teachers, professionally motivated, exhibiting promise as teacher-leaders, and committed to urban and multicultural populations.

Participants in the Graduate Program will comprise a "community of practice," whose structure will follow a Critical Friends (CF) model and use CF protocols for discussions focused on teaching-learning questions. Participants in each of the three sequential cohorts will take courses over three semesters. Courses will be offered on campus and at district schools to provide both academic and 'real-school'/'real-community' sociocultural contexts for learning

The program of study will comprise the following courses:

- Theories and Principles of Teaching ESL;
- Methods of Teaching ESL;
- Responding to Diversity in the Classroom;
- Literacy Development in ELLs
- Grammar for ESL Teachers.

These courses will provide a core conceptual framework and deep overview of the field and will include special units on sheltering content and teaching ESL in STEM subject areas.

Curriculum content will incorporate the state ELA frameworks emphasizing literacy learning in

the content areas, and rich informational texts and expository writing for a variety of purposes and audiences. General principles incorporated throughout the program of study include genre based approaches to writing across the curriculum (Hyland, 2003; Hodgson-Drysdale & Ballard, 2011), classroom discussions using “accountable talk” in math classrooms (Chapin, et.al, 2003) and strategies to improve literacy and vocabulary development in adolescent English learners (Townsend & Collins, 2009; Proctor et. al., 2009). Attention will be given to the connections between reading/writing and science, and reading/writing and math; for example, developing advanced literacy through the registers of science and engineering, such as lexical variety and grammatical choices (Schleppergrell, 2002); cross-content vocabulary programs to teach science vocabulary (Snow et.al., 2009, 2011); teaching writing in the sciences (Gebhard, 2011; Brisk et. al., 2008; Hyland, 2003); and mathematical literacy (Cobb, 2004) for ELLs (Jasper, 2005).

As in the Baccalaureate Program, the project will provide tutoring in Massachusetts Test for Educator Licensure (MTEL preparation and Writing Center support as needed. The certificate program courses are drawn from the M.A.T. program so that those who wish to pursue the full M.A.T. may do so after they complete the certificate program by taking the remaining 8 degree courses at their own expense.

The working teacher participants will learn alongside the pre-service baccalaureate program students in the professional development component of this project in order to foster a rich dialogue between experienced teachers and those who have worked as paraprofessionals or who are just embarking on their teaching careers. Additional pedagogical content, however, will be provided to the graduate cohorts and will include specific examination and practice in the linguistic and rhetorical and cognitive expectations of the subfields of science, math, engineering, and technology with the goal of developing innovative strategies tied to literacy

development in these subjects. Graduate students will also participate with undergraduates in the biannual ‘best practices’ teaching English as a second language (TESL) forum and will present innovative ideas for teaching English learners across the curriculum gleaned from their courses and professional seminars.

Goals, objectives, and outcomes of Project SAEL Salem are summarized below:

Goal	Objective	Outcome
<p>1.) To increase the number of new, highly qualified and licensed teachers prepared to teach English learners in LEA partner districts of Salem, Lynn, and Revere.</p>	<p>1.1) 15 paraprofessionals or community agency practitioners will obtain a Bachelor’s degree in five years with a license to teach, special preparation to work with English learners and a commitment to urban education.</p> <p>1.2) 15 Salem State STEM majors or recent graduates will obtain a license to teach with special preparation to work with English learners and a commitment to urban education.</p> <p>1.3) All participants will receive augmented coursework and professional development seminars</p>	<p>1.1.1) The university will accept at least 32 undergraduates to be matriculated into Baccalaureate education or post-baccalaureate teacher licensure programs. At least 30 program completers obtain licensure to teach.</p> <p>1.2.1) Undergraduates will be prepared to teach English learners in their respective content disciplines.</p>

