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2011 NPD PROJECT ABSTRACT

Name of the IHE: Illinois State University

Title of the Program: Transitioning Paraprofessionals into Teachers of English Learners (TPT)

Consortia Partners: Waukegan School District 60, North Chicago School District 187, Round Lake School District 116, Zion School District 6.

Project Description: The *Transitioning Paraprofessionals into Teachers of English Learners Project* is designed to provide assistance to paraprofessionals to complete a four year degree in Elementary K-9 with Illinois Certification and Bilingual/ESL Approval. The participating candidates will be provided with a course of study that will enable them to earn a certificate to each English Learners. The general purpose of the project is to respond to the increasing demand from local school boards and the State for qualified teachers of English Learners as well as he need for all teachers to know the process of teaching English Learners. The project will provide training to 51 qualified paraprofessionals who are working as teacher assistants in the participating school districts.

The *Transitioning Paraprofessionals into Teachers of English Learners (TPT)* is the result of a partnership between the College of Education at Illinois State University and four high needs school districts. The cooperation of an institution of Higher Education and school districts in the training of teachers reinforces the commitment of both entities to produce teachers trained in real settings and exposed to the every day processes of being a teacher. The partnership offers the candidates a balanced training program that includes both theory and practice. It also provides a unique process of addressing the needs of candidates to be exposed to subject areas and pedagogical skills essential to teaching English Learners. The partnership serves as a platform for providing working paraprofessionals with hands-on experiences for the development of skills related to curriculum theory, student learning styles, assessment as well as first-hand experiences in teaching linguistically and culturally diverse students. Finally, the project will provide a well-documented approach to effective bilingual/ESL teacher training as well as professional development for all participants. The data collected as well as any institutional collaboration mode will be widely disseminated to the practitioner and the researcher communities

The proposed project is designed to provide a program of study to a unique group that often has been overlooked. The project will create an alternative to teacher certification to 51 paraprofessionals who work as teachers' aides in classrooms of English Learners. The course of study will include a four year plan of study for the paraprofessionals of which qualified candidates would have the equivalent of an Associate Degree or an approved 60 hours of university general education and passing scores on the University and State required Basic Skills. The course of study will include the University and State requirements for certification and applicable endorsements such as Bilingual and ESL.

All courses will be offered on site and at times that will allow the candidates to continue working in their respective classrooms. Consideration will be taken on time, location and accessibility so that all candidates are given ample opportunity to complete the proposed course of study.

The project evaluation includes multiple assessments to insure that the objectives of the proposed program are accomplished. Data will be collected using surveys, interviews, test scores, students' teacher evaluation and classroom observations. The evaluation process will include appropriate assessments for each of the project's objectives.

Project Goals Are;

1. Recruit train and mentor 51 paraprofessionals (Teachers' Assistants) from the partner school districts.
2. Prepare potential participants in the program to and meet application requirements.
3. Provide an ISU teacher education program for teachers of English Learners.
4. Provide mentoring and continuous professional development for graduates of the program.
5. Continue program assessment and Evaluation that leads to refinement and possible replication at other institutions.

This project is designed by university faculty and public school personnel to provide prospective teachers of English Learners with a comprehensive, long-term professional development plan based on best research and practices in teaching and learning. The partnership with the school district provides for master teachers to serve as mentors to the paraprofessionals in the program. Complete cooperation by school principals and district administrators provides for a cooperative environment between the university personnel and the school district's staff and teachers.

The proposed project will address *Invitational Priority 2- Improving Preparation of All Teachers to Better Serve English Learners*.

GPRA Measure Targets: The project expects to serve 34 paraprofessionals in the first and second year and expect no completers during this two year period.

The project expects to serve 51 paraprofessionals in year three and expects 17 to graduate and meet state qualification as certified teachers of ELs.

The project expects to serve 34 paraprofessionals in years four and five and expects all 17 candidates to graduate and meet all requirements for certification as teachers of EL's.

The project expects to serve 17 paraprofessionals during year 5 and expects 17 to graduate and meet state qualification as certified teachers of ELs.

The project expects to serve 51 paraprofessionals during the five year funding period and expects no less than 90% or 90 participating candidates to complete the course of study and meet all state requirements for certification as teachers of English Learners.

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TRANSITIONING PARAPROFESSIONALS INTO TEACHERS OF ENGLISH LEARNERS (TPT)

(a) *Quality of the project design*

Data from the Illinois State Board of Education (ISBE) Bilingual Education Report and from the partner school districts ;Waukegan School District 60, Round Lake School District 116 , North Chicago School District 187 and Zion School District 6 show that the State of Illinois is in high need of certified teachers who are qualified to serve English Learners (ELs). The proposed project will recruit qualified paraprofessionals who are in the classrooms of English Learners and who want to complement their experiences as teacher assistants by becoming certified teachers of English Learners. As graduates of the proposed project, these paraprofessionals will address the needs of ELs who are at risk of education failure.

The Illinois State Board of Education’s (ISBE) bilingual report points out major areas of concern in the area of teaching Els. First, it shows that not all ELs in the participating school district who are eligible for bilingual/ESL education services are being served. The concentrations of ELs are high in the partner school district as shown in (Table 1).

Table1. EL Students Identified and Served in Bilingual Education Programs

School Districts	Number Identified	Percent to Total Served
Waukegan School District 60	4,806	72%
Round Lake	1664	80%
North Chicago	796	80%
Zion	388	80%
All Districts	7654	78%

The second area of concern that was identified in ISBE's bilingual report is classroom size. The ratio of students to teachers in bilingual education programs is approximately 29:1. This is relatively high compared to the student to teacher ratio in the state which is approximately 19:1. It projected that the reason for high numbers in classrooms of English Learners is due to the shortage of qualified teachers.

The third are of concern is classes not taught by highly qualified teachers. In the participating districts, 2.1% of all classes are taught by teachers who are not highly qualified. There is a discrepancy in the fact that only 0.1% of classes are taught by not highly qualified teachers in low poverty areas.

