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Project Abstract

IHE	California State University, Chico
PROJECT TITLE	The CPD Project: <u>C</u>ollaborative <u>P</u>rofessional <u>D</u>evelopment in Rural California Schools
PARTNER	Butte County Office of Education

PROJECT DESCRIPTION: The Collaborative Professional Development Project in Rural Northern California Schools (CPD) will meet the purposes of the National Professional Development Program by responding to the dramatic need to improve learning opportunities and educational outcomes for English Learners within the rural Butte County educational region, through a partnership established between the CSU, Chico Center for Bilingual/Multicultural Studies (CBMS) within the School of Education (SOE) and the Butte County Office of Education (BCOE). The CPD Project will be delivered over the five-year grant period to address two goals:

- 1) Provide a collaborative professional development model that fosters site-based leadership.
- 2) Provide professional development for 140 elementary and secondary pre-service teachers who are bilingual or are from underserved groups, eight (8) paraprofessionals and 112 in-service teachers (grades 4th-9th) designed to: (a) better serve English Learners (ELs); (b) implement inquiry-based instruction in the STEM discipline of Science, integrating ELA Common Core and ELD Standards; and (c) make data-based instructional decisions resulting in improved student learning outcomes.

Across the United States, there is a critical need for addressing the shortage of qualified and effective teachers of English Learners (ELs). According to the 2008–09 Consolidated State Performance Reports, there currently are 344,048 certified or licensed teachers in Title III-funded programs, with an additional 51,419 teachers needed in the next five years. Data show only 26% of the teachers have received specific professional development designed to prepare them to be effective content teachers of English Learners as well as knowledgeable about the specific needs of culturally and linguistically diverse students and families (Herrera and Murry, 2010). The CPD Project will meet this critical need.

The CPD Project, by focusing on high quality professional development for pre-service, paraprofessionals and in-service teachers across grades 4-9, aims to address school achievement rates and high school graduation rates of English Learners by targeting the teachers who teach them throughout the pipeline of educational preparation. The project will focus on teachers of the STEM discipline within Science to address the national trends of EL underachievement. The CPD Project consortium of the following partners, CSU, Chico faculty, Butte County ELD coordinator, administrators and staff, Chico Unified School District/K-12 Alliance teachers,

Lesson Study coaches, and OPAL consultants plan to develop and implement professional development for 140 pre-service teachers, 112 in-service teachers, and 8 paraprofessionals.

The CPD Project will plan, develop and implement a four-day Academic Language Development and Science Inquiry-Based Institute to be held each year for pre-service and in-service participants. CPD teams will subsequently plan, develop and implement a four-day Summer Academic Language Development and Science Inquiry-Based Institute for Cohorts 2 - 4 in 2011-2015. In-service teachers and paraprofessionals will participate in a two-year cycle of professional development. Year 1 is introduction and training in CPD components. Year 2 provides in-depth content and pedagogy professional development. This CPD model fosters on-site leadership by moving in-service teachers into co-coaching roles to further their own knowledge and support incoming cohorts. Six days of post (follow-up) institute professional development per year will be provided throughout each academic year for Cohorts 1 – 4. The program design will follow the co-teaching model in which in-service, paraprofessionals and pre-service teachers will design and implement lessons based on content and pedagogical knowledge gained from participation in CPD.

In the follow-up sessions throughout the year, Lesson Study cycles will be framed through Observation Protocol for Academic Literacies (OPAL). In Lesson Study teams (coaches, in-service, paraprofessionals and pre-service teachers) will: (a) engage in goal setting and lesson planning; (b) teach the lesson; (c) discuss and reflect on the lesson; and (d) re-teach the lesson (Lewis, 2002). Given this experience, Lesson Study teams engage in reflective discussions, focused on strengths and needs of the ELs' learning experience, in terms of literacy and language acquisition across science content.

In addition, the CPD Project will provide OPAL training for 49 School of Education professional preparation program faculty, supervisors and selected in-service teachers from the partner LEA, Butte County Office of Education. The OPAL domains (Rigorous and Relevant Curriculum; Connections; Comprehensibility and Interactions) training will serve as a tool to ensure that faculty are attentive to the needs of ELs as they guide pre-service candidates in lesson design, reflect on candidate performance and provide feedback to better meet the needs of ELs beyond the term of the CPD Project. For teacher leaders and teachers serving ELs, the OPAL Observation Instrument serves as a guide for reflective teaching practice for teaching ELs. The instrument will be used by participants to self-monitor growth and project staff will use it to observe Lesson Study lessons and will guide the Lesson Study planning and debriefing discussions.

CPD targeted outcomes are to: (a) increase teacher knowledge base in Science content through inquiry based pedagogy; (b) embed effective practices for EL instruction; (c) increase the incidence of teaching science in elementary classrooms; and (d) make data-based instructional decisions.

PRIORITIES: COMPETITIVE PREFERENCE PRIORITIES

CPP 1 – Novice Applicants. CSU, Chico has neither received a grant, or subgrant grant from the National Professional Development Program, CFDA 84.365K nor received an active discretionary grant in the past five years. CSU, Chico has not been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129.

CPP 2 – Enabling More Data Based Decision Making. CPD Project will use district identified data collection software and work with external evaluator, EdResults (<http://edresults.org/>), to access pupil level data to provide support with data analysis. Throughout the academic year, CPD Partners will collect and analyze data to inform instructional practice. Examples of measurable data include pupil work products that demonstrate high levels content literacy and language development, district benchmark assessments to measure progress towards mastery of common core standards and ELD standards, and recorded classroom observations to measure outcomes of Lesson Study on student learning and instructional change.

CPP 3 – Promoting Science, Technology, Engineering, and Mathematics (STEM) Education. CPD Project personnel will design, plan and provide professional development in academic language development for ELs. In collaboration with K-12 Alliance and CSUC Science Department Education faculty, project faculty will design and provide professional development in Science as inquiry in summer institutes and follow up sessions. In follow-up trainings, a trainer of trainers team (bilingual faculty and BCOE ELD coordinator) will provide training for OPAL and Lesson Study. Lesson Study coaches will be identified to support teachers in application of knowledge from summer institutes. School of Education professional preparation program faculty and supervisors will also be trained in OPAL as a tool to guide lesson design, reflect and provide feedback to pre-service candidates and enhance their preparation to better meet the needs of ELs.

PRIORITIES: INVITATIONAL PRIORITIES (IP)

IP 1 – Improving Achievement and High Graduation Rates. The CPD Partners will work with Ed Results evaluators to access district, school, and classroom level data throughout the project. The CPD Partners will track the students of teachers in the first cohort (9th graders during both the 2011-2012 and 2012-2013 academic years to determine their graduation rate at the time of program completion in 2016).

IP 2 – Improving Preparation of All Teachers to Better Serve English Learners. The CPD Project personnel will integrate SDAIE strategies and academic language development strategies throughout the Institutes and follow up days. The Lesson Study cycles will provide further support for participants to implement these strategies in their lessons. In addition, the CPD partners will work with Ed Results to access district, school, and pupil work products and classroom level data, and then analyze those data to inform instructional practice throughout the project.

GPRA MEASURES: The CPD Project will recruit and train 140 pre-service teachers, 8 paraprofessionals and 112 in-service teachers over the course of the five-year project with 95% completion target for all participants. 95% of the pre-service teachers will receive either bilingual or 2042 EL authorization upon credential program completion thus becoming certified to provide in instruction to ELs and meeting state requirements (GPRA 1.1; 1.5). 95% of pre-service and 100% of paraprofessionals and in-service teachers are expected to be serving English Learners one year after (GPRA 1.2) and 3 years after (GPRA 1.3) upon program completion. Additionally, as a result of the CPD training all in-service teachers (100%) will be better prepared to teach ELs and will be providing instructional services to ELs (GPRA 1.5; 1.6). There will be eight paraprofessionals served by this project and each of these who complete the project will meet qualifications to serve English Learners (GPRA 1.4).