Goal	Objective	Outcome
	in teaching English learners across the curriculum.	
<p>2.) To increase the number of STEM subject teachers in LEA partner districts who are also trained and licensed in ESL.</p>	<p>2.1) At least 15 Salem State students majoring in STEM fields or recent college graduates and community college students majoring in the STEM subjects will obtain Bachelor's degrees in education and a license to teach.</p> <p>2.2) All will receive augmented coursework and professional development seminars in teaching English learners across the curriculum.</p> <p>2.3) 45 licensed STEM subject teachers will obtain a graduate certificate in teaching ESL and a second teaching license in ESL.</p>	<p>2.1.1) The university will accept at least 17 community college students majoring in STEM subjects to be matriculated into Baccalaureate education programs. At least 15 program completers and obtain licensure to teach.</p> <p>2.2.1) The university accepts at least 45 applications graduates in one of the STEM subjects to enter the Teacher Licensure Program to become licensed teachers.</p> <p>2.3.1) The Project will accept at least 47 STEM subject teachers in the 3 partner districts over five years to participate in a 15-member cohort certificate program of three semesters.</p> <p>Upon completion of the Graduate</p>

Goal	Objective	Outcome
		Certificate Program in Teaching ESL Program, they will take and pass the MTEL Subject Test in ESL and become licensed ESL teachers.
<p>3.) To improve University faculty's ability and willingness to apply new knowledge of teaching-learning strategies responsive to the needs of English language learners across the curriculum.</p>	<p>3.1) In each year of the project, five faculty members across departments at Salem State, including those faculty teaching pre-service and in-service teachers, will participate in a Faculty Learning Community (FLC) where they will explore and develop approaches to implement research-based ways to teach English learners in their classrooms.</p> <p>3.2) At least one Professional Education Unit meeting (including</p>	<p>3.1.1) Assessments will show that students taking education courses taught by faculty participating in these FLCs demonstrate knowledge of teaching strategies responsive to the needs of English learners.</p> <p>3.1.2) Faculty members engaged in FLCs and professional development programs will present their findings at the biannual TESL forum, published and disseminated to interested faculty members and students upon request.</p> <p>3.2.1) Surveys and syllabi will indicate that at least 60% of Unit</p>

Goal	Objective	Outcome
	<p>all educator preparation faculty at Salem State) per year will be devoted to a professional development program in teaching English language learners.</p> <p>3.3) A biannual Best Practices in TESL forum will be held with education faculty and students presenting instructional and innovative ideas for teaching English learners across the curriculum based on knowledge gained from professional development experiences.</p>	<p>faculty have implemented some instructional change based on new knowledge gained from professional development programs.</p> <p>3.3.1) A summary of best practices, unit plans, effective strategies, and action research from the annual learning communities will be presented at the biannual ESL conference published and disseminated to all faculty members. Copies for students will be made available upon request.</p>
<p>4.) To train teachers teaching STEM content in participating districts to be better prepared to teach English</p>	<p>4.1) Faculty development seminars will be planned and implemented with partner LEAs to provide professional development seminars and collaborative experiences with grant recipients to best foster</p>	<p>4.1.1) At least one seminar or similar event targeted to teaching English learners across the curriculum will be held in each partnering district each semester. All participants will identify new</p>

Goal	Objective	Outcome
<p>learners across the curriculum.</p>	<p>effective approaches to teaching English learners in the content area with special emphasis on the STEM subjects.</p> <p>4.2) Faculty members in the participating districts will collaborate with pre-service grant recipients in pre-service and practicum requirements. They will be invited to present their findings at the biannual Best practices in Teaching</p>	<p>techniques or strategies that they can use to enhance English learners learning and engagement in STEM subjects.</p> <p>4.2.1) At least 90% of practicum students will report substantive positive learning as a result of the collaborative involvement with participating districts</p>

The proposed project is grounded in current research in ESL, STEM teaching and learning and professional development, including attention to language acquisition, discipline-specific literacies, culture and learning, and effective instructional practice.

Project Personnel

Salem State is committed to providing equal access to educational and employment opportunities for all applicants regardless of race, color, religion, national origin, gender, sexual orientation, age, or disability, marital or veteran status in compliance with Federal and State laws and regulations. Our recruitment efforts will target and encourage underrepresented groups and we will make accommodations and accessibility a priority for individuals with disabilities.

Principal Investigator (PI): Julie Whitlow, Ph.D.

