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Title of the IHE: UNIVERSITY OF NEW HAMPSHIRE (UNH)

Title of the program: GATE CITY:
Getting All Teachers ESOL Certified in Two+ Years

Consortia Partners: University of New Hampshire and the Nashua School District (LEA), with input from the Title III Office of the New Hampshire Department of Education

Project Description

The University of New Hampshire's Teacher Education program in collaboration with its consortia partners, is proposing the five year project, GATE CITY: Getting All Teachers ESOL Certified in Two+ Years. The three principal goals of the project are: 1) increase the number of grade level teachers in Nashua, particularly in the STEM content areas, who have ESOL certification; 2) revise the UNH, K-12 ESOL certification program curriculum so that it better reflects the current needs, realities and standards for preservice and inservice teachers, and 3) collaborate closely with the Nashua School District Administration to develop an effective system for ensuring that (PD) development activities for teachers of English language learners (ELs) are evaluated through a critical lens that promotes best practices and increases student achievement.

OBJECTIVE 1: Prepare two cohorts of 40 education professionals in the Nashua School District for ESOL certification (80 total), over the course of five years.

Project GATE CITY will target inservice educators who serve or will serve ELs. It is anticipated that about 70 will be teachers and about 10 will be school administrators, counselors, curriculum integration specialists, and/or classroom/school coaches/mentors who wish to participate and commit to the program of study. The project will target **STEM teachers** at the secondary level and **STEM content** for participants working in elementary schools. This objective will be accomplished through the delivery of an on-site, ESOL certification program offered through UNH and designed to replicate the proven success of the CLASSIC© Program Model designed by faculty at the Center for Intercultural and Multilingual Advocacy (CIMA) at Kansas State University (KSU). This model consists of four, university-based, professional development courses plus a practicum and it will be delivered on site in Nashua -- one course per academic semester. This long-term model of PD model has proven successful in several states and school systems, with demographics similar to Nashua and its principles are consistent with the stated goals and aims of the district. Nashua, a school district in need of improvement (DINI), currently has an English learner (EL) to teacher ratio of 54:1 and no teachers currently certified in math, science, or social studies are ESOL certified. On annual and mandated state assessments, Nashua ELs lag significantly behind their peers and their drop out rate of 10% is nearly triple the district's rate of 3.86%.

EXPECTED OUTCOME: At the end of the five-year project 70 education professionals, including teachers and administrators, will be professionally prepared for ESOL certification in New Hampshire.

OBJECTIVE 2: Revise the K-12 ESOL certification program (24-26 credits in ESOL coursework/practica) at UNH so that it more responsively addresses the needs, realities and standards of those K-12 NH teachers who serve increasing numbers of ELs in the state.

In 1999, a version of the ESOL certification program from the UNH main campus in Durham was established at the University's urban campus in Manchester (UNHM). The Durham program, housed in the English department targeted only the TESOL area of emphasis. This emphasis focused primarily on a master of arts in linguistics and literature degree -- a degree not originally designed for K-12 teachers. The UNH ESOL certification program was recently reaccredited by the New Hampshire Department of Education and has an excellent reputation for producing EL teachers who are highly effective in classroom practice and who advocate for EL students and families. However, the program is still delivered through a traditional, on-campus model, and a set of required courses that still reflects the original program designed for students interested in teaching English overseas and/or at the postsecondary institutions in the US. The CLASSIC model that GATE CITY will replicate offers a unique opportunity to revise and better align the UNH ESOL certification program with approaches, methods, and strategies that are effective with EL students in public school classrooms. In addition, the site-based, collegial group model of the program will encourage theory-into-practice applications of content that are particular to teachers' challenges and strengths in practice.

Many of the principles and practices integral to the CLASSIC program are currently present in the UNH course work, so the revision and refinement will build upon, and extend the current knowledge base of the UNH ESOL cert program. This process will begin in the first semester of the project and Dr. Sharkey will be responsible for revising the ESOL courses and getting them approved by the Education department's curriculum committee in the semester prior to their delivery in Nashua. Course evaluations from participants and feedback from the KSU team will inform subsequent refinements to program, curricula, and delivery.

EXPECTED OUTCOMES: A revised ESOL Certification program approved by the University and accredited by the NH Department of Education during its next scheduled review (Fall 2015); and University capacity to deliver the program onsite in other high need districts in NH.

OBJECTIVE 3: Develop and implement an effective system for ensuring that English language learner professional development activities are evaluated according to observed, documented improved teacher classroom practices and student achievement.

This objective directly addresses **the competitive priority of data-enabled decision-making**. The Nashua school district has agreed to take a lead role in this objective and allow the GATE CITY team to align evaluation measures of the project with student performance data and drop out rates over the length of the project. Over the past five years, the school district has made tremendous improvements in data collection and analysis of state and district student assessments. It has developed a comprehensive data collection, interpretation and use matrix that outlines data sources, grade levels, purpose, management, collection and calendar, analysis and decision-making. This matrix was articulated by the Professional Development Master Plan Committee and revised in April 2011. This committee has also led the shift to a competency-based rather than attendance based recording of teacher professional development.

The GATE CITY team, learning from their KSU partners will pursue two questions: How is the intervention (adding ESOL certification) affecting teachers' classroom practices? And how

is it affecting student achievement? During the initial planning period of the project (Fall 2011), the GATE CITY team will work with the district's PD committee and data analyst to develop and align the activities of the project evaluation plan with the appropriate assessment measures of the district. The district will track the progress of students in the classrooms of the participating teachers and make this information available (as permitted by FERPA) to the GATE CITY team. Participating teachers will also be invited to participate in this process, contributing to the design and implementation of tools (such as classroom observation protocols or lesson plan analyses) that can evaluate the effect of the PD on their practices.

EXPECTED OUTCOMES:

A set of tools created with input from administrators, classroom teachers, and higher ed faculty that can be used to evaluate the effect of PD on teacher practices, and a set of guidelines for UNH Teacher Ed faculty to use when assessing the link between course content, activities and practicum to practices and policies that enhance students' educational opportunities and academic performance.

Priorities:

STEM and Data-enabled decision making

Populations Served & GPRA Measures

The number of in service teachers expected to be served, Years 1-5

Year 1: 40	Year 2: 40
Year 3: 80 (overlap of cohorts)	Year 4: 40
Year 5: 40	

GPRA Measure 1.5: The number of in service teachers expected to complete the program of study and be certified in EL instruction (for each year)

Year 1: 0	Year 2: 0
Year 3: 35	Year 4: 0
Year 5: 35	
Total: 70	

GPRA Measure 1.6 The number of in-service teacher completers who are expected to serve EL students Year 1-5

Years 1 & 2: 0	Year 3: 35
Year 4: 35	Year 5: 70

Note: we have budgeted to serve 80 participants but are allowing for a 10% attrition rate and several spaces for administrators and/or other educational professionals.