Studies show that the numbers of students who are in need of services are increasing due to birth rates and immigration. An amendment to Illinois Public Law 78-727 requires that all non-English speaking students receive educational assistance; thus, it is imperative to prepare teachers who can meet the education needs of these students. To do so, educators must hold a teaching certificate with bilingual/ESL approval.

The ISBE report includes a projection of the number of certified/licensed teachers needed within the next five years. These projections are shown in Table 2. The projected numbers show an average increase of about 160 teachers needed per year. Clearly, teachers who have bilingual/ESL endorsement and/or approval will be in highest demand.

Table 2. Projected Number of Teachers Needed to Work with EL Students for the Next Five Years (FY05 through FY09) by Type of Certificate

Type of Certificate	FY 05	FY 06	FY 07	FY 08	FY 09
Certificate with ESL Endorsements and/or Approval	892	938	985	1,026	1,071
Certificate with Bilingual Endorsements and/or Approval	2,025	2,144	2,178	2,170	2,201
ESL and Bilingual Endorsements	897	982	1,154	1,284	1,361
Type 29 (Transitional Bilingual Certificate)	844	792	744	696	678
International Exchange Certificate	82	87	77	66	62
Other Certification	380	376	382	387	400
Total	5,120	5,319	5,520	5,629	5,773

It has been reported by the National Center for Statistics that only 2.5% of teachers who instruct ELs have received any professional development training in teaching these students. Further, a recent Department of Education survey reported that only about 50% of current teachers of ELs felt at least “moderately well prepared” to teach students with limited English proficiency or from diverse cultural backgrounds; and only 20% felt “very well prepared” (NCES, 2001).

ISU, through the College of Education, has recognized the shortage of teachers in the area of bilingual/ESL instruction and has developed a teacher preparation program that will help alleviate the shortage of teachers of ELs. The program is institutionalized and complies with Federal, State and institutional requirements for the training of teachers for EL’s.

The data that was gleaned from the ISBE’s 2010 Report Card shows that our participating LEA (Waukegan School District 60, Round Lake School District 116, North Chicago School

District 187 and Zion School District 6) face great challenges and are considered a high need area (Table 3). A high percentage of students in the Partner districts come from low income households. The data shows that among the total student population from the four participating districts 56 % of these low income students are LE.

Table 3. Demographic and Other Student Information for Partnering Districts

Total Districts' Enrollment	29251	The number of Students from low income families	19,707
African-American	21%	Students from low-income families	67.3%
Latino/Hispanic	65%	Limited-English-Proficient	26.1%
White	10%	Attendance rate for elementary schools	94.0%
Asian/Pacific Islander	1%	Attendance rate for high schools	86.4%
Native American	0.09%	State attendance rate	93.9%

In light of these facts and alarming statistics, ISU, through the College of Education, has accepted the challenge to help alleviate the shortage of teachers of English Learners in the State of Illinois by offering a course of study that will develop bilingual-bicultural/ESL elementary education teachers. The needs of EL students are not adequately met by Illinois schools due to the critical shortage of qualified teachers of ELs.

OVERVIEW OF THE PARTNERS

The University ranks as one of the top ten teacher preparation institutions in the nation among American Association of Colleges of Teacher Education institutions. Nearly one in eight Illinois public school teachers holds a degree from Illinois State.

The College of Education provides leadership in teacher education through delivery of programs in several departments and units, including Curriculum and Instruction, Special

Education, Educational Administration and Foundations; coordination of the Council for Teacher Education; and dissemination of research that informs policy and practice.

This college is a comprehensive and complex organization that prepares educators for the full range of education professions. Students select from early-childhood through administrative majors, bachelors through doctorate degrees. The College also provides a wide range of professional development for education professionals. Graduates are teachers, principals, superintendents, college and university presidents, student affairs personnel, professors, researchers, and policy makers.

We continue to be proud of the fact that nearly one in eight teachers in the state has graduated from Illinois State, making Illinois State one of the largest teacher preparation institutions in the nation. The University has taken a strong leadership role in providing educators for the State of Illinois and beyond. The College of Education enrolls more than 3,000 students who choose from a wide array of teacher preparation programs, including elementary education, early childhood education, middle school/junior high, reading, and all areas of special education. Graduate programs are offered in Curriculum and Instruction, Special Education, K-12 Administration, and Higher Education Administration.

The College of Education is one of only 85 in the nation that maintains laboratory schools. Thomas Metcalf and University High schools provide a unique educational option from pre-kindergarten through the senior year for approximately 1,000 students in the community. The schools also serve as sites for clinical experiences that are critically important to the College's future teachers.

Our Values

Illinois State University has an “enduring commitment to educate teachers who will be responsible to the moral and intellectual demands a democratic society places on them”

(Realizing the Democratic Ideal, 2000).

Educating Illinois identifies five values driving the action plan for our University. In the College of Education, these five values are realized through the conceptual framework, *Realizing the Democratic Ideal (2000)*: "To teach in a democracy is self-consciously to take up the burden of improving the moral and intellectual quality of our societal dialogue by including in it as many educated voices as possible."

This democratic conception of education, as well as the policy statement on the Art and Science of Teaching, informs the College of Education vision, mission, and goals.

School Districts Overview

All four school districts serve a population of students that images the population of the districts. All districts are north of Chicago and not considered a large urban area. The Waukegan Public School District 60 serves nearly 17,000 students in preschool through grade twelve. Our district is located on Lake Michigan just south of the Wisconsin border. The district has fifteen elementary schools, five middle schools, and a high school program divided between three buildings. We also operate preschool programs at seven partnership sites. The student body of the district is rich in diversity with most of our students being Hispanic, African-American, or Caucasian.

North Chicago is nestled between Waukegan on the north, US-41 on the west, Lake Bluff on the south, and features on the southeast side of the city, the Great Lakes Naval Training Center. North Chicago is approximately 20 minutes south of the Wisconsin border,

and 45 minutes north of Chicago. Five major ethnic groups make up the populace in the North Chicago School District. The majority of our students are Black (46.8%), but our other groups, Hispanic (41.7%), White (6.6%), Multi-racial (3.0%) and Asian (1.9%) provide a robust diversity unique to many areas north shore communities. In total, we have approximately 4,100 students attending our schools K-12.

