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NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

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Project Abstract

Name of the IHE: University of Georgia (TESOL and World Language Education Program, Department of Language and Literacy Education)

Title of the Program: The Georgia ESOL for Content Area Teachers (GECAT) Project:
Professional Development for Teachers of English learners

Consortia Partners: Barrow County Schools, Georgia; Habersham County Schools, Georgia; West Hall High School, Georgia; Center for Intercultural and Multilingual Advocacy at Kansas State University

Project Description:

This proposal details a project to be undertaken by Linda Harklau, Professor in the College of Education at the University of Georgia [UGA] and a consortium of three local education agencies in rural north Georgia. The Georgia ESOL for Content Area Teachers [GECAT] Project will provide a 3 course ESOL endorsement program to 3 cohorts of 35-40 in-service teachers over the 5 year project period. Dr. Harklau and collaborating districts will use Kansas State University's award-winning CLASSIC ESOL curriculum program to deliver the professional development and will work with KSU to assess and improve the program. The GECAT Project aims to improve EL schooling outcomes in collaborating districts by targeting middle and high school content-area teachers for ESOL professional development with particular focus on STEM educators.

The Project will have **three inter-related program goals:**

1. to increase the percentage of in-service teachers who have completed state endorsement requirements in EL instruction as a result of the program, focusing on middle and high school content-area teachers in collaborating districts, particularly STEM educators;
2. to collect, analyze, and use high-quality and timely data on GECAT Program participant outcomes in order to improve instructional practices, policies, and outcomes for ELs in collaborating middle and secondary schools; and
3. through this project's teacher professional development process, to accelerate learning and help to improve high school graduation rates and college enrollment rates for students in Georgia rural local educational agencies by providing effective instructional strategies and encouraging systemic reforms in content-based instruction and high level academic subject area instruction for ELs.

The GECAT Project will meet its goals through **five objectives:** 1) adapt and ready the CLASSIC curriculum for implementation; 2) recruit, accept, and orient teacher participants for the PD; 3) implement and continuously refine the program model; 4) through the professional development, to work towards improving EL academic achievement and high school graduation rates; and 5) evaluate program activities and outcomes using high-quality and timely data on the program.

The evaluation plan for the GECAT Project has been developed in consultation with an External Evaluator, who will be contracted to maintain the cohesiveness and integrity of the evaluation design and process. The evaluation plan is aligned with and integral to the GECAT Project's project goals, objectives, and activities. It incorporates both process-oriented and outcomes-based measures. Evaluation will also include multiple quantitative and qualitative measures. An **Evaluation Planning Team [EPT]** will be formed consisting of a) the GECAT Project PI & PC; b) an administrator and teacher from each collaborating LEA; and c) the External Evaluator [EE]. Upon award, the EPT will review and finalize evaluation measures and develop a calendar for evaluation activities and person(s) responsible for carrying them out. It will meet quarterly thereafter to discuss the evaluation design, the results of project implementation, and ways to improve the project and its evaluation.

Priorities:

- **Competitive Preference Priority 1:** Dr. Harklau is a novice applicant
- **Competitive Preference Priority 2:** The GECAT Project will collect, analyze, and use high-quality and timely data on program participant and EL outcomes to improve instructional practices.
- **Competitive Preference Priority 3:** The GECAT Project will increase opportunities for middle and high school educators in math, science, and technology to complete the ESOL endorsement in Georgia
- **Invitational Priority 1:** The GECAT Project will focus on middle schools and high schools in rural areas, and through five years of professional development activity help to increase EL learning and improve high school graduate and college enrollment rates.
- **Invitational Priority 2a:** The Project will align the CLASSIC curriculum with middle and high school academic content and English academic language and literacy proficiency standards

GPRA Measure Targets:

- Number of in-service teachers expected to be served:
Year 1: 40; Year 2: 80; Year 3: 40; Year 4: 75; Year 5: 35
- Number of in-service teachers expected to complete the program of study:
Year 1: 0; Year 2: 40; Year 3: 40; Year 4: 0; Year 5: 35
- Number of in-service teachers expected to complete the program of study and be certified in EL instruction:
Year 1: 0; Year 2: 40; Year 3: 40; Year 4: 0; Year 5: 35
- Number of in-service teacher completers who are expected to serve EL students:
Year 1: 0; Year 2: 40; Year 3: 40; Year 4: 0; Year 5: 35

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THE GEORGIA ESOL FOR CONTENT AREA TEACHERS (GECAT) PROJECT:

Professional Development for Teachers of English learners

U.S. Department of Education CFDA No. 84.365Z

This proposal details a project to be undertaken by Linda Harklau, Professor in the College of Education at the University of Georgia [UGA] and a consortium of three local education agencies in rural north Georgia. The Georgia ESOL for Content Area Teachers [GECAT] Project will provide a 3 course ESOL endorsement program to 3 cohorts of 35-40 in-service teachers over the 5 year project period. Dr. Harklau and collaborating districts will use Kansas State University’s award-winning CLASSIC ESOL curriculum program to deliver the professional development and will work with KSU to assess and improve the program. The GECAT Project aims to improve EL schooling outcomes in collaborating districts by targeting middle and high school content-area teachers for ESOL professional development [PD] with particular focus on STEM educators. **Table 1** depicts the Competitive Preference and Invitational Priorities addressed by the proposed GECAT Project.

