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APPLICATION FOR GRANTS UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

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Closing Date: MAY 09, 2011

Project Abstract

Name of IHE: University of Alaska Anchorage

Title of Program: Project LEAP (Language, Equity, and Academic Performance)

Consortia Partners: LEA--Matanuska-Susitna Borough School District, LEA--Anchorage School District, LEA--Juneau School District, SEA--Alaska Department of Education and Early Development

Project Description: Project LEAP will provide a professional development program of study for K-6 Elementary teachers with the aim to increase their understanding of the linguistic and academic needs of ELs and assist educators in meeting these needs. The University of Alaska, Anchorage in consortium with the Matanuska-Susitna Borough School District, the Anchorage School District, the Juneau School District, and the state of Alaska's Department of Education and Early Development will develop an Elementary English as a Second Language Endorsement for K-6 in-service teachers. More specifically, in-service teachers, who currently serve ELs, will be provided with high-quality professional development graduate level courses in alignment with state regulations for earning an ESL endorsement that will be posted to the teacher license. The program will emphasize the understanding and application of best practices in EL instruction and be built around the TESOL Standards, Alaska Content, Cultural, and Performance Standards, National Council for Accreditation of Teacher Education (NCATE) Standards for PK-12 Teacher Education Programs and the state's newly adopted English Language Proficiency standards from the WIDA Consortium.

Objectives: Specific measureable objectives include:

- 100% of all in-service teacher participants will score a Level 3, as evaluated by a rubric, for all areas within their portfolio submission.
- 100% of in-service teachers will complete the 18 credit graduate certificate endorsement program with a 'B' average or higher
- 100% of in-service teachers will become certified in EL instruction
- 100% of teachers involved will serve at least one EL student concurrently in their classroom
- 100% of in-service teachers will pass the Praxis II in entitled Fundamental Subjects: Content Knowledge

Activities:

- December 2011—Meet and Greet Kick-Off Event—Provide overview of requirements, dates, etc. of endorsement program, meet fellow cohort participants, introduce professors of courses, and administer survey to measure current teacher knowledge
- January 2012-April 2012—Cohort will take first 6 credit hours: Linguistics and Language Teaching Course and Current Topics in Elementary Language Education: Advocacy, Policy and Law
- Summer 2012—Cohort will take another 6 credit hours: Language, Culture, and Teaching in Elementary School and Second Language Teaching in the STEM Classroom
- Fall 2012—Cohort will take final 6 credit hours: Internship: English for Speakers of Other Languages and Elementary Second Language Teaching

Expected Outcomes:

100% of all in-service teacher participants will complete the program and score a Level 3 on all areas within their portfolio submission that will demonstrate their ability to:

1. Demonstrate understanding of language as a system and demonstrate a high level of competence in helping language learners acquire and use the new language in speaking, reading, and writing for social and academic purposes.
2. Understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.
3. Know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support an individual student's learning and apply this knowledge to improve teaching and learning.
4. Know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.
5. Know, understand, and apply concepts from research and best practice to plan instruction in a supportive learning environment for language learners.
6. Understand various issues of measurement (e.g., equity, cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing; the importance of standards; and the difference between language proficiency and other types of assessment.
7. Serve as a professional advocate and resource for language learners and the community

Priorities: This grant project intends to address all three Competitive Preference Priorities: 1—Novice Applicants, 2—Enabling More Data-Based Decision Making, 3--Promoting Science, Technology, Engineering and Mathematics (STEM) Education.

GPRA Measure Targets: This grant project will address:

- Measure 1.5: The percentage of in-service teacher completers who complete State and/or local certification, licensure, or endorsement requirements in EL instruction as a result of the program **and**
- Measure 1.6: The percentage of in-service teacher completers who are providing instruction services to EL students.

The expected number of in-service teachers expected to be served is delineated in the table below.