Many of North Chicago School District's students qualify for public aid in the form of free or reduced-price lunches. With approximately 80% of our students classified as Low-Income. North Chicago also has a growing Hispanic population. Our bilingual program has identified nearly 13.6% of our whole student body, as having a Limited-English Proficiency.

Due to the mobile nature of the military population, the district also has a higher than average mobility rate at 38.3%. Many of the military families stay a year or two before being reassigned to other bases around the U.S. and world. On the positive side, many of the families and students bring experiences from around the world into our classrooms on a daily basis. Currently, North Chicago is not making AYP due to deficiencies in test scores in Reading and Mathematics. Cumulatively, 51.5% of our students are meeting grade level expectations on the ISAT. Please consult the [Illinois Interactive Report Card](#) for additional information about our testing performance.

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

The *proposed* project meets *Invitational Priority 2-Improving Preparation of all Teachers to Better Serve English Learners*. It is based on the partnership between ISU and four school districts. The purpose of this proposed project is to provide high-quality teachers for students whose first language is not English by preparing qualified candidates to become certified ELs

teachers. This partnership will create an alternate route for 51 *Paraprofessionals* who work in classrooms of English Learners to become highly qualified teachers for ELs. The project chose to serve paraprofessionals because this group has dedication and ownership in programs in which they serve. Their experiences in the classroom are a precursor for becoming excellent teachers as well as advocates for those who they have been serving as teacher aides. A canvassing of the paraprofessionals in the area also show that those who want to continue their education to become certified teachers are kept from doing so by time constraints as well as financial problems since many are contributors to their household income. The elementary certification program and the bilingual/ESL endorsement will follow the same program requirements which students complete on campus. Program and graduation requirements are explained in Appendix (A).

Recruitment of Participants

Participants in this project will be highly qualified candidates from the partner school district. In order to participate, an educational assistant must have a minimum of two years paid employment in a school and a letter of recommendation from her/his principal. Preference will be given to educational assistants who are currently working with ELs, although educational assistants interested in developing bilingual skills will be given consideration. Preference will also be given to educational assistants who are currently employed by the districts identified for services by this grant. The proposed program projects an enrollment of three cohorts of 17 candidates. The candidates must have completed an associate degree or its equivalent and are employed as a paraprofessional in a bilingual/ESL program. Appendix (B) shows the application form.

The partnership of ISU with the participating school districts strengthens the education process of the candidates by a total commitment of all partners to provide the setting for a field based program of teacher education. The school districts will provide the recruitment field, the classrooms where the candidates will apply the information disseminated in the classes required for certification. The district will also provide the cooperation of master teachers who will oversee and help in the training of the candidates.

This partnership will strengthen cooperation between a University and a School Districts in the training of qualified teachers of ELs in a field based program. Classrooms will be the setting and English Learners will be the recipients of teaching in an environment conducive to learning that takes into account two languages and two cultures.

This non-traditional education process will be institutionalized and can continue as a viable process of Professional Development program (PDS) that uses both university faculty and in-service master teachers as instructors and mentors for teacher education candidates.

Project Goals, Objectives and Outcomes

Goal 1. Recruit train and mentor 51paraprofessionals (teachers' aides) from the partner school districts.

Objective 1.1 Recruit 51 candidates from the participating school district.

Objective 1.2 Provide individual counseling, transcript analysis, and follow up support in order to determine the educational needs of each participant

Objective 1.3 Prepare an individual certification plan for each participant which will outline steps needed in order to complete general education requirements, strengthen English skills, and fulfill any other unmet program requirements.

Objective 1.4 Assist participants as needed in applying for program admission and in registering to take the State of Illinois Teacher Basic Skills Test.

Measurable Outcomes: A minimum of 51 candidates will apply for admission to the ISU Education Program.

All 51 pre-service candidates will pass the Basic Skills Test required by both the University and the State of Illinois.

Goal 2. Prepare potential participants in the program to meet application requirements.

Objective 2.1 Offer coursework, workshops and seminars for participants

Measurable Outcomes:

- 100% of applicants accepted to the ISU education program will meet the general education requirement.
- 100% of graduates of the ISU Certification Program will pass the University's required speech check. (Speech Check is required for graduation).
- All candidates will pass the required Basics Skills Test.
- All candidates will earn a grade of "C" or better on all required courses.

Goal 3. Provide an ISU teacher education program for teachers of English learners.

Objective 3.1 Provide an education program in bilingual/ESL teacher preparation.

Objective 3.2 Provide three summers of intensive coursework and four semesters of Evening classes for each cohort participating in the project.

Objective 3.3 Provide cooperating teachers and supervision to interns.

Measurable Outcome: A minimum of 46 (90% of accepted candidates) out of the 51 candidates will complete the ISU education program.

Goal 4. Provide mentoring and continued professional development for graduates of the ISU education program.

Objective 4.1 Collaborate with hiring school districts to develop plans for mentoring and professional development of program graduates.

Objective 4.2 Assist graduates in developing Individual Plans for continued Professional Develop.

Measurable Outcomes:

- 95% of graduates will complete their first three years of teaching in a high-needs school.

- 95% of graduates will complete State of Illinois requirements for regular teacher licensure.
- 90% of graduates will meet the goals of their individual plans of professional development.
- Participating LEA will hire and place 80% of teacher candidates graduated from the program in the area of elementary education with endorsement in bilingual/ESL.

Goal 5. The project will continue to be assessed, evaluated, and refined.

Objective 5.1 The project will be evaluated on an ongoing basis by project administrators, faculty, partners, participants, and hiring districts.

Objective 5.2 The project will be evaluated on an annual basis by an outside evaluator.

Objective 5.3 Make revisions to the project based on the formative evaluation.

Objective 5.4 Disseminate information about the project and its model throughout Illinois and among other teacher preparation institutions throughout the country.