Table 1. Project Priorities

Competitive Preference 1	Dr. Harklau is a novice applicant
Competitive Preference 2	Data-driven decision making middle and high school teacher-participant and EL outcomes to improve instructional practices
Competitive Preference 3	Increased opportunities for Georgia secondary math, science, and technology educators to complete the ESOL endorsement
Invitational Priority 1	Through PD, increased EL learning and improved high school graduate and college enrollment rates in 3 collaborating rural LEAs

Invitational Priority 2.2a	Aligns CLASSIC ESOL endorsement curriculum with middle and high school academic content and English academic language and literacy proficiency standards in the state of Georgia
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QUALITY OF THE PROJECT DESIGN (40 POINTS):

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (35 points)

In recent years, immigrant settlement patterns in the U.S. have shifted markedly. While immigration was once largely confined to a handful of traditional gateway states and urban areas, now rural communities across the Midwest and Southeast are hosting major new immigrant communities (Hamann, Wortham, & Murrillo, 2002; Hamann & Harklau, 2008; Massey, 2005). The Appalachian foothills of rural North Georgia, where this project will be located, is one of these new immigrant settlement areas. Until recently the area had little history of immigration (Kochhar, Suro, & Tafoya, 2005). Since the late 1980s, however, Georgia has become one of the fastest growing destinations for immigrants in the U.S. From **1998-2008, the number of English learners (ELs) in Georgia schools increased by over 400%** (OELA, 2011) and the number is expected to keep rising faster than the national average for the foreseeable future (Hussar & Bailey, 2011).

These immigrant students and their families enter a state public school system facing a number of challenges. Georgia ranks in the **top 15 states nationally for children living in poverty** (U.S. Census Bureau, 2011). Georgia's public school performance is also perennially below the national average. In 2009 it ranked in the **lower third of states on 8th grade NAEP assessments** of mathematics and reading achievement. Moreover, **Georgia also has one of the**

lowest high school graduation rates in the country, (64% in 2007), ten points below the national average (NCES, 2010).

The TESOL & World Language Education program at the University of Georgia [UGA] and its collaborating LEA partners, the Barrow County Schools, the Habersham County Schools, and West Hall High School, will embrace these challenges through systemic reform, implementing **the Georgia ESOL for Content Area Teachers [GECAT] Project**, an in-service English to speakers of other languages (ESOL) endorsement professional development [PD] program that is designed to increase the number of highly qualified educators who have completed state ESOL endorsement requirements for working with ELs, enhance classroom instruction and achievement for ELs, and analyze and use data on participant outcomes for further program development.

The lack of ESOL endorsed teachers in these districts has had a dramatic impact of the quality of services offered to ELs, as elaborated in **Table 2**. This impact is evidenced in EL high school graduation rates that are well below the state and national average, and in the high percentages of ELs who failed to receive passing scores on the Georgia State High School Graduation Tests in Mathematics and Language Arts.

Table 2: Impact of Lack of ESOL Endorsed Teachers in Collaborating Districts

District/School	AYP in 2010	EL high school graduation rate 2009/2010	% of ELs failing GSHSGT Math test	% of ELs failing GSHSGT Language Arts test	% teachers with ESOL endorsement	% students eligible for free and reduced lunch
Barrow	no	50%/ 52%	71%	48%	12%	56%

Habersham	no	29%/ 20%	75%	52%	5%	58%
West Hall	no	57%/ 61%	65%	41%	21%	56%

There is thus a critical need in these districts for PD that is grounded in research-based practices and the identified needs of educators in this rapidly changing region of Georgia. All of the GECAT Project’s collaborating schools are in the midst of implementing systemic reforms designed to boost academic performance and increase high school graduation rates. Barrow County is planning a new, non-traditional format high school emphasizing STEM college and career-readiness. Habersham County has instituted a Ninth-Grade Academy to facilitate student transitions from middle school to high school and to improve high school retention. West Hall High School has instituted an innovative International Baccalaureate Bilingual Program that allows ELs from Spanish language backgrounds to take high level subject area courses in Spanish. Collaborating districts intend ESOL endorsement for all educators to be a crucial, systemic component in this school-wide restructuring in progress. In addition, the state of Georgia is currently phasing out summative high school graduation examinations, and beginning in fall 2011 all collaborating secondary schools must meet the challenge of providing additional support for ELs in the eight courses and standardized state end of course tests that will become a requirement for high school graduation as well as a measure of AYP accountability. In all, then, these rural north Georgia school collaborators have an urgent need to augment the professional training of middle school and high school content-area educators in the region, equip them with new skills to deliver content area information in ways that are accessible to ELs, and work appropriately with an increasingly diverse student population in this rapidly changing region of Georgia. (See Appendix for Letters of Support for the GECAT Project.)

The proposed GECAT Project has **three inter-related program goals:**

(1) to increase the percentage of in-service teachers in rural Georgia schools who have completed state endorsement requirements in EL instruction as a result of the program {GPRA Performance Measure 1.5}. The Project will adapt the CLASSIC curriculum for middle and high school Georgia educators and deliver a systemic, principled in-service education program that will increase the percentage of in-service content-area teachers--including math, science, and technology teachers--who are highly qualified to teach EL students effectively in integrated, inclusive settings {GPRA Performance Measure 1.6; Competitive Preference Priority 3}.