Type of teacher involved	Number of Teachers Expected to be Served					Total Served
	Year 1	Year 2	Year 3	Year 4	Year 5	
In-Service Teachers	40	40	40	40	40	200
In-Service Teachers Expected to Complete the Program of Study	40	40	40	40	40	200
In-Service Teachers Expected to Complete the Program of Study and be Certified in EL instruction	40	40	40	40	40	200
In-Service Teacher Completors who are Expected to Serve EL students	40	40	40	40	40	200

Contact Person:

Project Director's Name: Jim Powell

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Quality of Project Design

The University of Alaska Anchorage (UAA) has built a consortium with Anchorage School District (ASD), Matanuska-Susitna Borough School District (MSBSD), Juneau School District (JSD) and Alaska's Department of Education and Early Development (EED) to plan, develop, and implement a K-6 English as a Second Language (ESL) Endorsement program in the state of Alaska. In this partnership, the IHE will collaborate with the LEAs and SEA to develop an endorsement program for in-service teachers, who work with English Learners (ELs), to improve their classroom instruction to meet the needs of ELs. Currently, there is no such program in the state of Alaska which makes it extremely difficult for general education and ELL teachers to earn an ESL endorsement. Statewide data is an indicator of the immense challenges our state is facing in meeting the needs of EL students.

According to the 2008-2009 Consolidated State Performance Report, the achievement gap between our ELs and non-ELs is significant. For example, only 6.5% of our ELs in fourth grade score proficient on the state science assessment, in comparison to 46.5% proficiency by all students. By eighth grade there are only 9.1% ELs that are proficient in comparison to 55% of the general population. On the state Language Arts and Mathematics assessment percentages range from 26.7% to 41.3% ELs proficient in Language Arts and 23.4% to 42.4% proficient in Mathematics in grades 3-6. There is a steady decline from 3rd grade to 6th grade with an average of 16% decrease in proficiency percentages. The achievement gap follows a similar pattern. Starting in 3rd grade, the gap is slightly more than 30% in both Language Arts and

Mathematics, but by 6th grade the gap has increased by an additional 8% in Language Arts and 21% in Mathematics.

Another contributing factor to the lack of proficiency for our ELs is only .0085%, 128 out of approximately 15,000 of Alaska's currently certified K-6 teachers hold an ESL endorsement (as verified by the State's EED Teacher Certification on May 3, 2011). In considering that Alaska has one of the densest EL populations in the U.S., as verified by the National Clearinghouse for English Language Acquisition, this exemplifies the disparity between the number of ELs in our classrooms and teachers with the language, literacy and content backgrounds to meet their needs.

Project Goal:

The goal of the program, Project LEAP (Language, Equity and Academic Performance), is to provide Alaska's in-service teachers with the knowledge and expertise they need to accelerate ELs acquisition of language, literacy, and content knowledge, especially in the areas of literacy, mathematics, science, technology and engineering. In order to more effectively meet the needs of the ELs in Alaska classrooms, we must improve the instruction they are receiving.

To accomplish this, we would like to plan, develop, implement and evaluate a K-6 ESL Endorsement program that would consist of 18 credit hours of graduate level coursework. The courses titles would include: 1) Linguistics and Language Teaching, 2) Current Topics in Elementary Language Education: Advocacy, Policy and Law, 3) Language, Culture, and Teaching in Elementary School, 4) Second Language Teaching in the STEM Classroom, 5) Internship: English for Speakers of Other Languages and 6) Teaching English as a Second Language in Elementary Schools. These six courses

would be broken down into six credit semesters for three semesters (Spring, Summer, and Fall).

Throughout the coursework, in-service teacher participants will be involved in a variety of activities and study that will impact their classroom instruction and cause them to reflect on their teaching practices. They will be exposed to the current issues, policies, and laws that are guiding EL instruction and practices, as well as receive professional development centered around the State's newly adopted English Language Proficiency Standards from the WIDA Consortium. Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Design (GLAD) models will be used as instructional models for teachers to inform their lesson planning. Action research, case studies, student assessment data, and student work samples will be utilized by teachers to assess their ELs language proficiency and used to guide their instruction to improve student performance. Teachers will identify instructional strategies, curriculum materials, and content to enhance their instruction in the areas of STEM to improve the way their ELs are learning science, mathematics, technology and engineering in preparation for future careers.

In relation to the materials that will be used for the course materials, about 60% of the required and suggested textbooks were produced or revised since 2005. For the texts that are older, they are invaluable resources that come from leaders in the field such as: Echevarria, Short, Vogt, Collier, O'Malley, Miramontes, and Nadeau whose findings still hold true today. Additional supplemental readings include more recent research findings and articles from peer-reviewed journals.

