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Abstract

The *Preparing Excellent Teachers of All (English) Language Learners (PETALLs)* program is a collaboration between the University of Massachusetts Lowell Graduate School of Education (GSE), the Lawrence, Massachusetts Public Schools (LPS), and the Massachusetts Department of Elementary and Secondary Education (MA-DESE) to improve classroom instruction for English language learners (ELLs) through data-based decision making and high quality professional development for all educators of ELLs (faculty at the GSE, pre-service and LPS in-service teachers, LPS administrators, and LPS paraprofessionals). The LPS, with a student body 90% Hispanic and 77% first language other than English, is in critical need of the comprehensive and systemic professional development program that *PETALLs* will provide to help its ELLs succeed. Currently, the district is in Corrective Action for failure to meet Adequate Yearly Progress in English Language Arts and Math, and has a 42% graduation rate for students who are classified as limited English proficient.

PETALLs will address these challenges by providing, in its five year implementation period, the following services: at the GSE, preparation of all pre-service completers to teach ELLs, including 1) a dual licensure program (ESL and content-area) for 40 pre-service teachers, at least 32 of whom will be placed in the LPS or other urban schools to teach ELLs; 2) preparation to teach ELLs (as required by the Massachusetts State Department of Education for Sheltering English Instruction) will be infused in methods courses for 60 additional pre-service teacher completers, who will be placed in LPS and other districts serving ELLs; and 3) building GSE capacity through professional development of six faculty members who will support ELL instruction in methods courses. In the LPS, *PETALLs* will prepare 40 in-service teachers, particularly in STEM fields, to teach ELL students; provide professional development to 95 paraprofessionals who support the instruction of ELL learners; support 36 licensed ESL teachers as ELL coaches, who will provide professional development to approximately 900 LPS teachers; and provide professional development to 50 principals and assistant principals to enable them to effectively supervise the instruction of ELLs.

An Advisory Council of key stakeholders will guide and monitor *PETALLs* throughout its implementation. Advisory Council members include the project leadership team at both the GSE and Lawrence Public Schools, as well as the project evaluator, and MA-DESE leaders (director and coordinator of research and professional development) from the Office of English Language Acquisition and Academic Achievement. The project evaluator will provide formative assessment data to the Advisory Council during bimonthly meetings.

PETALLs meets the three competitive priorities established by the U.S. Department of Education: 1) partners are novice applicants for this program and have not received a grant or subgrant under this program, 2) *PETALLs* uses high-quality data including program participant outcomes, and 3) *PETALLs* provides professional development (PD) to pre- and in-service teachers in STEM content areas.

PETALLs also meets two invitational priorities 1) It improves the GSE teacher preparation program through PD for GSE faculty, which will result in all pre-service teacher completers prepared to teach ELLs, and 2) through *PETALLs*, teacher education curricula at the

GSE will be aligned with state standards delineated for academic subjects and English language proficiency standards.

GPRA Measures Targets

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Pre-service Teachers					
# served	25	25	25	25	25
# of completers		25	25	25	25
# placed in EL settings		20	20	20	20
# ESL certified		8	8	8	8
# MA State Qualified (Sheltered English Immersion)		25	25	25	25
Paraprofessionals					
# served	19	19	19	19	19
# meet local EL qualifications	19	19	19	19	19
In-service Teachers					
# served	236	216	236	216	216
# program completers	200	180	180	180	180
# ESL certified	16		16	32	
# MA State Qualified (Sheltered English Immersion)	224	205	224	205	205
# serving EL students	224	205	224	205	205

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Preparing Excellent Teachers of All (English) Language Learners (PETALLs)

Introduction

The Preparing Excellent Teachers of All (English) Language Learners (PETALLs) is a collaboratively developed program of the Graduate School of Education (GSE) at UMass Lowell and the Lawrence Public Schools (LPS). *PETALLs* addresses the urgent need to improve the education of English Language Learners (ELLs). The data-driven report, *Halting the Race to the Bottom* (English Language Learners Sub-Committee of the Massachusetts Board of Elementary and Secondary Education's Committee on the Proficiency Gap, 2009), stressed the critical importance of preparing more licensed ESL teachers, implementing professional development for faculty members in institutes of higher education (IHE) so they can prepare all pre-service teachers to teach ELLs, and providing high-quality professional development to in-service educators of ELLs (teachers, paraprofessionals and administrators). The overarching goal of *PETALLs* is to prepare all educators (IHE faculty, pre-service teachers, in-service teachers, paraprofessionals and administrators) to effectively educate ELLs. *PETALLs* incorporates data-based evaluations, including LPS K-12 student outcomes.

Competitive Priorities: *PETALLs* meets the three competitive priorities established by the U.S. Department of Education: 1) partners are novice applicants for this program and have not received a grant or subgrant under this program, 2) *PETALLs* uses high-quality data including program participant outcomes, and 3) *PETALLs* provides professional development (PD) to pre- and in-service teachers in STEM content areas. (Descriptions are included in Appendix A.)

Invitational Priorities: *PETALLs* also meets two invitational priorities 1) It improves the GSE teacher preparation program through PD for GSE faculty, which will result in all pre-service teacher completers prepared to teach ELLs, and 2) through *PETALLs*, teacher education curricula

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at the GSE will be aligned with state standards delineated for academic subjects and English language proficiency standards. (Descriptions are included in Appendix A.)

The GSE and the LPS collaboratively analyzed data from both organizations in the design of the *PETALLs* program. The LPS is a high need school district with a population that is 90% Hispanic, 77% first language not English, 24% limited English proficient (LEP) and 80% low income. The LPS four year graduation rate for LEP students is 42%. Annual Yearly Progress (AYP) data from 2010 indicate lack of sufficient student progress in English language arts and even less student progress in mathematics (MA DESE, 2010). Based on analysis of LPS student outcomes and LPS teacher needs as well as a careful review of the teacher preparation program at the GSE, the LPS and the GSE have planned the *PETALLs* program, which is a systemic approach to improve outcomes for ELLs and includes professional development for all educators of ELLs (IHE faculty, pre-service teachers, in-service teachers, paraprofessionals, and administrators). Given NCLB progress indicators for student outcomes in mathematics and science, *PETALLs* program personnel includes LPS district-wide coordinators for math and science, who will specifically target LPS teachers of mathematics and other STEM areas.

