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**NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM, CFDA 84.365Z
ABSTRACT**

Name of the IHE: San Diego State University (SDSU)

Title of the Program: *Cultural-Linguistic Advocates for Spanish-Speaking English-Learners*

Consortia Partners: City Heights (San Diego) Educational Collaborative
Specifically Rosa Parks Elementary School

Project Description: The *Cultural-Linguistic Advocates for Spanish-Speaking English-Learners (CLASS-EL) Project* is proposed in response to the exponential growth in the numbers of Spanish-speaking students in Southern California. For example, the majority of children now entering Kindergarten in San Diego speak Spanish at home. The preparation of Spanish-speaking educators lags far behind; thus, CLASS-EL seeks to (a) recruit and prepare Spanish-speaking school psychologists who have the bilingual education knowledge, skills, and abilities (BEKSA) to serve as advocates and consultants for Spanish-Speaking English-Learners (SS-ELs) and (b) improve the Spanish skills and cultural competencies of those pre-service school psychologists and of pre-service bilingual teachers and special educators. The overarching purpose of the project is to improve instruction and services for SS-ELs while assisting educational personnel to meet high professional standards.

CLASS-EL is primarily an extension of SDSU's School Psychology Program – a “three-year plus internship” graduate-credential program in which students earn the M.A., internship (preliminary) credential, Ed.S., and full professional credential in school psychology. The program is recognized nationally as a model for multicultural training and holds both state and national accreditation/approval. School psychologists are in the unique position to provide academic and social-emotional-behavioral prevention and intervention services for preK-12 students, their teachers, and families. Through consultation, they can support and enhance teachers' effectiveness in teaching SS-ELs, including the use of data-based decision-making.

We anticipate two types of CLASS-EL trainees: (a) those who have established bilingual fluency and (b) those who are Spanish-learners. *Bilingual* school psychologists are not simply school psychologists who speak a language other than English; they must be experts at the interface of language, culture, and learning to effect change for SS-ELs. Thus, specialized training is required. Many of our students enter the program as Spanish-learners, either as native speakers of Spanish who have lost full proficiency due to immersion in English-language education systems or students with academic backgrounds in Spanish who have yet to develop comfort in their conversational skills. The multi-year design of the School Psychology Program and the CLASS-EL project allows sufficient time for Spanish-learners to become at least conversationally fluent.

The summer component of CLASS-EL, a month-long immersion program in Mexico, will augment SDSU's pre-service preparation of school psychologists, bilingual special educators, and bilingual teachers. The faculty members associated with these programs have long desired a mechanism for interdisciplinary training of their students, especially via field and student teaching experiences, but the need for qualified supervisors within each discipline often precluded coordinated placements of students. The summer immersion circumvents those barriers as an “extra” experience beyond the requirements of the programs. We anticipate that, in addition to Spanish and culture-learning, the participants will gain new skills from their interactions across disciplines.

Project Goals:

1. To increase the number of new Spanish-speaking school psychologists to better serve SS-EL students and families.
2. To ensure that school psychology trainees have the bilingual education knowledge, skills, and abilities (BEKSA) that meet high professional standards to better serve SS-ELs.
3. To increase CLASS-EL trainees' and pre-service bilingual teachers' Spanish proficiencies and cultural competencies to better instruct and serve SS-ELs.
4. To prepare CLASS-EL trainees to function as systems change agents and consultants for teachers and parents of SS-ELs.

Project Activities:

For Pre-service Bilingual and Spanish-Learning School Psychology Trainees:

- An on-going seminar series, using a pre-service learning community model, will provide BEKSA. The fall semester seminars will focus on *bilingual* issues; the spring semester seminars will focus on culturally-responsive instruction and interventions, Latino issues in education, and Latino psychology. Trainees may complete anywhere from one year to three years in the seminar sequence without repeating content.
- An on-going *Practicum in Interventions for SS-ELs* in collaboration with our partnership school, Rosa Parks Elementary in the City Heights Educational Collaborative. Trainees will provide direct and indirect interventions to improve outcomes for SS-ELs under the supervision of the highly qualified *bilingual* school psychologist at that school. This focused practicum, one-half day per week, augments the extensive field experiences of the School Psychology Program. Emphasis will be on data-based problem-solving and interventions. CLASS-EL trainees will complete at least one AY and as many as three AYs in this specialized practicum.
- *SS-EL Institutes* at the beginning of each semester, offered by experts in the field, will provide focused training (e.g., bilingual teaching strategies, development of biliteracy skills, acquisition of English with maintenance of Spanish).
- Field Trips to model schools that are successful in closing the achievement gap for Latino and SS-EL students.
- *Weaving* BEKSA throughout program courses, assignments, and experiences.
- Participation in and presentations at bilingual education conferences (e.g., CABE, CATESOL).
- Strong core program coursework in cross-cultural communication, multicultural counseling, ecosystemic and ecobehavioral assessment-intervention, multi- and cross-cultural consultation, psychoeducational evaluation of English-learners, bilingual (Spanish) assessment, and dynamic assessment with mediated cognitive interventions.

Specifically For Pre-Service Spanish-Learning School Psychology Trainees:

- Individualized Spanish-Learning Plans including dedicated time using our Language Acquisition Resource Center (LARC), Spanish conversation groups, cross-level mentoring (i.e., each will have a bilingual mentor). These activities are ongoing throughout the CY.

For CLASS-EL School Psychology Trainees & Pre-service Bilingual Teachers & Special Educators:

- A month-long summer language-culture-education immersion in Mexico including: supervised intervention experience in a collaborating school, intensive small-group Spanish-language instruction tailored to the students (including *professional* Spanish skills, e.g., reading/discussing education texts in Spanish, writing intervention reports), and staying with a host-family to enhance cultural awareness and competence.

Expected Outcomes:

1. Twenty new Spanish-speaking school psychologists who have the BEKSA to serve SS-ELs, their teachers and families.
2. An additional 8 new Spanish-speaking school psychologists with BEKSA will complete the School Psychology Program within two years of the end of CLASS-EL.
3. Sixty new bilingual teachers or special educators who have enhanced Spanish-language skills and cultural competence.
4. The integrated use of data-based decision-making as the “norm” at Rosa Parks Elementary School.

Priorities: *Competitive Preference Priority 2 – Enabling More Data-Based Decision-Making* to improve instructional practices and student outcomes in an elementary school.

The National Association of School Psychologists’ Program Approval Board heralded data-based decision-making as one of the strengths of the SDSU School Psychology Program. Rosa Parks Elementary School has barely initiated a structure to support a Response to Instruction and Intervention (RtI²) model. The specialty practicum will engage the Rosa Parks teachers and key personnel in a collaborative process (with CLASS-EL trainees) of collecting and analyzing data to inform instructional decision-making. CLASS-EL trainees will empower their collaborating teachers by providing and supporting skills in using data (e.g., authentic, curriculum-based, & formative assessment) to inform instructional decisions and improve student performance.

GPRA Measure Targets: for each year of funding – annual targets

Number of Pre-Service Trainees to be Served Annually

- 12 Spanish-speaking pre-service school psychology trainees (ideally 6 bilingual and 6 Spanish-learners)
- 12 pre-service bilingual teachers or special educators (ideally 6 bilingual teaching candidates and 6 bilingual special education candidates)

Number of Pre-Service Trainees Expected to Complete the Program of Study Annually

- Four Spanish-speaking school psychology trainees
- 12 bilingual teachers or special educators

Number of Pre-Service Completers to be Placed in Instructional Settings Serving ELs Annually

- Four Spanish-speaking school psychology interns (preliminary credential)
- 12 bilingual teachers or special educators

Number of Pre-Service Completers Certified in EL Instruction Annually

- The State of California does not offer endorsement of specialization in English-learners for school psychologists; however, the school psychology trainees are expected to pass the CTEL and CSET exams for endorsement teachers of ELs and bilingual students.
- 12 pre-service teachers (bilingual education or bilingual special education) will complete the requirements for certification in EL instruction (annually) as well as enhancing their professional Spanish skills and cultural competence.

Number of Paraprofessionals & In-Service Teachers Served: Although teachers and paraprofessionals will be recipients of project activities, they are not the focus of CLASS-EL.

Multi-Faceted Evaluation: A multi-faceted evaluation plan is proposed to analyze both quantitative and qualitative data regarding success of the CLASS-EL project, including evaluation of trainees’ competency development as well as trainees’ evaluation of the contribution project components toward their competency development.

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NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM, CFDA # 84.365Z

CULTURAL-LINGUISTIC ADVOCATES

FOR SPANISH-SPEAKING ENGLISH-LEARNERS (CLASS-EL)

The *Cultural-Linguistic Advocates for Spanish-Speaking English-Learners (CLASS-EL) Project* responds to the exponential increase in Spanish-speaking (SS) students in Southern California.