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UNIVERSITY OF NEW HAMPSHIRE:**Getting All (or a lot of) Teachers ESOL Certified in Two+ Years**

Submitted by Dr. Judy Sharkey, Department of Education at University of New Hampshire in partnership with the Nashua School District

Introduction

The University of New Hampshire's Teacher Education program in collaboration with the Nashua, NH School District, and with support from the Title III Office of the NH Department of Education is proposing the five year project, GATE CITY: Getting All (or a lot of!) Teachers ESOL Certified in Two+ Years. The three principal objectives are: 1) increase the number of grade level teachers in Nashua, particularly in the STEM content areas, who have ESOL certification; 2) revise the UNH, K-12 ESOL certification program curriculum so that it better reflects the current needs, realities and standards for preservice and inservice teachers, and 3) collaborate closely with the Nashua School District Administration to develop an effective system for ensuring that (PD) development activities for teachers of English language learners (ELs) are evaluated through a critical lens that promotes best practices and increases student achievement.

The writing of this proposal was a collaborative effort that relied heavily on Nashua School District input for needs, data, and delivery of proposed activities. This project narrative is organized by Needs and Objectives and within these sections, activities, evaluation and management is addressed. The final section is Project Personnel.

Objective 1: With a focus on STEM teachers/content, increase the number of teachers in Nashua with ESOL certification

Nashua, or “Gate City” is the second largest city in the New Hampshire with a population of 89,000. Forty miles north of Boston and located at the confluence of the Merrimack and Nashua rivers, Nashua has a rich history as a mill city known for its manufacturing of textiles. Settled in the late 17th century, it developed during the Industrial Revolution in the early 19th century and was a prosperous manufacturing site up until World War I. In the 1970s it began to develop new businesses and is now considered part of Boston’s high tech corridor. Defense Contractor BAE Systems, computer manufacturer Hewlett-Packard, and the software company Oracle are three key companies that reflect the city’s high tech profile and economic opportunities. Although the mill city architecture remains, the job opportunities for its immigrant population are determined by knowledge and skills related to science and technology. If Nashua public school graduates hope to have access to the best jobs in their community they require strong STEM curriculum and instruction.

Nashua is the second largest school district in the state serving 12,163 students in 17 schools (12 elementary, 3 middle and 2 high schools). One third of the student population qualifies for free or reduced price lunch, 15 percent are classified as special education and eight percent are English language learners. It is a district in need of improvement due to low state test scores for specific sub-groups. Similar to national demographic changes, the city has seen the cultural and linguistic diversity of its students increase dramatically while its teacher/administrator population has remained predominantly White, middle-class, Christian, and monolingual English speakers.

Since the 2001 school year, the NH K-12 population has decreased 6.2 percent (206,847 to 194,022) while the Limited English Proficient (LEP)* population has increased 80 percent

* the term LEP is used when citing public documents regarding the EL population.

(2,722 to 4,896). In Nashua, over this same time period, the K-12 population has decreased 9.4 percent (13,419 to 12,163) while the LEP population has increased 69.7 percent (653 to 1108). Almost twenty-three percent (22.6) of NH LEPs attend Nashua schools.

The English learner population is a diverse group of immigrant/refugee newcomers but a significant (56%) number of these students were born in the United States. There are 42 different languages spoken in the district but Spanish is by far the most predominant first language (L1) (69%) followed by Portuguese (6.7%), Vietnamese (2.9%), Chinese (2%) and Arabic (2%). The L1 Spanish speakers represent 15 different countries and territories, with Dominicans and Puerto Ricans being the largest groups. During the '10-11 school year, there were 1108 English learners in Nashua; 859 classified as active and 249 as monitored. There are 20.5 ESOL certified teachers serving these students for a ratio of 54.05 students per teacher (41.9 active ELs per teacher). At the secondary level, the three middle schools have a combined 199 ELs (156 active; 43 monitored) and five ESOL certified teachers for a ratio of 49.75 ELs per teacher. The two high schools have 184 ELs (157 active; 27 monitored) with five ESOL certified teachers for a ratio of 36.8 ELs per teacher. Although eleven of the 20.5 ESOL certified teachers are certified in another area-- eight in elementary education, one in physical education, one in English, and one in Early childhood education, only two of these include secondary areas (physical education and English) and no math, science, or social studies teachers in Nashua hold ESOL certification.

Given the low numbers of ESOL teachers certified in the STEM content areas, it is not surprising to see that, similar to national trends the English learners in Nashua lag significantly behind their native English speaking peers in academic achievement, as measured by annual state assessments in math, science, and reading and in high school graduation rates. On the most

recent annual state assessments, the New England Common Assessment Program (NECAP), Nashua ELs scored significantly lower than their peers and the gap widens dramatically from elementary to secondary performance. The NECAP is administered each fall in grades three through eight and at grade eleven. Reading and Math are assessed in every administration of the NECAP but science is assessed only in grades 4, 8, and 11. NECAP scores are recorded in four categories: Proficient with distinction; proficient; partially proficient; substantially below proficient. The tables below list the percentage of students that scored in the top two categories: proficient and proficient with distinction. Zero percent of Nashua eighth and eleventh grade ELs scored at proficient or above in math while only six percent of eighth graders and three percent of eleventh graders reached this benchmark in science. Although the ELs need help in all subject areas, the scores in Math and Science reflect the urgency to target STEM teachers in Project GATE CITY.

Table 1: NECAP: Math (tested at grades 3 through 8 and 11)

Grade	State (% proficient+)	Nashua District (% proficient+)	Nashua LEPs (% proficient+)
4	74	73	47
6	71	64	14
8	66	56	0
11	36	30	0

Table 2: NECAP: Science (only tested at grades 4, 8, and 11)

Grade	State (% proficient +)	Nashua District (% proficient +)	Nashua LEPs (% proficient +)
4	54	49	20
8	28	21	6

11	24	19	3
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Table 3: NECAP: Reading (tested at grades 3 through 8 and 11)

Grade	State (% proficient +)	Nashua District (% proficient +)	Nashua LEPs (% proficient+)
4	77	77	41
6	77	70	15
8	78	76	22
11	34	69	11

The drop out rate for English learners in Nashua is equally disturbing (see Table 4). According to the NH Department of Education, a drop out for 2009-2010 is “any student who exited high school during the 06-07 through 09-10 school year but did not graduate (with a standard, non-standard or other high school diploma or Adult Education Diploma), or are not still enrolled in high school and did not receive a GED” (retrieved on April 30, 2011 from <http://www.education.nh.gov/data/dropouts.htm>).

Table 4: 2010 Drop out rates in NH

State	Nashua District	State LEP Dropouts	Nashua District LEPs
3.82%	3.86%	9.45%	10.0%

In addition to the low numbers of teachers certified in ESOL, another challenge facing Nashua is the growing number of long term ELs, learners the district defines as students who have been in the EL program for five or more years. Another challenge is the substantial number of parents who decline EL services so that their children can remain in their neighborhood

school, even if the school does not house an ELL program. Currently, 103 active ELs and 48 monitored ELs are not receiving any services due to parental refusal. This accounts for almost 14% of all students identified as English learners in the district. These students receive no direct ELL instruction and are in the mainstream population at all times. Thus they are rarely or never in contact with an ESOL certified teacher and their mainstream teachers may or may not have had any PD or coursework on teaching ELs.