The collaboratively designed *PETALLs* program will provide effective and systemic professional development, specifically designed to meet the identified educational needs of ELLs in the LPS by 1) preparing pre-service teachers to teach ELLs, 2) placing qualified pre-service teacher completers in the LPS, 3) providing PD to all GSE pre-service teacher preparation faculty, 4) providing PD to all LPS paraprofessionals who provide support services to ELLs, 5) providing PD to LPS in-service teachers, and 6) providing PD to LPS administrators. Prior collaborations between partners, which include the preparation of LPS teachers in STEM content

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areas, have uniquely prepared the partners (LPS and GSE) to recruit and prepare teachers of STEM and other subjects to effectively teach ELLs.

The *PETALLs* partnership aims to prepare GSE and LPS educators to meet the requirements established by the Massachusetts Department of Elementary and Secondary Education (MA DESE), to prepare paraprofessionals to support teachers' instruction, and to prepare administrators, who are prepared to supervise teachers of ELLs. The MA DESE requirements, which are detailed in Tables 1 and 2, are aligned with Teachers of English to Speakers of Other Languages (TESOL) standards and thus, the *PETALLs* model will be replicable in other states.

The MA DESE requires all teachers who teach even one ELL to complete four Categories of SEI professional development, as illustrated in Table 1, and for teachers who provide English language development regardless of the specific content area to hold ESL licensure. (Please see Table 2.)

Table 1- Categories of MA SEI PD

Category	Suggested Hours
1. Second Language Acquisition	15 hours
2. Methods of Sheltered Content Instruction	35 hours
3. Evaluating English Oral Language Proficiency - offered in-district only	10 hours
4. Teaching Reading and Writing in English to ELLs	35 hours

The MA DESE has also specified the hours of English language development instruction that must be provided by a licensed ESL teacher. These are illustrated in Table 2.

Table 2- English Language Development and Content Instruction Required by MA DESE

Proficiency	Instruction
Levels 1 and 2	2.5 hours/day to a full day of direct ESL instruction, delivered by a licensed ESL teacher and content-area instruction from a teacher who is licensed to teach in the content area and qualified to teach ELL students (MA DESE Category Prepared)
Level 3	1-2 hours of direct ESL instruction per day, delivered by a licensed ESL teacher, ELA or reading instruction: 1-2 hours per day, delivered by a teacher who is licensed in ELA or reading and who is qualified to teach ELL students (MA DESE Category Prepared)
Level 4 and at the low range of Level 5	Minimum of 2.5 hours of direct ESL instruction, delivered by a licensed ESL teacher and content-area instruction by a teacher who is qualified (MA DESE Category Prepared) and who is licensed in the appropriate content area.

(a) The Quality of Program Design

Meeting the standards established by the MA DESE is central to *PETALLs* and the LPS and GSE will play integral roles in this process. *PETALLs* builds on the long history of collaboration between the GSE and LPS and creates a more integrated, sustaining, and generative partnership, which will result in “systemic changes...in policy and practice” at both the GSE and the LPS (NCATE, 2010, p. 3). This section describes the partners, their roles in the planning, development, and implementation of *PETALLs*, the resources each partners will provide, and the specific activities that the partnerships will contribute.

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UMass Graduate School of Education (GSE)

UMass Lowell is located in the industrial city of Lowell, MA, approximately 10 miles from Lawrence, and serves students of all backgrounds. Its “mission is to enhance the intellectual, personal and cultural development of its students through excellent, affordable, educational programs” (UML, 2011). The GSE is NCATE accredited, and offers programs for educators at the master’s, educational specialist, and doctoral levels.

During the past two years, the GSE has intensified its effort to prepare all pre-service teachers to teach ELLs in accordance with the MA DESE guidelines. Since 2008, all secondary level pre-service teachers have been required to successfully complete a 3-credit course, *Methods of Sheltered Content-Area Instruction*, which meets MA DESE PD Categories 1 and 2 (See Table 1). GSE faculty members also provide a workshop in sheltering instruction to elementary-level pre-service teachers to increase the effectiveness of their instruction with ELLs, and pre-service teachers learn about cultural difference and the intersection of culture and language in *Understanding Education in a Diverse Population* (01.503), a required foundational course.

The GSE Dean and faculty have recently undertaken a systematic review of its teacher preparation programs and recognize the need to further prepare all pre-service teachers to teach ELLs. Through *PETALLs* the GSE will develop a dual licensure option (ESL and area of specialization/certification), which will consist of a full-year student teaching practicum with a qualified LPS teacher and two additional 3-credit ESL courses. The GSE will provide PD to faculty in the teacher preparation program and will provide pre-service teachers initial preparation with MA SEI Categories by adding a five-day orientation seminar to include (Category 1- Second Language Acquisition). GSE faculty will then systemically infuse methods of sheltered content-area instruction, and teaching reading and writing to ELLs into the six

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required methods courses (See Goal 1). The practicum for pre-service teachers will be planned collaboratively with the LPS, and will take place with highly-qualified LPS teachers. This two-pronged approach (dual license and MA SEI Category Preparedness) will result in a cadre of pre-service teachers who are well-prepared to teach ELLs in the LPS in specific content areas.

The Lawrence Public Schools (LPS)

The LPS have the largest percentage of Hispanic students of all Massachusetts school districts: the LPS student population is 90% Hispanic (2% Asian, 2% African American, and 6% White). Students who speak a first language other than English account for 77% of the total student population, and 24% of the total population are classified as Limited English Proficient (LEP). Presently 3,303 LEP students attend the LPS and 741 (over 22%) are newly arrived.

Newly arrived students often have interrupted formal education, which combined with language barriers further limits their opportunities for academic success. The LPS also face a 20% mobility rate in LEP students, suggesting a need for PD that is consistent throughout the LPS.

The Halting the Race to the Bottom report (2009) detailed the substantial gap between English proficient students and Limited English proficient (LEP) students, and the LPS are clearly adversely impacted by this gap. The 2010 four year graduation rate for LEP students was 42%; the drop-out rate for LEP students was 34%. With regard to Annual Yearly Progress (AYP), the district is in NCLB Corrective Action for LEP and Formerly Limited English Proficient (FLEP) students in English language arts (moderate) and Mathematics (low). Although the LPS improved in subgroup performance in 2010, they remain below target, especially in mathematics. Based on this analysis of LPS district data, LPS teachers will clearly benefit from data-based, high-quality and sustained PD for teaching ELLs. The low level achievement in mathematics,

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combined with a national need to include more minority students in STEM fields suggest the need to focus on teachers of STEM subjects as well as teachers of other subjects.