The majority of children entering Kindergarten in San Diego speak Spanish. CLASS-EL seeks to

(a) recruit and prepare SS school psychologists (S-PSYs) who have the bilingual education knowledge, skills, and abilities (BEKSA) to serve as cultural-linguistic advocates for Spanish-Speaking English-Learners (SS-ELs) and (b) improve the Spanish skills and cultural competency of those pre-service S-PSYs and pre-service bilingual teachers and special educators. S-PSYs provide academic and behavioral services for K-12 students, teachers, and families. Through consultation, they support and enhance teachers' effectiveness in teaching SS-ELs, **including the use of data-based decision-making**. Our purpose is to improve instruction and services for SS-ELs while assisting educational personnel to meet **high professional standards**.

CLASS-EL is an extension of San Diego State University's (SDSU) School Psychology (S-PSY) Program: a "three-year plus internship" graduate-credential program in which students earn the M.A., internship credential, Ed.S., and full professional credential. The program holds state and national accreditation and is recognized for multicultural training. We conceptualize multicultural learning as a process, rather than a set of discrete competencies, with multi-directional interconnected pathways toward cultural competence (Green et al., 2009). CLASS-EL builds on our model: (a) The *conceptual pathway* via seminars, institutes, workshops, and bilingual education conferences; (b) The *emotional pathway* via immersion in Mexico; and (c) The *behavioral pathway* via practicum in interventions for SS-ELs at Rosa Parks Elementary School (K-5). Our partnership school is part of the City Heights Educational Collaborative between SDSU and San Diego City Schools (SDCS) (see appendix). City Heights is a high poverty (median income of \$19,393 compared to \$64,273 for the city) multicultural community in San Diego. Rosa Parks enrolls 1000 students, 84% of whom are Latino, and Spanish is the

most common home language. All classes use instructional methods appropriate for ELs (i.e., SDAIE & ELD). Their Alternative Biliteracy Program is a late-exit transitional program with the goal for students to be bilingual and biliterate by the end of 5th grade. Students at Rosa Parks lag behind their peers in SDCS: only 28.5% (compared to 36.8%) are proficient in English Language Arts and 44% (compared to 54%) are proficient in math (CDE/Star, 2010).

A. PROJECT DESIGN

CLASS-EL is situated in the S-PSY Program, a full-time four-year program. The first three years emphasize courses augmented with 900 hours of supervised field experiences in public schools; the fourth year is a full-time (1200 hrs) internship (induction year). The program emphasizes multicultural content, processes, and experiences and prepares S-PSYs with (a) ecological and systems perspectives by which to consider problem situations in the schools, (b) cultural competencies to serve the multicultural populations of public schools, (c) knowledge and skills to serve both general and special education populations, and (d) skills to function as advocates, change agents, and consultants in the schools, providing a broad range of culturally appropriate assessment-intervention services. The program provides students with competencies in all 10 of NASP's (2010) domains of practice. The following five programmatic strengths are documented by outcomes assessment and recognized by NASP and CTC: (1) Data-Based Decision-Making & Accountability, (2) Consultation & Collaboration, (3) Interventions & Instructional Support to Develop Academic Skills, (6) Preventive & Responsive Services, and (8) Diversity in Development & Learning.

CLASS-EL: Project Design, Goals, Objectives, Activities, & Outcomes

Bilingual S-PSYs must be *experts* at the interface of language, culture, and learning to effect change for SS-ELs (Cook-Morales, 2009). The S-PSY Program provides a foundation for bilingual practice; CLASS-EL is specialized and driven by four goals:

1. To increase the number of new SS S-PSYs to better serve SS-EL students and families.
2. To ensure that school psychology trainees have the BEKSA that meet high professional standards to better serve SS-ELs.

3. To increase CLASS-EL trainees’ and pre-service bilingual teachers’ Spanish proficiencies and cultural competence to better instruct and serve SS-ELs.
4. To prepare CLASS-EL trainees to function as advocates, systems change agents, and consultants for teachers and parents of SS-ELs.

This section is organized with a rationale informing each goal; a table highlighting related objectives, activities, and outcomes; and descriptions of our activities and strategies.

Goal 1: To increase the number of new SS S-PSYs.

The number of EL students in California is estimated to be 1.5 million, and increasing annually. In San Diego, Latino students are 44% of the total enrollment and Spanish-speakers are 84% of the EL population (CDE/EL, 2010). California’s Counseling & Student Support Office (2003) documented our critical shortage of S-PSYs: (a) The S-PSY to student ratio is 1:1658, the worst in the nation, exceeding the State-adopted “adequate” ratio of 1:1273; (b) Southern California’s ratio of 1:1985 is worse; and (c) 67% of districts reported the need for more S-PSYs. NASP’s (2000) Directory of Bilingual S-PSYs lists only 61 SS S-PSYs in California for our 2 million SS students. In SDCS, the ratio of SS S-PSYs to SS students is approximately 1:12,000!

Goal 1: To increase the number of new SS S-PSYs to better serve SS-EL students and families.

Objectives	Activities	Outcomes
1.1 Recruit/select bilingual applicants	1.1-2 Recruit potential applicants for CLASS-EL	1.1-2 Enroll 12 trainees annually (6 bilingual & 6 Spanish-learner)
1.2 Recruit/select Spanish-learner applicants	1.1-2 Annual Program Admissions & project selection	1.3-4 Four SS trainees to receive their internship credential annually
1.3 Monitor/evaluate/advise trainees	1.3 Cross-level mentoring	1.4 100% of completers placed in schools serving EL students within one year of the program (GPRA 1.2)
1.4 Employment of interns/completers in instructional settings serving SS-EL students	1.3-4 On-going performance evaluation 1.3 Mentor/Guide trainees	1.4 100% of completers placed in schools serving EL students three years after the program (GPRA 1.3)

Recruitment of Bilingual & SS Applicants. Communication of program philosophy and relevant curriculum (Cook-Morales & Robinson-Zañartu, 1995), as well as personal outreach

and encouragement (Zhou et al., 2004) are crucial to successful recruitment. We will develop multimedia strategies specific to CLASS-EL. The Project Director, Coordinators, and trainees will recruit at Hispanic-serving colleges near conference sites and the Coordinators will recruit at colleges in Southern California, participate in the *California Forum for Diversity in Graduate Education*, and provide assistance to prospective applicants. SDSU is ranked 7th in the nation for bachelor's degrees awarded to Latinos (Cooper, 2011), thus we will present to Chicano/a and Latin American Studies, MeCHA, and other Latino-focused student organizations.

Admission & Selection of S-PSY Students. We use *equitable admissions* (Cook-Morales et al., 2011) applying nontraditional criteria equally to all applicants: *Academic, Professional, Interpersonal, and Cross-Cultural Readiness*. We invite 30 (of ~80) applicants to a daylong *authentic assessment* process with small group tasks resembling our teaching-learning experiences, and select 12. This results in a highly qualified diverse student body: our 48 students are ~85% “minority,” 50% Latino, and 50% have basic Spanish skills.

CLASS-EL Traineeships. Selection criteria include: (a) good academic standing, (b) Spanish skills, (c) familiarity with Latino cultures, and (d) experience working with SS-ELs. We will award 12 full-time traineeships to bilingual and SS S-PSY students and another 12 summer immersion traineeships to pre-service bilingual teachers and special educators.

Retention & Success of Diverse Trainees. University climate, student support services, and financial aid contribute to the retention and success of diverse students (Zhou et al., 2004). Over 50% of SDSU's students register as “minority” students. SDSU sponsors a Cross-Cultural Center and provides a variety of support services (e.g., Office for Students with Disabilities, High Tech Writing Technology Lab, and Counseling Center). Financial support from this project is crucial to offset loans, as is coordination of project traineeships with financial aid packages. The project's ongoing seminar on Bilingual/Latino issues, the Summer Immersion, practicum in interventions for SS-ELs, and cross-cohort mentoring support retention of diverse students.

Goal 2: To ensure that S-PSY trainees have BEKSA

Nationwide, there is a severe shortage of bilingual S-PSYs who have the BEKSA to work effectively with ELs and their families (O’Byron & Rogers, 2010; Ochoa et al., 2004). California requires all new teachers to meet California Teachers of EL standards and teachers using Spanish instruction must hold the bilingual endorsement. Although these standards are not required for S-PSYs, we believe that they should inform our practice (Cook-Morales, 2009). CLASS-EL trainees will take *and pass* the State exams aligned to EL (CTEL) & Bilingual Authorization (CSET) standards. These standards provide the framework for competencies specific to CLASS-EL S-PSYs (see next page).