Measurable Outcomes:

- An annual report on project accomplishments and evaluation data will be disseminated to stakeholders.
- Representatives from all involved parties will assemble quarterly to review program data and recommend improvements.
- Project leaders will share information about the program at a minimum of two educational conferences annually in years 3, 4, and 5.

The project clearly meets invitational priority number two (Improving Preparation of all Teachers to Serve English Learners) this project has been developed in direct response to needs identified by the ISBE and the participating School Districts. Government officials have identified that the Hispanic population is growing at a fast rate and is concentrated in Chicago and its suburbs such as the area serviced by the participating school districts. The districts are in dire need of the kind of assistance provided by this project and have indicated a strong support for the project. (See Appendix C for letter of support)

Currently, the participating LEAs have unfilled vacancies for ELs teachers. Superintendents of the districts expressed interest in supporting this project and identified the advantages of developing teachers in a district and school culture that has been a part of the candidates in the program. They also recognized the cost effectiveness of growing your own teachers vs. recruiting from foreign countries which is a common practice in the State of Illinois.

These data indicate a need for more highly qualified teachers certified in elementary education with a bilingual/ESL endorsement, especially in Cook County's highest need districts. This need, coupled with the district administration's expression of willingness to support ELs educators, lays the groundwork for a successful collaboration with ISU. Specifically, this project will respond to the district's needs by preparing high quality teachers for the classrooms of the district in as short a time as possible.

The program will provide all aspects of ISU's teacher preparation program to the student interns; in other words, there will be no reduction in the quality of the teacher preparation program. ISU's teacher education program is NCATE (National Council for Accreditation of Teacher Education) approved and highly regarded in the state and the nation.

A collaboration of faculty from the Colleges of Education, Arts and Sciences, and Fine Arts, along with representatives from the participating school districts, will implement a teacher education curriculum which focuses on program goals, as demonstrated by student performance, using NCATE-defined standards as their guide.

The candidates will participate in a project that reflects a high quality design in that: (1) it has been planned with input from teachers, professors, and school administrators; (2) it is founded on a substantial body of research on the professional development of teachers and bilingual/ESL education; (3) it is based on the premise that teachers are life-long learners; (4) it

proposes new professional roles for teachers by involving them in the professional training of future educators of English language learners; (5) it provides a range of professional development opportunities that will enable teachers and professors to sustain innovation in their work as educators of English Language Learners; (6) it builds new structures into the schools and the universities that will enable the project to continue after funding has ceased; (7) it will result in high-quality curriculum materials because of the collaborative nature of the project; (8) it provides opportunities for teachers and professors to network with one another; (9) it provides outcomes that will be suitable for dissemination to other schools and universities; (10) a plan has been built into the program to place participants in schools after they obtain their degrees or certification in order to maintain on-going follow-up activities with them; (11) plans for dissemination have been included in the design.

The Paraprofessional candidates will complete the elementary education program with bilingual/ESL endorsement. The courses will be offered on site and at times that benefit their schedules. Their internships are continuous since they are required to be employed in a school district as paraprofessionals.

Interns will be closely supervised by faculty from Illinois State University and will participate in internship seminar, led by a faculty member from Illinois State University. Perhaps more crucially, these interns will have teacher mentors who will be highly skilled and experienced teachers in the same school building. These mentors will be trained by a cooperative effort from both ISU faculty and staff and assigned members of the participating school districts in School Districts. A stipend will be provided to participating mentors.

Additional assurances of high-quality teaching will be provided through the participating school districts and ISU, which will offer professional development opportunities to the interns

throughout their experiences. These opportunities will consist of seminars and workshops which address specific topics of relevance to the teaching needs of the interns. In addition, ISU faculty will provide intensive assistance to any intern who is not demonstrating the capability to provide high quality teaching. This assistance will take place in the intern's classroom and will include coaching, demonstration teaching, collection of observational data, and goal setting with the intern and her/his mentor.

Beyond the internship year, mentors will continue to provide support to program participants as they move into their first regular teaching assignment. Mentors will continue to receive support and training from partners at participating school districts. In addition, faculty from ISU and administrators from the participating school districts will provide support on an as-needed basis in order to optimize the teaching experiences of these new teachers

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

These objectives are best viewed as integrated elements of a comprehensive program drawing on research in professional development, bilingual education, teacher education, standards-based instruction, and cognition and development, as well as the University's Teacher Education program experience in professional development programs in many districts in the state of Illinois.

Both the pre-service and in-service components of this project are designed so that they are consistent with a substantive body of research which shows that in order for bilingual students to become academically successful: (1) the language and culture of the students must be incorporated into the school program; (2) the participation of the community, especially parents, in students' learning is essential; (3) students must have opportunities to be creators of their own knowledge through problem-solving and inquiry in their native language as well as

their second language; (4) opportunities need to be provided for students to have genuine dialogue and interaction with their teachers and fellow students; (5) learning must be embedded in cultural contexts and demanding enough to intellectually challenge students; and (6) students should have every opportunity to demonstrate their cognitive and linguistic abilities through an on-going performance-based assessment (Ada, 1988; Cummins, 1991; Howe, 1994; Jimenez, 1994; Lacelle-Peterson, Rivera, 1994; Lessow-Hurley, 1996; and Nieto, 2000; O'Malley & Valdez Pierce, 1996; Hurley & Tinajero, 2001).

Much recent research and the College of Education's years of experience in working with schools has demonstrated that effective professional development must address how a culture of inquiry can be developed in the context of school work sites (Clandinin, Davies, Hogan, & Kennard, 1993; Richardson, 1994; Fine, 1994; Liebermann, 1994; Banks, 2003; Dias-Rico & Weed, 2002; Gay, 2000; Goldstein, 2003; Gollnick & Chinn, 2002; Kramsch, 1993). It is within such a culture of inquiry that teachers and students ask critical questions about their work, non-judgmentally explore its meaning, and reflect with colleagues on how they can jointly solve instructional problems. This proposal outlines a professional development program that goes beyond offering workshops and in-service sessions. It offers a comprehensive approach to professional development which fosters a culture of inquiry through activities such as formal and informal conversation among educators within and across schools, team building with university professors, networking through E-mail, casework within schools, and opportunities to meet and reflect on bilingual educational practices. Through such a process of joint reflection and inquiry, new institutional roles will be created and modified as public schools and universities collaborate to redesign curriculum and assessment in the field of bilingual education. In this way participants are freed from isolated professional roles to

become lifelong learners, negotiators, facilitators, project managers, curriculum developers, assessment designers, teacher educators, and policymakers (Firestone, 1993; Fullan, 1993).