Dr. Whitlow has been an ESL professional for more than 20 years. She received her M.Ed. in Teaching English as a Second Language (TESL) and her Ph.D. in Applied Linguistics from Boston University. She is currently a Professor in the English Department at Salem State where she teaches undergraduate ESL writing and linguistics courses. She is also co-coordinator of the Master of Arts in Teaching ESL and the Graduate Certificate in Teaching ESL, both jointly administered by the English and Education Departments. She has been the recipient of a Fulbright Grant in Teaching ESL and worked with universities in Nicaragua doing curriculum development and teacher training. She has also been an Assistant Project Director for another Title III NPD grant Project Nobell Secondary: North of Boston Secondary Educators for English Language Learners.

Description of Position: The Principal Investigator (PI) will ensure that project objectives, priorities and timelines are met and be responsible for successful implementation of all aspects of the project, including reporting, fiscal management, hiring and supervision of project staff, communication and collaboration among partners, development and dissemination of print and website content, supervision of data collection and documentation.

Project Coordinator (PC) (to be hired) - Qualifications: Master's degree or higher in Teaching English as a Second Language or Applied Linguistics, a deep knowledge of contemporary approaches to teaching English learners including sheltered instruction and content instruction, at least five years' experience teaching ESL, experience in project management. The Project Coordinator will report to the PI and be responsible for recruiting and screening applicants; developing advising materials; advising participants; collaborating the school, district, and community personnel; maintaining the project website; scheduling courses,

seminars, professional development and other events; assisting with registration and orientation of program participants; recruiting project staff; supervising tutors; assisting with data collection and preparation of reports.

Coordinator of Support Services (to be hired) - Qualifications: Master's degree in counseling or related field, at least 5 years' experience as an advisor, counselor or administrator in an educational or community program. The Support Services Coordinator will develop and manage student learning communities and professional development activities; work with the MTEL Center to schedule test preparation and tutoring activities; secure academic and social support services and financial aid and housing information for students as needed, plan and oversee social events, and assist the PI and PC as needed.

Administrative Assistant (to be hired) - Qualifications: Bachelor's degree, organizational, communication and office skills, and experience working in an educational setting. Assists the PI and PC in managing budget, purchasing and payroll; scheduling courses and events; preparing reports and promotional materials; communication; and updating the project website.

Project Evaluator: Allan Shwedel, Ph.D. in Education: Educational Psychology and Linguistics from Indiana University. Dr. Shwedel is a Professor of Education in the Department of Adolescent Education and Leadership at Salem State University. He is the Assessment Coordinator for the School of Education and has been a research and evaluation specialist for the Boston Public Schools. He has served as Project Evaluator for several federal grants including two National Professional Development grant programs.

Management Plan

The Project PI will be responsible for meeting all goals and objectives, and ensuring that all activities are performed on schedule, and within budget. She will have substantial support from the Project Coordinator to ensure ample and adequate time commitments necessary to meet the objectives of the proposed project. All activities have been considered in the development of the budget for the project. As can be seen in the management plan below, there is ongoing meeting and consulting with an Advisory Board, consisting of representatives from the participating high schools and from the university. There will also be representation from community based organizations. It is in the interest of all these parties to refine the project to its greatest effectiveness through continuous feedback and assessment of progress. The Principal Investigators will be released from one course each semester for each of the five years of the project. The Project Coordinator is a full time position and will be responsible for the day-to-day activities as well as assisting the PI in implementing project goals and objectives.

Management Plan Year 1, 2011 – 2012		
Dates	Person(s) Responsible	Activity
Sept. - Oct. 2011	Primary Investigator; Project Coordinator; Advisory Board	Announce/publicize grant award to participating school districts, area community colleges, Salem State faculty and associated offices and departments. Convene Advisory Board and identify district liaisons. Fill project staff positions.
Oct. 2011	Project Coordinator; Support	Announce project funding. Create and

	Services Coordinator; Admin. Assistant; District Liaisons	<p>disseminate recruitment materials.</p> <p>Develop and disseminate application materials. Recruit for Baccalaureate cohorts and First Graduate Cohort. Plan, develop, and schedule courses to be offered. Meet with districts liaison to identify potential field placements.</p> <p>Coordinate with relevant Salem State support services and offices.</p>
Oct. – Nov. 2011	PI, Project Coordinator; Support Services Coordinator; Advisory Board	<p>Continue recruitment efforts for Baccalaureate and Graduate students.</p> <p>Recruit, hire, and train tutors. Plan Salem State FLCs. Schedule and staff spring 2012 courses.</p>
Nov. – Dec. 2011	PI, Project Coordinator, Support Services Coordinator, Admin. Assistant	<p>Review applications with Admissions Office and Graduate ESL coordinator, and select participants. Advise students and plan their programs of study.</p> <p>Coordinate support from Writing Center and MTEL Center. Plan first semester social event for all participating students and faculty. Recruit members for FLC.</p>
Jan. 2012	PI, Program Coordinator,	Begin spring courses for Baccalaureate