Goal 2: To ensure that S-PSY trainees have the BEKSA that meet high professional standards to better serve SS-ELs (GPRA 1.1)		
Objectives	Activities	Outcomes
2.1 Promote professional - multicultural readiness to increase cultural & linguistic understanding & competencies	2.1-2 Specialty seminars	2.1-2 100 % of completers passing BEKSA exams (GPRA 1.1)
	2.1-2 Visit model bilingual ed schools	2.2 100% of trainees will participate in bilingual ed associations & conferences
	2.1-2 Fieldwork in Mexico	
2.2 Ensure trainees’ ability to apply knowledge & skills to better serve SS-ELs (see BEKSA framework)	2.1-2 Interventions practicum	2.1-2-3 100% of completers will receive proficient ratings on project competency development evaluations
	2.1-2 CTEL/CSET workshops	
2.3 Ensure trainee knowledge and skills in data-driven strategies to promote academic language, English language development, & literacy and content knowledge of SS-ELs	2.1-2-3 Bilingual ed associations & conferences	2.1-2-3 100% of trainees completing courses with a grade of <i>B</i> or better
	2.1-2-3 SS-EL Institutes	
	2.1-2-3 CSP Specialty courses	2.1-2-3 SS-EL Practicum Supervisor’s evaluations of competencies (per semester)

Program Core Courses Support CLASS-EL Specialization. The program begins with an emphasis on multicultural competencies in *Cross-Cultural Counseling* and *Multicultural Counseling*. Trainees learn how to bring cultural and linguistic issues to the forefront of hypothesis generation in *Ecosystems Assessment-Interventions*. *Academic Assessment-Intervention* focuses on authentic assessment and academic interventions, guided by State Standards for Language Arts, Math, and ELD. *Psychoeducational Evaluation Techniques – ELs*

BEKSA Framework & Outcomes for CLASS-EL School Psychologists

<p>(1) Language & Language Development: Language structure & use; 1st & 2nd language development; relationship to academics</p> <ul style="list-style-type: none"> ● Apply knowledge of BICS & CALP (in both English & Spanish) to interventions with students & teachers ● Differentiate between normal language development issues & learning disabilities, including the language-cognition connection ● Apply ELD Standards to assessment, articulation of goals, interventions, & evaluation of effectiveness
<p>(2) Assessment & Instruction: Foundations of EL programs; EL literacy & content area assessment & instruction; approaches & methods for EL instruction (ELD, SDAIE)</p> <ul style="list-style-type: none"> ● Assess & provide instructional consultation regarding ELD & SDAIE implementation in the classroom ● Apply Reading & Language Arts Standards to assessment, articulation of goals, design of interventions, & evaluation of effectiveness of Spanish & English literacy instruction & learning ● Articulate appropriate ELD goals for the IEPs of SS-EL special education students
<p>(3) Culture & Inclusion: Nature/content of culture; cultural diversity in the U.S. & California; culturally responsive instruction including classroom interactions, curriculum, instructional strategies, & the roles of families & community</p> <ul style="list-style-type: none"> ● Observe & consult on cultural patterns in teacher-student classroom interactions ● Design, implement, & evaluate culturally-consistent direct & indirect interventions ● Bridge between the home & school in designing culturally-consistent interventions ● Deliver multicultural consultation services using consultee-centered consultation & effective staff development approaches to enhance the attitudes, knowledge, & skills of school personnel regarding linguistic, cultural, & home influences on learning
<p>(4) Methodology of Bilingual Education & Bilingualism/Biliteracy: Foundations of bilingual education; language, literacy & content instruction & assessment in bilingual classrooms; use of primary-language materials; school-home-community collaboration</p> <ul style="list-style-type: none"> ● Select, evaluate, & use primary language materials aligned with content & language standards ● Deliver multicultural consultation services to teachers & parents to support culturally inclusive bilingual instruction ● Collaborate on the development, implementation, & evaluation of research-based interventions for bilingual students ● Develop IEPs consistent with research-based models for bilingual special education ● Deliver intervention strategies aligned with content standards & students' proficiency in the primary and target languages
<p>(5) Knowledge of Latino Cultures: Latino history, experiences of Latinos in the U.S., educational outcomes for Latino students.</p> <ul style="list-style-type: none"> ● Bring culture to the forefront of all service delivery (e.g., workshops, teacher consultation, direct intervention) ● Articulate the historical effect of culture-school transactions (e.g., segregation, school language practices) on the school's relationships with the Latino community ● Design, implement & evaluate culturally-responsive interventions in the context of Latino cultures ● Build positive, ongoing relationships with Latino parents, families, & communities
<p>(6) Spanish Proficiency: Language & communication (listening, speaking, reading & writing Spanish)</p> <ul style="list-style-type: none"> ● Communicate (oral & written) with monolingual-Spanish students, parents/families, including formal meetings (e.g., SST & IEP) ● Provide direct services (e.g., counseling, academic interventions) to bilingual students in English, Spanish, & bilingually ● Collaborate (oral & written Spanish) with professional counterparts in Mexico

provides theories and research regarding 1st and 2nd language development and the skills to evaluate English-proficiency and cognitive skills of ELs – for all S-PSY students. *Psycho-educational Evaluation Techniques – Bilingual (Spanish) Students*, taught bilingually, examines best practices in the assessment of bilingual-SS students (taken by all CLASS-EL trainees). *Dynamic Assessment & Mediated Interventions* emphasizes the culture-cognition connection (e.g., Rogoff, Feuerstein, Vygotsky). Trainees design and implement lessons for development of critical thinking skills, linked to state content and ELD Standards.

CSP 740 Seminar & Practicum: Interventions for SS-ELs. CLASS-EL uses a unique cross-cohort “preservice learning community” modeled after *Professional Learning Communities* (e.g., DuFour et al., 2006) that provide effective professional development. Shared experiences in the schools provide a context for meaningful learning (Cook-Morales & Gutierrez-Clellen, 2008). Trainees gain knowledge and skills through the seminar, apply them in practicum,¹ and critically analyze applications in seminar. Trainees contribute to each other’s learning by teaching, modeling, and mentoring across cohorts, Spanish-proficiency levels, and cultures. The seminar is highly structured, teaching and facilitative roles are defined, and each session has predictable activities: Presentations on the Semester’s Theme, Discussion of Readings, Collaboration Conversations (from practicum) *in Spanish*, and Project Reflections-Check-In. Project lead staff will identify the theme and texts, then work with the trainees at a daylong **retreat** to co-construct the seminar sessions. The foci of the seminars change over time, thus in a 3-year period within the program, the content will not be repeated. The Fall will focus on bilingual themes and the Spring on Latino/a cultural themes (see table on the next page).

Institutes for Effective Instruction & Interventions for SS-ELs, at the outset of each semester, will bring expert instruction for CLASS-EL trainees, our Rosa Parks’ collaborators, and students in bilingual teaching and special education credential programs.

¹ Practicum is described under Goal 4.

CLASS-EL Seminar: Semester Themes & Sample Potential Texts

Fall Semester Bilingual Themes: (a) Programs for ELs & Relative Outcomes, (b) Instructional Strategies, (c) Language Structure & Development

Brice & Brice (2009): *Language Development: Monolingual and Bilingual Acquisition*
 California Department of Education (2010): *Improving Education for English Learners: Research-Based Approaches*
 Cloud, Genessee, Hamayan (2009): *Literacy Instruction for English Language Learners: A Teacher's Guide to Research-Based Practices*
 Echeverria & Graves (2010): *Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities*
 Garcia & Kleifgen (2010): *Educating Emergent Bilinguals: Policies, Programs, & Practices for English Language Learners*
 Turnbull & Justice (2011): *Language Development: From Theory to Practice (2nd ed.)*

Spring Semester Latino/a Cultural Themes: (a) Latino Issues & Outcomes in Education, (b) Latino Psychology, (c) Culturally Responsive Curriculum & Instruction

Bennett (2010): *Comprehensive Multicultural Education: Theory and Practice* Contreras (2011): *Achieving Educational Equity for Latino Students*
 Gandara & Contreras (2010): *The Latino Education Crisis: The Consequences of Failed Social Policies*
 Saifer et al. (2010): *Culturally Responsive Standards-Based Teaching: Classroom to Community and Back*
 Valdés, Capitelli, & Alvarez (2010): *Latino Children Learning English: Steps in the Journey*
 Villaruel et al. (2009): *Handbook of U.S. Latino Psychology: Developmental and Community-Based Perspectives*

Additional activities that inform the development of BEKSA competencies include:

- **Weaving.** CLASS-EL trainees will infuse bilingual and Latino themes into course assignments and working with Latino-SS students for case studies required in program core courses.
- **Bilingual Education Association(s).** CLASS-EL trainees will join a bilingual education association, and publications will be discussed in seminar. Trainees will participate in one conference annually; advanced trainees are expected to present.
- **Field Trips to Successful Schools.** We will visit and learn from schools that have documented success in closing the achievement gap for Latino and/or ELs. We will identify schools locally as well as those in the vicinity of professional conferences that we attend.
- **CTEL/CSET Exam Workshops** will reinforce the content being learned in seminar and institutes, and be offered by the Coordinators in conjunction with the exam schedule.