Our expected outcomes include: 100% of all in-service teacher participants will complete the program, score a Level 3 on all areas within their portfolio submission, and pass the Praxis II test, which will serve as measurable indicators that participants:

1. Demonstrate understanding of language as a system and demonstrate a high level of competence in helping language learners acquire and use the new language in speaking, reading, and writing for social and academic purposes.
2. Understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.
3. Know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support an individual student's learning and apply this knowledge to improve teaching and learning.
4. Know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.
5. Know, understand, and apply concepts from research and best practice to plan instruction in a supportive learning environment for language learners.
6. Understand various issues of measurement (e.g., equity, cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing; the importance of standards; and the difference between language proficiency and other types of assessment.
7. Serve as a professional advocate and resource for language learners and the community

Competitive Preference Priority 1

As a novice applicant, none of the partners involved have ever received grant funds under this program in any form. This program would greatly benefit all involved and have a tremendous impact on the achievement of ELs in Alaska. This grant project would allow us to create a K-6 ESL Endorsement program, which currently does not exist in the university system in Alaska, and impact a great number of teachers in three of the state's largest school districts, which ultimately would impact a large number of ELs. Amongst the three districts involved, there are over 2200 K-6 teachers who may qualify to participate in this program and over 6,000 ELs who could be impacted. Teacher recruitment will be conducted upon notification of the grant being awarded using specific criteria—although interest has already been expressed by a many teachers in each of the partnering districts. The criteria for teacher selection will include: having at least one EL in their classroom, not currently in possession of an ESL or equivalent endorsement, and enters the program with the intent to complete the entire program of study.

Competitive Preference Priority 2

In order to address the program goals of this grant and enable more data-based decision-making, we will be collecting multiple data sources that will provide timely information on teacher knowledge, instructional practice, policies, and student outcomes. Our objectives will address GPRA Measures 1.5 and 1.6. More specifically, we will use the data to address the following objectives:

- 100% of all in-service teacher participants will score a Level 3, as evaluated by a rubric, for all areas within their portfolio submission.

- 100% of in-service teachers will complete the 18 credit graduate certificate endorsement program with a 'B' average or higher
- 100% of in-service teachers will become certified in EL instruction (tied to GPRA measure 1.5)
- 100% of teachers involved will serve at least one EL student concurrently in their classroom (tied to GPRA measure 1.6)
- 100% of in-service teachers will pass the Praxis II entitled Fundamental Subjects: Content Knowledge (language arts, mathematics, science, and social science content)

To collect this data, the district level coordinators and UAA professors will collect and use participant surveys, focused questionnaires, portfolio assignments, case studies, student work samples and analysis, lesson plans, integrated units, reflective papers, Praxis II results, observation checklists, rubrics, and other supporting artifacts. The rubrics are designed on a 3 point scale. The target score of 3 demonstrates that the teacher has exceeded the standard by providing evidence of their learning and competence in meeting the standards. A score of 2 would indicate that the teacher has met the standard but with limited specificity and not as thoroughly as desired. A score of a 1 would indicate that the teacher has failed to meet the standards and that the evidence they provided was lacking or vague and did not demonstrate competency. By using multiple data sources will provide a comprehensive analysis of participant and student outcomes and clearly demonstrate the effectiveness of the project. These data sources will be collected throughout the program, which will provide timely feedback so any adjustments can be made quickly.

Competitive Preference Priority 3

The proposed program curriculum will be a modification of the grades 7-12 ESL Endorsement that is already offered at UAA, but with a greater emphasis on addressing the STEM priorities and with a focus on grades K-6. In fact, an entirely new three credit course will be designed around the components of STEM and the instructional strategies that can be used within these areas to increase the comprehensibility of the topics in these fields. All other classes will integrate STEM into their course content to ensure that participants are exposed to STEM throughout their endorsement program. UAA has already been in contact with the state and will be developing a K-6 ESL Endorsement Program that will align with the WIDA English Language Proficiency Standards and assessment that the state is adopting this summer, as well as the Alaska Content, Cultural, and Performance Standards, and the National Council for Accreditation of Teacher Education (NCATE) Standards for PK-12 Teacher Education Programs. The K-6 ESL Endorsement also will address the TESOL Standards. As part of the grant project, project staff will be trained in the new English Language Proficiency Standards by a WIDA Consortium Standards Trainer during the development of the program of study. WIDA will provide technical and content assistance as needed throughout the grant project.

