

# U.S. Department of Education

Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

**NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM**

**CFDA # 84.365Z**

**PR/Award # T365Z110136**

**Grants.gov Tracking#: GRANT10864059**

Closing Date: MAY 09, 2011

## PROJECT ABSTRACT

**Name of the IHE:** VANDERBILT UNIVERSITY, PEABODY COLLEGE

**Title of the Program:** *Peabody/Metropolitan Nashville Partnership supporting English Learners (Project PROPEL)*

**Consortia Partners:** Metropolitan Nashville Public Schools (MNPS)

**Project Description:** In collaboration with Metropolitan Nashville Public Schools (MNPS), Peabody/Metropolitan Nashville Partnership Supporting English Learners (Project PROPEL) will provide supporting coursework to seventy-three elementary level teacher leaders in an effort to increase their ability to teach English learning students (ELs). MNPS elementary teachers will complete coursework leading to an ESL endorsement while simultaneously participating in a sustained mentoring relationship with nationally-recognized experts in the field of teaching English learners. They will work with their mentors in their own classrooms to prepare them to become experts in their field and leaders in their district. In addition, the mentors at Vanderbilt's Peabody College will take a three-pronged approach to the sustainability of Project PROPEL. They will provide the coursework leading to an ESL endorsement and the mentorship to elementary school teachers in schools with the greatest need of EL teachers. These teachers will foster sustainability by becoming more effective at teaching EL students and thus, creating a critical mass of highly effective and qualified teachers. Second, Peabody will provide professional development to key administrators and EL consultants within the district through a summer institute focused on teaching ELs and ensure sustainability of the project by establishing a network of district personnel responsible for mentoring of new EL teachers. Third, Peabody faculty will work with MNPS district administrators to assist them in developing a quality internal ESL endorsement program ensuring sustainability by providing an avenue for ESL endorsement long after funding for this project ends. These administrators will be involved with every level of Project PROPEL and use it to frame the internal ESL endorsement program that they will submit to the Tennessee Department of Education for approval.

Thus, the objectives of this program include the following:

1. Provide requisite intensive learning experiences and extended mentoring to seventy-three elementary MNPS teachers (15 teachers per year for 4 years, 13 teachers the fifth year) so that they can complete Tennessee's ESL endorsement requirements and improve the academic outcomes of MNPS EL students.
2. Provide summer workshops for elementary school principals and other support personnel to positively influence school culture in ways that will increase EL student learning.
3. Assist the MNPS Executive Director of the Office of English Learners to develop an internal MNPS ESL endorsement program.

**Priorities:** This project addresses the following competitive and the invitational priorities:

**Competitive Preference Priority 1 – Novice Applicants.** The applicant (principal investigator) of Project PROPEL has (1) Has never received a grant or subgrant under the program from which it seeks funding; (2) Has never been a member of a group application, submitted in accordance with 34 CFR 75.127–75.129, that received a grant under the program from which it seeks funding; and (3) Has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the program

**Competitive Preference Priority 2—Enabling More Data-Based Decision-Making.** Project PROPEL is designed to collect, analyze, and use high quality and timely data, including data on program participant outcomes, in the following priority area: Improving instructional practices, policies, and student outcomes in elementary schools.

**Invitational Priority 2—Improving Preparation of All Teachers to Better Serve English Learners.** Project PROPEL is designed as through collaboration with MNPS Professional development to (1) Improve the ability of teacher preparation faculty and content faculty at Vanderbilt University, Peabody College to preparing prospective teachers to teach ELs through an iterative analysis of MNPS teacher feedback on the quality of the ESL endorsement program; and (2) The development of internal MNPS ESL program and teacher education curricula and program that are aligned with State content standards in academic subjects and State English language proficiency standards; and prepare MNPS in-service teachers to provide instruction that accelerates ELs’ acquisition of language, literacy, and content knowledge.

**GPRA Measure Targets:**

The number of pre-service teachers expected to be served

	Year 1	Year 2	Year 3	Year 4	Year 5
The number of pre-service teachers expected to be served	0	0	0	0	0
The number of pre-service teachers expected to complete the program of study	0	0	0	0	0
The number of pre-service teachers expected to complete the program of study	0	0	0	0	0
The number of pre-service teachers expected to complete the program of study and be certified in EL instruction	0	0	0	0	0
The number of paraprofessionals expected to be served (during summer institute)	3	3	3	3	3
The number of administrators expected to be served (during summer institute)	8	8	8	8	8
The number of paraprofessional completers expected to	0	0	0	0	0

meet state or local qualifications for ELs					
The number of in-service teachers expected to be served	15	15	15	15	13
The number of in-service teachers expected to complete the program of study	15	15	15	15	13
The number of in-service teachers expected to complete the program of study and be certified in EL instruction	15	15	15	15	13
The number of in-service teacher completers who are expected to serve EL students	15	15	15	15	13

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**VANDERBILT UNIVERSITY PEABODY COLLEGE**

***Peabody/Metropolitan Nashville Partnership supporting English Learners***

**(Project PROPEL)**

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#### **STATEMENT OF NEED**

Peabody is collaborating with MNPS because this urban school district has a substantial need to provide quality ESL endorsements for their elementary school teachers. EL students are the fastest growing segments of the overall public school population and MNPS serves the greatest number of EL students in Tennessee. The ELs enrolled in Metropolitan Nashville Public schools, a new destination city for immigrants to the U.S., enter the district at varied ages, with varying degrees of cultural and academic preparation. The population of ELs enrolled in MNPS exceeds the national average in terms of both the percentage of ELs enrolled in the district and the linguistic diversity found within that population. Overall, MNPS serves approximately 7,000 students who come from 89 countries and 130 language backgrounds many of whom arrive with

no prior education and no first-language literacy. The EL population within the district has nearly doubled in the past five years.