The schools in the project serve Hispanic student populations' characteristic of urban areas. For youth to achieve challenging standards, learning environments must attend to all forms of intellectual, cultural, and social-emotional development. Recent understandings about learning and development drawn from cognitive and bilingual/bicultural research and reflection about connective and imaginative capacities will guide our process of engaging all children in the educational process through the project's pre-service and in-service programs (Cummins, 1984; Wang, Walberg, Reynolds, 1992; Resnick, 1989; Gardner, 1983; August & Hakuta, 1998; Chamot, 2005) (see Appendix D for Complete Bibliography).

The in-depth description of the objectives and the activities proposed in this project clearly shows the interdisciplinary composition of this unique teacher education program. It reflects a rigorous curriculum delivered in the field environment that will improve the quality of teachers of ELLs. These in turn will improve the teaching and learning of ELLs by preparing teachers who will provide instruction to meet the rigorous academic District and State standards.

The commitment to continue, expand and build upon this project when federal assistance is no longer available is a key component of this project. Because of the experiences and dedication of both faculty and administration at Illinois State University, a major outcome of this project will be the improvement of capacity to prepare Bilingual/ESL teachers. The project is designed to be sustained completely by Illinois State University after the five-year funding period. Illinois State University is committed to the training and retention of bilingual teachers. As a teacher education institution, Illinois State prides itself of being one of the top ten teacher training institutions in the United States. The Bilingual Teacher Training program and the

activities proposed by the project will be an integral part of the Department of Curriculum and Instruction in the College of Education. The federal assistance requested in the proposal will serve in assisting in the implementation of a valuable component added to an existing and successful bilingual teacher certification process and ESL certification process at Illinois State University.

The quality of the project's services is reflected in the goals and activities stated in the project design. In the detailed descriptions of each activity, we indicate the personnel and resources to be used. In addition, the timeline provides breakdown by quarter indicating how staff time will be allocated to the project.

The partnership of ISU and the four participating school districts provide almost certain employment for participants completing the program. The need for these teachers in the State of Illinois nearly guarantees employment in any district. ISU has an active placement center where graduates can access employment opportunities nation wide. The services are free and include a series of recruitment fairs where the University provides, for the benefit of its graduates, the opportunity to come into contact with hundreds of prospective employers.

(b) Quality of Project Personnel

A primary consideration in the development of this partnership was the selection of schools with minority populations that have traditionally been underrepresented in educational programs and services. The teachers and University faculty participating in the program will be selected according to their expressed level of interest in the project and experience, and pre-service students will be selected according to University admissions procedures without regard to race, color, national origin, gender, age, or handicapping condition. It is the official policy of

ISU that no person will encounter discrimination in employment or education on the basis of age, color, handicap, national origin, race, religion, sex, or veteran's status.

(1) The qualification, including relevant training and experience of program director and principal investigator.

PI: Maria Luisa Zamudio is currently Assistant Program Coordinator for the Bilingual/Bicultural Program in the Department of Curriculum and Instruction at Illinois State University. Ms. Zamudio earned a M.A. in Foreign Languages in 2004 from Illinois State University with concentration in Latin-American Literature and Culture; she is a PhD candidate in the Department of Education Administration and Foundations at ISU. She is the advisor for the Student Association for Bilingual Education (SABE), and the advisor for prospective in-service teachers for certification and has worked on three staff development programs in the past 10 years. Ms. Zamudio has as experience in the development and implementation of field programs experiences in recruitment and retention of candidates and has been a PI for a successful project funded by the US Department of Education completed in 2007.

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

Field Director, Ms. Christina Moe, has experience in the development and implementation of field programs. She works as the Field Representative and later as the PI of a Transition to Teaching Program in northern Illinois. Besides having knowledge with coordinating all on-site activities, she has experiences in recruitment and retention of candidates and will act as liaison between students and ISU and between the university and its program partners. With a Bachelors of Arts degree in Mathematics from Earlham College and a Master of Arts degree in Elementary Education from Roosevelt University, Ms. Moe brings ten years of experience

working with schools and immigrants in the Chicago Area. Six of those years she spent as a classroom teacher in a Chicago Public School.

Student Adviser Maureen Smith has an MS in History Education, has taught for 15 year from elementary grades to the University level. Her teaching experience is complimented by 18 years of advising education majors from Early Childhood to Secondary Education to include Bilingual /ESL candidates. Ms. Smith is the senior advisor in the College of Education and her primary responsibilities include, advising students on courses and plan of study, course articulation and transfer student issues, graduation requirements, Certification issues and endorsements, as well as ISU's Performance Based Assessment

Clerical Julie Elizabeth Meenen has 10 years of experience in grant management, budgets and processes. Ms. Meenen has worked in three grants and has the experience and knowledge needed to support a grant of this type.

Evaluator George Torres is Assistant to the Dean of the College of Education (Emeritus). Due to his extensive experience in developing a bilingual program and directing projects, he will be one of the project's consultants/evaluator. Professor Torres served was the Director of the Bilingual Education Program at ISU and succeeded in developing the program into a successful teacher education program recognized at the State and national levels. He has extensive experience in grant writing and management and has served as Project Director on a variety of projects.

Qualifications of Other Personnel

The faculty supporting the program consists of educators with interest and knowledge in the areas of bilingual/ESL instruction, foundations of bilingual education, philosophy of bilingual education, and methods related to bilingual instruction. The College of Education has four full-

time bilingual faculty members who will be working with the program director /s that is/are also bilingual. The faculty is provided with clerical assistance, state-of-the-art equipment, and all needed facilities to conduct instruction, advisement, and evaluation. A complete list of faculty and staff is included in Appendix (E).