Goal 3: Enhance Spanish proficiencies and cultural competence.

Although Spanish proficiency is one of our six BEKSA areas, 85% of bilingual special educators rated language proficiency as essential (Rodriguez, 2005). Developing cultural competencies is more complex than gaining proficiency with a language. Cultural competence requires both personal awareness of our own culture as well as knowledge and experience with other cultures (Miranda, 2008). Immersions are generally recognized as having the greatest impact on linguistic and cultural competence (Cook-Morales, 2010; Fletcher et al, 2003). Immersion experiences are often described as “transformative” because they impact both the *conceptual* and *emotional* aspects of multicultural development (Green et al., 2009). Participants on these pathways develop an ethno-relative worldview informing their culturally responsive approaches to instruction and service (Marx & Moss, 2011).

Goal 3: To increase CLASS-EL trainees’ and pre-service teachers’ Spanish proficiencies and cultural competencies to better instruct SS-ELs (GPRA 1.2/ 1.3)

Objectives	Activities	Outcomes
3.1 Develop <i>professional</i> Spanish skills of bilingual CLASS-EL & pre-service teachers	3.1-5 Mexico Immersion (MI)	3.1 100% of bilingual CLASS-EL trainees pass CSET: Spanish
3.2 Develop Spanish <i>conversational</i> skills of Spanish-learner S-PSYs	3.1-3 MI Spanish classes	3.2 100% of Spanish-Learning CLASS-EL trainees document proficiency via <i>LinguaFolio</i> & LARC-OPI
3.3 Improve Spanish skills of pre-service bilingual teachers	3.1-5 MI Fieldwork in School	3.1-3 Spanish Language Institute Pre- & Post-Tests of proficiencies
3.4 Enhance cultural competence of educators	3.1-2 Interventions Practicum for CLASS-EL trainees	3.4 100% CLASS-EL trainees pass CSET: Latino Cultures
3.5 Develop skills in interdisciplinary collaboration	3.2 LARC for Spanish-learning CLASS-EL trainees	3.5 100% participants receive at least “satisfactory” peer evaluations
	3.5 MI Fieldwork in School	3.5 100% participants receive at least “satisfactory” evaluations from Mexican teachers

A Month-Long Summer Immersion in Mexico will enroll CLASS-EL trainees and pre-service bilingual teachers and special educators. In addition to Spanish and culture-learning, participants will gain new skills from their interactions and collaborations across disciplines.

We anticipate bilingual and SL CLASS-EL trainees. Many of our students enter the program

as SLs, either as native speakers who lack academic depth in Spanish or students with academic backgrounds in Spanish who have yet to develop comfort with conversational skills. Multi-year immersions allows time for SLs to become conversationally fluent and for those entering with fluency, to develop *professional* Spanish (e.g., writing reports in Spanish). The majority of our K-12 Latino students and our bilingual trainees are of Mexican ancestry. Our trainees are unaware of the variety of cultures of Mexico, limited by their own experiences with family histories and traditions and/or travel. Thus, each summer the immersion will be located in a different area of Mexico. The immersion includes:

- Intensive small group Spanish-language instruction (at a Spanish Language Institute) tailored to meet individual language needs. Advanced students use Spanish-language college texts (e.g., Woolfork’s *Psicologia Educativa*).
- Practicum in a collaborating school. Participants are paired across program cohorts, disciplines, and levels of Spanish proficiency then assigned to a teacher and classroom. They provide data-driven (baseline, monitoring, outcomes) direct and indirect interventions.
- Visits to other schools and agencies enhance the comparison of educational systems in the U.S. and Mexico.
- “Home stays” with monolingual-Spanish families create ongoing Spanish practice and involvement in the traditions and experiences of diverse Mexican families and communities.
- Cultural excursions explore the history and intersection of colonial and indigenous cultures.

Spanish Learning Plans. Immersion is necessary but insufficient for SLs who need year-round practice and reinforcement of skills. All project activities (e.g., seminar, interventions practicum) provide ongoing opportunity to practice Spanish. Each SL trainee will develop an individual Spanish Learning Plan in collaboration with the Project Coordinator and a bilingual trainee peer mentor. SDSU’s **Language Acquisition Resource Center (LARC)** is a high-tech facility that offers self-paced instruction using video/audio computer-mediated interactions, on-line classes, and conversation groups. Trainees will complete the Computer Assisted Screening Tool (CAST), a Spanish test that results in guidance for proficiency development. Trainees will document their

activities and progress in a *LinguaFolio* containing formal assessments, language background and intercultural activities, and archived Spanish work samples (<http://www.ncssfl.org/>). An Oral Proficiency Interview (OPI) will document conversational fluency.

Goal 4: To prepare advocates, systems change agents, and consultants

Our SS-EL enrollment is expanding exponentially and they are floundering academically. Of course children with limited English proficiency will not do well on standardized tests in English (see SDCS and Rosa Parks data on p. 2); however, ELs in SDCS are performing at or below the level of students identified with disabilities (Cook-Morales & Gutierrez-Clellen, 2010). Low performance is often associated with the severe shortage of teachers who have high qualifications to teach EL students. Across California, the large percent of teachers of EL students do not have the proper EL authorization (CDE, 2006). All teachers at Rosa Parks hold EL or bilingual authorizations, yet outcomes (on standardized tests) are miserable.

Hehir and Mosqueda (2007) found that Latino ELs were 70% more times as likely to be placed in special education than Latino non-ELs in SDCS. However, they did not identify the source(s) of disproportionality nor make recommendations. A district task force, seeking more revealing data, hired Hernandez (2009) to scrutinize the records of Latino students identified with learning disabilities or speech-language impairment. He concluded that disproportionality stemmed from lack of systematic interventions in general education resulting in “special education becoming the default intervention for at-risk students” (p. viii).

Systematic implementation of a Response-to-Intervention (RtI) program has been heralded as a promising practice to (a) prevent academic failure, (b) reduce the numbers of students identified for special education, and (c) to decrease the overrepresentation of ELs identified with disabilities (Brown-Chidsey & Steege, 2010; Jimerson, et al., 2007). California’s (2008) Response to Instruction and Intervention (RtI²) framework is meant to cover the full spectrum from high quality general education to supplemental or intensive instruction to meet the academic and behavioral needs of students. School districts (84% of all districts) are calling upon

S-PSYs to offer more school-wide prevention-intervention efforts, including consultation for teachers and parents, and coordination between families and school (CDE/CSSO, 2003). Rosa Parks Elementary has only recently implemented a 3-tiered RTI² system for *reading in English*:

1. Same-grade-level teachers review benchmark assessment data to identify patterns of weakness, then re-teach that area for 10 days.
2. Students at least one year below grade level in reading are assessed to determine which of three programs they might need: Paths to Achieving Literacy Success (PALS), REWARDS, or SIX Minute Solution. Students receive small group (n=10) interventions 20 minutes daily.
3. Students who continue to struggle are evaluated to receive for special education. SS-ELs identified with disabilities receive instruction and services in English-only.

Struggling 3rd graders are recommended for all-English instruction. There are some gaping holes in this system, most notably school-wide screening and ongoing progress monitoring, data-based decision-making, linguistic appropriateness, cultural relevance, attention to behavioral and academic areas beyond reading, and parent engagement in the process.

Using summative assessments to capture the learning of SS-ELs is insufficient. It is imperative to consistently collect and analyze data to determine the effectiveness of instructional practices and interventions to improve student performance (Hamilton et al., 2009; Wayman et al., 2007; Wohlstetter et al., 2008), yet teachers are woefully unfamiliar with the processes and practices of ongoing data collection and analyses (Barba et al, 2011).

Family involvement in education is crucial to their children's school success and parent-family interventions are effective in improving children's school learning and behavior (e.g., Carlson & Christenson, 2005; Van Velsor & Orozco, 2007). Rosa Parks has an active ELAC and a Parent Center with cultural-liaisons; however, parents are absent in the description of their RTI² model. Harry (2008) laments the absence of culturally-linguistically diverse parents in the processes of serving children with special needs. While Waterman (2006) cites language differences and parents' unfamiliarity with U.S. schools as impediments, Harry (2008) adds that the situation is compounded by educators' deficit views of families and culturally different

attributions of learning difficulties and disabilities.