This year there are 1,062 teachers in the LPS. Ninety-eight percent of these teachers are highly qualified to teach in their content areas. Currently, however, there are only 34 licensed ESL teachers in the LPS, which is less than 20% of the licensed ESL teachers needed to provide student services according to state guidelines. Over one third of LPS teachers (N=340) do not have professional status (fewer than three years teaching experience). In addition, the LPS hires an average of 100 new teachers each school year to replace teachers who retire or are non-renewed, a turnover of nearly 10%. These statistics evidence the need to provide LPS teachers with PD to enable them to effectively teach ELLs as well as to create a cadre of pre-service teachers who are dual licensed or who have been prepared in MA DESE SEI Categories (Table 1) to teach in the LPS. Through *PETALLs*, the LPS will provide a high-quality ESL practicum site, placing pre-services teachers with LPS teachers who are well-qualified to teach ELLs.

The LPS has the capacity to match classroom instruction to the educational outcomes of individual ELLs. Because the goal of quality PD is improvement of classroom instruction, and ultimately improved student outcomes, *PETALLs* will examine student outcomes in terms of state assessments of content-areas and English language proficiency. These longitudinal data-based outcomes will be one measure of the end-result effectiveness of the PD.

The *PETALLs* Partnership

Recent research indicates that when schools of education and k-12 schools form “sustaining and generative” partnerships the likelihood of success is great (NCATE, 2010, p. 3). The GSE and the LPS have a long history of collaboration which illustrates their capacity to collaborate to achieve the goals and objectives of *PETALLs*. Since 1984, the GSE through its

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Office of School Partnerships (OSP) has partnered with the LPS on college readiness, and since 2000 the OSP and the LPS have collaborated on teacher professional development in teaching American history, curriculum alignment with college standards, science education, and reading and writing in content areas, efforts all funded through federal and state grants.. Since 2009, the GSE and LPS have collaborated to prepare teachers of STEM content to also become teachers of reading and writing of STEM content. Most recently, the GSE and LPS have partnered with the MA DESE on a pilot project to prepare a cadre 42 in-service teachers for ESL licensure and eligibility as ESL coaches, who would provide MA DESE category PD (Table 1) to other teachers in the district. Completers of this program will emerge with necessary content-area knowledge—*PETALLs* will train them to be effective coaches. This cadre of well-prepared *PETALLs* coaches will allow the LPS to systematically prepare all in-service teachers to provide effective instruction to ELLs. Building on the work of the pilot project, *PETALLs* will provide 1) coaches for in-service teachers with ongoing and systematic support to remain effective PD providers who are current with regard to content and adult pedagogy, 2) administrators with PD to enable them to supervise ELL teachers, and 3) paraprofessionals with PD that enables them to support the instruction of ELLs.

PETALLs will 1) substantially increase the number of pre-service and in-service teachers who are prepared to teach LPS ELLs, 2) provide ESL coaches with the ongoing support necessary to effectively coach and provide MA DESE Category PD (as described in Table 1) to other LPS teachers, 3) prepare LPS administrators to effectively supervise, support, and evaluate teachers of ELLs, and 4) prepare LPS paraprofessionals to support effective instruction for ELLs. In response to the needs of the LPS (AYP, 2010), *PETALLs* will target pre- and in-service

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teachers of STEM subjects to ensure that ELLs have full access and opportunity in the STEM fields, but will recruit teachers in all academic fields.

PETALLs will substantively extend and enhance the current work between the GSE and the LPS, creating a cadre of pre-service teachers who are prepared to teach ELLs in the LPS, ESL licensed teachers in STEM and other content areas, a cohort of ESL coaches, ESL skilled paraprofessionals, and LPS administrators who can support ESL instruction.

(a) (1). The Extent to Which Goals, Objectives, and Outcomes Are Measurable

Implemented in the context of a generative partnership between the GSE and the LPS, *PETALLs*, a replicable model for dissemination, will achieve seven central goals to improve classroom instruction of ELLs. (Figure 1 illustrates the program context and its central goals.)

- 1 Pre-service teacher program completers are prepared to teach ELLs (dual licensure and MA DESE Category PD). (GPRA 1.1)
- 2 Prepared pre-service teachers are placed in instructional settings serving ELLs within one year of program completion, and will continue to teach ELLs for at least three years. (GPRA 1.2, 1.3)
- 3 GSE faculty will have the knowledge and understanding to prepare all teachers to effectively teach ELLs. (Invitational Priority)
- 4 LPS paraprofessionals will be prepared to serve ELLs in the LPS. (GPRA 1.4)
- 5 In-service LPS teachers, especially in STEM content, will be prepared to teach ELLs in the LPS and provide instructional services to ELLs. (GPRA 1.5, GPRA 1.6)
- 6 LPS administrators will be prepared to effectively supervise and support the effective teaching of ELLs.
- 7 *PETALLs*, a replicable model, will be disseminated regionally and nationally.