A. QUALITY OF PROJECT DESIGN

The Collaborative Professional Development Project in Rural California Schools (CPD) responds to the dramatic need to improve learning opportunities and educational outcomes for underserved students, specifically English Learners (ELs), within the Butte County rural education region of northeastern California. The CPD Project is a partnership between the School of Education's Center for Bilingual/Multicultural Studies (CBMS) at CSU, Chico and the Butte County Office of Education (BCOE). CPD's two overarching goals, the identified areas of need and the Project objectives designed to meet the areas of need along with project activities and expected outcomes are described in Table 1 on the following page.

The School of Education's CBMS faculty has a strong statewide reputation for preparing highly qualified pre-service teachers with in-depth knowledge of effective practices for teaching ELs. The BCOE has an extensive professional development program for area teachers. This partnership along with Science and inquiry-based pedagogy experts from the CSU, Chico Department of Science Education and the K-12 Alliance will form the consortium responsible for planning, developing and implementing the CPD Project activities.

(1) EXTENT GOALS, OBJECTIVES, OUTCOMES ARE SPECIFIED /MEASURABLE & MEET NEED

NEED AREA 1: Teachers who are more closely representative of the public school population they teach. The EL population in California is 23.7% (Data Quest, California Dept of Education, 2009/2010). In Butte County, 17% of the student population speak a language other than English; 10.6% are designated ELs. However, in some rural school districts in Butte County, the number is significantly higher.

Overall in Butte County, 39.7% of the population surrounding the target high schools includes children and young adults under 25, with 21.5% of total population made up of children

TABLE 1: COLLABORATIVE PROFESSIONAL DEVELOPMENT IN RURAL CALIFORNIA SCHOOLS (CPD)

PROJECT GOALS, AREAS OF NEED AND OBJECTIVES

<p>Goal 1: Provide a collaborative professional development model that fosters site-based leadership in the Butte County rural area.</p> <p>Goal 2: Provide professional development for elementary and secondary pre-service teachers from underserved groups, paraprofessionals and in-service teachers (grades 4th – 9th) designed to: (a) better serve ELs [Invitational Priority (IP) 1]; (b) implement inquiry-based instruction in the STEM discipline of Science [Competitive Preference Priority (CPP) 3] integrate English Language Arts (ELA) Common Core Standards and English Language Development (ELD) Standards [IP 2]; and (c) make data-based instructional decisions to improve student learning outcomes [CPP 2].</p>	
AREAS OF NEED	CPD OBJECTIVES
<p>NEED 1: Teachers who are more closely representative of the public school population they teach.</p>	<p>1. Recruit and select 140 elementary/secondary pre-service teachers who are bilingual and/or from underserved groups, eight (8) paraprofessionals and 112 in-service teachers (grades 4th – 9th) to participate in professional development to: (a) better serve ELs [IP 1]; (b) implement inquiry-based instruction in the STEM discipline of Science [CPP 3] integrate English Language Arts (ELA) Common Core and English Language Development (ELD) Standards [IP 2]; and</p>

	(c) make data-based instructional decisions to improve student learning outcomes [CPP 2].
<p>NEED 2: Instructional practices for academic language development to better serve the educational needs of ELs;</p> <p>NEED 3: Promote the teaching of science at the elementary level and deepen science content knowledge [CCP3]; inquiry-based practices in grades 4th-9th; and to assist teachers to integrate ELA Common Core and ELD Standards [IP 2];</p> <p>NEED 4: Form professional learning communities to foster retention and sustain continuous improvement.</p> <p>NEED 5: Teachers are not using data systematically to inform instruction [CPP 2].</p> <p>NEED 6: There is a need for well-prepared teachers and paraprofessionals to meet the instructional needs of ELs.</p>	<p>2. Prepare 140 elementary and secondary pre-service teachers who are bilingual and/or from underserved groups, eight (8) paraprofessionals and 112 in-service teachers(grades 4th – 9th) by developing and implementing professional development to: (a) better serve ELs [IP 1]; (b) implement inquiry-based instruction in the STEM discipline of Science [CPP 3] integrate ELA Common Core and ELD Standards [IP 2]; and (c) make data-based instructional decisions to improve student learning outcomes [CPP 2].</p> <p>3. Collect/analyze/use high quality and data to improve student outcomes.[CPP2]</p> <p>4. Increase & track the # of teachers and paraprofessionals who are well prepared to meet EL needs in educational settings upon completion.</p>

and youth ages 0-17. Of the population under age 17, 19.3% live in households with incomes at or below federal poverty guidelines. (American Community Survey (ACS), U.S. Census Bureau, 2009). Twelve percent of all families and 32.8% of families with a single female householder and no husband present had incomes below the poverty level (ACS, 2009).

In California's rural northern regions like Butte County, in which rapid demographic change has characterized the past two generations of population movement, there is an especially pronounced need for new teachers who are more closely representative of the public school populations in which they will teach. Statewide, 48.7% of K-12 public school students are Hispanic, yet just 16.1% of teachers are Hispanic; white students make up just 28.5% of the student population, but 70.7% of the state's K-12 public school teaching workforce is white (Dataquest: <http://dq.cde.ca.gov>). Data on socioeconomic background have demonstrated a similar pattern of disparity. Within regions like Butte County, these disparities can be severe because of the speed with which the region has shifted from a majority white, English only speaking population to a multilingual/crosscultural and ethnically diverse region. The teaching workforce—as with other high-skill employment sectors—has not kept pace with this change.

Objective 1: *Recruit and select 140 elementary and secondary pre-service teachers who are bilingual and/or from underserved groups, eight (8) paraprofessionals and 112 in-service teachers (grades 4th – 9th) to participate in professional development to: (a) better serve ELs [IP 1]; (b) implement inquiry-based instruction in the STEM discipline of Science [CPP 3] integrate English Language Arts (ELA) Common Core Standards and English Language Development (ELD) Standards [IP 2]; and (c) make data-based instructional decisions to improve student learning outcomes [CPP 2].*

There will be an intentional focus to recruit and select pre-service teachers from underserved groups. The recruitment team of CPD will recruit pre-service candidates from CSU, Chico on-site programs such as Upward Bound, Mini-Corps and Educational Talent Search. Upward Bound serves a diverse population of motivated low income and first generation high school students to achieve their goals of succeeding in post-secondary education. Educational Talent Search (ETS) is a federally funded, national TRIO program that prepares and motivates low-income, first generation college students for success in postsecondary education. The California Mini-Corps Program, under the direction of BCOE, recruits and trains a corps of college students with a rural migrant background to work as teacher assistants in migrant-impacted schools.

The team will also engage in recruitment activities at high school and community college career fairs where information materials can be distributed to high school and community college students throughout the rural Butte County region. In order to recruit paraprofessionals and teachers to participate in CPD, contact will be made directly with district personnel including ELD specialists, principals and district curriculum coordinators to provide information and elicit support for the professional development program. To reach both recruitment targets by engaging a broader audience, CPD will develop an interactive website and other social media platforms to assist in recruitment as well as ongoing communication/collaboration between program participants and partners both during and after participating in CPD.

The targeted outcomes are to serve 140 elementary and secondary pre-service teachers from underserved groups, eight (8) paraprofessionals, and 112 in-service teachers over the course of the five-year grant. The measures for the objectives and outcomes are explained in Section D.