(2) to collect, analyze, and use high-quality and timely data on the program, including participant outcomes, in order to improve instructional practices, policies, and outcomes for ELs in collaborating middle and secondary schools {Competitive Priority 2}.

(3) through this project's teacher professional development process, to accelerate learning and help to improve high school graduation rates and college enrollment rates for students in rural local educational agencies {Invitational priority 1} by targeting middle and high school content area educators in these high need districts, providing effective instructional strategies, and encouraging systemic reforms in content-based instruction and high level academic subject area instruction for ELs. The GECAT Project will take a proactive stance, helping educators to prepare culturally and linguistically diverse students for Georgia's Criterion-Referenced Competency Tests in grades 6-8, End of Course Tests to be adopted as high school graduation and accountability measures for AYP in fall 2011, and the Common Core Standards for English Language Arts and Mathematics to be adopted in 2014.

In addition to UGA and its three collaborating LEA partners, the GECAT Project's consortium members will also include the Center for Intercultural & Multilingual Advocacy

[CIMA] at Kansas State University. [KSU]. CIMA, led by Drs. Socorro Herrera and Kevin Murry of KSU, has developed the *CLASSIC*® *ESL/Dual Language Program*, an award-winning ESOL teacher endorsement program curriculum standing for Critically reflective Lifelong Advocacy for Second language learners, Site-specific Innovation, and Cross-cultural competency. The CLASSIC program curriculum is specifically designed for rural, in-service educators. A hallmark of the program is its emphasis on delivering professional development through individual school-based teacher collaborative inquiry groups that can have an impact not only on individual teachers' classroom instruction, but also foster more systemic, school-wide restructuring for ELs. Since 1999, the CLASSIC Program has been used to provide professional development to educators in states including Arkansas, Iowa, Kansas, New Mexico, North Carolina, and Pennsylvania. The program has already been used with thousands of teachers, counselors, and administrators. This program reflects current theory, research, and best practice standards in the field. Its instructional model has garnered regional awards and has been nationally recognized by OELA for its efficacy. KSU has agreed to help UGA adapt the model to address the serious needs of these Georgia districts' middle and high school educators and ELs as outlined above.

This PD program will be provided through an established program of in-service teacher education (9 credit hours) leading to an endorsement in ESOL in the State of Georgia in alignment with TESOL/NCATE Standards and Georgia Professional Standards Commission requirements for ESOL endorsement. In addition, these courses may be applied towards a master's degree in TESOL & World Language Education at UGA. Using the CLASSIC® Program, The GECAT Project will provide high quality PD for target school educators through activities that will improve classroom instruction for ELs. The following three CLASSIC®

courses will comprise the PD endorsement curriculum offered through UGA: 1) **General and Applied Issues in Linguistics and Language Acquisition** [3 Hours] Gives educators a thorough grounding in linguistics, sociolinguistics, first and second language acquisition (SLA), and genres of academic language. Explores the theoretical underpinnings of language acquisition and linguistics that educators need to understand in order to plan appropriately adapted curricula and instruction for English learners; 2) **Methods & Instructional Management for English Learners** [3 Hours] Details approaches, methods, strategies, and techniques that have proven to be effective for EL students in the public schools, including strategies for curricular/instructional adaptation and SIOP instruction. Details the dynamics of appropriate assessment practices for EL students, including key issues related to the identification, placement, monitoring, and exiting of the second language learner. Includes hands-on use and interpretation of the ACCESS tests used by a consortium of 25 states including Georgia to place students into and exit them from ESOL{Addresses Invitational Priority #2}; and 3) **Culture & Language in Classroom Practice** [3 Hours] Explores the cross-cultural and cross-linguistic dynamics of diverse school settings and engages educators in exploring the sociocultural foundations of professional effectiveness with EL students. Encourages critical reflection on practice, effective collaboration with families, diversification of the learning environment, and advocacy skill development.

Throughout the endorsement course sequence participants will build a portfolio of course requirements and field experiences documenting the effective education of ELs. The three endorsement courses will be followed up with post-training assessments of the PD's outcomes and teacher/participant effectiveness with EL students.

To meet the unique needs of Barrow County, Habersham County, and West Hall High School, the GECAT Project will adapt and deliver the CLASSIC curriculum through a multi-

platform model combining video-based instructional content; online communication and individual feedback using UGA’s Blackboard Vista system; and site-based orientations, teacher team meetings, and collaborative inquiry projects facilitated by the GECAT Project Coordinator.

The GECAT Project will conduct its program of high quality PD activities in **three 2-year cycles** as indicated below in **Table 3**.

Table 3: GECAT Project Cycles

Courses & Assessment	Semester of Completion									
	Fall 2011	Spr 2012	Fall 2012	Spr 2013	Fall 2013	Spr 2014	Fall 2014	Spr 2015	Fall 2015	Spr 2016
MTH	C1			C2			C3			
LING		C1			C2			C3		
MCE			C1			C2			C3	
PTA				C1			C2			C3
Legend: MTH=Methods; LING=Linguistics; MCE=Multicultural Ed.; PTA=Post-training Assessments; C1=Cycle 1; C2=Cycle 2; C3=Cycle 3										

The **first cycle** of the Project [C1] will endorse a **cadre of 40 teachers** in the identified school districts in ESOL. Post-training assessments of the process and outcomes of this first cadre of participants will then be collected and analyzed in order to measure program and PD effectiveness {Invitational Priority #2}. Following program refinements linked to ongoing applied research on the Program Model, the **second cohort [C2] (N=40) and third cohort [C3] (N=35)** will endorse an **additional 75 teachers**. Ultimately, a **total of up to 115 teachers will be endorsed through the three cycles** of the proposed five-year project, with subsequent post-

training assessment of teacher/participant effectiveness with EL students following each project cycle.