Figure 1. PETALLs Context and Seven Central Goals

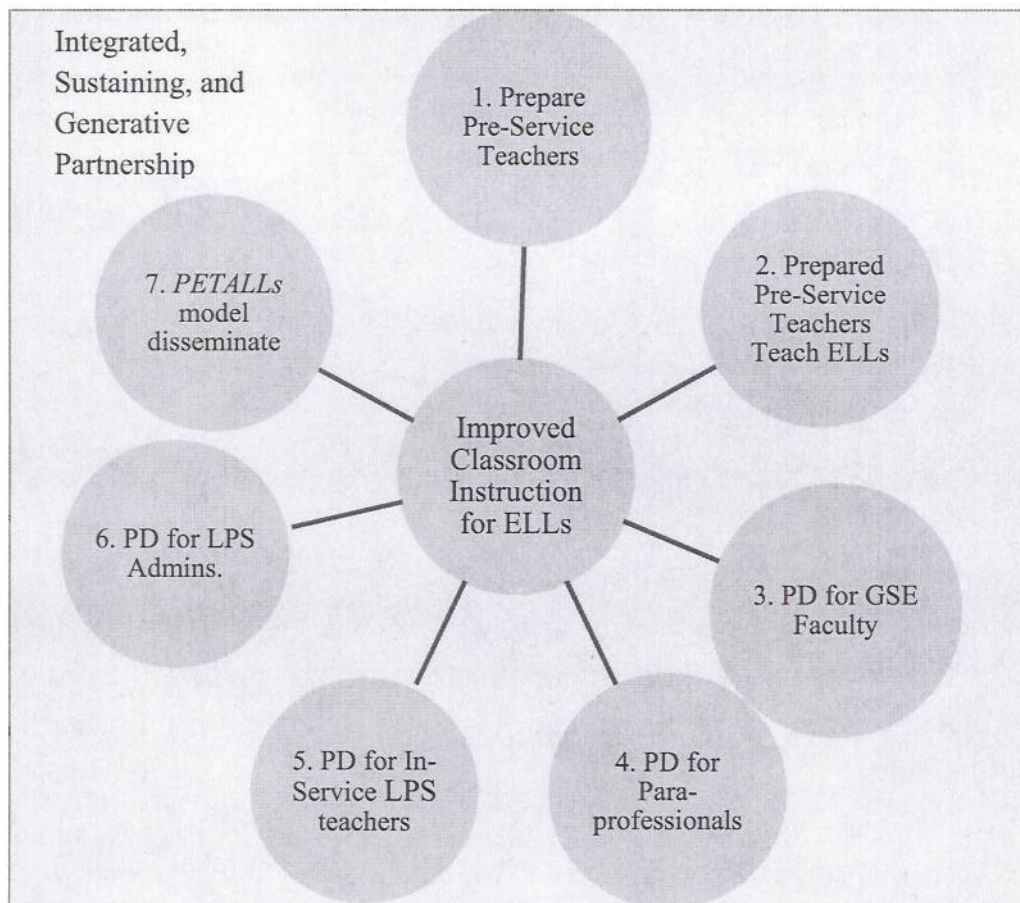


Table 3. Professional Development Participants

Pre-Service Professional Development		In-Service Professional Development			
Pre-Service Teachers	Faculty at GSE	Teachers	Coaches: Teachers	Paraprofess.	Admins.
Group 1. 40 Pre-Service teachers will complete dual certification.	6 GSE faculty will receive PD that enables them to effectively prepare pre-service teachers	Group 1. 40 Teachers in STEM/other content areas complete 12 credit cert. /MA teacher test-ESL.	who are in the Current Cohort (estimated 36 of the current 42 cohort members) will become effective district-wide coaches through <i>PETALLs</i> . *	95 paraprofessionals will receive PD provided by the district-wide coaches.	50 Principals, Assistant Principals, and Department Heads who supervise teachers of ELLs will receive PD.
Group 2. 60 Pre-service teachers not in dual certificate will complete MA Categories 1,3, and 4.	to teach ELLs.	Group 2. 20 Teachers of ELLs/not licensed complete alternate route PD to prepare for MA teacher test-ESL.			

* The pilot project will provide the 12-credit certificate program to teacher coaches. *PETALLs* will prepare them as effective district-wide coaches, who will provide PD to paraprofessionals in Y1 and to LPS in-service teachers in Y2-5.

Table 4 – PETALLs Goals and Objectives

Objective	Outcome Performance Measure	Outcome Type
Goal One: Pre-service teacher program completers are prepared to teach ELLs.		
Pre-service teachers are dually licensed (ESL and content-area)	40 pre-service teachers complete the additional courses (2) and practicum for dual licensure in (10 each year in Y2-5)	GPRA-1.1
Pre-service teachers pass the ESL test.	32 dually licensed pre-service teachers (80%) pass ESL test.	GPRA-1.1
All pre-service teacher completers are prepared in MA DESE Category PD.	100% pre-service teacher completers are prepared in MA DESE Category PD (Group 1- N=40, Group 2- (N=60- estimated)	GPRA 1.1
Goal Two: Prepared pre-service teachers with focus on STEM content subjects, are placed in instructional settings teaching ELLs within one year of program completion, and continue to teach ELLs for at least three years.		
Dually licensed pre-service teacher completers and MA DESE Category Prepared (Groups 1 and 2) are placed in instructional settings teaching ELLs within one year of completion.	80% of pre-service teacher completers with dual licensure pass the MA-ESL test teach ELLs in LPS (or other high-need district). 70% of pre-service teachers who complete MA DESE Category PD are employed in LPS or other districts teaching ELLs.	GPRA 1.2
Dually licensed and MA DESE Category	Follow-up data indicate that at least 80% of dually licensed and	GPRA -1.3

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Prepared (Groups 1 and 2) pre-service teachers teach ELLs for three years.	MA DESE Category PD prepared pre-service teachers teach ELLs for at least three years.	
Goal Three: GSE faculty have the knowledge and understanding to prepare all teachers to effectively teach ELLs.		
GSE faculty of pre-service teachers are prepared to integrate effective pedagogy for ELLs into methods courses.	6 GSE faculty complete PD and integrate methods into their syllabi and courses.	Project-specific benchmark/outcome
Goal Four: LPS paraprofessionals are prepared to provide services to ELLs in the LPS.		
LPS Paraprofessionals who provide services for ELLs will be prepared to provide effective instructional support.	100% of paraprofessionals providing instructional support to ELLs will receive at least 12 hours of the 16 PD hours planned per year. (19 per year)	GPRA 1.4
Goal Five: In-service LPS teachers, especially teachers of STEM, will be prepared to effectively teach ELLs in the LPS.		
Coaches are prepared to provide effective ongoing MA Category PD to teachers in the LPS.	34 coaches (80% of current cohort) receive PD in teacher leadership and coaching focused on the MA Category PD, thus building capacity within the LPS.	Project-specific benchmark/outcome
Coaches provide MA Category PD.	900 LPS teachers complete MA Category training in Y1- Y5	GPRA 1.5
In-service teachers are dually certified	40 in-service teachers (Group 1- See Table 3) will complete ESL	GPRA 1.5

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(ESL and content) with a focus on teachers of STEM subjects.	certificate program (12 graduate credits) Y2-Y5.	
	20 in-service teachers (Group 2- See Table 3) complete MA ESL PD to prepare for MA-ESL licensure test.	GPRA 1.5
	48 (80% of Groups 1 and 2) in-service teachers will pass MA-ESL licensure test.	GPRA 1.5
	95% of in-service teacher completers provide instructional services to ELLs.	GPRA 1.6
Goal 6: LPS administrators are prepared to effectively supervise and support the effective teaching of ELLs		
Principals and assistant principals will receive 10 hours of PD to prepare them to supervise teachers of ELLs.	20 principals and 30 assistant principals will participate in 10 hours of initial PD, and 5 hours of follow up PD.	Project-specific benchmark/outcome

Goal 7: PETALLs, a replicable model, will be disseminated regionally and nationally.		
Districts and institutes of higher education have access to the replicable model.	PETALLs will be disseminated at regional and national conferences, such as TESOL and in national publications.	Project-specific benchmark/outcome

(a) (2). The Extent to Which the Design of the Proposed Project Reflects Up-To-Date Knowledge

The conceptual framework for this program is grounded in best practice for “generative” partnerships between universities and districts (Killion, 2010; NCATE, 2010), preparation of pre-service teachers (NCATE, 2010), professional development for in-service teachers (NSDC, 2001), preparation of paraprofessionals who teach ELLs (Cobb, 2007; Pickett, Likins, & Wallace, 2003), and preparation of administrators who supervise and evaluate teachers of ELLs (Horwitz, Uro, Price-Baugh, Simon, Uzzell, Lewis, & Casserly, 2009; Zacarian, 2011).