NEED AREA 2: Instructional practices for academic language development in order to better serve the educational needs of ELs. To reduce the achievement gap, there is a critical

need for teachers to receive more effective and sustained professional development to better meet the needs of culturally and linguistically diverse students. Unfortunately, data show that only 26% have received specific staff development for culturally and linguistically diverse students and families (Herrera and Murry, 2010). Furthermore, 71% of surveyed teachers believe that ELs should acquire English within two years according to Reves (as cited in Herrera and Murry, 2010). Darling-Hammond argues that teachers receive neither the adequate training nor the support necessary to be successful (as cited in Aguila, 2010). Moreover, practicing teachers are expected to improve their practices through the occasional workshop. “If schools are serious in the desire to see research translated into practice and for professional development to result in improved student learning, they must focus on effective staff development approaches and embrace research-based practices.” (Aguila, 2010, p. 11) A critical component of research-based practice on professional development for effective teachers of English Language Learners is the need for sustained collaboration between teachers and administrators. Loucks-Horsely, et al (2010) notes that professional development must engage collaboration to “build upon the current foundation of basic skills, knowledge, and areas of expertise of the educational personnel involved“ and extend further to “link new knowledge and activities with what the practitioners already know and are able to do” (Fullan, 2005; Guskey, 2000; Loucks-Horsley, Stiles, & Hewson, 1996; and Loucks-Horsley, et al., 2010 as cited in Professional Development in Action: Improving Teaching for English Learners, 2010). Goldenberg and Coleman (2010) point out that higher academic achievement of ELs is the result of a sustained and academic focus in school, and district professional development is one of the top factors for the success of ELs.

NEED AREA 3: There is a need to promote the teaching of science at the elementary school level, to deepen science content knowledge [CCP 2] and inquiry-based practices in grades

4th to 9th, and to assist teachers to integrate ELA Common Core Standards and ELD Standards [IP 2]. The National Research Council emphasizes the importance of teaching science as inquiry. It provides students the opportunity to experience science through the active construction of ideas and explanations. Science provides an opportunity rich context, which further improves the necessary skills in reading, writing and discussing expository texts, a key focus of the common core standards (Bass, Contant, & Carin, 2009).

The percentage of ELs in California that participated in the grade four National Assessment of Educational Progress (NAEP) in science was 29%, which was 19 percentage points higher than the national average. Similarly, 19 percent of California's grade eight students that participated were ELs, compared to 5 percent at the national level. In California and at the national level, the average score for ELs fell below the NAEP Science basic achievement level, while the average score for non-ELs was at the NAEP basic achievement level. Moreover, Hispanic and African-American students scored approximately 35 points lower than white and Asian students. Additionally, grade four and eight white and Asian student subgroups scored at the NAEP basic achievement level on average, while their African-American and Hispanic peers scored below the NAEP basic achievement level. Similarly, students with disabilities and ELs scored significantly lower than their non-disabled and non-EL peers.

NEED AREA 4: There is a need to provide opportunities for teachers to form professional learning communities to foster retention and sustain continuous improvement in practice.

Although improving teacher practice is often a primary goal of efforts by professional developers, the conception of teacher learning communities may not be a priority. Often, the specifics of what these communities look like and how to create and sustain them remains elusive. The structures of the schools, the schedule of the school day and the multiple demands

placed on teachers make the collaborative practice and reflection difficult. Krus et al. (as cited in Westheimer 2008) propose “pedagogical growth and development of all teachers are considered a community-wide responsibility, and organizational structures such as peer coaching and time for conversation about practice are viewed as central” (p. 760).

Objective 2: *Serve 140 elementary and secondary pre-service teachers who are bilingual and/or from underserved groups, eight (8) paraprofessionals and 112 in-service teachers(grades 4th – 9th) by developing and implementing professional development to: (a) better serve ELs [IP 1]; (b) implement inquiry-based instruction in the STEM discipline of Science [CPP 3] integrating ELA Common Core Standards and ELD Standards [IP 2]; and (c) make data-based instructional decisions to improve student learning outcomes [CPP 2].*

Participants served by CPD will be bilingual and/or underserved CSU, Chico elementary and secondary pre-service teachers, paraprofessionals and identified in-service teachers (grades 4th – 9th) in the rural Butte County region. Within this consortium, partners serve distinct roles. For example, the Butte County ELD coordinator and the CSUC faculty will design, plan and provide professional development in academic language development for ELs. The K-12 Alliance teachers and CSUC Science Department faculty will plan, develop and implement professional development in Science as inquiry for the summer institutes and follow up sessions. Also in follow up trainings, a Trainer-of-Trainers team (bilingual faculty/BCOE ELD coordinator) will provide training for OPAL and Lesson Study. Lesson Study coaches will then be identified to support teachers in application of gained knowledge from summer institutes. CPD will plan, develop and implement a four-day Academic Language Development and Science Inquiry-Based Institute to be held in January and February for Cohort 1 in 2012. CPD teams will subsequently plan, develop and implement a four-day Summer Academic Language Development and Science

Inquiry-Based Institute for Cohorts 2 - 4 in 2011-2015. In-service teachers and paraprofessionals will participate in a two-year cycle of professional development. Year 1 is introduction and training in CPD components. Year 2 provides in-depth content and pedagogy professional development. This CPD model fosters on-site leadership by moving in-service teachers into co-coaching roles to further their own knowledge and support incoming cohorts. Six days per year of post (follow-up) institute professional development will be provided throughout each academic year for Cohorts 1 – 4. The program design will follow the co-teaching model in which in-service, paraprofessionals and pre-service teachers will design and implement lessons based on content and pedagogical knowledge gained from participation in CPD.

In the follow-up sessions throughout the year, Lesson Study cycles will be framed through OPAL. In Lesson Study teams (coaches, in-service and pre-service teachers) will: (a) engage in goal setting and lesson planning; (b) teach the lesson; (c) discuss and reflect on the lesson; and (d) re-teach the lesson (Lewis, 2002). Given this experience, Lesson Study teams engage in reflective discussions, focused on strengths and needs of the ELs' learning experience, in terms of literacy and language acquisition across science content. In addition, the CPD Project will provide OPAL training for 49 School of Education professional preparation program faculty, supervisors and selected in-service teachers. The OPAL domains (Rigorous and Relevant Curriculum; Connections; Comprehensibility and Interactions) training will serve as a tool to ensure that faculty are attentive to the needs of ELs as they guide pre-service candidates in lesson design, reflect on candidate performance and provide feedback to better meet the needs of ELs.

The targeted outcomes are to: (a) increase teacher knowledge base in Science content through inquiry based pedagogy; (b) embed effective practices for EL instruction; (c) increase

the incidence of teaching science in elementary classrooms; and (d) make data-based instructional decisions. Objective and outcome measures are explained further in Section D.

NEED AREA 5: Teachers are not using data systematically to inform instruction [CPP 2]

The use of student data to improve instruction is a central tenet of current education policy (*American Recovery and Reinvestment Act 2009*). A range of accountability mandates including those in *ESEA* point out the importance of data-informed decision making. Current efforts to improve school performance are calling on educators to base their instructional decisions on data. More and more, educators are expected to assess students often and to use a wide variety of assessment data in making decisions about their teaching (Hamilton et al. 2009; Schmoker 1996; U.S. Department of Education 2004). However, the Study of Education Data Systems and Decision Making documented that the likelihood of teachers to use data in curriculum decision making is based on how confident they feel about their knowledge and skills in data analysis and data interpretation (U.S. Department of Education 2008). In a national district survey, 72 % of districts cited lack of teacher preparation as a barrier to increased use of data systems (U.S. Department of Education 2008). Teachers also express a need for professional development related to the use of data to shape instruction. In addition, 58% of teachers said that they could benefit from additional professional development on how to develop diagnostic assessments for their class, 55% on how to adjust the content and approach used in their class in light of student data, 50 % on how to identify types of data to collect in order to monitor school progress against goals for improvement, 48% on the proper interpretation of test score data, and 38% on how to formulate questions that can be addressed by data.