In order to meet the three goals outlined above, the GECAT Project has **5 objectives**:

1. **Adapt and ready the CLASSIC curriculum for implementation** through emphases on a) alignment of the CLASSIC teacher education curriculum with academic subject area standards and English language proficiency standards used in Georgia middle and high schools {Invitational Priority 2.2a} including the national Common Core Standards for Mathematics and English Language Arts and Literacy grades 6-12 and International Baccalaureate standards; b) current research and practice in content-area TESOL at the secondary level, including SIOP strategies and content-based instruction, advanced academic language and literacy development, and CREDE guidelines; c) site-specific district needs analysis of EL student assets and learning needs; and e) alignment with GPRA performance measures and project evaluation criteria.
2. **Recruit, accept, and orient teacher participants for the PD** with an emphasis on middle and high school content area teachers {Invitational Priority 1}, particularly those teaching science, math, and technology courses {Competitive Priority 3}.
3. **Implement and continuously refine the PD program model** to increase the percentage of educators able to serve as highly qualified teachers of ELs in collaborating districts.
4. Through the PD, work and communicate continuously with educators in participating districts and targeted schools, UGA faculty, and KSU to **improve EL academic achievement and HS graduation rates** {Invitational Priority 1}.
5. **Evaluate Project activities and outcomes** using high-quality and timely data on the program {Competitive Priority 2} aligned with GPRA performance measures and project evaluation criteria (see Table 5 for the GECAT Project Evaluation Plan).

These objectives are outlined in **Table 4, the GECAT Project Objectives and Management Plan Matrix**. The table details how the project's objectives will be met in a **specific and clearly measurable** way. It shows how each member will be involved in the planning, development, and implementation of the project, the resources to be provided by each partner; and the specific activities that each partner will contribute to the grant during each year of the project. Furthermore, a timeline is specified in order to better understand how all objectives, activities and outcomes interconnect and will be completed, as well as the specific, measurable milestones that will indicate their completion.

As a result of the systemic implementation and evaluation of the GECAT Project, the following **specific and measurable quality outcomes** are expected:

- **An increased percentage of in-service teachers who have completed Georgia endorsement requirements in EL instruction {GPRA Performance Measure 1.5} and who are providing instructional services to EL students {GPRA Performance Measure 1.6} in collaborating districts as a result of the five year high-quality PD program of graduate endorsement courses.**
- **Increased data-based decision-making regarding the program's participant outcomes and educators' ability to improve instructional practices, policies, and outcomes for ELs in their schools and districts as a result of the systematic collection, analysis, and use of high-quality and timely data {Competitive Priority 2}.**
- **Statistically significant accelerated learning and improved high school graduation and college enrollment rates for EL students in collaborating rural Georgia schools {Invitational Priority 1} as a result of the project's enhancement of teacher effectiveness. The**

project will observe, measure, analyze, and report achievement gains among ELs in these high-need districts.

The measurement and evaluation of GECAT Project outcomes is detailed in Table 5, the Evaluation Plan.

(2) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice (5 points)

Course content for the proposed GECAT Project PD will be grounded in the CLASSIC[®] Model (Herrera, 2010a; 2010b; Herrera & Murry, 2008) of professional development. This model has been used by universities and school districts in states across the U.S. with over 2,500 school educators. The CLASSIC Program is aligned with the TESOL/NCATE Standards for P-12 Teacher Education Programs and the National Board of Professional Teaching Standards' *English as a New Language Standards* (2nd ed., 2010) and its five core propositions. These are also the standards for Georgia state ESOL endorsement. The CLASSIC Program's curriculum and approach to working with in-service educators in the content areas has also been aligned with CREDE's extensively researched *Five Standards for Effective Pedagogy*. The Project Coordinator [PC] will be SIOP trained and incorporate precepts from the SIOP Model (see, e.g., Echevarría, Vogt, & Short, 2010) into the PD curriculum. Additional course content and precepts for the PD will be drawn from recent work on academic language and literacy instruction in the content areas at the secondary level (see, e.g., Bunch, 2009; Anstrom et al., Center for Equity & Excellence in Education, 2010; Enright, 2010; Schleppegrell, 2004, Fang & Schleppegrell, 2008). (See Appendix for Literature Cited.)

The curriculum for the PD in the GECAT Project will be continually reviewed in light of the newest knowledge from research and effective practice for instruction of EL students, and it will be continuously refined over the five year duration of the Project.