Due to this rapid growth, many teachers in the district are ill-prepared to teach ELs, given that the number of highly qualified teachers with an ESL endorsement is far below that necessary. Because only 330 MNPS elementary teachers are ESL endorsed, only about half of the ELs are taught academic content by fully qualified teachers. Given the exponential growth within a relatively short span of time compounded with few qualified EL teachers, evidence of cumulative side-effects is now being observed. These cumulative side effects include disproportionate placement of ELs into special education, disproportionately high rates of EL in detention, disproportionately high rates of EL drop-outs, and a persistent achievement gap between native speakers of English and EL students.

In the past, teachers have taught EL students basic academic skills and basic skills in English along with understandings of U.S. history and the American political system enabling them to become productive citizens. The education environment today is much different. Now, as the US economy has shifted from an industrial base to one requiring workers to possess more sophisticated technological and analytical skills, teachers are being asked to prepare students to read and write with greater understanding and expression, to think critically, to apply their knowledge when solving real-world problems, and to work collaboratively with others. A much higher standard of academic achievement, English fluency and literacy is now required.

In response to these growing societal expectations coupled with the negative side-effects of having few highly qualified EL teachers MNPS commissioned a structured and extensive two-year evaluation of the MNPS EL program as part of a larger district evaluation, called *MNPS Achieves*. *MNPS Achieves* was divided into specialized working groups called Transformational

Leadership Groups (TLGs), in high-need areas such as EL, special education, at-risk youth, etc to perform an internal evaluation of their program area and then create and implement goals to improve student achievement in each area. The EL TLG, consisting of MNPS personnel, Peabody faculty (Dr. Lisa Pray), parents, teachers, and community organizers, identified several critical areas of improvement. The recommendations made by the EL TLG were quite involved, however two of the most critical and immediate recommendations were to increase the numbers of elementary education teachers who are ESL endorsed and to provide experiences increasing the knowledge of MNPS principals and support personnel about the education of ELs.

This proposal emerges from and addresses these immediate needs of MNPS yet also provides a framework for long term solutions to the critical shortage of highly qualified ESL endorsed elementary teachers at MNPS. Peabody and MNPS collaborated to develop Project PROPEL as a way to immediately develop and support effective teachers in the classroom, by providing seventy-three teachers with coursework toward an ESL endorsement and quality mentorship, and by providing a summer institute for MNPS principals and support personnel. To ensure long-term sustainability, Project PROPEL will be used as a model to develop an internal MNPS ESL endorsement program.

## **PROJECT DESIGN**

Peabody's EL program was recently approved by NCATE, is structured around TESOL and CREDE national standards and Tennessee State ESL program standards, and provides licensed teachers with the professional development necessary to pass the ESL Praxis, to obtain a Tennessee ESL endorsement and to work effectively with English language learners. The program either teaches or provides the necessary experiences to learn research-driven theories of

language acquisition and development, the historical and political foundations of bilingual education, the role of culture in language development and academic achievement, innovative and evidence-based instructional methods, the tools needed to assess ELs' language abilities and academic achievement, and methods for effectively involving parents and families in their children's education. Teachers in the Peabody program obtain the foundational and practical information to effectively differentiate instruction for EL students at the elementary and secondary school levels. The program is relatively small, selective, and designed to meet national and state licensing and credentialing standards; its graduates are recognized throughout the country as leaders in their respective fields. Peabody will take advantage of its stature in the field to produce a substantial cohort of seventy-three teachers prepared to meet the exacting demands made of teachers of ELs. In addition Peabody and MNPS will partner to develop a framework for an MNPS internal ESL endorsement program concurrently as MNPS teachers proceed through the Peabody program.

Vanderbilt's Peabody teacher education programs prepare teachers to design, plan, implement, and refine instruction based on continuous investigation and analysis of student thinking and skill development. We have used this approach to frame our description of how the PROPEL program will prepare new teachers to understand and use research data to modify and improve classroom activities and practices. The Peabody approach to teaching requires that teachers develop a strong foundation in four distinct but interrelated areas: (1) subject-matter knowledge; (2) understanding learners and learning; (3) conceptions of the practice and profession of teaching; and (4) a repertoire of curriculum, instruction, and assessment.

### **Subject-Matter Knowledge**

Teachers will develop a solid command of subject-matter in the areas of EL education. Below are the courses required along with a description of each course and the critical learning experiences attached to each course. Each course will be taught at an MNPS location specifically for MNPS teachers. We sequence our courses by first providing *Foundational* understandings associated with the Language, Culture, and Professional Development domains of TESOL and CREDE standards and then move toward *Application* of this knowledge in a classroom setting.

### ***Foundational Knowledge***

**EDUC 3530. Foundations for EL Education (summer).** This course focuses on understanding the individual, cognitive, and social factors that influence second language learning in North America. It reviews many of the social and cultural factors that affect the learning and teaching of culturally and linguistically diverse students. In addition, it examines the theoretical, historical, political, legal, and research bases for the education of students from linguistically and culturally diverse populations. [3 credits]

**A one-credit practicum EDUC 3570 is a co-requisite to this course.** This project is a *Local Community Immersion* and is designed to help teachers recognize the cultural and linguistic resources available in their communities. During this learning experience, teachers spend 20 hours in a community setting with a substantial immigrant presence. For example, participants may spend time in a community center where Spanish is the primary language or attend worship services with Kurdish immigrants. They are asked keep detailed notes of their experience, write reports on what they see and learn, and, finally, use this information to create a unit of study that draws on the resources they become familiar with while spending time in the community (see Jiménez & Rose, 2010).