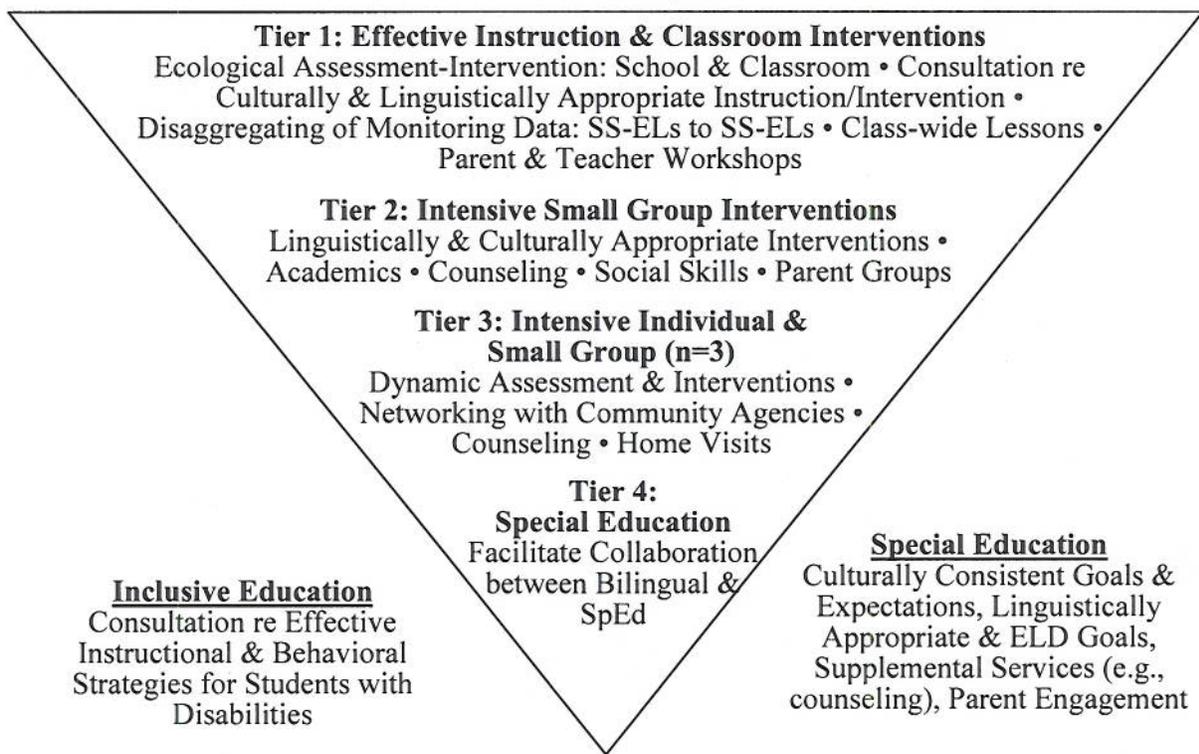
Goal 4: To prepare CLASS-EL trainees to function as advocates, systems change agents, and consultants for teachers and parents of SS-ELs		
Objectives	Activities	Outcomes
4.1 To provide teachers with skills in using data (e.g., curriculum-based, & formative assessment) when making instructional decisions	4.1 CLASS-EL trainees model & engage teachers in systematic use of data with academic interventions.	4.1 Teacher ratings of workshops & follow-up consultation
4.2 To provide collaborative consultation & engage in proactive communication with parents	4.1 Teacher workshops & follow up collaborative consultation 4.2 Parent workshops & follow up collaborative consultation	4.1 Teachers' adoption of data-based decision-making 4.2 Parent ratings of workshops & follow up consultation
4.3 To provide a broader range of services & interventions for SS-ELs	4.3 Broad array of services to be delivered under supervision (see figure)	4.3 CLASS-EL reports of the effectiveness of interventions

Practicum in Interventions for SS-ELs. CLASS-EL trainees are well prepared by the S-PSY Program to: (a) systematically collect and use data to plan instruction and interventions effectively, (b) collaborate with teachers and parents, and (c) provide cross-cultural consultation. CLASS-EL trainees will engage in a school-based practicum, four hours a week, at Rosa Parks. The Project Director and Coordinators will collaborate with the Practicum Supervisor to assign activities consistent with the trainees' levels of competence to meet the needs of the school across a broad spectrum of services depicted in a 4-tier model of RTI² (next page). SDCS's Lead Psychologist, Michele Bronson (5/3/11), endorsed the model noting consistency with recent policies of the school board and with the advocacy efforts of SDCS's Latino Advisory Board.

First and Second Year CLASS-EL trainees will be paired (one bilingual, one SL) then teamed with a general education teacher to provide services to students in that classroom, their parents, and the teacher, with a focus on Tiers 1 and 2. With data, trainees and collaborating teachers can identify instructional concerns, define and analyze the problem, modify instructional strategies, and then monitor and evaluate how SS-EL students respond to instruction. They will also provide class-wide lessons for social skills development (e.g., Segundo Paso), counseling groups, parent liaison, evaluation of bilingual programs, and analyses

of school outcomes data. Advanced (3rd Year) CLASS-EL trainees will provide Tier 3 and 4 services and focus on systemic change toward full implementation of the 4-tier model for academic and behavior interventions. Because the trainees will be placed at Rosa Parks for the full three years of their program, they will get to know the students and their families, as well as the teachers and staff. Principal Carolanne Buguay (May 3, 2011) remarked, “This sounds like a dream come true!”

Interventions for Spanish-Speaking English Learners: Services in English &/or Spanish
© Cook-Morales, 2011



Data-based decision-making will permeate all interventions from individual and small group academic-behavioral interventions through analyses of disaggregated school-wide outcomes data and needs assessment. CLASS-EL trainees will engage parents by using Esler et al.’s (2008) “Eight P” strategies: planned effort, proactive and persistent communication, personalized and practical suggestions, program monitoring and intentional relationship building, and practice in specific techniques to block blaming such as reframing and illustrating. They will use psychoeducation (e.g., workshops, consultation) to enlist parents in child-centered planning,

positive behavior support, and facilitation of learning at home (Powell-Smith & Vaughn, 2006).

CLASS-EL trainees will use *Conjoint Behavioral Consultation (CBC)* to bring together teachers and parents as joint consultees to collaboratively implement and monitor the effects of interventions on the child's behavior (Sheridan & Kratochwill, 2008). CBC received the highest empirical ratings for making significant changes in school outcomes for children (Guli, 2005).

Summary of Partnership Resources. CLASS-EL builds on the longstanding SDSU-SDCS City Heights Educational Collaborative that engages SDSU faculty and students in comprehensive services to three-schools, thus facilitating school entry and project coordination. Rosa Parks Elementary provides high quality teachers as collaborators, space to provide services, and openness to innovative ideas. SDSU's S-PSY Program provides multiculturally relevant preparation in cross-cultural communication, counseling, collaboration, consultation, and academic and behavioral interventions - as well as skills in data-based decision-making and systems change. SDSU's LARC is a tremendous asset for our Spanish-learners. SDSU also has the largest bilingual teacher preparation program in the state, thus facilitating recruitment of teachers for the summer immersion. SDSU is a resource for experts to provide our institutes (see Personnel) and *volunteer* faculty members to serve on our Advisory Board (see Management). CLASS-EL provides the Project Director, Coordinators, Practicum Supervisor, and trainees who, without funding, would be unable to engage in this collaborative effort. Finally, the SDSU Research Foundation provides official oversight and fiscal management of the grant.

B. PROJECT PERSONNEL

SDSU promotes nondiscrimination and nonharrassment on the basis of race, religion, color, sex, age, disability, marital status, sexual orientation, and national origin. We seek faculty who bring cultural and linguistic skills, as well as professional expertise. Within the S-PSY Program, two of the tenured faculty members are bilingual (Spanish) and five of our part-time faculty members hold *bilingual specializations* (three Latinas and two Latinos).

Project Director Valerie Cook-Morales, Ph.D. (1975, Columbia University, Teachers College) is Professor and Chair of the Department of Counseling & School Psychology (CSP). She

directed or co-directed the S-PSY Program from 1984-2008. Her ecosystemic orientation and equity emphasis permeate the program and she teaches ecosystemic assessment-intervention. She brings expertise in the preparation of multi-cultural S-PSYs, especially those serving ELs, as well as experience directing 22 federally funded grants over the last 25 years. She has more than 50 publications and over 100 presentations on equity issues in education, including a 4-tiered RTI model for culturally-linguistically diverse students. She was a founding member and is a Steering Committee Member for NASP's Bilingual Interest Group.

Project Coordinator Yolanda Barba, M.A. (2010, SDSU) is beginning her career as a *bilingual* S-PSY having completed our bilingual specialization. She presented on data-based decision-making for bilingual teachers at NABE and CABE and on the effectiveness of literacy interventions for SS-ELs at NASP. She served as a graduate assistant and organized two summer immersions in Mexico. Barba made substantial contributions to the development of this proposal.

Project Coordinator Amy Clarey, M.A. (2010, SDSU) is beginning her career as a SS S-PSY having completed our EL specialization. Entering the program as a “Spanish-learner,” she sought ways to improve her proficiency. She presented at NASP on interventions for ELs. Clarey made substantial contributions to the development of this proposal.