Objective 3: *Collect/analyze/use high quality and data to improve student outcomes* [CPP 2]

CPD will use district identified data collection software, and work with Ed Results (<http://edresults.org/>) to access district, school, and classroom level pupil data and provide support in the analysis of data. Throughout the academic school year CPD partners, in-service and pre-service teachers will collect and analyze data to inform instructional practice. Examples include pupil work products to measure content literacy/language acquisition, district benchmark assessments to measure progress towards mastery of common core standards and ELD standards, and the OPAL Observation Instrument to measure outcomes of Lesson Study lessons.

Lesson Study cycles will be used to analyze student outcomes in order to determine next steps for instruction. Lesson Study teams will engage in reflective discussions, focused on strengths and needs of the ELs' learning experience, in terms of literacy and language acquisition/development across science content. Nieto (2008) discusses the importance of "mutual accommodation" between educators and students. Through Lesson Study, participants and coaches will delve into the "mutual accommodation" that must be in place to ensure academic language and conceptual development.

Targeted outcomes are to use pupil data to inform instruction, improve pupil learning outcomes, and affect change in classroom instructional practices through the development of site based learning communities. Objective and outcome measures are explained in Section D.

NEED AREA 6: There is a need for well-prepared teachers and paraprofessionals to meet the instructional needs of ELs. There are currently 1,468,771 ELs in California schools. This is 23.7% of the school population. This percentage (approximately one in four) has remained relatively stable for more than a decade. It is critical to have teachers well prepared to meet the content and linguistic needs of this significant student group in the most populated of state of this country. *The United States Department of Education Office of Postsecondary Education* has

published a *Nationwide Listing of Teacher Shortage* each academic year from 1990-1991 through 2011-2012 (no data were submitted for two years - 2000 through 2002). In each year (with the exception of 1997-1998), Science - Life Science/Physical Science - has been listed as a shortage area for California. Butte County, a rural county in Northern California, has an EL student population in need of gaining access to science core content. There is a very real need for teachers to have the knowledge, skills, and attitudes to teach science successfully in area classrooms. This grant is attempting to meet both of these needs (service to ELs and access to science content) in a thoughtful and tangible way.

Objective 4: *Increase and track the number of teachers and paraprofessionals who are well prepared to meet the needs of ELs in educational settings upon program completion.*

Graduate and participant surveys will be developed to ascertain the number of teacher and paraprofessional participants serving ELs one and three years after successful completion of the CPD project. These surveys will be distributed to participant completers and site administrators. The surveys will assist in tracking required GPRA measures and also ask participants to identify the continued impact of CPD content and strategies in their instructional practice.

(2) UP-TO-DATE KNOWLEDGE FROM RESEARCH AND EFFECTIVE PRACTICE

The Collaborative Professional Development Model (CPD) in Rural California Schools closely aligns with the recommendations as outlined in the 10 Design Principles (DP) of the *Report of the Blue ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning (2010)*. Professional preparation programs need to focus on developing practices that advance students' knowledge as defined by the Common Core Standards. The CPD model accomplishes this by focusing on academic language development and focused inquiry pedagogy in the STEM discipline of science [CPP 3]. Through inquiry-based instruction, both pre-service

and in-service teachers will advance their knowledge base by the requisite in-depth study of the sciences, necessary for both planning and student learning. Students in the classroom benefit from this approach as it leads to enduring understandings rather than an inch deep, mile wide approach to the curriculum (Darling-Hammond, 2010). Specifically for ELs, inquiry study allows for authentic academic language development through meaningful interaction with the content and incorporates necessary higher order language functions that lend themselves to rich language interaction (Echevarria, Short, and Vogt, 2010). This process of negotiating meaning through meaningful interaction with expository text, also accesses the ELA Common Core Standards and California ELD Standards.

Pre-service, paraprofessionals and in-service teachers will participate in both summer institutes and follow-up days, allowing for collaborative learning in which both groups engage in developing strong content and pedagogical conceptual understandings. Linda Darling-Hammond (2010) speaks to multiple studies that consistently found that “professional community is one of three common features of schools achieving high levels of student learning.”

Specially Designed Academic Instruction in English (SDAIE) has been identified by the California Commission on Teacher Credentialing (CCTC) as a key component of a comprehensive program for ELs. CPD will engage our collaborative teams in lesson study in which SDAIE strategies will be identified and implemented with a clear focus on developing academic language through well-scaffolded instruction with focus on science content literacy and academic language acquisition. CPD will use OPAL to measure classroom practices and interactions, provide for rigorous and relevant curriculum, bridge connections with students’ prior knowledge, and focus on comprehensibility, and on maximum engagement opportunities through interactions (Loyola Marymount University, 2011).

In order to ensure meaningful and purposeful classroom instruction, CPD will use high quality and timely data to improve EL learning outcomes. Throughout the Lesson Study cycles the OPAL measures will be implemented to gauge the efficacy of inquiry-based lesson planning, with integration of SDAIE strategies and academic language development. Lesson study lends itself to *school-based inquiry* in which the collaborative partners will be able to collect and analyze lesson study data, student work data, and district created benchmark assessments to close the achievement gap and affect change in classroom instructional practice. Darling-Hammond (2010) notes that exemplar schools are currently implementing these types of practices with great success. Lesson Study meets the criteria of effective professional development as outlined in the Professional Development in Action: Improving Teaching for ELs (2010), which states that effective professional development should be linked to “Measurable changes in teacher knowledge and skills” as well as “measurable outcomes in student performance, behavior, and/or achievement.” (Fullan, 2005; Guskey, 2000; and Loucks-Horsley, et al., 2010 as cited in Professional Development in Action: Improving Teaching for ELs, 2010).

B. QUALITY OF PROJECT PERSONNEL

Project personnel reflect on multi-faceted experiences, professional expertise, and clear commitment to meeting the needs of ELs and to ensuring the development of underrepresented populations. All employees of the Collaborative Professional Development Project in Rural California Schools (CPD) will be selected on the basis of a non-discriminatory employment policy. As in the case of CPD Project participants, this conforms to University, State and Federal guidelines. CPD Co-Directors will ensure equal access and treatment for eligible project participants who are members of traditionally underrepresented groups based on race, color, national origin, gender, age, or disability.

(1) QUALIFICATIONS, RELEVANT TRAINING AND EXPERIENCE: PROJECT CO- DIRECTORS

Esther Larocco, Ph.D., Co-Director, a tenured Professor in the School of Education currently serves as the Coordinator of Liberal Studies and is the Multiple Subject Coordinator for the Bilingual Professional Preparation Program. She was the first bilingual certified teacher in Chico, developing, with district officials, first a transitional bilingual and, later, a two-way immersion program. In the past 28 years, she taught in the graduate and undergraduate programs focusing on the academic and language development of ELs. She has an exemplary record in local school district bilingual program development and university bilingual teacher preparation. Her co-authored book, Curricular Conversations stands as an important contribution in the area of best instructional practice for developing integrated curriculum for ELs. Her doctoral dissertation was awarded second place in the National Association for Bilingual Education's 2000 Outstanding Dissertations Competition. Dr. Larocco will commit 20% of her academic year and designated summer time each Project year. She will: (a) coordinate with cooperating agencies; (b) help implement this program; (c) be the primary recruiter of pre-service participants; and (d) analyze and disseminate participant (and their student) data to determine the effectiveness of the project and guide continuous programmatic improvements.

Charles Zartman, Ph.D., Co-Director, serves as a tenured Professor in the School of Education and works as Director of the Center for Bilingual/Multicultural Studies and Single Subject Coordinator for the Bilingual Professional Preparation Program. He currently serves as a Board member of the California Council on Teacher Education (CCTE), President of the California Association of Bilingual Teacher Educators (CABTE), and also has served as chair of the California Commission on Teacher Credentialing (CCTC) Bilingual Certification Design Team, a group of nineteen professionals from across California who developed the current

generation of standards for the bilingual teachers of California. Dr. Zartman has provided service delivery over the past two decades to bilingual professionals throughout California, Colorado, Utah, New Mexico, Arizona, and Nevada. Dr. Zartman will commit 20% of his academic year and designated summer time each Project year. He will: (a) manage program activities, coordinate with cooperating agencies; (b) help implement this program, (c) advise participants; and (d) manage the office, supervise the budget, and write/submit the USDOE Reports.