Project Personnel

Project Director and UAA Professor: Dr. Jim Powell is an Associate Professor who for the last five years has been responsible for all secondary ESL certification programs at the University of Alaska Anchorage. He teaches the courses on language, culture, and literacy as well as all the methods ESL methods courses. He serves as the clinical

faculty responsible for support and evaluation of practicum and internship students. He has an M.A. in Linguistics with Teaching English as a Foreign Language Specialization and a Ph.D. in Curriculum and Instruction, Elementary Education. For the last four years, he has also been the Co-Director of the Language Acquisition Teacher Professional Development Network. This network has members from twelve school districts from around the state, three universities in the lower 48, and 2 international university partners. They meet every two weeks to discuss language acquisition, immersion, and revitalization issues.

UAA Professor: Dr. Irasema Ortega is an Assistant Professor of Curriculum and Instruction in the Department of Teaching and Learning, College of Education at the University of Alaska-Anchorage. Her interdisciplinary scholarship examines the role of education and professional development in the preparation of preservice and early career science teachers of English Language students (ELs). Through her work, she explores the intersection of language development and science inquiry. Her experience with preservice teachers involves the design of elementary and secondary science methods courses that build the capacity of teachers to meet the science content and academic English needs of ELs. She was instrumental in redesigning the Elementary Science Methods of Teaching and Assessment course at Arizona State University. Her contribution involved aligning science and ELs standards as well as infusing the curriculum with culturally congruent pedagogy and strategies.

For the past four years Dr. Ortega has worked with preservice Mathematics and Science teachers as an instructor, field supervisor and mentor. Her research and teaching experience in this area has led to the creation of the Language and Inquiry

Science Tool (LIST) which consists of a set of rubrics to assist preservice teachers in the design of inquiry science lessons that scaffold the implementation of contextualized science vocabulary as well as language domains (reading, writing, speaking and listening). In her dissertation titled *Miss, How Do You Write Hipótesis? - Learning to Teach Science to English Language Learners: A Five-year, Longitudinal, Multiple Case Study*, Dr. Ortega explored the role of science specific induction and contextual factors in the development of pedagogical content knowledge (PCK) and practices of early career science teachers of ELs. Recently, her article titled *Teach Inquiry under Contextual Constraints: A Study of a Beginning Science Teacher who Works with English Language Learners* was accepted for publication in the Journal of School Science and Mathematics.

UAA Professor: Dr. Peter Snow recently joined the faculty of Kenai Peninsula College (an affiliate university with UAA) to administer the Elementary Education Program. Prior to coming to KPC, Snow had been an Assistant Professor of Linguistics in the Department of English at Christopher Newport University in Newport News, Virginia. An Honors Faculty member, Snow advised pre-service teachers in the MAT Program, developed a state-approved ESL credential, designed an interdisciplinary minor in linguistics, and oversaw the field experiences of pre-service teachers working with English language learners in local elementary schools. Snow has developed and taught courses in linguistics focusing on language and culture, second language acquisition, and small language persistence. He has an M.A. in Education with a specialization in TESOL from the University of New Mexico and a Ph.D. in Applied Linguistics from UCLA.

Anchorage School District (ASD) NPDP Coordinator: Since 2008, Phillip Farson has provided technical support and training for the Anchorage School District ELL Program staff, as well as for a selected number of school sites. Phillip is also a SIOP certified trainer and provides SIOP training in his district. During the current school year, he has conducted data collection for reports and audits, as well as developing presentations for use in familiarizing district personnel with English Language Learner data and application of the data to practice. He is also a member of the Alaska Department of Education and Early Development's ELL Task Force.