	Support Services Coordinator, Project Evaluator	Program and First Graduate cohort. Develop evaluation instruments. Begin tutoring and orientation sessions. Begin FLC (meets monthly).
Feb. 2012	PI, Project Evaluator, Project Coordinator; Advisory Board	Plan co-curricular professional seminars and social events for students.
March 2012	PI, Program Coordinator, Project Evaluator; District Liaisons; Advisory Board	Develop pre-service field opportunities in participating districts. Plan teacher professional development workshops. Schedule and staff courses for summer and fall 2012. Advise students for summer course selection.
April 2012	PI, Project Coordinator	Salem State Professional Education Faculty (Education Unit) meeting- faculty professional development on teaching English language learners.
May 2012	Program Coordinator, Project Evaluator, Support Services Coordinator, PI	Hold end of semester social and professional development event for participants. Continue recruitment. Gather first semester assessment data.
June 2012	Project Evaluator, PI, Program Coordinator; Advisory Board	Analyze assessment data. Continue recruitment efforts. Hire tutors.

Management Plan Year 2, 2012 – 2013

Dates	Person(s) Responsible	Activity
August. - Sept. 2012	Project Coordinator; Support Services Coordinator; Admin. Assistant	Hold orientation/training for new tutors. Conduct advising sessions for new and returning students. Continue recruitment efforts. Plan second FLC.
Oct. 2012	Program Coordinator	Plan, develop, and schedule spring 2013 courses.
Nov. – Dec. 2012	PI, Program Coordinator, Support Services Coordinator. Admin. Assistant; Advisory Board	Review applications in conjunction with Admissions Office and Graduate School Coordinator. Plan social/seminar event for all participants and participating faculty. Recruit faculty for second FLC.
Jan. 2013	Program Coordinator, Project Evaluator	Begin spring courses for Baccalaureate Program and first Graduate Program cohort (last semester). Begin second FLC. Recruit Second Graduate Cohort. Meet with faculty members to plan summer and fall 2013 course offerings.
Feb. 2013	Program Coordinator, Project Evaluator	Review plan and outcomes and develop timeline for assessments.
March 2013	Program Coordinator, PI, Support Services Coordinator,	Continue to develop pre-service opportunities in participating schools.

	Admin. Assistant; Advisory Board	Develop, schedule and staff summer and fall 2013 courses. Continue recruitment efforts. Plan first Best Practices TESL Conference for program participants and faculty. Advise students for summer and fall course selection
April 2013	Program Coordinator, Support Services Coordinator; Advisory Board	Conduct professional development workshop for LEA teachers. Review applications for Second Graduate Cohort and select participants.
May 2013	PI, Program Coordinator, Support Services Coordinator, Project Evaluator, Admin. Assistant	Hold end of semester TESL Forum in lieu of social/seminar gathering. Plan for published proceedings to be distributed to participants and faculty members. First Graduate Cohort completes. Continue recruitment efforts. Gather assessment data.
June 2013	Program Coordinator, Project Evaluator, Support Services Coordinator	Analyze assessment data. Continue recruitment efforts. Hire new tutors for year three. Advise Second Graduate Cohort and develop plans of study.