(2) QUALIFICATIONS, RELEVANT TRAINING AND EXPERIENCE: KEY PROJECT PERSONNEL

Maris Thompson, Ph.D. is an Assistant Professor in the School of Education at CSU, Chico. She received her Ph.D. in the Language & Literacy, Society & Culture program in the Graduate School of Education at UC, Berkeley. Before her graduate work, Maris taught English as a Second Language (ESL) in Oregon, California and the Galápagos Islands, Ecuador. Her research interests focus on understanding the contexts of schooling for language minority youth in current and historical contexts as well as the role of narrative in identity-making processes in home and school based contexts. Dr. Thompson teaches courses in the Single Subject Program and the MA in Curriculum and Instruction option. Recent publications include, Family Photographs as Traces of Americanization. In A. Thomson & A. Freund (Eds.), *Image and memory: Oral history and photographs*. New York: Palgrave MacMillan, as well as a review of the book, *Global perspectives on multilingualism: Unity in diversity* by M. E. Torres-Guzmán & J. Gómez. New York: Teacher's College Press. In this project, Dr. Thompson will (a) help design and facilitate Summer Institutes for secondary pre-service and in-service teachers; (b) provide support to small teacher groups in the follow-up session as secondary content teachers work through the Lesson Study cycle and; (c) assist with analysis of student/participant data.

Maria Sudduth, M.A., serves as a full-time lecturer in the School of Education. She has a BCLAD credential, and holds a Master of Arts in Education, with a focus in Linguistically and Culturally Diverse Learners. Her research project documented equal access to quality literature for ELs. She has 18 years teaching experience: 10 at the elementary level serving ELs, eight at the university level working with Bilingual teacher candidates. Ms. Sudduth is a SB395/AB2913 presenter, a SIOP trainer of trainers, and is a skilled presenter in CBEST, CSET and RICA preparation workshops. Conference presentations include providing access to literature and content for ELs and Lesson Study. She was awarded the 2011-2012 Academy e-Learning project for CSU, Chico due to excellence in online and innovative course development and delivery. Ms. Sudduth will commit 20% time AY, and designated summer time, to this project and will: (a) offer Lesson Study (elementary) modeling for, and collaboration with, participants; (b) work with participants in field settings; and (c) present best practices for ELs at the elementary level.

Norma Rueda, ABD serves as a Lecturer in the School of Education. She holds a B.S. degree in Secondary Education and a M.A. degree in Teaching English to Speakers of Other Languages (TESOL) from Northern Arizona University, and completed required coursework in the Language, Reading, and Culture doctoral program at the University of Arizona. Ms. Rueda taught at the secondary and tertiary levels in the U.S. and Mexico. She taught education courses in English and Spanish at the undergraduate, professional preparation program, and graduate levels the past eight academic years. She also supervised student teachers and taught university level Spanish as a foreign language. Ms. Rueda will (a) deliver secondary English Language Development instructional strategies; (b) develop academic language development strategies; and (c) be the primary recruiter for paraprofessionals and in-service teachers.

Irene Salter, Ph.D. is an Assistant Professor at CSU, Chico with a specialty in biology education. She earned her PhD in Neuroscience at the UC, San Francisco where she worked extensively with K-12 teachers as part of the Science and Health Education Partnership. She spent the next four years teaching middle school science and working at the Lawrence Hall of Science, developing curriculum for the Great Explorations in Math and Science Program and assessing learning materials through the Assessing Student Knowledge project. Since joining the faculty at CSU, Chico, Dr. Salter has focused on curriculum development in the areas of introductory biology and scientific inquiry. Her passion is in engaging teachers and students in authentic, open-ended inquiry and scientific discourse that closely resembles the practices of professional scientists. In this project, Dr. Salter will develop and deliver science content and inquiry-based instructional methodology presentations.

LEA PARTNER KEY PROJECT PERSONNEL

Holly Ahmadi, M.A. is the ELD Coordinator for Butte County Office of Education (BCOE), and currently serves as the ELD Coordinator for CPD partner LEA, BCOE and the Region 2 Title III Lead. She provides consultation and coaching in the area of EL effective practices to K-12 districts in the 9 northern rural counties of California and coaches administrators as they monitor for ELD instruction, structure schedules and support staff so that EL students receive quality instruction from properly trained teachers. She supports districts with the development of their Title III Action Plans that promote EL student achievement. She has worked with schools as a consultant to develop and refine their ELD programs. She holds a MA in Teaching International Languages with ESL emphasis from CSU, Chico. In this project, Ms. Ahmadi will

- a) deliver elementary English Language Development instructional strategies;
- b) develop academic language strategies and
- c) serve as liaison for BCOE, district partners and CPD.

Michael Harris is a 27-year veteran elementary school teacher and teaches first grade students at Parkview Elementary S.T.E.M. School in Chico, CA. He has nearly 20 years of school leadership and professional development experience in planning and presenting science content to teachers throughout California. He has been involved as a staff developer and science content cadre instructor with the K-12 Alliance (WestEd) since 1994. WestEd works to boost the science content knowledge and pedagogy skills of teachers through summer institutes and school year follow-ups that include reflective lesson study. Mr. Harris is working as a science content cadre member with a California Post-Secondary Education Commission (CPEC) grant co-written by the K-12 Alliance, the science education staff at CSU, Long Beach, and Montebello Unified School District, Los Angeles County, to help ELs acquire English language instruction through science content. In this project, Mr. Harris will design, plan and provide professional development in Science as Inquiry for the summer institutes and follow up sessions.

Rindi DeVoll is currently employed with the Oroville City Elementary School District as the Bilingual Resource Teacher for the seven district school sites. She provides coaching for administrators and teachers in the development and enhancement of the ELD Programs. She coordinates the administration of all language proficiency assessments in the district, in addition to assisting school staff in collecting and analyzing EL achievement and demographic data. She consults with district administrators to ensure that the state and federal requirements for Title III and Title I – Parent Involvement are met and sustained. Ms. DeVoll holds a multiple-subject bilingual teaching credential from CSU, Chico. In this project, she will (a) provide support to small teacher groups as they take two lessons each year through the Lesson Study cycle; and (b) assist with the recruitment effort for 4th- 9th grade in-service teachers and paraprofessionals.

Kathleen Jones has been teaching for 24 years for Chico Unified School District (CUSD), where she currently teaches second grade at Shasta Elementary School. Kathy has been a teaching member of a science cadre as part of a CPEC grant with CSU, Long Beach, along with Montebello, and Garvey School Districts. She's been a teacher leader or science cadre member in Butte, Sutter, Shasta, Siskiyou, Tehama, and Los Angeles Counties through federally and state funded grants. For the past 17 years she has been a science leader in the CUSD, assisting teachers with integrating language arts and language development skills and strategies into their standards-based content. Conceptual science teaching through inquiry has been a large focus in her presentations. Ms. Jones has served on two revisions of the California State Literature Lists for science and math, which has given her many resources for the integration of literature and science. In this project, Ms. Jones will design, plan and provide professional development in Science as inquiry for the summer institutes and follow up sessions.

C. QUALITY OF THE MANAGEMENT PLAN

(1) ADEQUACY OF MANAGEMENT PLAN

Table 2 illustrates the schedule of CPD activities for years 1 - 5. Table 3 details activities designed to achieve objectives on time and within budget for Year 1, the intensive planning and initial implementation year; and Years 2, 3, 4 and 5 of expanded implementation and evaluation. Clearly defined responsibilities are indicated on Table 4. Milestones for accomplishing project tasks and objectives are keyed to evaluation questions and found in Chapter D.