The design of PETALLs is based on a data-based needs assessment of the LPS, and is consistent with recent research that supports the benefits of formal partnerships between teacher preparation programs and high-need K-12 school districts (NCATE, 2010), and includes many recommendations that have been shown to prepare pre-service teachers to serve the needs of ELLs in these districts (ie. instructional rounds [City, Elmore, Fiarman, & Teitel, 2009]), extended practica and student teaching experiences [NCATE, 2010]) and the needs of in-service teachers (i.e., coaching and mentoring [Villani, 2009]). The program has a detailed data collection and data analysis plan to evaluate each program component and includes the use of student outcomes, which will be specifically linked to teacher preparation for teaching ELLs.

(b) Quality of Project Personnel

PETALLs program personnel have substantive and extensive expertise in pre- and in-service PD and in collaborative partnerships. To meet the diverse needs of the LPS and to promote diversity within the GSE, *PETALLs* will employ persons who are members of groups that have been traditionally underrepresented based on race, color and national origin.

(b) (1) The Qualifications, Including Relevant Training and Experience

Michaela Colombo, Ed.D. (PI, Associate Professor, Graduate Coordinator, GSE). Colombo has over 20 years experience in ESL and bilingual education, which includes K-12 teaching, supervising district-wide ESL programs, and providing graduate courses and PD to pre- and in-service teachers of ELLs. She holds MA licensure in ESL and bilingual education. Colombo has authored two books (2011, 2009) about ESL pedagogy and strategies for teaching ELLs, which were published by the prestigious Sage Publications. She has provided PD to several large school districts and is currently providing PD to teachers in the LPS. For the past 15 years Colombo has presented at national and regional conferences on the topic of preparing teachers to teach ELLs.

Judith Boccia, Ed.D. (Co-PI, Director, Office for School Partnerships (OSP) and faculty member, GSE). Boccia has been with the OSP for 25 years. She has been instrumental in facilitating partnerships, developing collaborative programs, and securing grant funding to connect UMass Lowell faculty with educators in public schools throughout the northeast region of the state, as well as managing large federal grants. The OSP has active programs with 30 school districts with a focus on professional development for teachers and leaders. Since 2004, OSP has co-directed the Northeast STEM Pipeline Network, a state funded regional collaborative of 20 school districts, 6 institutions of higher education, 3 workforce investment boards, and industry representatives. In her 25 years at the OSP, she has written and presented widely on school university collaboration, urban school issues, and leadership challenges.

Elizabeth Bifuh-Ambe, Ph.D. (Assistant Professor, GSE). Bifuh-Ambe has over 10 years experience providing direct instruction to ELLs, and has extensive experience in designing and implementing graduate courses and PD to ensure that pre- and in-service teachers are prepared

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to teach reading and writing to ELLs. Bifuh-Ambe has published and facilitated numerous workshops for teachers in the area of teaching ELLs.

Vera Ossen, Ed.D., (Director of Educator Preparation Programs, Faculty, GSE). Ossen has been Director of Educator Preparations Programs at the GSE since 1998. She is Graduate Coordinator for master's degree programs, NCATE Coordinator, and faculty in the pre-service teacher preparation program.

Patricia Fontaine, Ed.D. (Practicum Coordinator, Clinical Assistant Professor, GSE). Fontaine has over 20 years experience as liaison between the GSE and area school districts, where she places pre-service teachers for practica. She has extensive experience preparing pre-service teachers to teach ELLs in the content areas.

James Nehring, Ed.D. (Assistant Professor, GSE). Nehring has 16 years preparing teacher leaders and coaches. During the past five years he has worked with nine area school districts providing PD for teacher leaders and coaches. He has published widely about this topic.

Michelle Gugliuzza, M.Ed. (Assistant Superintendent, LPS). Gugliuzza has 30 years public school experience as a teacher and school leader. She has coordinated curriculum and PD in the LPS for 25 years. She currently supervises PD, teacher mentoring, ELL programs.

Clara Peña-Gonzalez, M.Ed. (Director English Language Programs, LPS). Peña-Gonzalez has been the Supervisor of ELL Programs K-12 in the LPS since 2010. Prior to this she was an assistant principal in the LPS.

Heidi Perez, M.Ed. (District Facilitator for ELL Programs, LPS). Perez has been in this role, providing PD to LPS teachers since 2010. She has more than 10 years as a licensed ESL teacher. Perez has developed materials for ESL students and is an adjunct instructor who prepares teachers to teach ELLs for the GSE.

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Laurie Hartwick, LPS (ESL Teacher, LPS). Hartwick has been an ESL teacher in the LPS for the past 10 years. She provides PD to LPS teachers, and is an adjunct instructor who prepares teachers to teach ELLs at a local university.

(c) Quality of the Management Plan

All activities for the PETALLs program will be performed within the five year timeline shown in the tables below and within the budget allocated for the entire program. The *PETALLs* management plan has been devised to achieve the objectives of the *PETALLs* project on time and within budget, and includes clearly defined responsibilities, timelines, and milestones for

The *PETALLs* project will be guided by a Project Advisory Council. The Advisory Council will meet six times per year to ensure that the project has proper oversight, communication and feedback from all the stakeholders. The Advisory Council, comprised of GSE and LPS personnel as well as key external figures, will provide formative guidance to *PETALLs*. GSE representatives include Dr. Michaela Colombo, Associate Professor (PI); Dr. Judith Boccia, Director of the Office for School Partnerships (Co-PI); Dr. Elizabeth Ambe, Assistant Professor (Co-PI); Dr. Vera Ossen, Director of Licensure; and Dr. Patricia Fontaine, Supervisor of Pre-Service Teacher Practicum. Advisory Council members from the LPS include Michelle Gugliuzza, Assistant Superintendent of Schools; Dr. Lynne Catarius, Director of Assessment and Accountability; Clara Gonzalez, Supervisor ELL Programs; Heidi Perez, ELL District Facilitator; Paula Bransfield, District Science Coordinator; and Donna Chevaire, District Math Coordinator. Other members will be Jeff Sun, Project Evaluator; Dr. Esta Montano, State Director, Office of English Language Acquisition and Academic Achievement, MA DESE; and David Nieto, Research & SEI PD Coordinator, MA DESE, Office of English Language Acquisition & Academic Achievement.