Nashua's EL program is contained in 7 of the 12 elementary schools, all three middle schools, and both high schools. English learners residing in neighborhood schools where an ELL program is not housed are transported to a receiving EL school where they remain until they test out of the program, upon which they return to their neighborhood school. As a member of the WIDA Consortium, NH uses the ACCESS test to determine when students will be exited.

The elementary schools with EL programs use a pull out model whose goal is to support the mainstream language arts program. ELL teachers work on the vocabulary and concepts that students will encounter in the Scott Foresman program used in the mainstream classrooms. The amount of EL instruction that students receive is based upon proficiency level, as determined by WIDA W-APT and ACCESS scores, and the needs of the students. At the middle schools ELs normally spend one period a day (42 minutes) with an ESOL teacher. Newcomers will normally receive two periods a day (84 minutes). The EL teachers use a content-based approach to provide language instruction basing their instruction on the content subjects in which students need the most assistance. Because they are typically not certified in a content area (e.g., math, science) the EL teachers only assign grades for English, not the content areas. The goal of the middle school EL program is to provide students with the vocabulary, concepts, and background knowledge they need to meaningfully participate in their content courses. High school ELs

normally receive one block of ELL instruction a day (90 minutes) with newcomers receiving a double block. The goal and delivery of the programming is the same as the middle school model. Students are exited from the ELL program when they meet the state established cut score on the ACCESS test. This is a composite score of 5 but students must score at least a 4 in all the domains (reading, writing, listening, and speaking).

The Nashua School District has provided EL professional development over the past few years. All new teachers to the District receive approximately 6-8 hours of professional development in a general understanding of the ELL population, strategies for working with ELLs, and assessment of ELLs. The District has also provided training in the Sheltered Instruction Observation Protocol (SIOP) at various times. This training has not been a coordinated effort; some schools have chosen to send teachers to three-day SIOP trainings using a train the trainer model but others have not done any SIOP training.

Given the needs and challenges of Nashua, its K-12 ELs, and level of ESOL trained teachers, the first objective of Project GATE CITY is:

OBJECTIVE 1: prepare two cohorts of 40 education professionals, with an emphasis on STEM, in the Nashua School District for ESOL certification (80 total), over the course of five years.

Competitive Priority: STEM

Project GATE CITY will target inservice educators who serve or will serve ELs. It is anticipated that about 70 will be teachers and about 10 will be school administrators, counselors, curriculum integration specialists, and/or classroom/school coaches/mentors who wish to participate and commit to the program of study. The project will target **STEM teachers** at the secondary level and **STEM content** for participants working in elementary schools. This objective will be accomplished through the delivery of an on-site, ESOL certification program

offered through UNH and designed to replicate the proven success of the CLASSIC© Program Model designed by faculty at the Center for Intercultural and Multilingual Advocacy (CIMA) at Kansas State University (KSU). This model consists of four, university-based, professional development courses plus a practicum and it will be delivered on site in Nashua -- one course per academic semester. This long-term model of PD model has proven successful in several states and school systems, with demographics similar to Nashua and its principles are consistent with the stated goals and aims of the district. The CLASSIC courses will be aligned with the ESOL Certification courses UNH currently offers so that they meet the NH ESOL certification requirements, thus ensuring that program completers are eligible for certification in ESOL.

EXPECTED OUTCOME: At the end of the five-year project 80 education professionals, including teachers and administrators, will be professionally prepared for ESOL certification in New Hampshire.

How were teachers, administrators and others involved in planning and designing the project?

The goal of getting 80 professionals to add ESOL certification in a district that only has 20.5 ESOL certified teachers is ambitious even in light of the demonstrated need but we would not be proposing the project if we did not have local buy in and the CLASSIC model lacked a successful record of improving student achievement. Before describing our plans for reaching the first project objective, we address these two areas: commitment and research on the effectiveness of CLASSIC in increasing ELs performances on standardized assessments.

UNH & Nashua: A Partnership Gaining Critical Momentum

Project GATE CITY reflects the recent but strengthening partnership between the Education Department at UNH and the Nashua School District to provide high quality professional development for teachers serving the district's growing EL population. Since 2007,

Nashua has been a participating partner in a Title III NPD grant administered by UNH (scheduled to end in June 2012). Although that grant allocated funds for up to 10 Nashua teachers to take ESOL certification course work each year at UNH Manchester and run an onsite, non-credit bearing professional learning community (PLC) in Nashua, participation was not very strong. In part this was due to an extended contract dispute that negatively affected participation in professional development across all content areas and grade levels in the district. Low participation was also due in part to the lack of local capacity in terms of facilitators experienced in delivering K-12 ESOL PD and a lack of adjuncts qualified to teach ESOL certification courses, thus making on-site delivery of courses impossible. However, things began to change in the summer of 2010 when UNH and the Nashua district collaborated with the Title II Office of the NH Department of Education (DOE) to create an ELL Summer PD Institute. Using funds from the NPD grant, district Title III funds, and a surprise “one time only” source of funding from Title II that could target EL PD, the partners designed an institute built around summer school for elementary and middle school ELs. Interested mainstream teachers were placed in classrooms run by ESOL teachers in order to gain field experience with ELs. The 80-hour institute included approximately 60 hours of classroom time accompanied by twenty hours of seminars run by an ELL “coach.” The content of the seminars included principles of second language acquisition, the role of culture and language in learning and teaching, an introduction to content-based instruction, and sheltered instruction techniques. Participating teachers created instructional goals, tried SI techniques in the summer school classrooms and received feedback from their ESOL colleague and the ELL coach. The tone throughout was collegial, collaborative, reflective, and supportive. Successful completers received stipends for their time and four graduate credits. The institute created positive energy and relationships between the

ESOL teachers and their mainstream colleagues and participants' feedback on their experiences reflected the research on best practices in professional development, specifically PD that

- aligns with local initiatives, standards and teachers' own professional goals
- focuses on the content and methods used in teachers' classrooms
- occurs on-site in schools and/or in teachers' own classrooms
- involves collective participation of peers and colleagues (Cohen & Hill, 2000; Garet,

Porter, Desimone, Birman & Yoon, 2001).

Reflecting on their experiences and setting new goals, the Nashua teachers articulated the following needs: ESOL teachers required more support in learning how to collaborate with their colleagues in order to improve classroom practices for ELs and the mainstream teachers needed to know more about the complexities of teaching ELs in K-12 schools and that this training was most beneficial when it was integrated with experiences with ELs at their schools. Valuing the role of teacher voices in their professional learning, we created PD opportunities targeting these needs.

In the fall of 2010, several of the participating Nashua ESOL teachers enrolled in the UNH graduate course "Collaborative Models of Supervision" offered at UNH Manchester, 20 miles north of Nashua. The course was adjusted to meet the unique mix of students, a combination of ESOL teachers and mainstream teachers. Readings, discussions and activities addressed best practices in mentoring and coaching in general but also included the emerging but growing literature on ESOL & Mainstream Collaboration (e.g., Dove & Honigsfeld 2010).