**EDUC 3550. Educational Linguistics/Second Language Acquisition (summer).** This course focuses specifically on the application of linguistics to the teaching and learning of English as a second language (ESL). The first half of the course explores topics related to the structure of the English language and equips future teachers with a solid knowledge of English as a system. The second half of the course examines second language acquisition and includes a comprehensive examination of the factors involved in this process. The critical learning associated with this class is a case study in which teachers collect language samples of a bilingual child and describe the learner's oral and written language abilities in terms of phonetics/phonology, morphology/morphophonology, syntax, and semantics/pragmatics. Teachers also assess the learner's current stage of second language acquisition, discuss the second language acquisition that informs their analysis and describe the linguistic, cognitive, and socio-cultural factors that influence the learner's acquisition of English. [3 credits]

*Application*

**EDUC 3540. Methods and Materials for EL Education (fall).** This course focuses on bilingual (native language and ESL) curriculum development and instruction for students (preK-12) in a variety of language and program settings. Second-language instructional theory and practice, materials selection and development of EL children, and bilingual and ESL literacy and content area instruction (mathematics, science, social studies, English education) are studied. Frameworks for evaluating curriculum materials and their instructional recommendations for EL students are provided. [3]

**One credit of EDUC 3570 is a co-requisite to this course** and is embedded into the mentoring process of the program to plan standards-based EL and content instruction consistent

with TESOL standards. Teacher participants gain the foundational and practical information necessary to differentiate instruction effectively for children enrolled in urban elementary schools, particularly those who are linguistically diverse and from low-SES backgrounds, and apply it in their classroom settings with support from Peabody mentors. As one example, we will work with teachers to help them acquire expertise in guided reading instruction in small groups given their population of EL students. This basic and vital instructional skill includes the following components: understanding students cultural and linguistic background and using that knowledge to select the right text, the teacher's introduction to the text explicitly cueing students of difficult vocabulary and the structure of the text, pausing during the reading to discuss and clarify ideas in the text, summarizing and drawing conclusions after completing the reading, and assisting students to develop meta-cognitive and meta-linguistic skills to increase comprehension of the text.

**EDUC 3560. Assessment of EL Students (spring).** This course focuses on the theoretical and practical aspects of language testing for second-language learners are covered. Instruments used by educators to assess the language proficiency and academic achievement of linguistically diverse students are presented and demonstrated. The course examines the purposes and types of language tests in relation to theories of language use and language teaching goals; discusses testing practices and procedures related to language teaching and language research; and planning, writing, and administration of tests. Rubrics for relating assessment information to instruction and program planning are developed within this course. [3credits]

**One credit of EDUC 3570 is a co-requisite to this course** and is embedded into the mentoring process of the program. As part of this process, teachers will develop classroom assessments and observational protocols to be used in daily classroom assessment. They will

closely observe and report on their students' strengths and educational needs and on their level of English-language acquisition, and they then will make detailed instructional recommendations for that student, all in the context of state and federal assessment requirements.

Upon completion of these courses and the associated critical learning experiences our teachers earn an ESL endorsement and content knowledge not found in general undergraduate teacher licensure programs. With this knowledge, teachers understand how to organize content instruction and design learning experiences that make content meaningful, relevant, responsive, and coherent, and our program helps teachers scaffold student learning, anticipate student misconceptions, and know how to address them.

### **Understanding Learners and Learning**

Transforming subject-matter content into rich, engaging, and effective learning experiences requires knowledge of students as learners and of their development. As such, teachers will learn about elements of second-language acquisition and the cultural factors that affect language learning and academic achievement. Given the diverse populations enrolled in MNPS, it is also important for teachers to develop an understanding of students' cultural and linguistic strengths and resources. Therefore, teachers will engage in local projects designed to familiarize them with their students' communities of origin and where they currently live as described above in the *Local Community Immersion* project.

### **Curriculum, Instruction, and Assessment**

Project PROPEL will provide more than just an overview of the research. It will help EL teachers develop the ability to use a well-chosen set of tools and techniques, instruction and

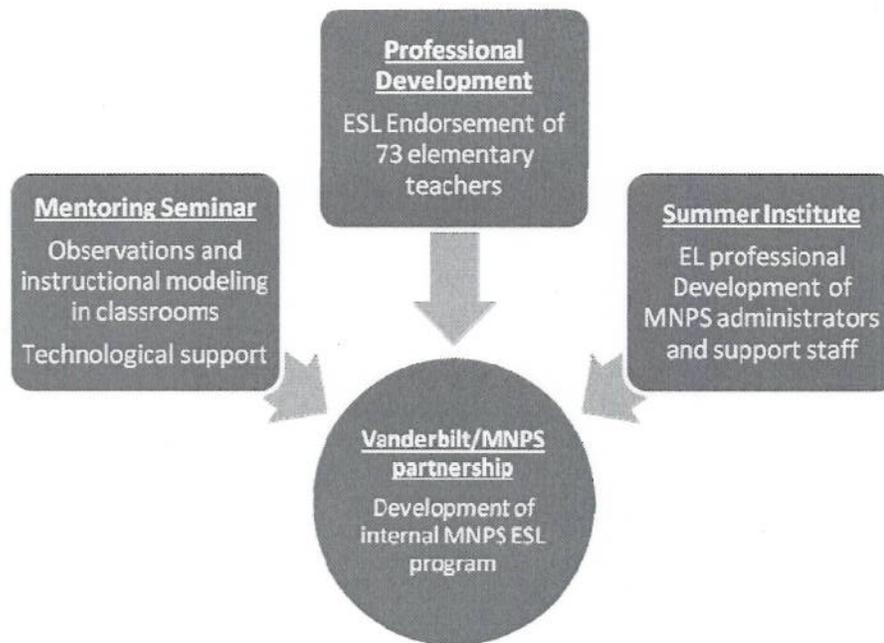
assessment strategies, and curriculum materials and classroom management techniques to support their work with EL students and economically disadvantaged students. For example, teachers will learn to alter less than optimal existing curriculum and lesson formats by drawing on students' cultural and linguistic resources so that students can demonstrate meta-linguistic and higher-order cognitive activities as they engage in grade appropriate content learning.