Anchorage School District (ASD) ELL Program Supervisor: Christine Garbe is currently the Supervisor of the English Language Learner Program in which she has held the position for four years. She is responsible for the general fund budget for Title III, Title III NCLB Grant, Refugee Impact Grant and an Immigrant Grant. Prior to working as the ELL Supervisor she worked as an ELL teacher for ASD and also implemented a Professional Development and Technology grant for ELL students and teachers. She is also a SIOP Trainer and provides on-going SIOP training to classroom and ELL teachers. Christine Garbe holds a Masters Degree in Administration. She is also a member of the Alaska Department of Education & Early Development's ELL Task Force.

Matanuska-Susitna Borough School District NPDP Coordinator: Jennifer Throndsen has been the ELL Coordinator for the MatSu School District's ELL Program for three years. She possesses an ESL Endorsement from the state of Utah through Weber State University and is a certified Guided Language Acquisition Design (GLAD) Key Trainer, which has been recognized by the U.S. Department of Education as a

Program of Excellence. She currently is also the project director for a three year Math and Science Partnership Grant that was awarded in FY11. This year she collaborated with the state and other district ELL Coordinators from around the state on revising ELL accommodations to be more ELL responsive and has served on the content review for the WIDA ACCESS assessment.

Juneau School District (JSD) NPDP Coordinator: Haifa Sadighi is currently the Supervisor of the English Language Learner Program, position she has held for the last six years, and Coordinator of School Climate and Supplemental Services. She is responsible for the general fund budget for Title III, Title III NCLB Grant, Students and Families in Transition Grant, serving our homeless population, and General Fund for K-12 Gifted and Talented Program. Prior to working as the ELL Supervisor she worked as an ELL teacher for JSD, implemented a Professional Development Plan for ELL and general education teachers and coordinated the development and implementation of the K-5 Instructional Support Teams. Haifa Sadighi holds a Masters of Arts in ESL/EFL, School for International Training and Management, Brattleboro, Vermont. She is a member of the Alaska Department of Education & Early Development's ELL Task Force, and the Alaska Association of Bilingual Education (AKABE), and certified trainer for Institute for Global Ethics, and Foundations for Dialogue.

Grant Evaluator: Meghan McCarthy-Grant has a Master's Degree in Educational Leadership and owns a consulting firm that specializes in educational technology planning, grant writing, training, and evaluation. Ms. McCarthy-Grant has 15 years of experience writing and evaluating successful grants for school districts and educational

service districts. Previous and current clients include: the Department of Defense, state public school districts, and private corporations.

Management Plan

To best address our management plan, a table has been created to outline the specific project activities and key milestones that will occur, a timeframe for when they will occur, and the persons responsible for each management activity. This table describes the duties of the IHE personnel, as well as the consortia partner(s) roles in each phase of the project. Ongoing collaboration amongst the three LEAs, the SEA and the IHE are intertwined throughout the grant plan.

Project Narrative—Project LEAP

Activity Title	Timeframe	Responsible Partner	Time Commitment	Objective Addressed and/or GPRA Measure	Brief Description
Finalize Recruitment	6-8 weeks following grant award	MSBSD, JSD and ASD Project Coordinators	10%	#4, GPRA 1.6	-Coordinators will recruit and confirm cohort participants and notify of upcoming meet and greet session
Content Preparation and Review	Fall Semester 2011	UAA Professors, District Project Coordinators, and State Title III-A Personnel, Grant Evaluator, WIDA Trainers	20% of Project Director's time, 30% of UAA Professors, 15% of Project	Objective #1, #2, #3, #5, GPRA 1.5, GPRA 1.6	Development of program curricula, taking into consideration the needs of the consortia participants, to create a K-6 ESL Endorsement program for in-service teachers. WIDA will also provide the ELP Standards training during this time.