To address CPD goals the activity schedule outlined in Table 2 has been developed. In Year 1, the institute will be offered through a Friday/Saturday schedule in January and February, followed by three professional development days during spring 2012 semester and three more days during summer 2012. During years 2 through 4, the four-day institute will be offered during

summers 2012, 2013, and 2014 for the new cohorts and each year participants will engage in six professional development (PD) days during the academic year (AY). There will be a total of five cohorts of elementary and secondary pre-service teachers (140), eight paraprofessionals and four cohorts of 4th through 9th grade in-service teachers (112) served by this project.

TABLE 2: CPD ACTIVITIES SCHEDULE (SUMMER AND ACADEMIC YEAR)

	Cohort I	Cohort II	Cohort III	Cohort IV	Cohort V
Year 1 2011- 2012	CPD Institute 3 PD–AY 3 PD–June				
Year 2 2012- 2013	6 PD – AY	CPD Institute 6 PD – AY			
Year 3 2013- 2014		6PD – AY	CPD Institute 6 PD – AY		
Year 4 2014- 2015			6 PD – AY	CPD Institute 6 PD – AY	
Year 5 2015- 2016				6 PD – AY	Pre-Service 6 PD-AY

As detailed in Section A and in Table 2, the four-day institute (held Jan/Feb in Year 1 and summer in Years 2-4) and the six follow-up professional development (PD) days will provide

training in: (a) best practices for ELs; (b) inquiry-based instruction; (c) science content; (d) data-based instructional decision making; and (e) Lesson Study. In year 1, the first three months will be designated for recruiting participants, planning and developing the content and identifying specific dates for the first cohort institute and follow-up professional development days. Project Co-Directors will meet with project staff and science consultants in October-December to design and develop the CPD curriculum and pedagogy to be presented at the January/February institute and in the six follow-up days during the spring semester and early summer. In Years 2 through 4, the four-day institute for each new cohort will be held during the summer and will be followed by six AY professional development days. Each of the four cohorts of in-service teachers and paraprofessionals participate in the training for two years. Pre-service teachers will participate in CPD for one year while earning their credentials. Table 3 summarizes the Management Plan.

(2) APPROPRIATE, ADEQUATE TIME COMMITTED TO GRANT.

Table 2 above shows the schedule of activities and participating cohorts across 5 years. The Management Plan, Table 3 that follows, depicts tasks and milestones by month across the 5 year project. Table 4 shows the amount of personnel time allocated across activities for Year 1. Co-Directors Larocco and Zartman, and Project Staff Sudduth each receive a .2 FTE release for project start-up responsibilities in Year 1. Norma Rueda receives .10 FTE release; Dr. Thompson will receive .10 FTE release in the first year. In order to provide year-round, twelve-month access to all project services, key project staff will work a total 69 summer days in Year I to ensure goals and objectives are addressed in the areas critical to the success of CPD (recruitment, project/institute development and scheduling as well as evaluation protocol). The recruiter/advisor will work half-time during the academic year and summer. The graduate assistant will work 15 hours per week AY to assist with data collection and entry.

**TABLE 3
MANAGEMENT PLAN: TASKS AND MILESTONES BY MONTH ACROSS 5 YEARS**

OBJECTIVES AND ACTIVITIES	YEAR 1			YEARS 2-4			YEAR 5																				
	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S			
OBJ. 1: Recruit and select 140 elementary and secondary pre-service teachers who are bilingual and/or from underserved groups, eight (8) paraprofessionals and 112 in-service teachers (grades 4th – 9th) to participate in professional development to: (a) better serve English Learners; (b) implement inquiry-based instruction in the STEM field of Science, integrate ELA Common Core and ELD standards; and (c) make data-based instructional decisions.																											
1a. Recruit pre-service candidates (Upward Bound, Para-pros, Mini-Corps,	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1b. Recruit pre-service candidates (high schools, community colleges, career	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1c. Send CPD information flyers to Butte County; recruit teachers and	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1d. Personally contact district personnel to provide CPD information/elic	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1e. Develop/maintain webpage to recruit pre-service and in-service	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
OBJ. 2: Prepare 140 elementary or secondary pre-service teachers who are bilingual and/or from underserved groups, eight (8) paraprofessionals, and 112 in-service teachers (grades 4th – 9th) by developing and implementing professional development to: (a) better serve English Learners; (b) implement inquiry-based instruction in the STEM field of Science, integrate ELA Common Core and ELD standards; and (c) make data-based instructional decisions.																											
2a. Plan/provide four-day (Jan./Feb) Institute for Cohort 1.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2b. Plan/provide four-day Summer Institutes for Cohort 2 - 4																											
2c. 6 days of post institute training for Cohorts 1 - 4																											
2d. Collaborate w/Science faculty & K-12 Alliance to provide CPD																											
2e. Project/partner staff (4) attend an OPAL Trainer of Trainer Institute																											
2f. Facilitate OPAL Institute delivery to Butte Co. CPD participants Yrs1/2 &																											
2g. Deliver inquiry-based Science instruction: best practices for ELs: Lesson																											

Collaborative Professional Development Project in Rural California Schools (CPD)
Submitted by CSU, Chico School of Education
84.365Z – National Professional Development Program – May 2011

**TABLE 3
MANAGEMENT PLAN: TASKS AND MILESTONES BY MONTH ACROSS 5 YEARS**

OBJECTIVES AND ACTIVITIES	YEAR 1					YEAR 2					YEARS 3-5														
	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	
OBJ. 3: Collect, analyze and use high quality and timely data to improve student outcomes																									
3a. Collect and analyze pupil work products	X	X	X	X		X	X	X	X																
3b. In-service teachers instruction release for Lesson Study implementation	X	X	X	X		X	X	X	X																
3c. Collaborate with EdResults to access district, school and classroom level																									
3d. Analyze pupil outcome and achievement data with partners and evaluator	X	X				X	X																		
OBJ. 4: Increase and track the number of teachers and paraprofessionals who are well prepared to meet the needs of ELs in educational settings upon program completion																									
4a. Develop and administer completer surveys; collect/analyze data																									
4b. Track candidates 1 year and 3 years after project completion																									
OTHER KEY MANAGEMENT ACTIVITIES																									
• Direct Planning & Project Consortium Activities	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• Office and Data Management	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• Coordinate Communications with LEAs and school district personnel	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• Direct Program Evaluation																									
1. Review evaluation results																									
2. Evaluate data: participant feedback, student outcomes																									
3. Recommend changes: program/process/supervision																									
4. Submit annual performance reports to USDOE																									
• Supervise Project Budget	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• Disseminate Findings																									

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Participant recruitment will be the focus of fall semester in years 1 through 4. Rueda will have the responsibility for recruitment and will be supported by a part-time Recruiter/Advisor throughout the year. BCOE partner, Ahmadi and Oroville City Elementary School District representative, DeVoll, will also assist Rueda in recruitment effort for 4th through 9th grade in-service teachers and paraprofessionals. Co-Director Larocco will collaborate with the project staff to recruit bilingual and/or underserved elementary and secondary pre-service teachers.

In the institutes and during the follow-up professional development days, science content and inquiry-based instructional methodology will be developed and presented by content consultants Dr. Salter and K-12 Alliance presenters, Kathy Jones and Mike Harris, teachers at Chico Unified School District. Ahmadi (BCOE) and Sudduth (CSU, Chico) will present best practices for ELs at the elementary school level. Rueda and Dr. Thompson (both from CSU, Chico) will address best practices for ELs at the secondary level. Sudduth will train all project participants in Lesson Study. In addition, Ahmadi, DeVoll, Larocco, Rueda and Thompson will provide support to small teacher groups as they take two lessons each year through the Lesson Study cycle. Lesson Study will be the vehicle through which participants will implement science content, inquiry-based pedagogy and effective strategies for ELs, as well as engage in analyzing student outcomes to make instructional decisions. The cycle will be enhanced by implementing the OPAL Observation Instrument for lesson development and reflection on practice.