### **Conceptions of the Practice and Profession of Teaching**

Project PROPEL will integrate all teacher learning through an intensive action research experience that bridges academic research and practical classroom applications in which teachers share their research and findings. The program is designed to help teachers develop skills for the systematic study and analysis of student learning in those environments. It will engage teachers and other professional educators in collecting data that help them deeply understand a problem in their practice so they can make necessary changes or improvements. It will allow educators to investigate their own teaching and their students' learning within and outside the classroom. Project PROPEL will also work to help simultaneously assist teachers in developing leadership skill providing one level of sustainability. The idea is teachers will be prepared to implement new strategies in their classrooms, to assist other teachers in their school building in conducting action research, and to make recommendations to their administration about changes in broader school practices that can improve the school community. The data developed during this action research will be used when developing the internal MNPS ESL endorsement program. Thus, while action research is an important component of PROPEL for improving teachers' individual practices, the data derived from this important instructional practice will inform the development of the internal ESL endorsement program according to the needs of this particular district.

## **MNPS Collaboration and Project Sustainability**

Project PROPEL is centered on central themes found in national standards and research on teacher education (Feiman-Nemser, 2001; Wong, 2004; Commission on Teacher Credentialing, 2008). Examples of best and promising practices include program design, collaboration, sustained professional development, and assessment. However, Peabody's program goes further; it adds a series of interrelated innovations that will enhance the effectiveness and long-term sustainability of the program. The components of Propel PROPEL are interconnected and organic; that is, each component overlaps and intertwines with others in a way that represents the complexities of urban school and community environments. As teacher leaders, Project PROPEL prepares teachers to develop knowledge and skills to understand the complexities of teaching and learning and the importance of sustain collaboration. The structure of PROPEL includes significant attention to sustainability through the development of leadership talents, strategies for quality mentoring of new teachers, and consistent program evaluation. The following graphic is a representation of the innovations PROPEL offers:



## **Professional Development**

Project PROPEL will provide ESL endorsement coursework to teachers within schools selected by MNPS. We anticipate one Peabody mentor serving five teachers at one of three schools per semester (3 Peabody mentors, 15 teachers and 3 schools). MNPS' criteria for school selection will include those schools that have the greatest number of EL students, the least number of teachers endorsed, the extent to which principals and support personnel are willing to engage in the summer institute, and include schools in which the majority of EL students have not made AYP.

## **Mentoring Seminars**

The proposed program has a significant component that offers mentoring seminars, which are the collaborative thread that runs throughout the term of the cohorts. Numerous studies indicate that using mentors for teachers (1-3 years' teaching experience) results in improved

teacher retention rates and facilitates positive changes to habits of the teaching practice (Ingalsol, 2006; Ingersol, 2001; Kelly, 2001; Wong, 2002). Mentoring seminars will meet biweekly for two hours, participants will receive one course credit, and enrollment will be mandatory. The PROPEL mentoring seminars will be held each fall and spring of the 18 month program and will use technological tools such as Flip Video cameras and a designated Black Board site to enhance and facilitate communication. For example, a participant may videotape a particular teaching event to later share and get feedback. Another teacher may want to share an anonymous example of student work, the goal being to improve instruction. In both examples, other teachers and Peabody mentors will provide the support to help find a solution or offer different ideas for addressing the issue. The teacher will implement the innovation and provide feedback to the seminar cohort. Project PROPEL teachers will learn assessment and data-collection strategies to better inform their teaching practice, and Peabody faculty members will model these techniques as they practice continual assessment and evaluation of the program. Class discussions and candidates' writings will be analyzed weekly to help us understand the degree to which teacher candidates are progressing toward achievement of the stated learning goals for the project. In addition, this data will be used to inform the development of the MNPS internal ESL endorsement program

Researchers Damore and Wiggins (2006) developed a framework to help school leaders visualize, implement, and assess collaborative relationships. The framework has six components: positive attitude, team process, professional development, leadership, resources, and benefits. Project PROPEL seminars will reflect each component. We also want to individualize professional development; therefore, if a teacher has a particular need (e.g., assessment), we can fulfill that need through on-site visits and consultations with an assessment specialist. We want

to encourage and support teachers by providing venues where they can present their new understanding and gain confidence in their growth as a professional. The mentoring will be a collaborative effort, with all participants having a voice in the proceedings.

In short, we envision our teacher participants using their knowledge obtained through the action research project to inform their colleagues and administrators. This is a resource that could also be shared with district educators. These interactions will provide our teacher participants with a structure for gathering information about diverse student communities, as well as a means to disseminate important understandings to parents. It is through these experiences that teachers will develop leadership skills that allow them to improve their school communities (and possibly their school districts) in ways that are credible because the teachers' suggestions and guidance will be grounded in evidence through research that they have conducted. The goal is for teachers in this program to become teacher leaders themselves, which will translate into better classrooms and increased learning opportunities for children thus providing one element of sustainability developed in this grant.