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After the council convenes its first meeting, it will appoint two subcommittees; an Executive Committee and an Evaluation Committee. The Executive Committee will meet on the every other month schedule or when needed to make important decisions. The Evaluation subcommittee will meet with the project evaluator team to formulate the project benchmarks and review the project logic model, action plans and professional development models. In summary, the Advisory Council will monitor progress of the project, receive and adjust project activities from formative evaluator feedback, and deal with any issues that arise in a timely manner.

(1). The Adequacy of the Management Plan To Achieve the Objectives

GSE and LPS faculty and administration will work collaboratively to accomplish each goal of this five-year project. The GSE and its Office of School Partnerships and the LPS have a long standing collaborative relationship have partnered on many professional development initiatives over the past 20 years. This relationship and trust developed will prove invaluable while working together on the five year *PETALLs* program. Table 6, on the following page, illustrates how the project will achieve the objectives of PETALLs on time and within budget, and clearly defines project responsibilities, timelines, and milestones.

Table 6: Annual timelines, Project Milestones, and Schedule of Activities

Goal One: Pre-service teacher program completers are prepared to teach ELLs.						
Activities	Y1	Y2	Y3	Y4	Y5	Person(s) Responsible
10 pre-service teachers (5 secondary and 5 elementary) are identified each year for dual licensure program.		x	x	x	x	Colombo, Ossen (GSE)
Identified pre-service teachers are placed in LPS for pre-practicum, including instructional rounds.		x	x	x	x	Gugliuzza, Gonzalez, (LPS) Fontaine (GSE)
Identified pre-service teachers complete practicum (student teaching) in the LPS.			x	x	x	Gugliuzza, Gonzalez, (LPS) Fontaine, Ossen (GSE)
8 pre-service teacher completers pass the MA-ESL test (each year).			x	x	x	Ossen, pre-service teachers
Pre-service teachers complete a five day orientation seminar.	x	x	x	x	x	Fontaine, Colombo
Each year 25 pre-service teachers successfully complete methods courses that infuse MA DESE Category PD		x	x	x	x	6 faculty who teach methods courses
Goal Two: Prepared pre-service teachers with focus on STEM content subjects, are placed in instructional settings teaching ELLs within one year of program completion, and continue to teach ELLs for at least three years.						
Project Activities	Y1	Y2	Y3	Y4	Y5	Person(s) Responsible

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8 pre-service teacher completers will be interviewed for existing positions in the LPS each year.			x	x	x	Gugliuzza (LPS)
8 pre-service teacher completers will be employed in LPS or other instructional settings serving ELLs each year.			x	x	x	Colombo, Ossen, Fontaine (GSE)
Support and debriefing meetings for pre-service teacher completers – 4 per year.			x	x	x	Colombo, Boccia (GSE), Perez (LPS)
Bi-annual PETALLs Conference PD- special issues (e.g., SPED, Response to Intervention, Students with Interrupted Schooling)			x		x	Boccia, Colombo, Ambe (GSE), Gonzalez, Perez (LPS)
Goal Three: GSE faculty will have the knowledge and understanding to prepare all teachers to effectively teach ELLs.						
Project Activities	Y1	Y2	Y3	Y4	Y5	Person(s) Responsible
6 faculty members receive PD in MA DESE Cat. Standards (Table 1)	x					Colombo, Ambe (GSE)
Using professional learning communities, 6 GSE faculty collaborate to review syllabi to incorporate MA DESE Category Standards.	x					Colombo, Ambe, Fontaine, Ossen (GSE)
GSE 6 faculty meet annually to review pre-service teacher student outcomes, and adjust instruction accordingly.		x	x	x	x	Colombo, Ambe, Fontaine, Ossen (GSE)

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Goal Four: LPS paraprofessionals are prepared to provide services to ELLs in the LPS.						
Project Activities	Y1	Y2	Y3	Y4	Y5	Person(s) Responsible
Coaches provide 16 hours PD to LPS paraprofessionals in Y1	x					Perez (LPS), Nehring (GSE)
Coaches provide 4 hours follow-up PD		x	x	x	x	Perez (LPS), Nehring (GSE)
Paraprofessional attend bi-annual PETALLs Conference PD.			x		x	Boccia, Colombo, Ambe (GSE), Gonzalez (LPS)
Goal Five: In-service LPS teachers, especially teachers of STEM content, will be prepared to effectively teach ELLs in LPS.						
Project Activities	Y1	Y2	Y3	Y4	Y5	Person(s) Responsible
10- PD (monthly) workshops/debriefing sessions in coaching and content (MA DESE Category PD)	x	x	x	x	x	Nehring (GSE); Perez (LPS)
Category training to 900 teachers (180 teachers per year)	x	x	x	x	x	Coaches, Perez (LPS)
Identify and recruit teachers	x					Boccia (GSE) Bransfield & Chevaire (LPS)
In-service teachers complete course 1		x				Colombo (GSE) Perez (LPS)
In-service teachers complete course 2			x			Colombo (GSE) Perez (LPS)

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In-service teachers complete course 3					x	Colombo (GSE) Perez (LPS)
In-service teachers complete course 4					x	Ambe (GSE) Hartwick(LPS)
20 in-service teachers (Group 2- See Table 3) complete MA ESL PD to prepare for MA-ESL licensure test.	x		x			Colombo (GSE), Hartwick (LPS)
Goal 6: LPS administrators will be prepared to effectively supervise and support the effective teaching of ELLs						
Project Activities	Y1	Y2	Y3	Y4	Y5	Person(s) Responsible
PD for principals and assistant principals will be developed.	x					Boccia (GSE),Gonzalez (LPS)
LPS Principal provide PD to principals and assistant principals during regular monthly administrative meetings.		x	x	x	x	Gonzalez (LPS)
LPS principals and assist, principals attend bi-annual <i>PETALLs</i> PD.			x		x	Boccia, (GSE),Gonzalez (LPS)
Goal 7: <i>PETALLs</i> Model will be disseminated regionally and nationally.						
Project Activities	Y1	Y2	Y3	Y4	Y5	Person(s) Responsible
Present at regional and national conferences (TESOL affiliates and TESOL, ASCD)			x	x	x	Colombo, Boccia, Ambe (GSE), Gonzalez, Perez (LPS)
Submit to regional and national publications (TESOL, ASCD)				x	x	Colombo, Boccia, Ambe (GSE), Gonzalez, Perez (LPS)

(c) (2) The Extent to Which the Time Commitment of the Project Director and Principal Investigator and Other Project Personnel Are Appropriate and Adequate

The Project Director and Principal Investigator and other project personnel have extensive experience relevant to the *PETALLs*' program and have an established record of collaborative work, which will enhance their ability to implement *PETALLs*. Service to educational communities is a professional responsibility for GSE faculty as is clearly detailed in contracts between UMass and faculty. As illustrated in the management plan and budget narrative, all project personnel have appropriate and adequate time to ensure the accomplishment of *PETALLs*' goals and objectives.