Ten mainstream teachers from the summer institute also enrolled in a special section of the UNHM graduate course ESOL Curriculum and Assessment, tailored for the Nashua teachers and funded by the UNH NPD grant. The cohort continued into the spring 2011 semester and,

with district Title III funds, completed “Teaching Multilingual Learners,” a theory/methods course. These two courses were taught by an experienced Middle School Language arts teacher who completed her M.Ed in Teacher Leadership with ESOL Certification in 2009 (funded through the NPD grant) and worked as the language arts curriculum implementation specialist in Manchester NH, the other urban district with a significant EL population. The Collaborative Models class was an important step in building local capacity for Nashua teachers to lead PD in their schools and district; and the cohort of 10 teachers taking the two ESOL courses generated increased interest among mainstream teachers in the district to pursue ESOL certification. Although there is NPD funding to help this first cohort of teachers complete their ESOL certification by the end of the current project (2012) there are no funds available to start a new cohort. Nashua is poised to become a model district for EL practice and GATE CITY would greatly facilitate this transformation.

In February 2011 when the Office of English Language Acquisition announced that a request for proposals (RFP) for a new NPD competition would be released in March, Dr. Judy Sharkey contacted Dr. Althea Sheaff, the Assistant Superintendent, and Robert Cioppa, the ELL district coordinator in Nashua to begin initial talks on developing a proposal that would keep the momentum going. It was clear that Nashua was dedicated to improving the academic achievement of its English learners, and that teachers were willing to commit to graduate level coursework and requirements. However, key to success would be a program better tailored to the specific needs of Nashua, offered on-site and built around classroom experiences in district schools.

In March, Dr. Sharkey attended a session at TESOL New Orleans given by Socorro Herrera and Tonnie Martinez of Kansas State University on the effectiveness of the CLASSIC

model on ELs' academic performance on state assessments in Kansas. Upon return to NH, Dr. Sharkey shared the model with the Nashua team and they immediately expressed interest in developing a proposal that would replicate the CLASSIC model in Nashua. Of particular interest was that the model was based on the five standards of effective pedagogy developed by researchers at the Center for Research on Education, Diversity and Excellence (CREDE) at University of California Berkeley and its emphasis on critically reflective practice, cultural competence, and advocacy.

Dr. Sheaff arranged for Dr. Sharkey to present the idea to administrators at a meeting with all 17 principals, explaining the core principles, the scheduling and the commitment required of participating teachers. One week after the presentation, 16 principals expressed interest and support and of the 45 of the 93 teachers who expressed interest in joining the first cohort of forty are secondary teachers (28 at the high school and 17 at the middle schools). The district has also committed to focusing on STEM teachers at the secondary level, and if space allows to include elementary teachers if they agree to focus on science and math content and curriculum in their classrooms. Finally, the district has committed to meeting the competitive priority of data-enabled decision-making so that GATE CITY will monitor the progress of the ELs in the classrooms and schools of participating teachers to track how the intervention is affecting student achievement.

How does the proposed program curriculum reflect current research on effective strategies for the development of LEP students' language, literacy and content knowledge, including the development of academic language skills?

The CLASSIC © Program is a research-based professional development model which has been successful in Kansas, New Mexico, Alabama, and Arkansas. It applies strategies

developed for adult learners and utilizes small learning communities to help guide participating teacher. The CLASSIC © Program develops teachers as leaders who advocate for increased student achievement for ELL students. CLASSIC © is a copyrighted acronym which translates to Critically reflective Lifelong Advocacy for Second language learners, Site-specific Innovation, and Cross-cultural competency. The program was developed in 1996 by Dr. Kevin Murry and Dr. Socorro Herrera and consists of a five-course sequence that leads to an ESOL endorsement. The CLASSIC © program is committed to standards-based professional development. Since its inception, it has provided professional development that has yielded mastery in critical cross-linguistic and cross-cultural competencies. These target competencies are derived from the 68 indicators of best practice associated with national standards for second language education developed by the Center for Equity and Excellence in Education (CREE) and housed at George Washington University. As a result of the academic rigor of the CLASSIC © Program, participants that learn content that is guided by theory and research-driven practice. Participants are then prompted, in school/district-based collaborative groups, to appropriately adapt that knowledge from theory-into-practice applications tailored to ELL student needs (Herrera, Murry, & Pérez, 2008). This well-designed, substantive program meets New Hampshire ESOL licensure requirements, and more importantly, provides the kind of substance that will allow teachers to make a difference in ELL student achievement.

In a recent study investigating the impact of CLASSIC training on EL performance in state assessments (Martinez, Fanning, & Murry, 2011), students in classrooms with CLASSIC trained teachers showed in increases in math and reading scores. Specifically, math scores increased one point for every 26 minutes that the ELL student spends with a KSU-trained teacher, and ELL reading scores increased one point every 31 minutes. Details of the sample and

statistical model used can be found in CIMA's research brief (CIMA, 2010). Nashua school district uses the system “Performance Tracker” to monitor individual and student cohort progress over time. In supporting Project GATE CITY, the district has agreed to allow the project team to use Performance Tracker to collect the data necessary to assess the impact of CLASSIC on teachers’ practices and ELs performance on NECAP.

CLASSIC uses a participant-centered design focusing on seven major areas: 1) ***Critically reflective*** (targets capacity building for reflective practice among educators of ELL students, which checks the validity of assumptions about students, families, teaching, and learning, enhances teachers’ expectations for and improved academic achievement among ELL students). 2) ***Lifelong*** (prompts teachers and other educators to recognize that every school’s population and dynamics will differ and there is not one solution to ELL student education. Instead, teachers must become lifelong, issue- and practice-directed learners who approach professional practice through critical process thinking and reflection). 3) ***Advocacy*** (involves teacher learning to feel with culturally and linguistically different students, rather than feeling for them [Ladson-Billings, 1998]). 4) The program is intended for ***Second*** language learners (culturally and linguistically diverse students). 5) The program is ***Site-specific*** (concentrating on specific, district/building-level needs. Participants are actively involved in appropriately adapting the theory, concepts, and strategies learned in a given course to their particular student population and school dynamics). 6) ***Innovation*** (ensures participants’ access to quality professional development opportunities through needs-based distance education—that is, the needs of the teachers and other educators in the districts). 7) ***Cross-cultural competency*** (challenges teachers to do more than provide content instruction to their ELL students. Instead, teachers learn that

they must reach these students in order to understand them and the culture in which they have been socialized.

In addition to reflecting the research on best practices for PD for English learners (Casteel & Ballantyne, 2010), the structure, content and practices of the CLASSIC model reflect the most recent research on effective professional development. Desimone (2011) summarizes five key features: content focus, where PD activities focus on the content students need to learn and how they learn it; active learning where teachers have multiple opportunities to observe, experiment, reflect, and analyze student learning; coherence refers to the extent the PD is aligned with school, district, and state-wide policies and reforms; duration, where PD activities are extended over the course of a semester or more and involve at least 20 hours of contact time; and collective participation where groups of teachers from similar grade levels, subjects or schools work together to create a professional community.