### **Summer Institutes**

Project PROPEL's summer institutes are planned according to anticipated MNPS teacher need and will be implemented each summer. The interactive summer institute will be for administrators, literacy specialists, special educators, and classroom paraprofessionals to develop the knowledge and skills they need to ensure ELs' equitable access to educational opportunities. The workshop will highlight knowledge and skills that all educators need to ensure EL achievement, and will share resources and strategies that improve teacher collaboration and promote successful parent involvement in the schools. Emphasis will be on developing common

goals, a common language and common practices schoolwide that tie improved instruction for ELs to performance gains by ELs. Participants will receive an overview of institutional and structural conditions that influence teachers in EL education and be challenged to examine school context and culture from the perspective of effective EL instructional practices that nurture teacher leaders. Our goal for including school principals and support staff in the teacher leader discourse is to positively influence school culture in ways that will increase student learning that reach beyond the confines of the coursework and program offered to these cohorts of teachers. For example, we will share some of our research findings conducted in MNPS showing administrators and support staff how students' first language can be integrated into the mainstream curriculum and instruction and then leveraged to increase students' comprehension of English-language texts.

### **Peabody/MNPS Partnership**

The work with teachers described above is a necessary element to the immediate and long term goals of MNPS. First it meets the immediate need of getting highly qualified ESL endorsed elementary teachers into the classrooms. Second, it provides data to inform the development of the internal MNPS ESL endorsement program. We recognize that the ESL endorsement program at Peabody works particularly well at Peabody. The data derived from providing courses and critical learning experiences to MNPS teachers will be used to develop an internal ESL endorsement specific to the needs of MNPS. We will learn from each cohort of teachers about the context of teaching within MNPS and apply that information to the development of the MNPS ESL program. Dr. Lisa Pray will work with the MNPS EL Director, Nicole Chaput, to develop that program.

Dr. Pray will work with Judy Song Smith, the MNPS EL consultant for elementary education, to work through the additional logistical issues that demand attention, including addressing Section 427 requirements. All recruitment of teachers to Project PROPEL will be conducted by the program faculty according to Affirmative Action and Nondiscriminatory Employment guidelines established by Vanderbilt University in order to insure that equal access and treatment will be provided to individuals who are members of groups that have been traditionally underrepresented, including (a) members of racial or ethnic minority groups, (b) women, (c) persons with disabilities, (d) individuals of diverse national origins, and (e) persons who are elderly. Vanderbilt University is an equal opportunity employer and adheres to affirmative action hiring/recruitment guidelines that encourage applications from members of traditionally underrepresented groups. Many teachers who have been enrolled in our department in the past were individuals of color and/or had a disability. Steps will be taken to include project participants who represent the variety of demographic characteristics of the Tennessee school-age population.

Peabody College has a strong track record in recruiting and graduating master level students representative of diverse groups. The project, therefore, has the potential to impact not only underrepresented groups of persons with disabilities, but also a number of ethnic and racial minorities. These steps will include recruiting those not likely to participate in the project to become active, making the educational materials available via large print, audiotapes, use of transportation services that include handicapped accommodations and other necessary accommodations depending on the individual needs of teachers recruited to the project. Dr. Pray will also work with Judy Song-Smith to facilitate everyday communication and collaboration

with principals, to ensure adequate time for mentoring teachers to do their work, and to create a common planning time for teachers.

## **PROGRAM EVALUATION**

At the end of each academic year and before the beginning of the next, PROPEL, based upon analysis of the data sources outlined below the research team will carefully scrutinize the impact the PROPEL had on candidates' knowledge, dispositions, and practical skills. These data will be provided by an independent evaluator. The goals of the programmatic staff will be to understand for whom, when, why, and under what conditions the learning goals of the project were or were not met. For example, if some teachers seem to have had transformative experiences and others did not, our goal would be to understand the differences in the individual candidates, their backgrounds, their experiences with the narratives, or perhaps their varying responses to or relationships with the teacher educator or peers in the class. Our aim is to retrospectively "test" the learning theories and conjectures upon which Project PROPEL is based. If necessary, we will re-theorize the use of our critical learning experiences specifically for use in the development of MNPS teachers. Our understandings and new theories will inform the next phase of the design research cycle. Revisions for the each iteration of project PROPEL might range from minor or major changes in the content and activities associated with the project to replacing one critical learning experience for another.

### **Data sources**

Both qualitative and quantitative data will be collected throughout the program, both to establish baseline conditions and to track participants' attainment of specific learning goals.

Project PROPEL will be evaluated by tracking the extent to which participants successfully complete the program, and by examining increases teacher knowledge, teacher effectiveness, EL student achievement, and participant satisfaction with the program. Through this evaluation, we will examine the extent to which the program is sustainable. We begin our evaluation of the project by tracking the following data:

1. Number of participants who enter program
2. Number of participants who complete program
3. Number of participants who pass the EL Praxis
4. Number of participants who receive an EL endorsement

### *Teacher Knowledge*

Peabody EL coursework has been developed to contain four critical learning experiences attached to the EL program, one critical learning experience is attached to each course. Each critical learning experience is designed to measure teacher knowledge of a domain of knowledge with the TESOL and CREDE, each is measured by a rubric and all are maintained by the Peabody PLT (NCATE database) site for NCATE and TESOL accreditation purposes and are fully aligned with the Tennessee ESL program standards. The evaluation staff will collect and summarize this information across classes and students as a key component of understanding the effectiveness of the coursework.

### *Teacher Effectiveness*

Evaluation of teacher effectiveness will be measured using the Sheltered Instruction Observational Protocol (SIOP) This is a research-based and validated instructional model that

that provides a common framework to evaluate the extent to which teachers address the academic needs of English learners in the K-12 educational setting. The protocol consists of eight interrelated components (Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, Review/Assessment) to assist teachers to design and deliver lessons that address the academic and linguistic needs of English learners. Program staff will collect monthly observations per year in each student's classroom. These data will be shared with the evaluation staff who will summarize them across students and observational visits.