Additional support for this project comes from: Dr. Deborah Curtis, Dean; Dr. Darrell Kruger, Associate Dean, fiscal agent; Dr. Barbara Meyer Interim Chair of the Department of Curriculum and Instruction; Mrs. Marilyn Krajenta, Director of EL Programs, Waukegan School District 60; Mytzy Rodriguez, Director of EL Programs, Round Lake School District 116.

(c) Quality of Management Plan

(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.

The management plan includes specific steps to accomplish the stated objectives and activities, and the timeline on Pages 21-27, that clearly shows the time commitment by all participating personnel.

**Table 7
Timeline for Project Activities/Tasks
Academic Years 2011-2016**

Year: Fall 2011- fall 2012	Activity	Personnel	Fall 2011	Spring 2012	Summer 2012	Fall 2012
	Develop recruitment materials and program packets for prospective participants.	Project director Field Coordinator Coop. Districts Reps.	■			
	Contact Partner School Districts to begin the process of recruiting candidates.	Project director Field Coordinator Advisors	■	■		
	Develop and implement an Advisory Committee made up of representatives of project partners and constituents.	Dean of College of Education Project director Field Coordinator	■			
	Plan and host recruitment meetings for prospective participants. Make visits to schools in Partner Districts to recruit candidates.	Field Coordinator Project director Coop. District Reps. Advisors	■	■		
	Develop plans to collect data in order to provide formative, on-going, summative feedback. Develop plans for an outside annual evaluation.	Faculty Members Coop. Districts Reps. Field Coordinator Project director	■	■		
	Begin enrolling project participants and processing application materials and transcript analysis.	Advisors Coop. Districts Reps. Field Coordinator Project director	■	■		

Continued: Fall 2011 - fall 2012

Conduct individual counseling sessions and develop individual plans of certification.	Advisors Field Coordinator Project director	■	■	■	■	■
Measure progress toward quarterly benchmarks. Collect data from all participants through formal interviews and surveys.	Field Coordinator Project director	■	■	■	■	■
Arrange for outside annual evaluation to provide formative feedback to the Advisory Committee.	Project director Advisory Committee	■				
Provide test taking/basic skills and preparation workshops for the Illinois Teacher Basic Skills Tests and assist students to register for the test.	Field Coordinator Project director					■
Conduct semester meeting of the Advisory Committee.	Advisory Committee Coop. Districts Reps. Field Coordinator Project director	■	■			■
Provide Program Courses for Cohort 1.	Faculty members		■	■		■
Provide Program Courses for Cohort 2	Faculty Members			■	■	■
Provide Program Courses for Cohort 3	Faculty Members				■	■

Year: Spring 2013 – fall 2013

Activity	Personnel	Spring 2013	Summer 2013	Fall 2013
Conduct semester meeting of the Advisory Committee.	Advisory Committee Coop. Districts Reps. Field Coordinator Project director	■	■	■
Present evaluation data to the Advisory Committee and develop recommendations for improvements.	Coop. District Reps. Field Coordinator	■	■	■
Measure progress toward quarterly benchmarks	Coop. District Reps. Field Coordinator	■	■	■
Conduct intern seminars every semester.	Faculty Members	■	■	■
Arrange for outside annual evaluation to provide formative feedback to the Advisory Committee.	Project director Advisory Committee			■
Provide test taking/basic skills and preparation workshops for the Illinois Teacher Basic Skills Tests and assist students to register for the test.	Field Coordinator Project director			■
Work with Partner Districts to recruit mentor teachers at school district sites to supervise the intern teachers during the internship period.	Coop. District Reps. Field Coordinator Project director			■
Provide Program Courses for Cohort 1.	Faculty members	■	■	■
Provide Program Courses for Cohorts 2 & 3	Faculty Members	■	■	■
Provide Program Courses for Cohorts 1-2- 3 7 4	Faculty Members	■	■	■
Continue to collect data from program participants. Measure progress toward quarterly benchmarks.	Field Coordinator Project director	■	■	■

Year: Spring 2014 – fall 2014

Activity	Personnel	Spring 2014	Summer 2014	Fall 2014
Provide program courses for Cohort 1	Faculty Members	■	■	■
Provide program courses for Cohort 2	Faculty Members	■	■	■
Provide program courses for Cohort 3 & 4	Faculty Members	■	■	■
Conduct semester meeting of the Advisory Committee.	Advisory Committee Coop. District Reps. Field Coordinator Project director			
Present evaluation data to the Advisory Committee and develop recommendations for improvements.	Coop. Districts Reps. Advisory Committee Field Coordinator Project director	■	■	■
Arrange and schedule for students to take the Illinois Teacher Basic Skills Test.	Field Coordinator Project director	■	■	■
Continue to collect data from program participants. Measure progress toward quarterly benchmarks.	Field Coordinator Project director	■	■	■
Share project information and findings at a national conference.	Field Coordinator Project director			■
Arrange for outside annual evaluation to provide formative feedback to the Advisory Committee.	Field Coordinator Project director			■
Conduct intern seminars every semester.	Faculty Members	■	■	■
Conduct semester meeting of the Advisory Committee.	Advisory Committee Coop. Districts Reps. Field Coordinator Project director	■	■	■
Continue to collect data from program participants. Measure progress toward quarterly benchmarks.	Field Coordinator Project director	■	■	■

Year: Spring 2015 – fall 2015

Activity	Personnel	Spring 2015	Summer 2015	Fall 2015
Conduct semester meeting of the Advisory Committee.	Advisory Committee Coop. Districts Reps. Field Coordinator Project director	■	■	■
Work with the Advisory Committee to coordinate district professional development activities and mentoring for program graduates.	Advisory Committee Coop. Districts Reps. Field Coordinator Project director	■	■	■
Present evaluation data to the Advisory Committee and develop recommendations for improvements.	Field Coordinator Project director	■	■	■
Continue to collect data from program participants.	Field Coordinator	■	■	■
Measure progress toward quarterly benchmarks.	Project director	■	■	■
Conduct intern seminars every semester.	Field Coordinator	■	■	■
Supervise interns and communicate regularly with mentor teachers and school district administrators about interns' progress.	Project director	■	■	■
Supervise interns and communicate regularly with mentor teachers and school district administrators about interns' progress.	Faculty Field supervisors	■	■	■
Work with Partner Districts to provide ongoing support for new teacher mentors.	Coop. Districts Reps. Faculty Field Coordinator Project director	■	■	■
Share project information and findings at a national conference.	Field Coordinator Project director			■
Arrange for outside annual evaluation to provide formative feedback to the Advisory Committee.	Field Coordinator Project director			■