Implementation Plan for Objective 1:

Fall 2011 is designated as a planning semester with the following key activities and benchmarks

1. Hiring a project manager.
2. Travel to KSU for additional training in the CLASSIC model
3. Make a more formal presentation of the program, goals, expectations to principals in the district
4. Recruitment of participants for cohort I
5. Planning of subgroups within the cohort
6. Working with the district to establish meeting places, times and any other logistical support

During the fall 2011 the first priority will be to hire a project manager. Dr. Sharkey will take the lead in creating the job description with input from the Nashua Team, who will also help with advertising and interviewing candidates. The project manager, will be a veteran education professional with K-12 experience in culturally and linguistically diverse schools. He/she will have a graduate degree and demonstrated successful experience in conducting high quality professional development with teachers, skills in coaching/mentoring and classroom observation and comfortable using technology to support learning. He/she will be capable of teaching graduate level courses. **Benchmark:** *Highly qualified project manager is hired three weeks after funding has been awarded.*

Once on board, the project manager and Dr. Sharkey as project director, will travel to Kansas State University for 2 days of intensive training on the CLASSIC Model. Upon their return, the project manager and director will meet with the Nashua team to de-brief them on the training and plan a more formal presentation to interested teachers and principals. This presentation will be the opening event in the recruitment of 40 participants for the first cohort. Interested teachers must submit letters of support from their principals and include a letter stating their commitment to the completing the program. Dr. Sheaff will work with principals and teachers to help them align participation with the expectations for professional development goals established by the district. STEM teachers will have priority. **Benchmark:** *By December 10, 2011, 40 participants have committed to Cohort I. At least 50% will be STEM teachers; all others commit to focusing on STEM content in their curricula.*

It is expected that there will be two or three subgroups or sub cohorts organized by grade level and/or school or subject area. The project manager will work the Nashua team in defining the sub groups and establishing meeting places, times and logistical support for delivery of

module I. The Nashua team is responsible for arranging meeting spaces, writing up memorandum of understanding as necessary. Nashua will provide space for the cohorts at no cost to the project. **Benchmark:** *By January 5, 2012, cohorts are established, meeting places are defined, and all participants are sent a schedule for the spring semester.*

Dr. Sharkey will meet with the project manager several times during the fall semester so that the first course, a revision of the UNH course “Teaching Multilingual Learners” meets NH ESOL certification requirements and those of CLASSIC, module I.

Spring 2012 will see the implementation of the first module and include these activities and benchmarks

1. Delivering of Course I, including ongoing visits to schools and classrooms
2. Establishing system of monitoring student performance for ELs in participating teachers’ classrooms/schools
3. Site visits by KSU team to ensure fidelity to the CLASSIC features
4. Advising meetings with participants regarding the pathway to ESOL certification in NH
5. Team meetings on the progress
6. Gathering participant feedback on the experience

The project manager will be responsible for delivering the first course, a modified version of the current UNH course “Teaching Multilingual Learners.” He/She is expected to spend 2 full days a week in Nashua schools providing on-site support for participants via conferences, observations, and coaching/mentoring. As the UNH faculty responsible for assigning student grades, Dr. Sharkey will work closely with the project manager to ensure that the academic rigor of graduate course work is being applied. Working with the project assistant she will set up the

necessary procedures to get participants registered and have access to the University's digital resources. She will also be available to the cohorts for academic advising. **Benchmarks:** *By January 15, 2012 all participants are registered by UNHM and Blackboard* sites have been created for each subgroup. By January 20, 2012, the first meetings of Course I take place and the course is scheduled to be completed by June 1, 2012. Dr. Sharkey holds at least two advising sessions between February 1 and May 17, 2012. By March 15, 2012, the project manager has visited all of participants' classrooms at least once.*

Mr. Cioppa and Dr. Sheaff will be responsible for working with the district data analyst to set up a system to track student performance and to ensure that these activities are in compliance with FERPA and guidelines for working with human subjects as outlined by the UNH Office of Sponsored Research. **Benchmark:** *By February 1, 2012 a draft of the system for tracking student performance, including a list of targeted assessments (e.g., NECAP, ACCESS) will be presented to the team and approved by the school district.*

A senior member of the KSU CIMA team will travel to Nashua, meet with the GATE CITY team and observe 1-2 cohort meetings. This visit is critical to ensuring the fidelity of the CLASSIC program. The external evaluator will collect feedback from participants and team members, summarize them and make recommendations for moving forward. **Benchmarks:** *By May 1, a KSU CIMA faculty member has reviewed the initial implementation of CLASSIC and made appropriate recommendations to the project team. By June 1, Dr. Sharkey has filed grades for the cohort participants. At least 90% have remained in the course, received passing grades and have committed to continuing in the program. By June 15, the external evaluator has*

* Blackboard is the system UNH uses for course websites.

collected data on the first two semesters and made a presentation with recommendations to the team.

The summer of 2012 will mark the end of Year I. For each year of the project, we will hold a summer institute built around the EL summer school program run by the district. We envision this to include 1-2 days of pre-summer school seminars/workshops; several after school sessions that focus on the EL learning and new techniques, strategies teachers are trying, and 1-2 days of de-briefing of the summer and preparing for Year 2 and the second course in the CLASSIC program. Dr. Sharkey will assist the project manager in planning the summer institute.

Years 2 through 5 will follow a similar cycle, with similar benchmarks, with the fall semester of Year 3 being an overlap semester where cohort I are finishing their practica and cohort II are beginning the first course module. However, there will be ongoing coaching support available to cohort I participants after they have finished the program. We envision completers taking on leadership roles in EL professional development in their schools and expressing willingness and appropriate skill to coach/mentor cohort II participants.

Benchmarks: *By November 1, 2013, 40 participants have been recruited and committed to begin Cohort II in Spring 2014. By June 2014, 35 completers are eligible for ESOL certification in NH; By July 2016, an additional 35 completers are eligible for ESOL certification in NH.*

GPRA Measure 1.5: The number of in service teachers expected to complete the program of study and be certified in EL instruction (for each year). *By Fall 2014, 35 completers are serving ELs; By Fall 2016, an additional 35 completers are serving ELs.* **GPRA Measure 1.6** The number of in-service teacher completers who are expected to serve EL students Years 1-5

Note: we expect to serve 80 participants but expect a slight attrition rate and have allowed the possibility that administrators and/or other education professionals who do not provide classroom instruction may be included in the cohorts.

Objective 2: Revise the K-12 ESOL certification program at UNH so that it more responsively addresses the needs, realities and standards of those K-12 NH teachers who serve increasing numbers of ELs in the state.