Dr. Michaela Colombo, the Principal Investigator and Project Director, will plan PD for in-service teachers and paraprofessionals in collaboration with LPS faculty and oversee PD with GSE faculty. Dr. Colombo will also co-teach graduate courses in the LPS. Dr. Colombo's extensive work in PD for ELL educators and her relationships with LPS faculty will ensure that *PETALLs* meets its PD goals.

Dr. Judith Boccia (Co-PI) will be the Project Co-Director. She will coordinate with LPS district-wide coordinators of STEM areas to recruit and retain STEM faculty. Dr. Boccia will also work with LPS administrator representative to ensure that PD for administrators is effectively implemented. Her time is an in-kind contribution from the University to the project. Dr. Boccia's 25 years of experience supervising multifaceted, collaborative projects is an important benefit to *PETALLs*.

Dr. Elizabeth Ambe (Co-PI) will collaborate with GSE and LPS faculty to plan and implement PD in the LPS. She will co-facilitate PD for GSE faculty, and review syllabi to ensure that curriculum is aligned with MA DESE standards for content and ELL proficiency benchmarks. Dr. Ambe's extensive knowledge of bilingual reading pedagogy will be an asset to *PETALLs*.

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Ms. Cynthia Bent, Project Manager at the Office of School Partnerships, will manage the day-to-day operations of *PETALLs*. She will coordinate activities, schedules, attend and take minutes at all advisory and executive board meetings, and will be responsible for oversight of all records. She will assist with any other tasks as necessary.

PETALLs will engage Sun Associates as its external evaluation partner. Sun Associates has worked with UMass Lowell and the LPS as external evaluator for earlier projects including a number of US Do Ed initiatives. Sun Associates has a well-established track record for helping projects identify those aspects of project performance that can be formatively improved to focus project outcome effectively for participants and funders. Dr. Peter McGinn, Dr. Sandra Carriker, and Mr. Peter Drescher will make up the evaluation team assigned to *PETALLs*.

Utilizing the above personnel resources, the entire project team will present a cohesive program of PD that will include pre- and in-service teachers, PK-12 administrators, paraprofessionals and GSE faculty. The entire team has the knowledge and experience to direct and implement a successful five-year project. The GSE and the LPS have the capacity to hold PD workshops and events on campus and to provide management services and oversight by senior staff whenever needed.

(d) Quality of the Project Evaluation.

(1) Extent to which the methods of evaluation are thorough, feasible and appropriate to the project goals

In order to effectively assess the progress *PETALLs* is making toward fulfilling its goals, both internal program objectives as well as the applicable GPRA performance measures for the overall U.S.

Department of Education's NPD program, we propose a comprehensive project evaluation plan. The evaluation methods proposed for *PETALLs* are consistent with best and proven practices for a mixed methods program evaluation that combines quantitative and qualitative data. This evaluation will be

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conducted by a highly qualified and experienced external evaluator with a strong background pre-service and in-service PK-12 teacher training as well as federal programs evaluation. Our evaluation will formatively guide *PETALLs* throughout its five-year program and will provide substantive evidence that the project has a positive impact on the ability of the LPS to support its ELL students.

(2) Use of Objective Performance Measures

PETALLs will measure its progress formatively and summatively against a set of performance measures related to the six U.S. Department of Education GPRA measures for the overall NPD program. The mapping of our measures to project goals to benchmarks, targets and GPRA measures is shown in Table 7 (below) as well as in the *PETALLs* program logic map. On a day-to-day basis, the *PETALLs* project will be guided by data arising from these performance measures and the resulting evaluation analysis. Following the logic of our project plan (as shown in the diagram), the degree to which we are successful in meeting our intermediate objectives is an indicator of our ability to achieve the overarching program goal of improving the ability of ELL students to acquire English language skills, literacy, and content knowledge.

Table 5. Evaluation Plan – Outcome Performance Measures

Project Goal	Intermediate Performance Targets¹ and/or Measures	Data Collected	Outcome Performance Measures
1. Pre-service teachers are prepared to teach ELLs.	# of pre-service teachers who complete practicum and course work for dual licensure (40) % of pre-service teacher program completers who pass ELL licensure test (GPRA 1.1) (80%) % of pre-service teachers program completers who complete MA DESE category training to teach ELLs (GPRA 1.1) (100%)	Count of participants and program completers Participant Focus Groups Participant Surveys	
2. Prepared pre-service teachers will continue to teach ELLs for at least 3 years		Counts of participants and program completers Participant follow-up surveys	% of pre-service teacher program completers (from Goal 3) with dual licensure

¹ Targets are shown following each performance measure. Target numbers or percentages are cumulative for Project Years 1 – 5 except as noted.