### ***Student Achievement***

Evaluation of EL student achievement will be measured by Discovery Education Assessments (DEA) (formerly ThinkLink). This criterion referenced assessment is administered three times per year to provide real-time formative instructional feedback to teachers and administrators of students' progress toward meeting Tennessee standards of academic achievement. Tests are given in Mathematics and Reading/Language Arts in Grades 3-8 in September, November, and February. Results are provided back to schools within a few weeks through a flexible platform so that teachers can modify their instruction throughout the year. The evaluation staff will work with the Research, Evaluation, and Assessment Department of MNPS to receive copies of the DEA for the teachers enrolled in PROPEL. The evaluation staff will summarize these data across students and across the year to provide feedback to the program on student learning.

### ***Teacher satisfaction with program***

Every course taught by Peabody instructors is evaluated by using extensive course evaluations. In addition, the project evaluators will conduct yearly focus groups of all participants in the project to gather qualitative data of the program. Instructional staff will agree to share their course evaluation data with the evaluation staff for summarizing across courses as feedback to the program staff. In addition, each teacher who is enrolled in the program will be interviewed individually at the end of the program by evaluation staff. These interviews will focus on satisfaction with various components of the program and suggestions for program improvement. These interviews will be transcribed and summarized by evaluation staff each year to give feedback to the program. Finally all teachers who have received endorsement from the program will be surveyed at the end of their first year teaching after the program is completed. This will be an electronic survey conducted by evaluation staff and focused on satisfaction at that point with the program and suggestions for improvement.

### **Analysis**

As described in a previous section, our data analysis will be ongoing and systematic, examining changes in our instructional approach and concomitant changes in development across and within the program elements. Because our project will generate both qualitative and quantitative data, project evaluators with appropriate expertise will take the lead in analyzing respective data types. Analyses will be conducted using various methods, including: constant comparative method (Strauss & Corbin, 1998), and statistical comparisons of pre-post data. All data analyses and decisions informing instructional changes will be incorporated into the final analysis. In this way, the professional expertise of the entire group will inform on-going shaping of instruction within our program and the data and final interpretations.

## PROJECT PERSONNEL

Vanderbilt's Peabody College includes five unique departments, a top-ranked graduate school, national research centers, and the largest undergraduate major at Vanderbilt. Peabody professors are well-known scholars and practitioners who actively mentor students. In these and many other projects, Peabody partners with metropolitan, state, and national organizations on funded research projects. *US News & World Report* listed Vanderbilt's Peabody College of Education as the top-ranked college of education in 2011. Peabody's education faculty members are at the forefront of their respective fields, especially in terms of their ability to use empirically based practices and scientifically valid research on teaching and learning. Our programs are rated as some of the best in the nation; our research continues to focus on education reform and promising practice. Key faculty members from MNPS and the departments of teaching and learning have committed to supporting the partnership between Vanderbilt's Peabody College and MNPS schools. Below is a biographical paragraph of involved faculty member.

**Lisa Pray, PhD** (Principal Investigator, Project Director, Teacher Mentor, and Instructor for Educational Linguistics/Second Language Acquisition and EL Assessment courses), is an associate professor of the practice of teaching English language learners at Vanderbilt University. She received her M.Ed. and Ph.D. from Arizona State University. She has developed an extensive relationship with the Metro Nashville Public School system and was recently named by their superintendent to the committee tasked with improving instruction for English learners. She was an ESL teacher in Phoenix, Arizona. At Vanderbilt, she teaches courses in multiple courses in the ESL endorsement program including, Educational Linguistics and Second Language Acquisition, Foundations of Bilingual Education and Assessment of English language

learners. She has published articles related to the professional development of teachers of English language learners and has received teaching excellence awards at Utah State University and Universidad Internacional in Cuernavaca Mexico. Her research focuses on EL teacher professional development and assessment of English languages learners.

**Robert T. Jiménez, PhD** (Investigator and Instructor for the EL Methods Course) is the president-elect of the National Reading Conference. He is professor of Language, Literacy, and Culture at Vanderbilt University (VU), and he received a *García Robles Fulbright Fellowship* to Mexico and, an *Alumni Initiative Award* from the Council for International Exchange of Scholars. He received the *Albert J. Harris Award* for research on struggling Latino readers from the International Reading Association, and he has published numerous articles in *Reading Research Quarterly* and the *American Educational Research Journal*. He has experience directing research projects funded by the U. S. Department of Education and a teacher education grant funded by OBEMLA. Jiménez has directed mixed-methods studies of how bilingual Latino readers learn reading comprehension strategies, of teachers working with English learners, and of literacy instruction in Mexican schools. These studies relied on methods of case study, micro-ethnography, and discourse analysis. Jiménez is currently a Fulbright specialist consultant to the Universidad Autónoma de Yucatán.

**Dale Clark Farran, PhD** (Project Evaluator) is the Senior Associate Director at the Peabody Research Institute, as well as a Professor of Education in the Departments of Teaching and Learning, and Psychology and Human Development, in Peabody College/Vanderbilt University and a Senior Fellow with the JF Kennedy Center for Research on Human Development. Dr. Farran has conducted research at the Frank Porter Graham Child Development Center in Chapel Hill, NC and the Kamehameha Schools Early Education Project

in Hawaii. Dr. Farran is the editor of two books dealing with risk and poverty and the author of more than 80 journal articles and book chapters. She has served as an Associate Editor of the *Early Childhood Research Quarterly* and on the Editorial Board of *Infants and Young Children*. Her recent research has focused on the effectiveness of alternative preschool curricula for preparing children from low income families to transition successfully to school. She is actively involved in the evaluation of several large scale programs and serves on the Mayor's Advisory Committee for Early Childhood Education. Dr. Farran will commit 5% academic year effort and will oversee the work of the staff at the Peabody Research Institute, serving as the liaison between the programmatic and evaluation components.