Co-Director Dr. Larocco, will be responsible for assisting with pre-service candidate recruitment, analyzing student data as well as participant data to determine the effectiveness of the project and guide the staff to implement the necessary changes. Dr. Thompson will assist with the analysis. Dr. Larocco will also be responsible for disseminating the project findings. EdResults will be the outside project evaluator. Co-Director, Dr. Zartman will be responsible for

managing the office, supervising the budget and writing/submitting the USDOE reports. Both co-directors will also oversee all professional development activities.

TABLE 4: AMOUNT OF CALENDAR YEAR 1 COMMITTED ACROSS ACTIVITIES /OBJECTIVES

Note: Time in Day(s) by Person. (170 days AY plus summer.)

OBJECTIVES AND KEY ACTIVITIES	Co-Director Larocco	Co-Director Zartman	ELD/Re-cruiter Rueda	Elem Expert Sud-duth	LS Sec Expert Thompson	Sci. Area Expert Salter	Re-cruiter/ Advis-er
<p>1: Recruit and select 140 elementary/ secondary pre-service teachers who are bilingual and/or from underserved groups, eight (8) paraprofessional and 112 in-service teachers (grades 4th-9th) to participate in professional development to: (a) better serve ELs; (b) implement inquiry-based instruction in the STEM field of Science, integrating ELA Common Core and ELD standards; and (c) make data-based instructional decisions.</p>							
1a. Recruit pre-service candidates (Upward Bound, Para-pros, Mini-Corps, etc.).			3				20
1b. Recruit pre-service candidates (high schools, community colleges, career fairs).	2		3				10
1c. Send CPD information flyers to Butte County; recruit teachers and paraprofessionals.			3				15
1d. Contact district personnel on CPD.			3				10
1e. Develop/maintain webpage to recruit pre-service and in-service participants.				5			10
<p>2: Prepare 140 elementary or secondary pre-service teachers who are bilingual and/or from underserved groups, eight (8) paraprofessionals and 112 in-service teachers (grades 4th-9th) by developing and implementing professional development to: (a) better serve ELs; (b) implement</p>							

inquiry-based instruction in the STEM field of Science, integrating ELA Common Core and ELD standards; and (c) make data-based instructional decisions.							
2a. Plan/provide four-day (Jan./Feb) ALD and Inquiry-Based Institute for Cohort 1.	10	10	4	10	4	4	4
2b. Plan/provide four-day Summer ALD & Inquiry-Based Institutes for Cohorts 2 – 4.	4	4	2	5	4	2	4
2c. 6 days of post institute PD: Cohorts1–4.	4	4	2	4	3		3
2d. Collaborate w/CSUC Science faculty, K-12 Alliance teachers to develop CPD.	4			3	2		
2e. Project/partner staff (4) attend an OPAL Trainer of Trainer Institute.	3			3	3		
2f. Facilitate CPD OPAL Institute	1			3	2		4
2g. Deliver inquiry-based Science training; best practices/ELs; Lesson Study.	4		2	4	2		
3: Collect, analyze and use high quality and timely data to improve student outcomes							
3a. Collect/analyze pupil work products	3			3	1		2
3b. Facilitate Lesson Study implementation		4		3	1		
3c. Collaborate with EdResults to access district/school/classroom level pupil data.	2	4			2		2
3d. Analyze outcome/achievement data.	4	4			2		2
4: Increase and track the number of teachers and paraprofessionals who are well prepared to meet the needs of ELs in educational settings upon program completion.							

4a. Develop/administer completer surveys.	2				3		2
4b. Track candidates 1year, 3 years out	2				3		2
OTHER MANAGEMENT ACTIVITIES							
• Direct Planning/Consortium Activities	2	2					5
• Manage Office, Data		9					30
• Direct Evaluation	6						
• Write/Submit USDOE reports		5					
• Supervise Project Budget		8					5
• Disseminate Findings	2						
TOTAL DAYS:	54	54	22	43	32	6	130

D. QUALITY OF THE PROJECT EVALUATION

In determining the quality of the evaluation, the following factors are considered:

(1) THOROUGH, FEASIBLE, APPROPRIATE METHODS OF EVALUATION, CLEARLY RELATED TO GOALS AND INTENDED OUTCOMES

This project will be guided by two distinct but highly interrelated systems of evaluation: (1) the Outcomes Model, a logic model of feedback that provides both continuous information to guide ongoing project decisions and summative data for use in periodic and final evaluations; (2) a comprehensive assessment of project in-service and pre-service participants that ensures preparation of 140 elementary and secondary pre-service teachers who are bilingual or from underserved groups, eight (8) paraprofessionals and 112 in-service teachers (grades 4-th-9th). Together, the two systems provide thorough and appropriate, yet feasible methods of evaluation that monitor project implementation, continuous program improvement, and candidate growth.

EVALUATION OF PROJECT IMPLEMENTATION AND OUTCOMES: Co-Directors Larocco and Zartman and Evaluator EdResults will follow methods of logic model evaluation as detailed in the W. K. Kellogg Foundation Evaluation Manual (1998) and Posavac's Program Evaluation and Case Studies (2007). Evaluation will have four purposes: development, accountability, monitoring, and knowledge or dissemination. Quantifiable data will be continuously gathered from multiple sources in order to assure that the project progresses steadily towards its two goals of providing a collaborative professional development model that foster site-based leadership in the Butte County rural service area and provide professional development for elementary and secondary pres-service teachers who are bilingual and/or from underserved groups, paraprofessionals, and 4th-9th grade in-service teachers to better serve ELs, by implementing inquiry-based science instruction.

EVALUATION OF PARTICIPANTS: CPD promotes the teaching of science at the elementary/secondary levels; deepens science content knowledge; provides opportunities for teachers to form professional learning communities to sustain continuous improvement of their practice, and uses data to inform instruction. Its prime focus is ongoing participant assessment and assessment of ELs. Participant evaluation will align with state and professional standards and mirror non-biased assessment practices. Multiple measures of formative and summative assessment will be used to ensure reliability and validity: 1) Institute Participation – Pre-post surveys of participant content knowledge in science, Lesson Study cycle and institute artifacts (including analyses of lessons demonstrating an increased use of inquiry based pedagogy, and implementation of effective practices for instructing ELs); 2) Pupil Assessment -- Actual pupil work products will be collected and analyzed, to ensure mastery of science content, with a focus on pre-and post-evaluations. In addition, pupil performance in annual achievement tests will be

tracked to determine growth toward meeting CA state Science, ELA Common Core and ELD Standards; 3) Lesson Study -- will document growth and skill in teaching over time and serve to capture the various elements of this project – science content, effective strategies for working with ELs, and inquiry-based instruction; 4) OPAL Observation Instrument – the OPAL process (Observation Protocol for Academic Literacies) serves as a guide for reflective teaching practice for teaching ELs. The OPAL Observation Instrument will be used by participants to self-monitor growth and project staff will use it in observing Lesson Study lessons. This instrument will guide the Lesson Study planning and debriefing discussions; and 5) Webpage – as part of the CPD professional learning community support, participants will develop a standards-based webpage documenting learning from institutes, ongoing professional development activities, Lesson study participation, and classroom implementation.

(2) PERFORMANCE MEASURES CLEARLY RELATED TO GOALS AND INTENDED OUTCOMES.

The summative evaluation will provide systematic documentation of evidence on processes, benchmark indicators, and outcomes of the CPD Project. The evaluation design includes a documentation process over all five years of the project. Program participants will provide yearly evaluation data (pre/post and self report measures along with lesson implementation documentation) relative to their experiences in the CPD Project. These data will guide formative decisions concerning project delivery. In addition, EL student data will be tracked from participating teachers and schools to determine program effectiveness. This quantitative data will be shared with participating school districts and County Offices of Education. Data will be used to determine the professional development quality offered through the project.