Objective 2a: Revise the ESOL Certification Curriculum

In 1999, a version of the ESOL certification program from the UNH main campus in Durham was established at the University's urban campus in Manchester (UNHM). Dr. Sharkey has a dual appointment at both campuses and coordinates the ESOL certification program at UNHM. The Durham program, housed in the English department targeted only the TESOL area of emphasis. This emphasis focused primarily on a master of arts in linguistics and literature degree -- a degree not originally designed for K-12 teachers. The UNH ESOL certification program was recently reaccredited by the New Hampshire Department of Education and has an excellent reputation for producing EL teachers who are highly effective in classroom practice and who advocate for EL students and families. However, the program is still delivered through a traditional, on-campus model, and a set of required courses that still reflects the original program designed for students interested in teaching English overseas and/or at the postsecondary institutions in the US. The CLASSIC model that GATE CITY will replicate offers a unique opportunity to revise and better align the UNH ESOL certification program with approaches, methods, and strategies that are effective with EL students in public school classrooms. In addition, the site-based, collegial group model of the program will encourage

theory-into-practice applications of content that are particular to teachers' challenges and strengths in practice.

Many of the principles and practices integral to the CLASSIC program are currently present in the UNH course work, so the revision and refinement will build upon, and extend the current knowledge base of the UNH ESOL cert program. This process will begin in the first semester of the project and Dr. Sharkey will be responsible for revising the ESOL courses and getting them approved by the Education department's curriculum committee in the semester prior to their delivery in Nashua. Course evaluations from participants and feedback from the KSU team will inform subsequent refinements to program, curricula, and delivery.

Teachers wishing to add ESOL certification through the program at UNHM currently have to take five courses, complete a practicum and submit a program portfolio. The five courses are:

EDUC 812: Teaching Multilingual Learners ENGL 891: English Grammar
 ENGL 816: ESOL Curriculum and Assessment EDUC 803A: Sociolinguistics Survey
 EDUC 907: Foundations of Literacy or EDUC 806: Introduction to Reading in the Elementary Classroom. Dr. Sharkey regularly teaches EDUC 812 and ENGL 816.

In 2005, the NH Department of Education revised its accreditation process to that institutions preparing teachers had to document where in their programs candidates were expected to meet the competencies required of teachers in a particular credential area and provide candidate-generated artifacts from courses/practica that demonstrated competency in the targeted area. For example, two of the current competencies are: Ed 612.06 2b: *Have knowledge of the nature and role of culture and the ability to apply this knowledge in constructing learning environments that support ESOL students' cultural identities and*

academic needs; and Ed 612.06. 3a: Know, understand, and have the ability to use scientifically-based practices and strategies related to planning, implementing, and managing ESOL and content instruction. The UNH ESOL program collected and shared candidate artifacts matching these competencies.

In preparation for re-accreditation visits, IHEs must complete a state supplied matrix listing all the evidence they are submitting for review. The UNH program was successfully re-accredited in the Fall of 2010 but in reviewing the evidence for the 28 different competencies it became clear that a majority of the competencies are covered in three courses and sometimes one course was only addressing two competencies. Also, two of the required courses were not designed for K-12 ESOL teachers or students in US public schools. ENGL 891 English Grammar focuses on the historical development of English Grammar and not the teaching/learning aspect especially for second language learners. Sociolinguistic Survey was designed for linguistics majors interested in working in postsecondary settings. While these two courses offer students rich content they do not necessarily reflect the changes in K-12 ESOL programs and practices in public schools, especially since the passage of NCLB. Therefore, it is sometimes challenging for students to see how the content applies to their teaching contexts. Foundations of Literacy and Introduction to Reading in the Elementary Classroom fulfill the literacy requirement for elementary teachers but the instructors have just recently begun to include second language literacy issues in their syllabi.

Given the high cost of tuition, particularly in NH, a state that ranks fiftieth in the country of state support of public higher education and the other knowledge/skill demands on teachers, e.g., working with special needs students, mastering educational technology, etc., as well as time constraints, it is time to revisit the current courses and look for ways to revise the content to

make the best use of student time and resources. The challenge is keep the academic rigor and excellent reputation that UNH ESOL certification graduates have in our schools as the revision proceeds. The CLASSIC Model has proven to successfully lead to ESOL endorsement in other states and is linked to positive outcomes in EL academic performance. Therefore, we are proposing to use the CLASSIC Model to help us revise the UNH ESOL certification program so that it can be offered in 4 courses plus a practicum instead of the current five courses. This is an opportune time to do this work as the NH ESOL Teacher certification requirements are up for revision in 2012. As a recognized leader in the state regarding ESOL Education, Dr. Sharkey is expected to participate in this process and it will ensure that the revised program reflects state certification requirements and standards.

Implementation Plan for Objective 2a. Dr. Sharkey, ESOL certification coordinator at UNH Manchester and GATE CITY Project Director will be responsible for the revision and getting the new program approved by her department's curriculum committee and the College of Liberal Arts. This process will begin immediately in the Fall of 2011 so that the first course in the CLASSIC Model is aligned with Teaching Multilingual Learners. In the academic semester preceding the delivery of a module in CLASSIC, Dr. Sharkey will have revised the appropriate UNH course and have it approved by the University. The evaluation pieces involved in replicating the CLASSIC model will provide useful feedback. Graduates of the UNH ESOL Certification program currently working in Nashua will also have time to meet with CLASSIC completers to compare curriculum and their satisfaction with their preparation.

Benchmarks: *By December 12, 2011, Teaching Multilingual Learners is revised and aligned to meet the requirements of module I in CLASSIC. By July 1, 2012, the second course is revised and aligned. Continue until Summer 2013 when the fourth course is approved for delivery in*

Fall 2013. By July 15, 2014 have the ESOL certification program redesigned and approved by the University. By Fall 2015, have the revised program receive accreditation from the NH Department of Education.

Objective 2b: Develop institutional capacity to deliver an on-site certification program

Although the Education Department at UNH occasionally offers particular courses on site in partnership schools, it has never offered a complete program on site. We need to respond to the demands of our schools and districts and break out of traditional campus-based delivery models. In addition to being designed as an on-site experience, the CLASSIC model uses video-mediated lectures prepared and delivered by KSU CIMA faculty. The project manager uses these videos as central texts in the curriculum. As a result of implementing the CLASSIC model, we expect to learn: logistical skills/knowledge needed to work with school districts to arrange meeting spaces, secure appropriate technology, establish cost-sharing agreements, and develop skills in video mediated and blended learning technologies. Participant feedback on the delivery of the content and the on-site nature of the training will be part of the information the external evaluator will collect and share in her annual reports.

Benchmarks *By October 15, 2011 have a memorandum of understanding signed by UNH and Nashua school district outlining responsibilities and expectations for facility use in delivering on-site courses. By June 15, 2012, the external evaluator will present findings on participants responses to the on-site and video-mediated instruction and make appropriate recommendations for subsequent semesters. By Fall 2014, an evaluation of the program by cohort I will be completed. Dr. Sharkey will present this to her education department colleagues with recommendations for pursuing partnerships with other high need districts.*

EXPECTED OUTCOMES: A revised ESOL Certification program approved by the University and accredited by the NH DOE during its next scheduled review (Fall 2015); and increased University capacity to deliver the program onsite in other high need NH districts.