**Nicole Chaput Guizani** is currently the Executive Director of the Office of English Learners for Metropolitan Nashville Public Schools. Nicole earned her graduate degrees in Elementary Education, in Reading and in ESL at the University of Massachusetts at Amherst and was a classroom teacher for 5 years before moving into a coaching position and then a curriculum coordinator position. Her work focuses on finding, sharing, and implementing best practices, curriculum, and pedagogy for English Language Learners in order to engage all students and families in meaningful, effective education.

**Judy Song Smith** is currently serving as the Elementary ELD Curriculum Coordinator for the Office of English Learners for Metropolitan Nashville Public Schools. She received her Specialist in Education degree in Administration and Supervision from Middle Tennessee State University in 2008. Her Master of Arts degree in Curriculum and Instruction was obtained from the University of Tennessee, Knoxville in 2002. Judy's work history with MNPS includes serving as an ELD Coach and as a classroom teacher of English Learners.

**Brian C. Rose** is a Ph.D. candidate in the Department of Teaching and Learning in Peabody College at Vanderbilt University (expected to defend his dissertation in summer, 2011). His research interests center upon the teaching and learning of linguistically diverse students. More specifically, he is heavily involved in in-service teacher professional development, pre-service teacher education, and educational equity for English language learners. He has taught a number of courses in the EL endorsement program at Peabody including Methods and Materials, Foundations, and the EL Practicum course. He has presented his research at national educational conferences such as AERA, LRA, and AAAL, and published his work in several scholarly journals.

**Doctoral Students** One full-time doctoral student will be hired to support the community literacy project and work with a group of five teachers from one of MNPS schools per semester.

**The Peabody Research Institute** (Mark W. Lipsey, Director) is a research unit of the Peabody College of Education and Human Development at Vanderbilt University. PRI has a resident staff of a director, two associate directors, six PhD Research Associates, and more than 20 research assistants, research analysts (two of whom are bilingual) and other staff personnel, plus a number of affiliated doctoral students and postdoctoral fellows. The mission of PRI is to conduct research aimed at improving the effectiveness of programs for children, youth, and families. The research at PRI largely involves advanced design and statistical analysis and, correspondingly, the core PRI staff includes especially strong expertise in these areas.

## MANAGEMENT PLAN

Project PROPEL will provide ESL endorsements to 73 MNPS teachers for the 5 year duration of the grant and provide 5 summer seminars to MNPS principles and support personnel.

Below is a management plan specifying the how PROPEL will achieve the objectives of the proposed project on time including the responsibilities and time commitment of key personnel, timelines, and milestones for accomplishing each project task. The time commitment listed below is the commitment of responsibility to complete the assigned task, not the percentage of total effort with regard to the budget. For example, while Dr. Jiménez is responsible for 100% of the task of teaching EDUC 3540, EL Methods and Materials, his total effort for the project reflects only a 20% of his time in the budget set forth below.

**Project PROPEL management plan and timeline including distribution of effort**

<b>Project Objectives</b>	<b>Timeline</b>	<b>Key Person(s) Responsible Distribution of Effort (represented by percentage)</b>
<b>Year One (March, 2012-May, 2013)</b>		
Adapt existing course to fit MNPS teacher needs. Work with MNPS to identify participating schools, principals, and teachers and support personnel.	Funding Announcement - May, 2012-July 2012	Pray (100%) in collaboration with MNPS Song-Smith.
Summer Institute	June, 2012	Pray (100%)
EDUC 3530, EL Foundations (3 credits)	June, 2012	Rose (100%)
EDUC 3570, Community Immersion Project, (1 credit)	June, 2012	Rose (100% supported by Ph.D. student)

EDUC 3550, Educational Linguistics and Second Language Acquisition (3 credits)	July, 2012	Pray (100%)
Project Coordination. Begin work with MNPS to develop internal ESL endorsement program.	Fall Semester, 2012	Pray (100%) Pray (100) in collaboration with MNPS Chaput.
EDUC 3540, EL Methods and Material (3 credits)	Fall Semester, 2012	Jiménez (100%)
EDUC 3570, Mentor Seminar (1 cr)	Fall Semester, 2012	Pray (40%) Rose (30%) Ph.D. Student (30%)
Project Coordination. Work with MNPS to develop internal ESL endorsement program.	Spring Semester, 2013	Pray (100%) Pray (100) in collaboration with MNPS Chaput and Song-Smith.
EDUC 3560, Assessment of ELs (3 credits)	Spring Semester, 2013	Pray (100%)
EDUC 3570, Mentor Seminar (1 cr)	Spring Semester, 2013	Pray (40%) Rose (30%) Ph.D. Student (30%)
Year 1 Evaluation of Program – Write annual performance report.	Summer 2013	Project Evaluator (100%)
Share report with MNPS and update plan for ESL endorsement program	Summer 2013	Pray (100%) in collaboration with MNPS Chaput.