SS-EL Interventions Practicum Supervisor Luisa Alanís, Ed.S., NCSP (2007, SDSU) is the full-time *bilingual* S-PSY at Rosa Parks since 2007, a part-time faculty member and a successful field supervisor for our program. She completed our bilingual specialization and obtained national certification from NASP. Alanís was central to the development of the proposed SS-EL Interventions Practicum, and readily bridged from Cook-Morales' Four Tiers of Interventions to her school's goals toward establishing an effective RtI² structure.

SS-EL Institute Instructors will be experts in effective instruction of SS-ELs. We especially seek to draw upon experts from Southern California who know our specific challenges and might be available for follow-up consultation. Potential instructors include, for example: Dr. Karen Cadiero-Kaplan (SDSU) – second language acquisition, ELD & SDAIE; Dr. Anne Graves (SDSU) and Dr. Jana Echevarria (CSU Long Beach) - SIOP model and sheltered instruction for

ELs with “diverse abilities”; Dr. Douglas Fisher (SDSU) - differentiated instruction for ELs and SDCS literacy consultant; Dr. Jill Kerper Mora (SDSU) - “Four-by-Four” model of instruction for EL literacy; and Dr. Ana Celia Zentella (UCSD) - anthro-political linguistics.

Project Evaluator Alberto Ochoa, Ph.D. (1978, University of Massachusetts) is a professor and previous chair of the Department of Policy Studies in Language & Cross-Cultural Education. He taught and directed bilingual teacher education programs for over 30 years. He also served for five years as the Academic Director of the SDSU-Claremont University Joint Doctoral Program in Multicultural Education. He has conducted numerous evaluations of bilingual education programs and research on the Latino achievement gap, and is well published. He is an active member of the Latino Advisory Board for SDUSD. Finally, Ochoa has directed numerous OELA grants and is very familiar with the National Professional Development Program and expectations for evaluation.

Graduate Assistants. An Ed-Tech GA will provide expertise with web design. The S-PSY GA will be familiar with the program and the CLASS-EL project to respond to potential applicants for the program and CLASS-EL.

C. PROJECT MANAGEMENT

Project management is facilitated by clear delineation of responsibilities and established collaborative working relationships. See the next page for a summary chart of goals, activities, timeline, and milestones. The majority of our activities, once established, occur on an annual cycle across two semesters and summers.

The Project Director (PD 15% time CY, 50% June) will be responsible for overall project management (e.g., adherence to tasks, timelines, budget management). She will provide consultation for the Practicum Supervisor and key personnel at Rosa Parks to ensure integration of CLASS-ELs intervention services in a culturally-linguistically appropriate RtI² design. She will participate (at least monthly) in the City Heights Educational Collaborative leadership meeting to integrate CLASS-EL in the “larger picture” of the Collaborative’s efforts. She will organize the retreats for co-construction of the SS-ELs seminars and coordinate project activities

Goals, Activities, Person(s) Responsible (PR), Timeline, and Milestones

Major Activities	PR	Timeline	Milestones
Goal 1: To increase the number of new <i>Spanish Speaking</i> S-PSYs to better serve SS-EL students and families			
Select 12 S-PSY trainees	PD/PCs	Aug '11	1st cohort: 6 bilingual & 6 SLs
Recruit potential applicants for CLASS-EL	PCs	Sept '11 & ongoing	Brochures & PowerPoint (Sept '11) 1st Recruitment Presentation (Oct '11) Website by Apr '12
Select 4 new S-PSY trainees	PD/PCs	May '12 & annually	4 new trainees: 2 bilingual & 2 SLs
Mentor/Guide Through Completion	PCs	May '12 & annually	At least 4 completers (annually)
Facilitate & Track Employment	PD/PCs	May-Aug '12 & annually	Credentialed/Employed Interns Credentialed/Employed S-PSYs
Provide financial support	PD	Aug '11 & monthly	"Money Matters" Workshop & 1st stipends
Goal 2: To ensure that CLASS-EL trainees have the bilingual education knowledge, skills and abilities (BEKSA) that meet high professional standards to better serve SS-ELs (measure 1.1 of GPRA).			
Co-Construct & Offer Seminar	PD/PCs	Each Fall/Spring	New syllabus each semester
Develop/Arrange/Offer Summer Immersion	PD/PCs	Each Fall	Formal Agreements; Syllabus & Reader
Organize visits to model bilingual programs	PCs	Each Semester	Two school visits/semester
Monitor progress towards BEKSA	PCs	Each Semester	Profile of BEKSA performance (CTEL/CSET/competency evals)
Develop/Arrange institutes	PD/PCs	Each Semester	Announcements and attendance
Organize bilingual ed conferences	PCs	Sept '11 & annually	Conference documentation
Goal 3: To increase CLASS-EL trainees' and pre-service teachers' Spanish proficiencies and cultural competencies to better instruct & serve SS-ELs (GPRA 1.2/ 1.3)			
Develop/Arrange/Offer Summer Immersion	PD/PCs	June '12 & annually	Formal Agreements; Syllabus & Reader
Organize bilingual ed conference participation	PCs	Sept '11 & annually	Conference documentation
Organize Individual Spanish Learning Plans (for SLs)	PC	Aug '11 & Jan '12 (then each semester)	LARC attendance & Linguafolios reviewed
Monitor CSET: Spanish progress	PCs	Nov '11 & ongoing	Percent of trainees passing CSET: Spanish
Goal 4: To prepare S-PSYs to function as advocates, systems change agents, and consultants for teachers and parents of SS-ELs			
Place trainees at Rosa Parks Elementary	PD/PCs/PS	Aug '11 & annually	Trainee Service Learning Plans
Mentor/Guide/Evaluate parent/teacher workshops	PS/PCs	Aug & Monthly	Workshops offered & evaluated
Mentor/Guide trainees' consultation on data-based decision-making	PS/PCs	Weekly	Percent of teachers using data-based decision making
Develop parent/teacher survey	PCs	Nov '11	Teacher/Parent survey responses

with the S-PSY Program and the two teacher preparation programs. Her interface with the Office of Financial Aid minimizes students’ loss of scholarships and loans due to financial support from the project. Finally, she will supervise fieldwork in Mexico, involving 50% time during the month of June. Supervision at 50% is only possible given assistance of the Project Coordinators. **Two Project Coordinators (PC each @ 15% CY, except June @ 50%)** are needed to mentor trainees and fulfill responsibilities to meet project goals and objectives. Their individual and shared responsibilities are as follows:

<i>Coordinator of Bilingual Trainees</i>	<i>Coordinator of Spanish-Learning Trainees</i>
<ul style="list-style-type: none"> • Organize immersions in Mexico • Evaluation of portfolios each semester, including evaluation of intervention case study reports • Mentor trainee <i>weaving</i> of bilingual specialization in program courses, assignments, & field experiences - & maintain record • Chart trainee growth graphs annually • Read summative reflections from immersion & analyze for patterns • CSET Workshops • Monitor CTEL/CSET progress – from registration through tracking outcomes • Organize field trips to schools in that are successful educating SS-ELs • Develop a project recruitment PowerPoint • <i>Design</i> project website • Create parent evaluation of trainees and/or interview parents • Compile & analyze data documenting outcomes of indirect services • Organize all outcomes data in one report to be given to the Project Evaluator 	<ul style="list-style-type: none"> • Mentor <i>Individual Spanish-Learning Plans</i> developed with trainees • Monitor progress of Spanish acquisition & review linguafolios • Evaluation of portfolios each semester & evaluation of intervention reports • Mentor trainee <i>weaving</i> of SSEL specialization in program courses, assignments, & field experiences - & maintain record • Chart trainee growth graphs annually • Read summative reflections from immersion & analyze for patterns • CTEL Workshops • Development of a project [recruitment] brochure • Monitor student progress in S-PSY Program • Organize SS-EL Institutes in collaboration with Advisory Board • Create teacher/parent evaluation of trainees and/or interview teachers/parents • Coordinate peer reviews • Compile & analyze reports of direct services on outcomes for SS-ELs
<i>Shared Responsibilities</i>	
<ul style="list-style-type: none"> • Recruitment presentations at high-Latino enrolling IHE’s in Southern California • Serve on the committee to select CLASS-EL trainees as well as bilingual teachers & bilingual special education teachers • Participation in Project Retreats & Institutes, Seminar “Check-In” & Problem-Solving • Monthly Project Staff Meeting & biannual meetings of the Advisory Board • Mentor trainee presentations at professional association conferences • Develop then implement trainee & project evaluation measures, including competency evaluations, trainees’ evaluations of project activities, & follow-up of graduates • Assist PD with supervision of S-PSY and teacher trainees, especially written intervention reports, in the last two weeks of summer fieldwork in Mexico • Read & analyze immersion reflections of the bilingual teacher trainees 	

The Project Evaluator (PE @ 5% CY or 100 hrs) will review all outcomes reports and project activity evaluations prepared by the PCs, and produce a narrative report of overall project success, making clear recommendations for project improvement. He will interview trainees, collaborating teachers, staff, and parents at Rosa Parks. He will Chair and organize the biannual meetings of our Advisory Board. He will ensure that all outcomes, including GPRA, are addressed in the annual progress reports as well as the final performance report to OELA.