Management Plan Year 3, 2013 – 2014

Dates	Person(s) Responsible	Activity
August. - Sept. 2013	Program Coordinator, Support Services Coordinator, PI	Hold orientation/training for new tutors. Second Graduate Cohort begins. Hold advising sessions for new and returning students. Continue recruitment efforts. Recruit and plan third FLC.
Oct. 2013	Program Coordinator	Plan, develop, and schedule courses to be offered in spring 2014. Third FLC begins (meets monthly).
Nov. – Dec. 2013	PI, Program Coordinator, Support Services Coordinator, Admin. Assistant, Advisory Board	Plan social/seminar event for all participants and participating faculty.
Jan. 2014	Program Coordinator, Program Evaluator	Begin spring courses for Baccalaureate Program and Second Graduate cohort. Develop assessments related to curricular goals and outcomes. Meet with faculty members to plan fall 2014 courses.
Feb. 2014	PI, Program Coordinator, Program Evaluator	Review plan and outcomes and develop timeline for assessments.
March 2014	Program Coordinator, Support	Continue to develop pre-service

	Services Coordinator, Advisory Board	opportunities in participating schools. Develop, schedule and staff summer and fall 2014 courses. Continue recruitment efforts. Begin planning first Best Practices TESL Forum for program participants and faculty.
April 2014	Project Coordinator, PI	Conduct professional development workshop for LEA teachers
May 2014	Project Coordinator, PI, Support Services Coordinator	Hold end of semester seminar/social gathering. Continue recruitment. Gather and analyze assessment data.
June 2014	Program Coordinator, Project Evaluator	Analyze assessment data. Continue recruitment efforts. Hire new tutors for year 4.

Management plans for years 4 – 5 will be similar to the above plans. Regular revisions will be made as necessary.

Project Evaluation

This evaluation plan is designed to provide ongoing information to project staff as well as outcome data needed by the U.S. Department of Education. The evaluation activities will draw upon an extensive assessment system developed by the Salem State’s School of Education that correlates with NCATE assessments to demonstrate participants’ mastery of the curricular goals of the program including those that focus on pedagogy and practice related to the teaching of

English learners. A key component of the assessment system is the existing student demographic and academic performance databases and data warehouse. Academic reporting provides not only course grades but actual rubric ratings on key assessments that have been identified as indicators of student progress toward educator licensure. The School of Education also conducts various ad hoc and periodic surveys, thus faculty and students are used to completing online surveys via SurveyMonkey. Furthermore, through our current NPD grant, a collaborative data gathering arrangement has been set up with one of the target districts, Lynn, and discussions are beginning to set up a similar arrangement with a second district, Salem.

Thus, two important elements of a successful evaluation effort are already in place, i.e., feasible access to relevant data and a working relationship between Salem State and local school districts related to program evaluation. The third component of an effective evaluation implementation is the capacity of the project staff and evaluator to fine tune and adjust the evaluation over the course of the project. The evaluator will meet formally at the beginning, middle and the end of each semester to go over formative evaluation reports and to plan data gathering activities for the upcoming semester. Periodic informal meetings will also be scheduled as needed. Thus, this evaluation plan will meet the project's ongoing planning and reporting needs while still being flexible enough to adjust for unforeseen challenges.

As described in more detail below, the evaluation will provide yearly data regarding:

- the number of program completers;
- the number of program completers who were paraprofessionals and who obtain a teaching license;
- the number of program completers who obtain a teaching license in STEM subjects.
- the number of program completers who obtain a position in a partnering school district.
- the number of program completers will be tracked for three years to determine the

percentage of completers providing service to English learners.

The following narrative describes the formative and summative activities necessary to provide information for program improvement and document project impact. There is table at the end of this narrative that lays out the data, data sources, reporting cycle and target audience in terms of the projects core objectives.

Goal 1: Increase the number of licensed ESL teachers in LEA partner districts

Ongoing formative activities: Ongoing monitoring of the number applicants will be woven into routine project operation. However, the formative evaluation will provide reports each semester on background characteristics of applicants to help project staff modify the recruitment process if necessary.

Since the project is striving for a very high rate of licensure among program enrollees, the reporting structure will be set up so that within 60 days of the end of each semester staff will receive individual and aggregated data on the academic and professional development status of the participants. These reports utilize the School of Education's Assessment System (SEAS) to provide data on course grades, rubric ratings on targeted assignments such as lesson planning, professional development based on the School of Education's Professional Attributes Scale, and instructional skills and practices geared to teaching English learners based on the SIOP and the State's Preservice Performance Assessment tool. Progress through the program will also be reported by using the University's Degree Audit system so that staff can provide appropriate support for students who may be behind in their program. Since the Degree Audit System for teacher licensure programs also includes information about performance on the state's licensure tests (MTEL), we will monitor this important aspect of the licensure process on an ongoing basis.