(3) THE EXTENT TO WHICH METHODS OF EVALUATION PROVIDE FEEDBACK AND ASSESSMENT

Ongoing pupil data will be systematically tracked in participants' classrooms. Information will provide insight into each candidate's knowledge of and ability to provide evidenced-based instruction to ELs. In a 360-degree, multi-perspective process, information will also be sought from the Advisory Board, participants, CPD Project faculty, and the participants themselves. Table 5 depicts: project objectives, assumptions upon which they are based, planned outputs, and anticipated outcomes and impacts. This plan complies with guidelines from GPRA and USDOE Office of English Language Acquisition Project Performance Measures. Chapter C – Management Plan further details the scope and sequence of inputs and activities.

PARTICIPANT/COMPLETER FOLLOW-UP: The CPD Project staff will provide annual, quantifiable data used for program development and improvement. One year and three years following the completion of the pre-service program or CPD project activities, surveys will be sent to participants to track employment and instruction services they are currently providing to ELs. This survey will also elicit their assessment of program effectiveness according to the continued use of the content and strategies presented through the project. The results of assessments will be used to determine the enduring nature of the objectives and assist in meeting GPRA measures and project goals.

DISSEMINATION: Every aspect of the evaluation design will provide data for immediate utility in ongoing program re-design, and use for dissemination purposes. Results will be shared with the following groups: principals and county offices of education, university professional preparation programs, other teachers (non-participants) at the school sites. In addition, the evaluation will be shared with professional organizations at annual conferences including California Association for Bilingual Education (CABE) and the California Council on Teacher Education (CCTE).

TABLE 5: OVERVIEW OF LOGIC MODEL PROJECT EVALUATION: CPD PROJECT

<p>Goal 1: Provide a collaborative professional development project that fosters site-based leadership in rural Butte County service area.</p> <p>Goal 2: Provide professional development for elementary and secondary pre-service teachers who are bilingual and/or from underserved groups, paraprofessionals and 4th – 9th grade in-service teachers designed to: (a) better serve ELs [Invitational Priority (IP) 1]; (b) implement inquiry-based instruction in the STEM discipline of Science [Competitive Preference Priority (CPP) 3] integrate English Language Arts (ELA) Common Core Standards and English Language Development (ELD) Standards [IP 2]; and (c) make data-based instructional decisions to improve student learning outcomes [CPP 2].</p>		
<p>Key Assumptions:</p> <ul style="list-style-type: none"> - University-public school Partnership shares goals, resources - Integrated support, field/coursework experiences foster skilled, committed teachers - Needs of ELs are carefully defined and met 		
<p>Objective 1: Recruit and select 140 elementary and secondary pre-service teachers who are bilingual and/or from underserved groups, eight (8) paraprofessionals and 112 in-service teachers (grades 4th-9th) to participate in professional development to: (a) better serve ELs; (b) implement inquiry-based instruction in the STEM field of Science, integrate ELA Common Core and ELD standards; and (c) make data-based instructional decisions</p>		
OUTPUTS	OUTCOMES Objective 1	KEY IMPACTS
<ul style="list-style-type: none"> • Recruitment plan targeting 	<ul style="list-style-type: none"> • 100% project completers/graduates employed 	<ul style="list-style-type: none"> • Increased size/diversity of applicant pool

Collaborative Professional Development Project in Rural California Schools (CPD)
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<p>traditionally underrepresented</p> <ul style="list-style-type: none"> Recruitment materials Applicants qualified as subject matter competent 	<p>in areas for which they were trained.</p> <ul style="list-style-type: none"> 95% of project participants complete the program of study 	<ul style="list-style-type: none"> Increased number of elementary teachers teaching science Increased number of 4-9th grade teachers and paraprofessional implementing inquiry based science instruction
<p>Objective 2: Prepare 140 elementary and secondary pre-service teachers who are bilingual and/or from underserved groups, eight (8) paraprofessionals and 112 in-service teachers(grades 4th – 9th) by developing and implementing professional development to: (a) better serve ELs [IP 1]; (b) implement inquiry-based instruction in the STEM discipline of Science [CPP 3] integrate ELA Common Core Standards and ELD Standards [IP 2]; and (c) make data-based instructional decisions to improve student learning outcomes [CPP 2].</p>		
<p>OUTPUTS</p> <ul style="list-style-type: none"> Professional development training, courses, field meet state standards for EL Authorization/ Certification In-service teachers and pre-service candidates participating 	<p>OUTCOMES Objective 2</p> <ul style="list-style-type: none"> 95% of pre-service completers who are State and/or locally certified/endorsed in EL instruction. (GPR 1.1) 100% of paraprofessional program completers are better prepared to meet the instructional needs of ELs. (GPR 1.4) 100% of paraprofessional and in-service teacher completers are better prepared to meet ELs instructional needs. (GPR 1.4) 	<p>KEY IMPACTS</p> <ul style="list-style-type: none"> Infusion of inquiry-based instructional strategies in Science and ELA/ELD standards in classroom instruction. Increased quality of

<p>in diversity, EL training</p> <ul style="list-style-type: none"> • Project materials accessible • Participation logs for STEM, inquiry-based instruction, Lesson Study 	<p>1.5)</p> <ul style="list-style-type: none"> • >5.5 rating on 7 pt Likert by participants/administrators in pre-and post-surveys for Quality of Preparation to teach ELs in STEM subject area of Science and in ELA/ELD • >90% of goal attainment data demonstrate positive progress by pupils including ELs • 100% of professional development training incorporate inquiry-based instruction in Science and in ELA/ELD 	<p>education for ELs from diverse backgrounds.</p> <ul style="list-style-type: none"> • Teacher leaders who will develop site based learning communities.
<p>Objective 3: Collect, analyze and use high quality and timely data to improve student outcomes.</p>		
<p>OUTPUTS</p> <ul style="list-style-type: none"> • Collection and analysis of pupil test scores • Analyze Lesson Study pupil work products 	<p>OUTCOMES Objective 3:</p> <ul style="list-style-type: none"> • 100% of pre-service teachers will use student data to develop lessons and reflect on effectiveness of practice. • 100% of in-service teachers will use student data to develop lessons and reflect on effectiveness of practice. 	<p>KEY IMPACTS</p> <ul style="list-style-type: none"> • Improvement in ELs achievement in meeting Science/ELA/ELD standards • Teachers will use pupil outcome data to plan/ develop instruction •

Objective 4: Increase and track the number of teachers and paraprofessionals who are well prepared to meet ELs needs in educational settings upon completion.

OUTPUTS	OUTCOMES Objective 4:	KEY IMPACTS
<ul style="list-style-type: none"> Survey of completers serving ELs in educational settings, one and three years after project completion 	<ul style="list-style-type: none"> 95% of pre-service completers employed in instructional settings serving ELs within one year of program completion. (GPRA 1.2) 95% of pre-service completers provide instructional services to ELs 3 years after program completion. (GPRA 1.3) 100% of in-service teacher or paraprofessional completers provide instructional services to ELs. (GPRA 1.6) 	<ul style="list-style-type: none"> Retention in program reduces chronic shortage of HQTs meeting the needs of ELs Long-term retention of effective EL educators fosters LEA program stability, pupil growth

Additional Overriding Evaluation Questions:

- Each semester, did activities described in the proposal to USDOE take place as specified and calendared? If not, what changes occurred and do those changes positively or negatively affect expected project outcomes?
- What factors in the planning and implementation process contribute to the attainment of sustainable program outcomes?
- What elements of the preparation program are suitable for dissemination?

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-TOC_Support_Letter.pdf**