Project Staff Responsibilities. An Ed-Tech GA WebMaster will assist the PCs in developing a CLASS-EL project website. Initially, this will require over 80 hours; then will decrease when responsibilities shift to up-dating and training the PCs and S-PSY GA to update the website. The S-PSY GA will be available to CLASS-EL for 5 hrs/week to assist with basic clerical activities and communication with potential applicants.

The SDSU Research Foundation is the legal fiscal agent, has extensive experience in grant administration, is audited by federal, state, and independent auditors, and assures consistency with EDGAR regulations. The Foundation will assign a fiscal management assistant.

Ensuring Feedback and Continuous Improvement of Operations

We involve all stakeholders in a total-systems focus for continuous feedback and improvement of the project. The following organizational structure supports stakeholder involvement. **Each seminar session** (weekly) dedicates *Project Reflections* time for trainee check-in with the PC's to collaboratively problem-solve if concerns arise. We are confident that our CLASS-EL trainees will provide candid feedback, whether orally in *Project Reflections* or by evaluations conducted each semester. **Monthly staff meetings** of the PD, PCs, and PS provide intentional overview of progress and coordination of activities. The PS will check-in with collaborating teachers and key personnel at Rosa Parks prior to each meeting to be able communicate commendations as well as concerns. **The School Psychology Faculty Committee** (the PD is a member) meets monthly for program governance. Standing items on the agenda include interface of federal grants with the program and student progress/concerns. **College of Education Department Chairs** meet bimonthly; the PD (CSP Chair) will check-in with the chairs of departments housing the

bilingual teaching and special education programs. **Project Retreats** involving the PD, PCs, PS, and trainees are held at the beginning of each semester to learn from the celebrations and challenges of the previous semester to inform the co-construction of subsequent semesters. **CLASS-EL’s Advisory Board** of key stakeholders will meet biannually: January to apply lessons learned from the Fall to the Spring semester, and August to apply lessons from the Spring semester and Summer immersion. *Volunteer* members include Karen Cadiero-Kaplan, Chair of Policy Studies (bilingual ed); Anne Graves, Chair of Special Education; Colette Ingraham, Director of S-PSY; Michele Bronson, SDCS Lead Psychologist; two CLASS-EL S-PSY trainees, two bilingual teacher trainees; and from Rosa Parks Elementary: Carolanne Bugey, Principal, the ELD Specialist; two collaborating teachers and two parents. The PD, PCs, and PS will participate. The PE will chair the meeting and present his report of project progress and challenges to elicit all in problem-solving and project improvement.

D. PROJECT EVALUATION

The degree to which we achieve our goals is contingent both on careful planning and high quality evaluation; thus the Logic Model (McNamara, 2007; Taylor-Powell, 2005) assists in conceptualization toward those ends. Tables detail the *Process Indicators* for Inputs and Outputs, the *Outcome Indicators* for Short and Long Term Impact, and the External Influences that might hinder or enhance our progress toward each of the four goals.

The *Outcome Indicators* for Short Term Impact are sources of *formative* evaluation which we can use for continual development of the project; thus enhancing the probability that we will deliver on our goals. The use of mixed methods, combining the assets of *qualitative and quantitative* findings, facilitates formative evaluation processes and yields stronger summative conclusions (Johnson & Onwuegbuzie, 2004). Our mechanisms for improvement include: (a) seminar time for “Project Reflections” (weekly), (b) monthly meetings of project staff, (c) retreats each semester, and (c) biannual meetings with our Advisory Board.

Evaluation of Progress on & Impact of Goal 1. To increase the number of <u>new Spanish Speaking</u> S-PSYs to better serve SS-EL students and families	
INPUTS	
What we invest: <ul style="list-style-type: none"> • Time: PD, PCs, PS • PCs/PS/Collaborating teachers as mentors 	Process indicators: <ul style="list-style-type: none"> • Time • Trainee retention
OUTPUTS	
What we do: <ul style="list-style-type: none"> • Recruit, select, & admit trainees • Provide financial support • Proactive interface with Financial Aid Office • Mentor/Guide trainees 	Process indicators: <ul style="list-style-type: none"> • Number of program & project applications • Timely disbursement of financial support • Reports of student support packages • Minutes of Project Staff & Advisory Board Meetings
Who we reach: <ul style="list-style-type: none"> • 12 S-PSY trainees: 6 bilingual & 6 SL annually 	Process indicators: <ul style="list-style-type: none"> • Selection of trainees • 100% retention of trainees to completion
OUTCOMES	
Short-Term Impact: <ul style="list-style-type: none"> • 12 SS (6 bilingual & 6 SL) trainees • All CLASS-EL completers employed in schools serving SS-ELs 	Outcome Indicators: <ul style="list-style-type: none"> • At least satisfactory progress in the degree-credential program & project • 4 project completers recommended for Internship Credential annually • 100% of completers placed in schools serving SS-ELs within one year
Long-Term Impact: <ul style="list-style-type: none"> • 20 SS S-PSYs with competencies to serve SS-ELs • All CLASS-EL completers working in the schools 	Outcome Indicators: <ul style="list-style-type: none"> • 20 project completers recommended for Internship Credential (cumulative) • 100% of completers in schools serving SS-ELs 3 years after the program
EXTERNAL INFLUENCES	
<ul style="list-style-type: none"> • Skyrocketing costs of attendance at SDSU & living expenses in San Diego • Traineeship Funding Packages supplant rather than supplement or enhance Financial Aid • As department chair, the PD has direct electronic access to students' transcripts thus facilitating monitoring of student progress. 	

Satisfactory progress emphasizes academic performance: Students must maintain a 3.0 GPA and have at least a B (or Credit) in each course. Evaluation of professional performance in practicum and fieldwork is both quantitative and qualitative. Student progress (or concerns) is a “standing item” on monthly S-PSY faculty meeting agendas so we can intervene as issues arise.

Evaluation of Progress on & Impact of Goal 2. To ensure that CLASS-EL trainees have the bilingual education knowledge, skills and abilities (BEKSA) that meet high professional standards to better serve SS-ELs (measure 1.1 of GPRA).	
INPUTS	
What we invest: <ul style="list-style-type: none"> • Time: PD, PCs, PS • Collaborating teachers & personnel in US & Mexico • Institute Instructors 	Process Indicators: <ul style="list-style-type: none"> • Time • Collaboration meetings • Number/quality of Institute Instructors

Goal 2 continued:

OUTPUTS	
<p>What we do:</p> <ul style="list-style-type: none"> • Ongoing Seminar & Practicum in Interventions • Participate in bilingual ed conferences • Visit model bilingual ed schools • CTEL/CSET workshops • Institutes 	<p>Process Indicators:</p> <ul style="list-style-type: none"> • New syllabus each semester • Incorporation of culturally-linguistically consistent content & practices into the curriculum • Peer evaluations of contributions/collaboration (semester) • Trainees’ evaluations of project activities (semester) • Trainees’ documentation of conference participation
<p>Who we reach:</p> <ul style="list-style-type: none"> • 6 bilingual & 6 SL S-PSY trainees 	<p>Process Indicators:</p> <ul style="list-style-type: none"> • Peer evaluations of contributions
OUTCOMES	
<p>Short-Term Impact: Competencies Demonstrated in CLASS-EL Practicum</p> <ul style="list-style-type: none"> • Satisfactory progress in program courses emphasizing BEKSA • CLASS-EL competency development evaluations 	<p>Outcomes Indicators:</p> <ul style="list-style-type: none"> • Grades • Cohort competency growth graphs (end AY) • CTEL/CSET results: patterns over time • Portfolio reviews (each semester) • Teacher/Parent Service Surveys (semester)
<p>Long-Term Impact: Integration of Competencies at Completion & Beyond</p> <ul style="list-style-type: none"> • Integrated ratings program and CLASS-EL competency development evaluations • Percent of completers passing BEKSA exams 	<p>Outcomes Indicators:</p> <ul style="list-style-type: none"> • Cohort competency growth graphs (end AY) • 100% passing all CTEL/CSET exams • Cumulative portfolio reviews (at completion) • Completers’ confidence in providing services to SS-EL students & families • Employer ratings of CLASS-EL completers’ readiness to serve SS-EL students & families
EXTERNAL INFLUENCES	
<ul style="list-style-type: none"> • Scheduling challenges (e.g., Institutes, Site Visits) • Inflexible schedule for CTEL/CSET exams – including when we are in Mexico • Identification of <i>truly</i> model programs/schools having success with SS-ELs within driving distance 	

Evaluation of Trainees’ Developing Competencies. “CLASS-EL’s Evaluation of Competency Development” form will use dual ratings: (a) degree of competency development and (b) evaluation of competency development and qualitative comments, to chart development over time. This allows a rating of “competency not seen” while still being “satisfactory” if, for example, the evaluation was completed in the first semester. Trainees will have three evaluations each semester: Two from key staff (Practicum Supervisor & Collaborating Teacher) at Rosa Parks, where competencies are most likely demonstrated; and one from their regular field placement supervisor as an evaluation of transfer across settings. At year’s end, we will aggregate data to graph the cohort’s trajectory of development in each competency area. While

this provides a gauge of how well we have done in fostering competency development for the cohort, it is simultaneously *formative* assessment. “Growth graph” patterns over years and across cohorts allow us to pinpoint unusual patterns and adjust our activities. We will include growth graphs and our responses to patterns in our Annual Progress and Final Performance Reports.