Project Narrative—Project LEAP

			Coordinators , 90% of State Personnel, 10% Grant Evaluator		
Meet and Greet Kick-Off Event	December 2011 (2-3 hours after school)— one in Anchorage and one in MatSu	MatSu, JSD and ASD Project Coordinators and UAA Professors	10% of Project Coordinator and 5% UAA Professors	Objective #2, GPRA 1.5, GPRA 1.6,	-Meet instructors and cohort members -Layout program requirements, dates, and expectations -Create and administer 5-point Likert Scale Survey to measure teacher knowledge of EL best practices

Project Narrative—Project LEAP

K-6 ESL Endorsement	Fall 2011	Project Director and EED Teacher Certification Personnel	Project Director 5%, EED Certification 100%	Objective #3, GPRA 1.5	-File paperwork for a K-6 ESL Endorsement through the state
Cohort Participants Video Lesson	January 2011	MSBSD, JSD, and ASD Project Coordinators	5%	Objective #1, #2, #4	-Cohort participants will video a content lesson to be collected by coordinators
Course #1: Linguistics and Language Teaching Course	Spring Semester 2012	UAA Professor, English Department Professor	60%	Objective #1, #2, #3, GPRA 1.5	A survey of linguistic principles and methods for teachers of English, ESL, and literacy, both written and spoken language. Emphasis on developing practical teaching techniques.
Course #2: Current Topics in	Spring Semester	UAA Professor Snow	40%	Objective #1, #2, #3,	Course focuses on second-language education, based on current

Project Narrative—Project LEAP

Elementary Language Education: Advocacy, Policy and Law	2012				GPRA 1.5	research and first-hand experience from successful, established programs.
End of Course Evaluation Survey	April 2012	MSBSD, JSD and ASD Coordinators	10%		Objective #1, #2	-Coordinators will create a My Learning Plan electronic survey and administer it to cohort to evaluate courses and provide feedback to guide future efforts
Course #3: Language, and Culture, and Teaching in Elementary School	Summer 2012	UAA Professor, Jim Powell	15%		Objective #1, #2, #3, GPRA 1.5	Course will cover topics such as the relationship among communication and culture, bilingual and bi-literacy development, the role of language, and factors that lead to successful language and literacy development

Project Narrative—Project LEAP

Course #4: Second Language Teaching in the STEM Classroom	Summer 2012	UAA Professor, Irasema Ortega	40%	Objective #1, #2, #3, GPRA 1.5	Course topics will include the linguistic challenges in a STEM classroom and instructional strategies necessary to meet the language, literacy and content needs of an EL.
End-of-Course Evaluation Survey	Summer 2012	MSBSD, JSD and ASD Project Coordinators	15%	Objective #1, #2	-Coordinators will create a My Learning Plan electronic survey and administer it to cohort to evaluate courses and provide feedback to guide future efforts
Course #5 Internship: English for Speakers of Other Languages	Fall 2012	UAA Professor, Jim Powell	10%	Objective #1, #2, #3, GPRA 1.5	Supervised internship that involves a discussion group with an emphasis on theory-based inquiry into teaching and learning.

Project Narrative—Project LEAP

Course #6 Teaching English as a Second Language in Elementary Schools	Fall 2012	UAA Professor, Jim Powell	15%	Objective #1, #2, #3, GPRA 1.5	Course will help teachers to acquire and practice effective ESL Strategies and how to integrate them into meaningful, effective teaching.
Classroom Observations	October- November 2012	UAA Professor, Jim Powell	(Part of Internship Time)	Objective #1, #2, #3	All cohort members will be observed via Skype utilizing the strategies they have learned and an observation checklist will be completed
Cohort Portfolio Review	December 2012	UAA Professors	20% of UAA Professors time	Objective #1, #2, #3, GPRA 1.5	Professors will evaluate cohort portfolios created over the course of the program using a rubric
Cohort Participant Video	December 2012	MSBSD, JSD and ASD	5% UAA 10%	Objective #1, #2, #3,	Cohort participants will video another lesson. They will then

Project Narrative—Project LEAP

Lesson Reflection		Coordinators and UAA Professor	Coordinators	GPRA 1.5	compare their two videos. UAA Professor will create the reflection form, while MSBSD, JSD and ASD will collect and compile them for the evaluator.
Praxis II	Fall 2012	Grant Participants and District Coordinators	5% of District Coordinators	Objective #5, GPRA 1.5	Grant participants will enroll and take the Praxis II to demonstrate their ESL knowledge proficiency and submit score report to district coordinators.
End-of-Program Evaluation Survey	Fall 2012	MSBSD, JSD, and ASD Project Coordinators	5%	Objective #1, #2, #3	-Coordinators will create a My Learning Plan electronic survey and administer it to cohort to evaluate entire program of study as feedback to guide future cohorts
Teacher Content	December	MSBSD, JSD,	5%	Objective #1,	Re-administer 5-point Likert Scale

Gains Survey	2012	and ASD Project Coordinators		#2, #3	Survey to measure teacher knowledge gains in terms of EL best practices
Submit APR	One year from initial award date	Grant Evaluator	90%	Objective #1, #2, #3, #4, #5, GPRA 1.5, GPRA 1.6	Grant evaluator will perform analysis on the program of study's results, fill out APR, and submit.