QUALITY OF THE PROJECT PERSONNEL (10 POINTS):

(1) The qualifications, including relevant training and experience, of the project director or principal investigator (5 points)

Linda Harklau, Principal Investigator [PI] and Director of The GECAT Project, is a full-time, tenured Professor in the TESOL & World Language Education program and Linguistics Program at the University of Georgia. She is a novice applicant to the National Professional Development Program {Competitive Preference Priority 1}. She has lengthy experience teaching graduate courses in ESOL to pre-service and in-service educators. She is an expert on academic and linguistic factors that facilitate adolescent ELs' academic success, high school graduation, and college enrollment. She has published regularly in major journals in the field, including *TESOL Quarterly*, *Journal of Second Language Writing*, *Critical Inquiry in Language Studies*, *Anthropology and Education Quarterly*, *Educational Policy*, and *Linguistics and Education*. She is conversant with state and national standards for ESOL teacher education, having served on the Framework Advisory Committee for the Georgia Assessments for the Certification of Educators (GACE), Georgia's certification examination for ESOL educators. She has extensive administrative and budgeting experience that includes service as Secretary/Treasurer for the American Association for Applied Linguistics and Program Coordinator of the TESOL & World Language Education program at UGA.

As PI, Harklau will serve as academic advisor to GECAT Project participants; collaborate in adapting curriculum and monitoring the progress of the program; serve as the primary liaison for

communication among UGA, school districts, and KSU; oversee the budget; take primary responsibility for reports; and disseminate information and evaluation findings about the Project.

(2) The qualifications, including relevant training and experience, of key project personnel (5 points)

A **Project Coordinator [PC]** will be hired by the University of Georgia to conduct project activities upon award. The qualifications and experience of the PC will include at least a master's degree in TESOL or related field; a background in teaching K12 ESOL, sheltered subject areas, or bilingual education; training in the SIOP model; and experience or potential with conducting professional development, coaching, or modeling best teaching practices. The PC will coordinate with the PI, GA, and project partners to adapt the curriculum and deliver coursework; advertise the program, recruit and screen program applicants; oversee course schedules and registration; schedule and collect data for process and final evaluation of the Project; assist in report writing; and assist in disseminating information and evaluation findings about the Project.

A **Graduate Assistant [GA]** will be selected upon the initial award. The GA will be a doctoral student and will have experience with Microsoft Office including Excel, and preferably SPSS, and administrative or clerical experience. The GA will assist the PI and PC through handling email, mail, and phone communication. The GA will establish and manage project databases of student records and evaluative measures; order and manage project materials and supplies; and other duties as deemed necessary by the PI.

An **External Evaluator [EE]** with experience evaluating major federally funded projects will be contracted to oversee the development, collection, management, and analysis of program quantitative and qualitative formative and summative outcome measures. (See Quality of Project Evaluation below for a full description.)

The University of Georgia is an equal opportunity institution and does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, sexual orientation, or military service in employment.

QUALITY OF THE MANAGEMENT PLAN (20 POINTS)

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (15 points)

The GECAT project will take place over a five-year period beginning in Fall 2011 and ending in Summer 2016. **Table 4: The GECAT Project Objectives and Management Plan Matrix** provides a comprehensive profile of how the GECAT Project plans to meet each project objective. It includes major activities, timelines, persons responsible, and key project milestones/benchmarks.

Table 4: GECAT Project Objectives and Management Plan Matrix

<i>Table Key: PI=Principal Investigator; PC=Project Coordinator; GA=Graduate Assistant; CDs=Collaborating Districts; EE=External evaluator; KSU=Kansas State University CIMA Center</i>				
Project Objectives	Project Activities	Responsibility	Timeline	Milestones/Benchmarks
1. Adapt and ready the CLASSIC curriculum for implementation	Align CLASSIC course curriculum with standards for Georgia, Common Core, and International Baccalaureate in academic subjects and English language proficiency standards for grades 6-12	PI, PC, GA, CDs	Fall 2011 Fall 2012 Spring 2014	Alignment completed & on file; Curriculum & syllabi aligned.
	Review & revise existing curriculum based on current research and practice in TESOL grades 6-12, including SIOP strategies and content-based instruction, academic language and literacy, and CREDE guidelines	PI; PC	Fall 2011 Fall 2012 Spring 2014	Review completed & on file; Curriculum & syllabi aligned.

	Modify curriculum based on site-specific district needs analysis and EL student assets and learning needs	PI; PC; CDs	Fall 2011 Fall 2012 Spring 2013 Summers 2012-2015	Modifications completed & on file; Curriculum & syllabi aligned.
2. Recruit, accept, and orient teacher participants for the PD	Identify, recruit, and select middle and high school content-area educators who teach ELs {Invitational Priority 1}, particularly STEM educators {Competitive Priority 3}	PI, PC, CDs, GA	Fall 2011 Fall 2012 Spring 2014	Prospective participant lists documented, reviewed, and on file.
	Create class sections and registration procedures; register participants	GA, PC, UGA	Each semester Fall 2011- Spring 2015	Final enrollment lists generated and on file
	Order and distribute class materials; Create online resources/communication tools; Identify and acquire additional materials and	PC, GA, UGA	Fall 2011 ongoing through	Materials lists completed; acquisitions received; online course