Cross-cohort mentoring is essential to the success of the seminar and practicum in interventions for SS-ELs and cross-discipline collaboration is important to the success of our work in the schools in Mexico. Thus, we will use a Peer Review system that provides both quantitative ratings and qualitative commentary to evaluate these skills and to inform our mentoring of students’ contributions and professional self-concepts. We will use the CTEL & CSET exams to document trainees’ BEKSA. Finally, cumulative portfolios will document experiences, integration of knowledge and skills, and competency development.

Evaluation of Progress & Impact on Goal 3. To increase CLASS-EL & pre-service teachers’ Spanish proficiencies and cultural competencies to better instruct & serve SS-ELs (GPRA 1.2/1.3)	
INPUTS	
What we invest: <ul style="list-style-type: none"> • Time: PD, PCs • Supervision: Fieldwork in Mexico 	Process Indicators: <ul style="list-style-type: none"> • Time • Intervention reports (in Spanish)
OUTPUTS	
What we do: <ul style="list-style-type: none"> • Mexico Immersion 	Process Indicators: <ul style="list-style-type: none"> • Trainees’ evaluation of immersion components (each summer)
Who we reach: <ul style="list-style-type: none"> • 6 bilingual & 6 SL S-PSY trainees • 12 preservice bilingual teacher/educators • Students, families, & teachers in Mexican schools 	Process Indicators: <ul style="list-style-type: none"> • Peer evaluations of contributions/collaboration (each summer) • Mexican parents’/teachers’ evaluations of services (each summer)
OUTCOMES	
Short-Term Impact: <ul style="list-style-type: none"> • Improved Spanish skills • Enhanced cultural understanding • Provide services in Spanish in Mexico • Improved learning-behavior of Mexican school students • Provide services in Spanish to Rosa Parks’ students & families • Integrate culturally-responsive services at Rosa Parks 	Outcomes Indicators – each Summer: <ul style="list-style-type: none"> • Language Institute pre- & post-tests • Cohort Spanish Competency Growth Graphs • Summative Reflection Paper • Cohort Latino Cultures Competency Growth Graphs • Mexican parents’/teachers’ evaluations of services • Data-Based Services: Baseline, Monitoring, & Outcomes for Mexican school students • Rosa Parks parents’/teachers’ evaluations of services in Spanish

Goal 3 continued:

<p>Long-Term Impact: Project End & Beyond</p> <ul style="list-style-type: none"> • Bilingual trainees to attain <i>professional</i> Spanish skills • SL trainees to converse fluently in Spanish • Provision of services in Spanish after project completion • Bring Latino cultural issues to the forefront in service delivery 	<p>Outcomes Indicators:</p> <ul style="list-style-type: none"> • Cohort Spanish Competency Growth Graph • 100% bilingual trainees pass CSET Spanish exam • 100% of SL trainees at or above CAST/OPI level – LinguaFolio • Cohort Latino Cultures Competency Growth Graph • 100% bilingual & SL trainees pass CSET Latino cultures exam • Self-evaluation of Spanish & Latino cultural competencies on the job • Employers’ evaluation of completers’ Spanish & Latino cultural competencies
<p>EXTERNAL INFLUENCES</p>	
<ul style="list-style-type: none"> • US Government Travel Advisories regarding travel in Mexico; increasing restrictions • Difficulty gaining access to schools in Mexico 	

<p>Evaluation of Progress & Impact on Goal 4. To prepare CLASS-EL trainees to function as advocates, systems change agents, & consultants for teachers & parents of SS-ELs</p>	
<p>INPUTS</p>	
<p>What we invest:</p> <ul style="list-style-type: none"> • 6 bilingual & 6 SL trainees in interventions practicum at Rosa Parks • Rosa Parks collaborating teachers & key personnel • PD & PCs time & collaboration with Rosa Parks personnel • PS time for supervision • Institutes 	<p>Process indicators:</p> <ul style="list-style-type: none"> • Time • Number of Rosa Parks personnel who participate in Institutes • Number of Rosa Parks teachers & key staff who receive consultation
<p>OUTPUTS</p>	
<p>What we do:</p> <ul style="list-style-type: none"> • Data-based decision-making informs all interventions & activities • 1st & 2nd yr cohorts (in pairs) provide Tier 1 & 2 interventions for students & their teachers & parents • 3rd yr cohort provides Tier 3 & 4 interventions for students & their teachers & parents, including systemic intervention 	<p>Process Indicators:</p> <ul style="list-style-type: none"> • Assignment of 1st & 2nd year cohorts to classrooms & teachers • Identification of high-needs ELs • Identification of school-wide needs • Case loads of 3rd year cohort • Recruitment of parents
<p>Who we reach:</p> <ul style="list-style-type: none"> • SS-EL students in K-5 @ Rosa Parks • Parents of SS-ELs @ Rosa Parks • Teachers serving SS-EL students @ Rosa Parks 	<p>Process Indicators:</p> <ul style="list-style-type: none"> • Number of SS-ELs served via direct & indirect interventions • Number of parents participating in workshops and ongoing collaborative consultation • Number of teachers participating in workshops and ongoing collaborative consultation

Goal 4 continued:

OUTCOMES	
<p>Short-Term Impact:</p> <ul style="list-style-type: none"> • Trainees’ effectiveness in providing collaborative consultation to teachers • Increase in teacher skills, knowledge, & abilities to use data to modify/enhance Tier 1 strategies for SS-ELs • Improved performance of Rosa Parks’ students • Trainees’ effectiveness in working with parents of SS-ELs • Parents’ awareness of ways they can support their children’s learning 	<p>Outcome Indicators:</p> <ul style="list-style-type: none"> • Teacher & parent surveys • Percent of teachers using new strategies after consultation (direct observations) • Percent of students making positive gains from interventions
<p>Long-Term Impact:</p> <ul style="list-style-type: none"> • Integration of consultation & intervention strategies in completers’ professional repertoires • Integration of parent engagement strategies in completers’ professional repertoires • Expansion of Rosa Parks’ RtI² model 	<p>Outcome Indicators:</p> <ul style="list-style-type: none"> • Employment of CLASS-EL completers in high SS-EL schools • Integration ratings on project competency evaluations (growth chart) at completion • Completers’ confidence in providing services to SS-EL students & families • Employer ratings of CLASS-EL completers’ readiness to serve SS-EL students & families • Analysis of Rosa Parks’ RtI² model at end of project
EXTERNAL INFLUENCES	
<ul style="list-style-type: none"> • Scheduling challenges: Finding one 4-hr block of time across 3 cohorts to enable all to be at Rosa Parks on the same time & day • Practicum Supervision of 12 trainees at 3-different levels, each with individual strengths & weaknesses 	

Overview/Summary: Five Levels of Evaluation (Kreider & Bouffard, 2010)

1. Participants Reactions: Trainees complete end of semester evaluations of each project activity (e.g., seminar, practicum, school visits) as well as the impact of each immersion component (e.g., practicum, Spanish instruction, home stays, excursions).
2. Participants’ Learning: CTEL/CSET exams, competency evaluations, course grades (each semester), summer immersion professional growth paper.
3. Organizational Support & Change: Long-term impacts of teacher change (e.g., use of data-based decision-making) and expansion of Rosa Parks’ RtI² model.
4. Participants’ Use of New Knowledge & Skills: Trainees’ generalization of skills to program field settings (program supervisor’s evaluation of competencies), cumulative competency

growth graphs, cumulative portfolios, follow-up of graduates for self-evaluations and employer ratings.

5. Student Learning Outcomes: Documented change (baseline, monitoring, & outcomes) for students receiving direct and/or indirect services from trainees at Rosa Parks and in Mexico.

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