(d) Evaluation Plan

The goal of the project is to provide in-service teachers with the knowledge and expertise they need to accelerate ELs acquisition of language, literacy, and content knowledge, especially in the areas of literacy, mathematics, science, technology and engineering. As stated previously, the project's measurable objectives include:

- Objective #1: 100% of all in-service teacher participants will score a Level 3, as evaluated by a rubric, for all areas within their portfolio submission.
- Objective #2: 100% of in-service teachers will complete the 18 credit graduate certificate endorsement program with a 'B' average or better

- Objective #3: 100% of in-service teachers will become certified in EL instruction
- Objective #4: 100% of teachers involved will serve at least one EL student concurrently in their classroom
- Objective #5: 100% of in-service teachers will pass the Praxis II entitled Fundamental Subjects: Content

Knowledge

The program's goals, objectives, and outcomes will be measured using the following data sources in the evaluation matrix below:

Level	Definition	Evaluation Question (to be answered by the Data Sources)	Data Sources			
			What measure will be used to collect the data	Who will collect the data	When will the data be collected	What objective is addressed

Project Narrative—Project LEAP

0	Design of the comprehensive professional program (Planning Data)	How effectively are the trainings designed to meet teacher needs determined by analysis of student data?	Statewide Student Data Analysis; Participant Class Rosters (quantitative data)	Jennifer Throndsen, District Coordinator	Completed Spring 2011; Fall 2011	#4
1	Participant Reaction (Relevance Data)	Was the training relevant to the roles of the participants?	Participant Surveys (qualitative and quantitative data)	Jennifer Throndsen; Phil Farson, Haifa Sadighi District Coordinators	Upon completion of each semester of study	#2

Project Narrative—Project LEAP

2	<p>Participant Learning (Learning Data)</p>	<p>How did program of study impact the participant's instruction and content knowledge?</p>	<p>Participant Portfolios— Reflective Paper and Supporting Artifacts; Pre and Post Survey of Teacher Content Knowledge; Praxis II Test; State ESL Certification (qualitative and quantitative data)</p>	<p>Submitted last semester of program of study; Pre Survey will be conducted prior to coursework beginning</p>	#1, #3, #5
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Project Narrative—Project LEAP

3	Organizational Support and Structure (Resource Management Data)	How could the use of the curriculum be modified to improve support for teachers as they learn new knowledge/skills?	Focused Questionnaire from Participants (quantitative and qualitative data)	Jennifer Thronsdien; Phil Farson, and Haifa Sadighi District Coordinators	Upon completion of program of study	#2
4	Application of New Knowledge and Skills (Application Data)	How effectively and consistently did the participants use the new programs?	Classroom Observations; Participant Portfolios—Lesson Plan and Integrated Unit; Videoed Lesson Reflections (qualitative and quantitative data)	Jim Powell, UAA Professor	Final semester of study; Upon completion of program of study	#1, #2,

5	Impact on Student Learning (Student Data)	How did student learning/performance change as a result of the trainings?	Participant Portfolios— Student Work Sample Analysis (qualitative data)	Jim Powell, UAA Professor	Upon completion of program of study	#1, #4
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As data is collected, it will be given to grant evaluator for her to conduct qualitative and quantitative data analysis to measure the project's effectiveness in meeting the objectives and enter into the APR system. The analysis will also be shared with the project director, district coordinators, state office personnel, and UAA professors. It will then be used to plan adjustments in the program of study by providing guidance in any modifications that may be necessary in order to achieve the intended objectives and outcomes. The evaluation plan above provides on-going, periodic assessment data that will easily enable project staff to adjust as needed in a timely manner.