At the end of each semester an online survey will be administered to students to identify potential individual or programmatic concerns that will be addressed by project staff. Since the intent of these surveys is to be able to address both individual and programmatic needs, the surveys will not be anonymous. Information about the English learner emphasis of the student's preservice placement will also be collected through this survey.

To monitor the usefulness of the augmented ESL course work and professional development workshops, online surveys will be administered to those who participate in those activities. Thus reports on both the utilization and usefulness of this ESL training component will be provided to project staff at the end of each semester to inform program improvements and assess progress.

Yearly summative active evaluation activities: Yearly data regarding enrollment, academic status, state licensing test performance (MTEL scores), graduation, and licensure will be reported by target group, licensure program, and hiring school district. This information will be used for both internally and for the yearly GPRA report. Relevant information from the formative evaluation activities will be included in the project's yearly evaluation report too.

Goal 2: Increase the number of partner district STEM teachers trained and licensed in ESL.

Ongoing formative activities: The same evaluation tools and procedures described for Goal #1 will be used to monitor the progress of STEM teachers and teacher candidates. Reports will be geared for this goal's three target groups, i.e. recent STEM major graduates, STEM community college students, and current STEM teachers. However, since the pairing with the community colleges will be a significant new initiative for this project, accepted applicants from the community colleges will be surveyed regarding the recruitment efforts and their transition to Salem State. This survey will be conducted online at the middle of the student's first semester and will be anonymous.

Yearly summative active evaluation activities: Yearly summative evaluation reporting will utilize the same evaluation tools and procedures described for Goal #1. Project specific and GPRA reports will be specifically geared for this goal's three target groups. And, as with Goal #1, relevant formative evaluation results will be included in the yearly report.

Goal 3: Training Salem State University faculty to be better prepared in innovative and effective ways to foster literacy development for English learners across the curriculum.

Ongoing formative activities: Formative evaluation activities will focus on tracking the frequency and characteristics of faculty training. A faculty training log will be developed by the evaluator and staff for use by the project administrator to track the kinds of training provided. This information will be summarized and analyzed each semester and provided to project staff to inform program improvements.

Online surveys will be administered to both training facilitators and faculty participants at the conclusion of each workshop or other structured activity. The survey will be designed to obtain feedback about knowledge and skills acquired and additional support that may be needed to utilize the training in instruction and/or assessment.

At the end of each semester, faculty participants will be surveyed, via an online instrument, to determine if and how they have utilized their new English learner knowledge and skills.

These formative evaluation reports will be designed to provide project staff with information regarding participation by department and ratings of usefulness of training and examples of actual implementation activities by topic, by department, and by the course taught. Changes or trends will be highlighted to focus staff on areas that may need more attention.

Yearly summative active evaluation activities: The summative evaluation will focus on the yearly outcomes related to the three major action elements of this goal, i.e., targeted faculty

training, Faculty Learning Communities focused on best practices related to English learner teacher preparation, and the University's biannual TESL conference. The information collected will be used for both site-based reporting and the yearly GPRA report.

Reporting on the impact of the focused training will come from two major data sources. First, information from the formative assessments will be used to report on the short-term effectiveness of the focused English learner training. Second, in courses that use assessments related to English learner skills and knowledge needed by K-12 educators, assessment data will be gathered either through the ongoing SEAS reporting or through specific requests from the project administrator to relevant faculty for assessment results. (As part of their agreement to receive training, faculty are asked to provide relevant student assessment information.)

The University conducts its own evaluation of the Faculty Learning Communities (FLC) and thus their report would be used to document outcomes for Goal #3. In the unlikely event that the university's report is not adequate to meet the project's reporting needs, the evaluator will work with staff to develop and implement a survey to collect the relevant information.

To monitor and report on the cumulative effectiveness of the faculty training initiatives related to Goal #3, practicum students' SIOP performance ratings will be compared to the AY2011 baseline. This assessment is part of the SEAS and will be readily available.

The information collected for each of these broad initiatives will be used for both site-based reporting and the yearly GPRA report.

Goal 4: To train teachers in partnering districts to be better prepared to teach English learners.