	resources as needed		Spring 2015	media established
	Conduct participant orientation sessions in collaborating districts and school	PI, PC	Each semester Fall 2011- Fall 2015	Orientation completed; Agendas on file.
3. Implement and continuously refine the PD program model	Deliver the PD courses each semester according to the schedule detailed in Table 3	PC	Each semester Fall 2011- Fall 2015	Syllabi filed; grade reports submitted; course evaluations on file; evaluative research on program model on file.
	Track program completers to issue ESOL endorsements	PI, PC, GA, UGA	Fall 2012 Spring 2014 Fall 2015	List of program completers on file.
	Monitor budget and expenditures; conduct staff meetings & evaluations	PI, UGA	Full project period	Budget & annual personnel evaluations on

	file		
<p>4. Through the PD, improve EL academic achievement and HS graduation rates {Invitational Priority 1 }</p>	<p>Semi-annual meeting with stakeholders to share reflections, successes, and challenges in the impact of PD, and make refinements to the PD and instructional practices and policies in CDs to improve EL instructional practices and graduation rates</p>	<p>PI, PC, CDs, EE, GA</p>	<p>Spring and Fall each year</p> <p>Minutes from semi-annual meetings on file</p>
<p>5. Evaluate Project activities and outcomes using high-quality and timely data on the program {Comp. Priority 2 }</p>	<p>Implement agreed-upon changes in the PD program and instructional practices and policies for ELs in CDs</p>	<p>CDs, PC</p>	<p>Spring and Fall each year</p> <p>Action plans from semi-annual meetings on file</p>
<p>5. Evaluate Project activities and outcomes using high-quality and timely data on the program {Comp. Priority 2 }</p>	<p>Convene Evaluation Planning Team [EPT] to review and finalize qualitative & quantitative process and outcome measures; schedule evaluations and person(s) responsible for administering and collecting evaluation measures- See Table 5 for Evaluation Plan</p>	<p>PI, PC, CDs, EE</p>	<p>Fall 2011 and quarterly thereafter to Spring 2016</p> <p>Project evaluation measures finalized and on file; schedule of evaluation distributed and on file.</p>

	Collect, analyze, & report in-progress/formative data	PC, PI, EE, GA	Fall 2011 through Spring 2016	Data collected, archived, analyzed and reported.
	Semi-annual meetings with CIMA/KSU to share data on Project & participant progress	PI, PC, KSU	Summers 2012-2016	Minutes & action plans on file
	Collect, analyze, & report outcome data	PC, PI, EE, GA	Fall 2011 and ongoing to summer 2016	Evaluative data collected, archived, analyzed, and reported.
	Develop Annual Performance Reports & Final Report detailing Project implementation, administration, & outcomes	PI, PC, EE, KSU, GA	As required by US DOE	GECAT Project Annual Performance Report & Final Reports completed & on file

(2) The extent to which the time commitment of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project (5 points)

As indicated above in Table 4, the Project Objectives and Management Plan Matrix, responsibilities and time commitments of personnel are well-delineated and manageable. The **Principal Investigator (10 hrs/wk)** will 1) lead the management of the program and hire staff; 2) oversee the coordination of program services; 3) oversee project budget and assure that university resources are made available to staff; 4) coordinate planning and execution of Project evaluation; and, 4) coordinate the development of all project reports and supporting documentation; 5) serve as UGA faculty advisor to participants; and 6) coordinate with UGA faculty and support staff to ensure sound communication with The GECAT Project toward the outstanding completion of the PD.

A **Project Coordinator (40 hrs/wk)** will manage the day-to-day operation of the project. S/he will 1) oversee the daily planning of the PD program; 2) recruit participants and assist in developing criteria for participant selection; 3) coordinate, develop, and implement participant training; 4) identify and secure needed resources in all areas; 5) assist in establishing evaluation rubrics of the program; 6) oversee the planning, monitoring, and appraisal of program effectiveness, project progress, and goal/objective achievement; and, 7) act as a conduit between the PD program, collaborating schools, and UGA.

The PI and PC will be assisted by a **Graduate Assistant (13 hrs/wk)** who will 1) provide ongoing clerical support to ensure smooth Project communication and operations, and 2) archive and maintain records to ensure proper documentation and reliable reporting of project progress and outcomes. An **External Evaluator** will serve as a consultant on the project and will 1) lead

the initial refinement of evaluative criteria, measures, and schedules to be incorporated into the PD and post-training assessments; 2) meet quarterly with Project stakeholders to oversee evaluation progress and make improvements on an on-going basis; 3) make periodic site visits to collaborating districts to ensure evaluative data are high-quality and timely.

QUALITY OF THE PROJECT EVALUATION (30 POINTS)

The GECAT Project is designed to collect, analyze, and use timely data, including data on program participant outcomes, in high need rural middle schools and high schools in Barrow County, Habersham County, and West Hall High School {Competitive Preference Priority 2}.

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project (10 points)

The evaluation plan for The GECAT Project has been developed in consultation with an External Evaluator. It is aligned with and integral to project goals, objectives, and activities. The evaluation plan will incorporate both process-oriented and outcomes-based measures. Evaluation will also include multiple quantitative and qualitative measures. The evaluation plan has been designed to yield appropriate, high-quality data regarding the impact the project is having on its participants and the academic achievement and high school graduation of the EL students they serve.

Upon contract award, an **Evaluation Planning Team [EPT]** will be formed consisting of a) the GECAT Project PI & PC; b) an administrator and teacher from each collaborating LEA; and c) the External Evaluator [EE]. Upon award, the EPT will review and finalize evaluation measures and develop a calendar for evaluation activities and person(s) responsible for carrying them out. It will meet quarterly thereafter to discuss the evaluation design, the results of project implementation, and ways to improve the project and its evaluation.