Objective 3: **Develop and implement an effective system for ensuring that English language learner professional development activities are evaluated according to observed, documented improved teacher classroom practices and student achievement.** This objective directly addresses **the competitive priority of data-enabled decision-making**. The GATE CITY team, learning from their KSU partners will pursue two questions: How is the intervention (adding ESOL certification) affecting teachers' classroom practices? And how is it affecting student achievement?

The growing research on effective professional development practices acknowledges that effective is still too often determined by teachers' self-rating the experiences and their learning and that although effective PD may increase teachers' knowledge there is a lack of rigorous research on the connection between PD and improved classroom practice and student achievement. However, more recent work, particularly that of Laura Desimone (2009; 2011) offers a conceptual framework for designing a range of data gathering tools (from interviews to classroom observations and examples of student work) that target the different goals and objectives of a professional development program. She argues and we agree that the final test of PD is improved student outcomes. To ensure PD is pursuing this goal the process, she writes:

begins by incorporating identified features of effective learning into teacher professional development. District leaders must then ensure that they use appropriate tools to evaluate teachers' experience, learning, and instruction so that

they can continue to refine the professional development they offer for teachers (2011, p. 68).

The Nashua school district has agreed to take lead responsibility in this objective and allow the GATE CITY team to align evaluation measures of the project with student performance data and drop out rates over the length of the project. Over the past five years, the school district has made tremendous improvements in data collection and analysis of state and district student assessments. It has developed a comprehensive data collection, interpretation and use matrix that outlines data sources, grade levels, purpose, management, collection and calendar, analysis and decision-making. It includes 15 different types of assessment including NECAP, Benchmark Assessments in Reading, Science and Social Studies as well as report cards, attendance data, and Cornerstone writing assessments. This matrix was articulated by the Professional Development Master Plan Committee and revised in April 2011. This committee has also led the shift to a competency-based rather than attendance based recording of teacher professional development. Through the use of Performance Tracker, the district has the capability of following students as they progress through the classrooms and schools participating in Project GATEWAY.

Implementation Plan for Objective 3: During the initial planning period of the project (Fall 2011), the GATE CITY team will work with the district's PD committee and data analyst to develop and align the activities of the project evaluation plan with the appropriate assessment measures of the district. The district will articulate how they will track the progress of students in the classrooms of the participating teachers and make this information available (as permitted by FERPA) to the GATE CITY team. After the visit to KSU in the fall, Dr. Sharkey, the project manager and the external evaluator will meet to identify the principal teacher learning objectives

for the first module to be delivered in Spring 2012. Then, they will design the appropriate measures for gathering evidence on whether this learning has occurred. They will work with the district data team to identify which types of student performance data might be linked to these teacher learning objectives. This process will occur for each module of the CLASSIC program. During the first meeting of the cohorts, participants will be invited into this discussion. Project GATE CITY will convey the shared responsibility for reaching the goal of improved achievement of ELs in math and science, lowering the drop out rate, and smoothing the path to postsecondary educational opportunities. Assessments will include formative as well as summative measures and teachers will be invited into the discussion so that they may create different types of assessment and even advocate for alternative assessments that might yield richer insights into students' abilities. They will be invited to contribute to the design and implementation of tools (such as classroom observation protocols or lesson plan analyses) that can evaluate the effect of the PD on their practices. Although we see the creation of classroom observation tools as an organic process involving participating teachers and the administrators at their schools, we envision starting discussions of such instruments with examination of the Sheltered Instruction Observation Protocol (SIOP) and the Teacher Performance Continuum (TPC) developed by CREDE. A number of teachers in Nashua have received training in SIOP but Mr. Cioppa, the ELL Director reports this training has been inconsistent. Dr. Sharkey will work with the district data analyst and external evaluator in managing the data collected and analyzed. **Benchmarks:** *By October 1, 2011: The district will identify which types of data Project GATE CITY will have access to. By November 15, 2011, the project manager, Dr. Sharkey and the external evaluator will identify the key learning objectives for Module I (spring 2012 semester) and draft data gathering tools that align teacher learning objectives with*

evidence of this learning and how to connect to student learning. : By October 1, 2011: The district will identify which types of data Project GATE CITY will have access to. By November 15, 2011, the project manager, Dr. Sharkey and the external evaluator will identify the key learning objectives for Module I (spring 2012 semester) and draft data gathering tools that align teacher learning objectives with evidence of this learning and how to connect to student learning. By January 20, 2011, Cohort I participants will be made aware of this data-enabled decision making priority and be invited to share suggestions, ideas. By June 20, 2012, Project Manager, Director and External Evaluator assess the progress so far—what does the student data tell us about the teachers' learning? About the effectiveness of the PD? By September 1, 2012, Project Director, Manager and External Evaluator meet with district data analyst to articulate the data collection plan for Year 2. This on going cycle is expected to continue throughout the project, with revisions made as necessary.

EXPECTED OUTCOMES for Objective 3

A set of tools created with input from administrators, classroom teachers, and higher ed faculty that can be used to evaluate the effect of PD on teacher practices, and a set of guidelines for UNH Teacher Ed faculty to use when assessing the link between course content, activities and practicum to practices and policies that enhance students' educational opportunities and academic performance.

EVALUATION and MANAGEMENT PLAN

In explaining the principal objectives of GATE CITY we tried to integrate pertinent information regarding the plan and the evaluation. The Fall 2011 semester will be a dedicated planning time and will include an initial meeting with the External Evaluator who will lead the Evaluation Planning Team (EPT). Dr. Kathy Dale as leader of the EPT will design evaluation

measures for each project objective and supporting activity ensuring that we collect appropriate, timely information from all stakeholders including: teachers, administrators, ELs and team members. These may include surveys, focus groups, on-site visits, samples of teacher work (both course and student-generated) and interviews from a sample of participants. She will ensure that the evaluation methods used will be appropriate for assessing the progress towards our goals and objectives. She will also communicate with the district data analyst as needed and the CIMA KSU faculty to compare the measures other CLASSIC partners may be using. She will keep Dr. Sharkey and the Nashua team informed as to the strengths and weaknesses of the activities. Dr. Sharkey and the project manager will work together to create database to organize the project data. The project assistant will be responsible for the updating the database as appropriate—working with the project manager and Dr. Sharkey. The first course module will be delivered beginning in January 2012. The team will hold two advisory meetings a year inviting participation from community members, IHE faculty, and other professionals interested in and dedicated to the academic success of our ELs.

Partners' Responsibilities

UNH serves as the fiscal agent and the leader of the project, providing administrative functions and certification and graduate coursework, hiring and supervising the project manager and project assistant; filing the appropriate annual reports. It will provide office space for the Project Manager and Project Assistant at UNH Manchester, where Dr. Sharkey conducts the majority of her work. Participating teachers will have access to individual UNH e-mail accounts, and all library resources (including electronic). UNHM is home to the State ESOL Curriculum library and any teacher serving ELs can check out those materials, and these can be sent to teachers' home public libraries. Nashua School District will provide space for cohort meetings

and the summer institutes. Its team representatives are responsible for recruiting teachers, advertising the progress of the program and facilitating healthy relationships between participating administrators/teachers and the Project Manager, External Evaluator, and CIMA KSU. They also take the lead on determining which types of student data maybe considered for analysis and insure that FERPA guidelines are being followed. They will also help in the hiring of the Project Manager by advertising, reviewing resumes and participating in the interview process.