Ongoing formative activities: Formative evaluation activities will focus on tracking the frequency and characteristics of collaboration between the University and partnering districts that is related to professional development and practicum supervision in the areas of supporting

K-12 English learners across the curriculum. A University-LEA collaboration log will be developed by the evaluator and staff for use by the project administrator to track the collaborations across districts. This information will be summarized and analyzed by the evaluator each semester and provided to the project staff to inform program improvements and assess progress.

Online surveys will be developed and administered to participating district faculty after each professional development seminar or substantive collaborative activity. The focus of each survey will be to obtain information regarding the content and usefulness of the seminar or collaborative activity. Results from these surveys will be provided to staff on an ongoing basis.

Yearly summative active evaluation activities: The summative evaluation reporting will be based primarily on the information gathered through the ongoing formative evaluation. The yearly report will provide information on the number of participants by role and district along with their ratings of usefulness. Information gathered for Goal #2 regarding participation in the Biannual TESL Conference will be used to document the involvement of district-based faculty in this activity.

The information collected will be used for both site-based and yearly GPRA reporting. The formative and summative evaluation activities described above are extensive but manageable given the data collection and reporting capabilities of the University's School of Education Assessment system. Thus, this evaluation design will ensure that timely information is available and disseminated to meet the project's ongoing planning needs as well as the federal GPRA reporting requirements.

Data Table

Goal/ Objective	Data	Data Source	Reporting Cycle	Audience
1.1 & 2.1	1a. Submitted and accepted applications	1a. Project Administrator's database	1a. Within 60 days after the end of each semester	1a. Staff
1.1 & 1.3, 2.1 & 2.3	1b. Academic performance based on course grades, targeted assessments rubric ratings, professional attributes scale ratings, SIOP ratings	1b. SEAS database	1.b Same as 1a	1b. Staff
1.1 & 2.1	1c. State Licensing Exam Status (MTEL scores)	1c. Degree Audit System	1c. Same as 1a	1c. Staff
1.1 & 2.1	1d. Evidence of effective teaching of ELs based on the State's Preservice Performance Assessment	1d. Degree Audit System	1d. Same as 1a	1d. Staff
1.1 & 2.1	1e. Progress through program status	1e. Degree Audit System	1e. Same 1a	1.e Staff
1.1 & 2.1	1f. End of Semester online student survey	1f. SurveyMonkey.com	1f. Same as 1a	1f. Staff

Goal/ Objective	Data	Data Source	Reporting Cycle	Audience
1.3 & 2.3	1g. Program Completer Status	1g. Degree Audit System	1g. Same as 1a	1g. Staff & GPRA
1.1 & 1.2, 2.1 & 2.2	1h. Massachusetts Licensure Status	1h. School of Education Licensure Office database and self report	1h. Each July	1h. Staff & GPRA
2.3	1i. Mid-semester feedback from newly enrolled community college transfer students	1.i SurveyMonkey.com	1i. Same as 1a	1i. Staff
3.1 & 3.3	3a. Faculty training and TESL participation log	3a. Project Administrator's database	3a. Within 60 days after the end of each semester	3a. Staff
3.2	3b. Professional Development feedback from facilitator(s) and faculty (at the end of the training and again at the end of the following semester)	3b. SurveyMonkey.com	3b. Same as 3a.	3b. Staff

Goal/ Objective	Data	Data Source	Reporting Cycle	Audience
3.1	3c. Faculty Learning Community (FLC) Summary Report	3.c FLC facilitator's report and SurveyMonkey.com	3c. Each July	3c. Staff
3.1	3d. Feedback from students enrolled in Education courses	3d. SurveyMonkey.com	3d. Same as 3a	3d. Staff & GPRA
3.1 & 3.3	3e. TESL Conference Official Program	3e. School of Education publication	3e. Each July	3e. Staff & GPRA
3.3	3f. TESL Conference publication	3f. School of Education publication	3f. Each July	3f. Staff & GPRA
4.1	4a. University – LEA collaboration log	4a. Project Administrator's database	4a. End of Semester	4a. Staff
4.1	4c. Feedback from LEA faculty	4b. SurveyMoney.com	4b. same as 4a	4b. Staff & GPRA
4.2	4d. Feedback from practicum students	4c. SurveyMonkey.com	4c. same as 4a	4c. Staff & GPRA