Continued: Spring 2015 – fall 2015

Continue to collect data from program participants. Measure progress toward quarterly benchmarks.	Field Coordinator Project director	■	■	■	■
Work with Cooperating Districts to provide ongoing support for intern mentors.	Coop. Districts Reps. Faculty Field Coordinator Project director	■	■	■	■
Conduct intern seminars every semester.	Field Coordinator Project director	■	■	■	■
Supervise interns and communicate regularly with mentor teachers and school district administrators about interns' progress.	Faculty Field supervisors	■	■	■	■
Provide additional professional development to interns through Cooperating Districts.	Coop. Districts Reps. Field Coordinator Project director	■	■	■	■
Work with Cooperating Districts to provide ongoing support for new teacher mentors.	Coop. District Reps. Faculty Field Coordinator Project director	■	■	■	■
Share project information and findings at a national conference.	Field Coordinator Project director				■
Assist participating school districts in hiring program graduates and in planning for professional development of new hires.	District Reps. Field Coordinator Project director	■	■	■	■
Provide courses for Cohort 1	Faculty members	■	■	■	■
Provide courses for Cohort 2	Faculty members	■	■	■	■
Provide courses for Cohort 3 & 4	Faculty members	■	■	■	■

Year: Spring 2016 – fall 2016

Activity	Personnel	Spring 2016	Summer 2016	Fall 2016
Work with the Advisory Committee to coordinate district professional development activities and mentoring for program graduates.	Advisory Committee Coop. Districts Reps. Field Coordinator Project director	■	■	■
Present evaluation data to the Advisory Committee and develop recommendations for improvements.	Field Coordinator Project director			■
Continue to collect data from program participants. Measure progress toward quarterly benchmarks.	Field Coordinator Project director	■	■	■
Work with participating Districts to provide ongoing support for new teacher mentors.	Coop. Districts Reps. Faculty Member Field Coordinator Project director	■	■	■
Provide additional professional development to new teachers through participating Districts	Coop. Districts Reps. Faculty Member Field Coordinator Project director	■	■	■
Share project information and findings at a national conference.	Field Coordinator Project director	■	■	■
Arrange for outside annual evaluation to provide formative feedback to the Advisory Committee.	Field Coordinator Project director			■
Conduct semester meeting of the Advisory Committee.	Advisory Committee Coop. Districts Reps. Field Coordinator Project director	■	■	
Conduct a formal summative evaluation and disseminate to interested/involved parties	Field Coordinator Project director	■	■	■

(2) The extent to which the time commitment of the project director and other project personnel are appropriate and adequate to meet the objectives of the proposed project. Time Committed to the Project by All Key Personnel

The staff for this project will include: A project Director (50 %) each, a field coordinator / recruitment coordinator (100%), an academic advisor (20%), and one secretary/clerical (100%). The project's budget explanation is included in Appendix (E).

ISU supports the principles of equal opportunity and affirmative action in employment and education. The statement on nondiscrimination from the approved Affirmative Action Plan of the University and outline of the search and screening process is found below. The plan states that "Illinois State University is committed to diversification of all its internal divisions by race and sex, and to the employment and education of affirmative action constituents in proportions equivalent their availability among qualified populations outside the university." This commitment stems not only from legal and moral considerations, but also from a conviction that an institution of higher learning is enriched by the presence of diversity and that narrow cultural biases serve to limit rather than enhance the teaching, research, and service functions which are the hallmarks of the University mission.

(d) Quality of The Project Evaluation

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

The Project Evaluation includes multiple assessments to ensure that the objectives of the program are accomplished. The project coordinator and field representative will collect data on an ongoing basis. Data will be collected using surveys, interviews, test scores, students' teacher evaluations, and classroom observations. They will also be responsible for communicating and sharing information with the Advisory Committee which will meet every quarter. Data also will be shared at regional and national conferences

The project evaluation will provide appropriate assessment of each of the project's objectives. In order to aid the Advisory Committee in assessing program impact, formative evaluation questionnaires will be developed by the project director, field coordinator, and the project's external evaluation consultant. Then, it will be administered to teachers, administrators, and project personnel. Summaries of these formative assessments will be used by the Advisory Committee to refine the program's design. A more formal report will be prepared by the director, the external evaluation consultant at the end of each year. The project evaluator and/or the external evaluation consultant will attend periodic meetings of the Advisory Committee, as a participant-observer, and keep journalistic records of the meetings. A copy of the detailed plan of action and revisions for the program will be kept on file.

In the fall of each project year, demographic data (e.g., name, age, current grade point average, performance on academic or professional assessment tests, and ethnic background) on each of the bilingual pre-service students will be compiled using information from student applications. These data will provide a baseline for the evaluation of the program and provide documentation that the recruiting and assessment objective was achieved.

To determine whether the objectives of this project has been met, a portfolio will be maintained for each of the students in the degree and certification programs including data that will be used to track each student's performance in courses and in their fieldwork. These data will be used for formative evaluation. To assess whether students have increased their ability to function as bilingual teachers, pre- and post-tests will be administered to certificate or degree program students to evaluate their attitudes towards and understanding of bilingual teaching. These tests will be developed by the director and University faculty, the external evaluator.