The EE will be contracted to maintain the cohesiveness and integrity of the evaluation design and process and lead the EPT. **Dr. Karen DeMeester, Director of the Program Evaluation Group at UGA**, has extensive and multidisciplinary program and policy evaluation expertise. She has served as PI and manager of a major (\$2.25 million dollar) U. S. Department of Education grant to integrate technology into rural schools and communities in Alabama, Georgia, and Florida. She also has experience working with rural southeastern school districts. In addition, she has experience conducting evaluation studies of curriculum. While at Florida State University she conducted studies for the Florida Department of Education of the alignment between Florida's standards and state assessments (FCAT) for mathematics, reading, and science. She has experience with developing methods of evaluation that provide performance feedback and periodic assessment of progress, having served as team leader in the development of Florida's K-3 Mathematics Formative Assessment System. In addition, Dr. DeMeester has strong quantitative data analysis credentials as a former Certified Public Accountant at Ernst & Young, where she conducted financial and compliance audits. Finally, her evaluation credentials include considerable experience in data-based decision making on the efficacy of government programs and in leading evaluation teams. She served for a time as a Senior Policy Analyst at Florida's Office of Program Policy Analysis and Government Accountability where she led teams evaluating the effectiveness and efficiency of state programs (e.g., Children's Medical Services) assessing compliance with statutory mandates and administrative rules, collecting and analyzing data, and writing concise and useable reports and recommendations for the state legislature.

Table 5 below, the **GECAT Project Goals and Evaluative Measures Plan**, details quantitative and qualitative process and outcomes measures; data that will be collected,

analyzed, and reported over the five years of the project; and their alignment with GECAT

Project goals.

Table 5: GECAT Project Goals and Evaluative Measures Plan

Goal 1: to increase the percentage of in-service teachers who have completed state endorsement requirements in EL instruction and who are teaching ELs as a result of the program.	
Performance Measures:	Data Sources:
Adapted CLASSIC Curriculum aligned with Georgia state, IB, and collaborating districts' middle and high school content area and English proficiency standards for grades 6-12 {Invitational Priority 2.2a}	Revised curricula and syllabi for courses
Teachers recruited and enrolled in courses	Materials for teacher recruitment; Course enrollment data
Increased % of in-service teachers who have completed endorsement {GPRA Performance Measure 1.5}	No. of ESOL endorsed teachers in each school/district after each program cycle

<p>Increased % of highly-qualified in-service teachers who are providing instructional services to EL students {GPRA Performance Measure 1.6}</p>	<p>No. of ESOL endorsed teachers providing instruction to ELs after each program cycle</p>
<p>Increased % of STEM educators who are ESOL endorsed {Competitive Preference Priority 3}</p>	<p>No. of science, math, & technology educators who are ESOL endorsed after each program cycle</p>
<p>Goal 2: to collect, analyze, and use high-quality and timely data on the program, including participant outcomes</p>	
<p>Performance Measures:</p>	<p>Data Sources:</p>
<p>Teacher feedback/self-assessment on program efficacy in order to continuously improve program</p>	<ul style="list-style-type: none"> •Pre- and post-training teacher self-assessment surveys •Participant course evaluation numerical ratings and comments •Participant journals on the effectiveness/feasibility of material in the PD •Participant course projects •Post-training semi-structured interviews with participants •Post-training focus groups

Collaborating district feedback on program efficacy in order to continuously improve program	<ul style="list-style-type: none"> •Minutes of EPT meetings and semi-annual meetings with stakeholders •Post-training semi-structured interviews with administrators •Post-training focus groups
Program assessments indicating changes in educators' ability to work with ELs effectively	<ul style="list-style-type: none"> •Pre- and post-training classroom observation rubric (Biography-driven protocol) by GECAT Project personnel •Evaluation rubrics of participant portfolios •Fieldnotes & documents from participant observation in schools
Timely assessment data analysis and reporting on PD program efficacy and participant outcomes	<ul style="list-style-type: none"> •Quantitative database(s) in Excel •Qualitative database in NVivo •Appropriate analyses conducted and reports issued at quarterly EPT & semi-annual stakeholder meetings
Goal 3: to accelerate learning and help to improve high school graduation rates and college enrollment rates for students in rural local educational agencies {Invitational priority 1}	
Performance Measures:	Data Sources:
Changes in EL graduation rates	<ul style="list-style-type: none"> •EL yearly graduation rates in collaborating schools/districts over course of Project
Changes in EL post-secondary enrollment rates	<ul style="list-style-type: none"> •EL self-reports on post-secondary plans •% of ELs taking PSAT/SAT/ACT

<p>Improvements in EL academic performance</p>	<ul style="list-style-type: none"> •Yearly EL performance on end-of-course tests •Yearly EL ACCESS and standardized test scores •Yearly EL GPAs •Reports of improved EL classroom performance in participant class journals; post-training semi-structured interviews with teachers, counselors, and administrators; and in EPT meeting minutes •Improvements noted in fieldnotes and documents from participant observation
<p>Improvements in EL patterns of advanced course taking</p>	<ul style="list-style-type: none"> •EL enrollment numbers in courses including honors, Advanced Placement, IB, and advanced math and science courses •Changes in school and district documents/policies on EL course access and placement in participating schools

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

The GECAT Project’s performance evaluation measures will yield high quality quantitative and qualitative data on each of the three program goals as indicated in Table 5 above.