Year 2 (June, 2013-May 2014)		
Summer Project Coordination Recruit second cohort of teachers and participants	Summer, 2013	Pray (100%) in collaboration with MNPS Song-Smith.
Summer Institute	June, 2013	Pray (100%)
EDUC 3530, EL Foundations (3 credits)	June, 2013	Rose (100%)
EDUC 3570, Community Immersion Project, (1 credit)	June, 2013	Rose (100% supported by Ph.D. student)
EDUC 3550, Educational Linguistics and Second Language Acquisition (3 credits)	July, 2013	Pray (100%)
Project Coordination	Fall Semester, 2013	Pray (100%) in collaboration with MNPS Chaput and Song-Smith.
EDUC 3540, EL Methods and Material (3 credits)	Fall Semester, 2013	Jiménez (100%)
EDUC 3570, Mentor Seminar (1 cr)	Fall Semester, 2013	Pray (40%) Rose (30%) Ph.D. Student (30%)
Project Coordination	Spring Semester, 2014	Pray (100%) in collaboration with MNPS Chaput and Song-Smith

EDUC 3560, Assessment of ELs (3 credits)	Spring Semester, 2014	Pray (100%)
EDUC 3570, Mentor Seminar (1 cr)	Spring Semester, 2014	Pray (40%) Rose (30%) Ph.D. Student (30%)
Year 2 Evaluation of Program – Write annual performance report	May 2014	Program Evaluator (100%)
Share report with MNPS and update plan for ESL endorsement program	Summer 2013	Pray (100%) in collaboration with MNPS Chaput.
<b>Year 3 (June, 2014-May 2015)</b>		
Summer project coordination-participant recruiting	Summer 2014	Pray (100%) in collaboration with MNPS Song-Smith.
First Summer Institute	June, 2014	Pray (100%)
EDUC 3530, EL Foundations (3 credits)	June, 2014	Rose (100%)
EDUC 3570, Community Immersion Project, (1 credit)	June, 2014	Rose (100% supported by Ph.D. student)
EDUC 3550, Educational Linguistics and Second Language Acquisition (3 credits)	July, 2014	Pray (100%)
Project Coordination	Fall Semester, 2014	Pray (100%) in collaboration with MNPS Song-Smith.
EDUC 3540, EL Methods and Material	Fall Semester,	Jiménez (100%)

(3 credits)	2014	
EDUC 3570, Mentor Seminar (1 cr)	Fall Semester, 2014	Pray (40%) Rose (30%) Ph.D. Student (30%)
Project Coordination	Spring Semester, 2015	Pray (100%) Pray (100%) in collaboration with MNPS Song- Smith
EDUC 3560, Assessment of ELs (3 credits)	Spring Semester, 2015	Pray (100%)
EDUC 3570, Mentor Seminar (1 cr)	Spring Semester, 2015	Pray (40%) Rose (30%) Ph.D. Student (30%)
Year 3 Evaluation of Program – Write annual performance report	Summer 2015	Project evaluator (100%)
Share Annual report with MNPS	Summer 2015	Pray (100%) in collaboration with MNPS Chaput.
<b>Year 4 (June, 2015-May 2016)</b>		
Summer Project Coordination	Summer 2015	Pray (100%)
Summer Institute	June, 2015	Pray (100%)
EDUC 3530, EL Foundations (3 credits)	June, 2015	Rose (100%)
EDUC 3570, Community Immersion Project, (1 credit)	June, 2015	Rose (100% supported by Ph.D. student)

EDUC 3550, Educational Linguistics and Second Language Acquisition (3 credits)	July, 2015	Pray (100%)
Project Coordination	Fall Semester, 2015	Pray (100%)
EDUC 3540, EL Methods and Material (3 credits)	Fall Semester, 2015	Jiménez (100%)
EDUC 3570, Mentor Seminar (1 cr)	Fall Semester, 2015	Pray (40%) Rose (30%) Ph.D. Student (30%)
Project Coordination	Spring Semester, 2016	Pray (100%)
EDUC 3560, Assessment of ELs (3 credits)	Spring Semester, 2016	Pray (100%)
EDUC 3570, Mentor Seminar (1 cr)	Spring Semester, 2016	Pray (40%) Rose (30%) Ph.D. Student (30%)
Year 4 Evaluation of Program – Write annual performance report	Summer 2016	Project evaluator
Share evaluation report with MNPS	Summer 2016	Pray (100%) in collaboration with MNPS Chaput.
<b>Year 5 (June, 2016-May 2017)</b>		
Summer Project Coordination	Summer 2015	Pray (100%) in collaboration

		with MNPS Song-Smith
Summer Institute	June, 2015	Pray (100%)
EDUC 3530, EL Foundations (3 credits)	June, 2015	Rose (100%)
EDUC 3570, Community Immersion Project, (1 credit)	June, 2015	Rose (100% supported by Ph.D. student)
EDUC 3550, Educational Linguistics and Second Language Acquisition (3 credits)	July, 2015	Pray (100%)
Project Coordination	Fall Semester, 2015	Pray (100%) Pray (100%) in collaboration with MNPS Song-Smith
EDUC 3540, EL Methods and Material (3 credits)	Fall Semester, 2015	Jiménez (100%)
EDUC 3570, Mentor Seminar (1 cr)	Fall Semester, 2015	Pray (40%) Rose (30%) Ph.D. Student (30%)
Project Coordination	Spring Semester, 2016	Pray (100%) Pray (100%) in collaboration with MNPS Song-Smith.
EDUC 3560, Assessment of ELs (3 credits)	Spring Semester, 2016	Pray (100%)
EDUC 3570, Mentor Seminar (1 cr)	Spring Semester,	Pray (40%)

	2016	Rose (30%) Ph.D. Student (30%)
EDUC 3530, EL Foundations (3 credits)	June, 2014	Rose (100%)
Final evaluation of program Evaluation of Program – Write Final Performance Report		Program Evaluator

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