During this initial phase of the project, the director and the external evaluator will design a scaled survey instrument for participants in order to gauge baseline information: (1) Knowledge of bilingual curriculum design and assessment; (2) attitudes and needs regarding professional collaboration; and (3) attitudes and practices related to linking bilingual curriculum design to performance-based standards for all students. These assessment surveys will be administered prior to the beginning of the professional development process, and will be repeated. A tentative survey instrument, assessment rubrics for required ITPS's mastery and Performance Appraisal and Progress Report form are included in Appendix (G).

The director and the external evaluation consultant will analyze survey responses and conduct follow-up interviews with a sampling of teachers, both team members and non-members, to further explore teachers' perception of their roles and knowledge of the assessment and design of bilingual curriculum design. The external evaluator and program coordinator will conduct classroom observations, analysis of bilingual/ESL professional development team minutes and journals, and follow-up interviews with a sampling of bilingual teachers, coordinators, aides, and students.

The director, in cooperation with project staff and in collaboration with the external evaluation consultant will collect a range of quantifiable data to measure the effectiveness of the project. These include: quantitative results from pre- and post-tests given to teachers and students, formative evaluation questionnaires using Likert scales, a central databank to keep a systematic record of teacher participants and their involvement, and of student outcomes by schools in the subject areas. Quantitative baseline and outcome data will be coded and fed into the center's computer and analyzed using SPSS where applicable. Where appropriate, regression analyses, tests of measures of central tendency, as well as correlation will be used for the final

report. T-tests will be used to establish significance and the level for rejecting the null hypotheses will be set at .05.

In order to determine whether the training relates to the employment of persons served by the program, a questionnaire to former students will ask them how effective their training has been. In addition, project staff will conduct follow-up visits to a sample of students who have been employed to determine how well they have been prepared to become bilingual educators. Whenever possible, former students will also be invited to return to the program to take part in in-service workshop sessions.

The Budget is Adequate to Support the Program.

The budget for this project is adequate in that 60% of its direct costs have been devoted to personnel, student tuition, or supplies for the program. Only 8% of the overall budget has been allocated for indirect costs. All expenditures for the grant will be carefully monitored through the University's computerized accounting system, and a separate set of records will be maintained by the College of Education's accounting process. Finally, as outlined in the evaluation section, extensive documentation will be maintained on all grant activities so that they can be organized into a form for dissemination.

The costs for this professional development project are reasonable because the actual university cost of training each participant is approximately \$35,000, and the amount requested for each participant is \$23,000 per student. By the conclusion of this program, 51 students will have received B.S. degrees in Elementary Education with bilingual and ESL endorsements.

(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 qualitative and quantitative data to the extent possible.

The project's evaluation design will employ both quantitative as well as qualitative approaches, using state-of-the-art assessment measures. The quantitative portion will consist primarily of pre/post measures of students' knowledge, skills, and abilities to assess the impact of the project on in-service teachers and pre-service students. Quantitative components will be reinforced with frequent qualitative measures of project development and impact, tapping the ways in which project participants perceive key occurrences in project development as well as changes resulting from project involvement. Such qualitative data will be gathered using a variety of semi-structured interviewing techniques and open-ended questions on surveys, journals that teachers and students keep on their own reflective process, reactions to critical discussions on bilingual education with colleagues and peers, and case material and videotaped footage of classroom work.

This project's evaluation design will use state-of-the-art methods of evaluation and assessment that involves collecting baseline data for each objective, mapping the individual characteristics of each school and collaborating organization, establishing a computerized data bank, providing formative evaluation, using videotape to document changes in classroom practice at the pre-service and in-service levels, documenting the learning community's growth and depth through journaling, electronic network usage and assessing program impact. In addition, this evaluation plan is innovative and state-of-the-art in that it will go beyond documenting the process by which the products (curriculum units, videotapes, etc.) are achieved by tracking its perceived quality and usefulness by final users (pre-service students, beginning

teachers, and bilingual teachers) and market penetration (other schools and universities in the region). Methods employed to address these questions are detailed in the next section.

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

The director and an external evaluation consultant will be responsible for the overall administration of the evaluation design with the support of project staff and program participants. The external evaluation consultant will provide an outsider's perspective to the program and will advise on changes required as well as reinforce positive aspects of the continuous development and implementation of the proposed project. All results from assessment processes on all project activities will serve as a platform for examining the effectiveness or lack of effectiveness of the project's implementation strategies, and corrective action will be taken.

Checks and balances in the administration of the project will secure periodic assessment of the project every two months for the first year and quarterly thereafter. The Advisory Committee will receive a progress report on the project to include project timeline progress as well as projected activities, timelines and benchmarks for the next meeting. In summary, the *Transitioning Paraprofessionals into Teachers of English Learners project (TPT)* will be evaluated continuously and revised according to evaluation findings on an ongoing basis. Data will be collected from all possible sources, including partnership institutions, participating LEA, project participants, mentor teachers, and the children and parents at the schools in which project participants intern and teach.

The kinds of data collected will include the following:

- numerical data about project participants;
- data on teaching positions filled;
- student test score data from participating schools and classrooms;

- interview data from program participants, teacher mentors, LEA administrators, children and parents at participating schools, and grant partners; and
- Survey data from program participants, teacher mentors, LEA administrators, children and parents at participating schools, and grant partners.

Each goal of the *Transitioning Paraprofessionals into Teachers of English Learners project* (TPT) has measurable outcomes which will be broken down into quarterly benchmarks. The Project Director will be responsible for monitoring the accomplishment of each quarterly benchmark by supervising the collection of appropriate data and reporting this progress to the Advisory Committee. The Advisory Committee will review progress toward quarterly benchmarks and make recommendations for improvements toward these goals.

Annually, an outside evaluator will collect data and provide feedback regarding the project as a whole. The evaluator will use the project's goals and progress toward quarterly benchmarks as a guide but will also evaluate the project more holistically through interviews, survey data, and on-site visits. Findings of the outside evaluator will be reported to the TPT Advisory Committee in spring of each year and used by the Board to recommend improvements in the project.

All evaluation data will be carefully considered in preparing interim reports. Moreover, a summative evaluation will be done under the auspices of the TPT Advisory Committee and conducted by the outside evaluator. Data from this evaluation will be used in submitting a final evaluation report.