Quantitative evaluation criteria and objective performance measures: Quantitative data will include percentages of teachers endorsed and serving ELs; data on PD course and program outcomes including course evaluations, participant course grades, and portfolio evaluation

rubrics; and data on the impact of the program on accelerating learning including pre- and post-training classroom observation, high school graduation rates, EL performance on state standardized English proficiency, reading, and end of course tests, EL GPAs, percentage of ELs taking college entrance examinations. Pre- and post-measures of teacher preparedness and classroom improvements in EL learning will include a teacher self-assessment inventory of attitudes and abilities related to working with ELs. The baseline data from the survey will be measured and compared a yearly post measure schedule to determine long-term changes in teacher attitudes and proficiencies in teaching ELs. Pre- and post-measures will also include the research-based Biography Driven Practices Classroom Observations (BDP) rubric. This measure is an extension of the Standards Performance Continuum classroom observation instrument reflecting CREDE's five standards of effective pedagogy: Joint Productive Activity, Language & Literacy Development, Contextualization, Challenging Activities, and Instructional Conversation (Herrera, 2010a). The standards are operationalized as 22 BDP indicators that observers rate on a scale of 0 - 4, where 0 = Not observed, 1 = Emerging 2 = Developing, 3 = Enacting, and 4 = Integrating. The measure also yields a composite BDP score averaged across all 22 items. The data will allow an objective performance measurement of changes in teachers' classroom practices and EL student performance over the course of the GECAT Project, and allow the program to document improvements for each teacher participant and each cohort group served by the project over the course of five years.

UGA and the EPT will ensure that all quantitative evaluative strategies evince internal validity, external validity, reliability, and objective measurement throughout all stages of the evaluation design. Quantitative data will be archived in Excel spreadsheets. Data will be exported into SPSS to generate appropriate descriptive and inferential statistics in order to

identify statistically significant improvements in teacher preparedness and EL student achievement over time, and to indicate how specific elements of the GECAT Project PD contribute to these outcomes.

Qualitative Evaluation Criteria: Quantitative evaluation results serve only as one aspect of design. It is also important that the evaluative process incorporate qualitative measures of the achievement of expected outcomes. The EPT will therefore collect, analyze, and report qualitative data measures using grounded theory (see, e.g., Charmaz, 2006), one of the most best known and widely used qualitative methodologies in social science research. The study will also employ sound principles of qualitative assessment as outlined by Patton (2002) and others. Qualitative evaluative measures to be collected in the GECAT Project will include comments on participant course evaluations, participant journals, course projects, and portfolio contents, fieldnotes and documents from school and classroom visits, teacher self-assessment surveys, interviews with participants and administrators, focus groups, minutes from EPT meetings, and documents and website information on EL education in participating schools. General procedures for ensuring the quality and validity of qualitative data will be followed including sustained engagement at the program sites, inductive and recursive coding through open and theoretical or focused coding, triangulation, and member checks (Harklau, 2011; Lincoln & Guba, 1985). Qualitative data will be archived in NVivo (a qualitative data analysis software package) and repeatedly coded by multiple raters (Charmaz, 2006).

Results of qualitative data analysis will be compared to that of quantitative data analysis. Where findings are similar, qualitative data will be used to bolster and give further credibility to the overall evaluation findings. Where findings differ or unexpected findings surface, the EPT

will take further instructional and evaluative steps and measures to document, analyze, and change the PD.

(3) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (10 points)

The use of evaluation information for continuous improvement throughout the project is integral to the project plan and it is built into the project plan in multiple ways (see Table 4, the GECAT Project Objectives and Management Plan Matrix). Courses will be evaluated every semester through participant response journals and final course evaluations with Likert scales and short answers. Each teacher will also complete pre- and post-PD self-assessment surveys and will be assessed in classroom instruction by GECAT Project personnel using the BDP teacher observation protocol (BDP). Each cycle of the ESOL endorsement courses will be followed by a semester-long period of Post-Training Assessment (see Table 3, GECAT Project Cycles) and a round of data analysis. Following principles of responsive evaluation (Guba & Lincoln, 1992), data gathered in first and second rounds of PTA will be analyzed and shared with all stakeholders, and this will become the basis for improvements in subsequent cycles of the program.

The EPT will convene quarterly throughout the GECAT Project to share on-going assessment feedback regarding participant, program, and EL student performance in collaborating districts with all stakeholders. A staff member from the CIMA Center at KSU will also make annual visits to GECAT Project sites with the PI and PC to train staff on the use of the Biography-driven Protocol performance measure and to check the reliability and fidelity of program implementation and evaluation and. In addition, fidelity of the CLASSIC Program implementation and evaluation will be assessed semi-annually at a two-day continuing faculty

training and development session held by the CIMA Center attended by the PI and PC. The sessions will also further joint research on program design and efficacy.

The GECAT Project will submit quarterly, annual, and final reports as required to the appropriate OELA program officers for their review and consideration. Any recommendations from that office for the enhancement of project research or evaluation methodologies will be immediately incorporated into the project.