The Title III Consultant, Sue Stepick at the NH DOE (SEA) will keep the project team abreast of state education issues that impact ELL education (e.g., state testing policies, development and/or revisions of grade level expectations, impact of adopting the common core on EL instruction, etc). She will also attend the bi-annual advisory meetings. It is our hope that GATE CITY will identify and articulate key practices that will impact colleagues through out the state, not just in Nashua.

Project Personnel

Project Director Judy Sharkey, Ph.D., is Associate Professor of Education at the University of New Hampshire and directs the Teacher Education Program and coordinates the ESOL certification program at the University's urban campus in Manchester (UNHM). Dr. Sharkey has close to 25 years experience in ESOL education including ten years teaching in countries in Asia, Latin America, and the Middle East. A former Peace Corps volunteer (Yemen) and Fulbright Scholar in TEFL/Applied Linguistics (Mexico), she has worked with K-12 teachers and teacher educators in the US for almost 15 years. She teaches ESOL certification courses and supervisors graduate teaching interns. Her research and publications address ESOL curriculum development, teacher knowledge, and preparing teachers for diverse communities and schools. A former

Executive Board Member of Northern New England TESOL, Dr. Sharkey is an active member of the ESOL professional community in NH. She served on the 2003 committee to revise the ESOL teacher certification requirements and expects to do the same in 2012. In 2011 she was an invited member of the state accreditation team to review the ESOL certification programs at two IHEs in NH. She is also a former Executive Board Member of Northern New England TESOL. She currently directs a Title III grant for UNH (ending in June 2012). As project director of GATE CITY she will oversee the budget, lead the recruiting and hiring process of the project manager and assistant. She will work closely with the team at the Nashua school district, the project manager, and the KSU team to ensure the project meets its goals and objectives in a timely manner. She will also be responsible for revising the ESOL certification program at UNH, and getting the revised courses approved by the UNH Education's Curriculum Committee.

Project Manager

A project manager will be hired. He/she will hold master's degree in Education or TESOL, have ESOL certification, teaching experience in public school settings with linguistically and culturally diverse learners, experience conducting professional development sessions, coaching and/or mentoring/supervision, modeling best teaching practices, experience in teacher training/professional development, actively involved/up to date with field. His/her primary responsibilities will include being the on-site coordinator for delivering the certification program (CLASSIC), this means running the cohort sessions, visiting teachers' schools and classrooms, providing appropriate feedback on assignments. He/she will also coordinate communication between the Nashua Team, organize and schedule project meetings, and work with the external evaluator and district data analyst in gathering appropriate performance data on students. He/she will also lead informational sessions for school administrators interested in the project and/or

how to better support ELs in their schools. She/he will work with teachers in generating student assessments and classroom observations that can inform the data-enabled decision making efforts. She will communicate with the project assistant to order books, obtain supplies and keep the data base up to date. He/she will also travel twice a year to KSU for additional training in CLASSIC.

Project Assistant. A part time project assistant will be hired to support the project manager in logistical and administrative support of the project. He/she will also support the external evaluator in managing a database for data being collected. He/she will also help with writing and disseminating a GATE CITY newsletter to generate healthy PR on the project.

School District Team Members

Robert Cioppa, a former ESOL teacher at Nashua North High School and has been the Director of Student Services and English Language Learners for Nashua School District since 2005. He holds an MAT in TESOL from St. Michael's College in Winooski, VT. From 2008-2010 he served on the NH state professional learning community (PLC) to create the NH English language proficiency standards, an alignment between the WIDA ELP standards and NH's grade level expectations (GLEs). As ELL director for the district, he is responsible for overseeing the intake, testing, and monitoring of the district ELs, reporting this data to the district and the State Title III Office, and for organizing EL related PD for the district. He will play a key role in the success of GATE CITY as the key liaison between ESOL teachers and their mainstream colleagues. He will be involved in planning meetings and provide input on the types of data collected in Nashua. He will also assist in advertising and hiring the Project Manager whom he will assist with recruiting of cohort participants.

Althea Sheaff, Assistant Superintendent in charge of Professional Development. Dr Sheaff holds her Ph.D. in Education Administration and teaches graduate courses in the UNH graduate program of Education Administration & Supervision. She oversees the professional development for the district, including PD for all levels of staff: para-educators, teachers, and administrators. During the 2010-2011 school year, she ran a professional learning community for principals on how to support English learners. Her role will be principally advisory but she will be a key player in the success of GATE CITY. She will be the liaison between the team and the Superintendent, Dr. Mark Conrad.

Project Evaluator

Dr. Kathy Dale Assistant Dean, College of Education and Technology at Fort Hays State University in Hays, Kansas will serve as the external evaluator. She will help create cohesiveness with the evaluation design and process, and to lead the Evaluation Planning Team (EPT). As such, Dr. Kathy Dale will be contracted to serve as the EE. Based on her 32-years of experience serving diverse students at the PK-12 level and university level, she will be secured as the EE to oversee the evaluation of the work completed by project staff, program management and operation strategies and to ensure that project goals/objectives are being met. She has extensive experience/training in the administration of federal and state projects, ESL and migrant educational programming, program/fiscal management and with the implementation of standards-based education emphasizing intervention services for students at risk. Dr. Dale holds a doctorate in education administration with an emphasis in leadership through continuous improvement, educational research, school reform, and strategic processes. She also holds a master's in special education with an emphasis in gifted education. She has evaluated federal/state grants including a 5-year federal grant, *Aprender Juntos*, focused on increasing

student performance of ESOL students PK-12. In addition to grant management and evaluation, Dr. Dale has extensive NCATE experience which includes coordinating NCATE accreditation, serving on the state accreditation evaluation and review committee, and serving as a member of the NCATE board of examiners.

Advisory Team

In addition to the Project Team, GATE CITY will also have an advisory team with a range of expertise and experience in immigrant/refugee education, language and culture. The team will meet twice a year.

Dr. Christina Ortmeier-Hooper, Assistant Professor, English Department UNH. Her area of expertise is second language writing for/with adolescent ELs and preparing English teachers for ELs. **Dr. Virginia Garland**, Associate Professor & Coordinator of the Graduate Program in Administration and Supervision, UNH. Dr. Garland has begun research into the role of the administrator in supporting EL best practices. **Maria Cristina Rojas** is the Hispanic Family-School Liaison for Nashua school district. She holds an M.Ed in Human Services and will help the team communicate with families and be sure that their voices/concerns inform our goal of improving EL academic achievement. **Eva Skardal**, Elementary ESOL teacher in Nashua has led PLCs for mainstream teachers and is well known and respected for her teaching and advocacy for ELs in the district. **Sue Stepick**, Title III Consultant at the NH Department of Education (see information above under “Partners”).

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