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		<p>Review of LPS employment records</p> <p>Teacher focus groups</p>	<p>employed by LPS or other districts (GPRA 1.2) (80%)</p> <p>% of pre-service teacher program completers (from Goal 3) with category training employed by LPS or other districts (GPRA 1.2) (70%)</p> <p>% of pre-service teacher program completers with dual certification or category training (from Goal 3) that remain employed teaching ELLs for at least 3 years (GPRA 1.3) (80%)</p>
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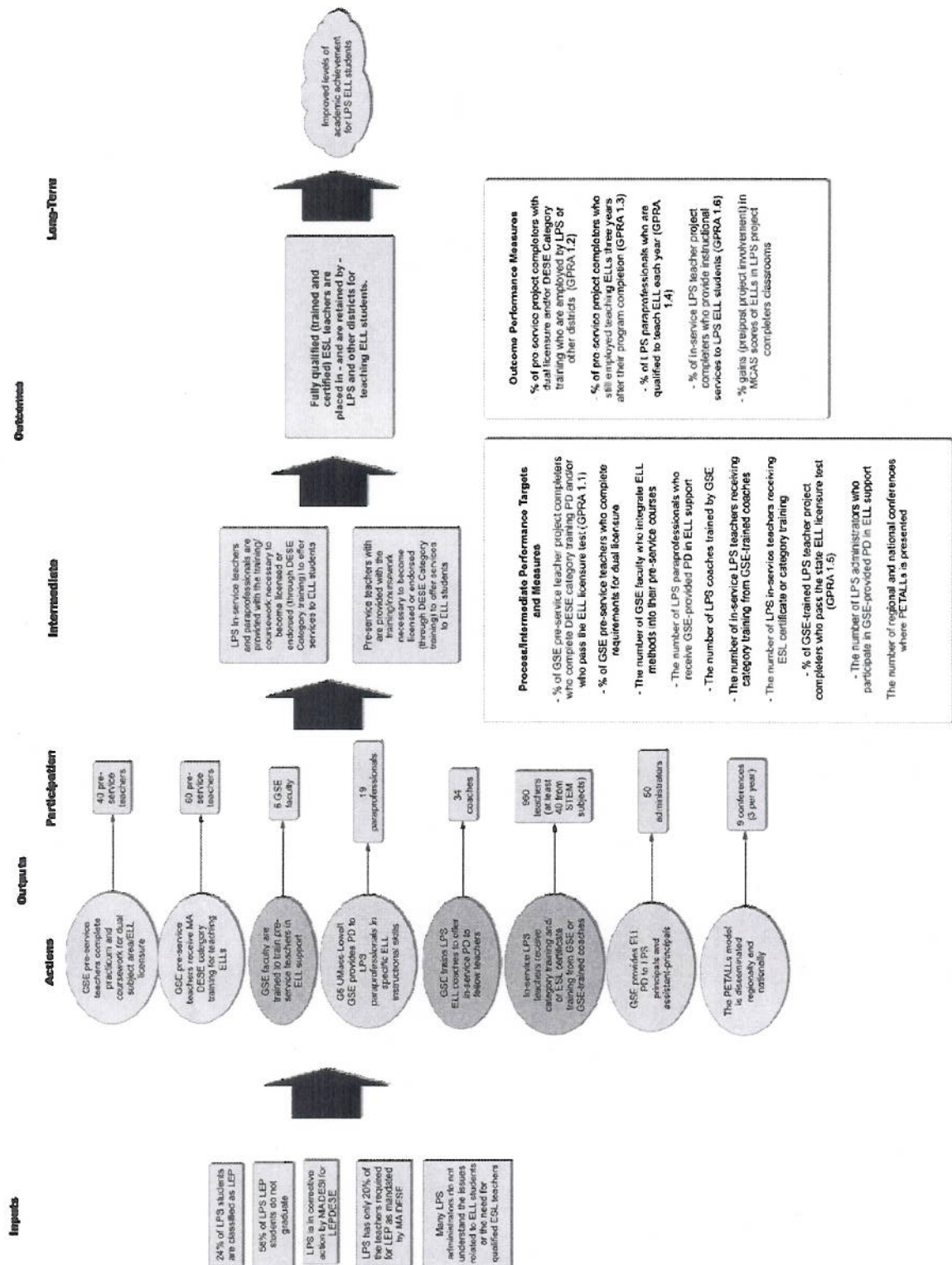
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3. GSE faculty will have the pedagogy to prepare all teachers effectively to teach ESL	# of faculty that integrate ELL methods into their courses (6)	Count Faculty interviews	
4. LPS paraprofessionals are prepared to provide services to ELLs in LPS	# of paraprofessionals that receive PD in ELL support (19)	Counts of participants and program completers Focus Groups Surveys	% of paraprofessional program completers that provide support to ELLs who have received 12 hours per year of category PD (GPRA 1.4) (100%)
5. In-service teachers, especially teachers of STEM content, will be prepared to effectively teach ELLs in LPS	# of coaches trained (34) # of teachers receiving category training from LPS Coaches (900) # of teachers of STEM content completing 12-credit ESL certificate training (40) # of teachers of ELLs not currently licensed who complete alternate route to PD (20) % of in-service teacher program completers	Counts of participants and program completers Professional Development observation Participant Focus Groups Participant Surveys	% of in-service teacher program completers trained by the project who provide instructional services to LPS ELLs (GPRA 1.6) (95%)

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	who pass the ELL licensure test (GPRA 1.5) (80%)		
6. LPS administrators will be prepared to effectively supervise and support the effective teaching of ELLs	# of principals and assistant-principals that participate in GSE PD (50 – 20 principals and 30 assistant principals)	Counts of participants and program completers Focus Groups Surveys	
7. The PETALLs model will be disseminated regionally and nationally	# of regional and national conferences that feature presentations about the PETALLs model (9)	Counts of participants and program completers Review of conference agenda Interviews of project staff	

The PETALLs Project Logic Map



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Our data collection strategy will be guided by data necessary to substantiate project progress toward meeting the six GPRA indicators as well as the project's quantitative performance targets (most of which are associated with individual objects related to each project goal). It should be noted that not all evaluation data will be strictly quantitative. As noted in Table 7, we will also collect a range of qualitative data through teacher/participant professional development observations, participant surveys, participant focus groups and interviews. Our evaluators will spend a considerable amount of time interacting with teacher participants within the context of project activities (classes, workshops, etc.). Pre-service and in-service teacher participants will be regularly surveyed in conjunction with their participation in project-supported activities. The evaluators will conduct focus group interviews of participants in pre-service classes and in-service workshops. GSE faculty will be interviewed annually.

Since the outcome of the *PETALLs* project is improve ELL student academic achievement, the evaluators will facilitate an analysis of student performance data² that compares student scores on the state standardized tests (ELA, math and science) for ELL students from before their teachers completed *PETALLs* professional development with those same teachers' students' scores from after their program participation. This data-based finding will be reported annually starting in Year 3 (after the first project participants have taught a measurable year of ELL students).

(3) The extent to which the evaluation will provide performance feedback

Project data will be collected on an on-going basis throughout the project year as necessary. Formative data reports will be shared regularly by the evaluators with project staff. All data will be gathered, analyzed, and summatively reported in conjunction with the annual scoring of project performance against its benchmarked performance indicators. Findings will

² This analysis will be subject to the required IRB human subjects research review.

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then be reported as part of the project's annual report to the U.S. Department of Education and *PETALLs* partners.

Project evaluation will play a strong role in advising the project and insuring that the project adheres to its intended work plan and outcomes. As shown in Table 5, the performance measures have clear quantitative goals, and these measures of project outcomes and process activities constitute the annual reporting of progress that the project will make to the U.S. Department of Education. In addition, the evaluators will conduct monthly formative reviews of the full range of project activities, including qualitative evaluation of the project's PD offerings, administrative efficiency, and other aspects central to the mission of the project. Formative findings will culminate annually in the creation of a set of project-specific recommendations aimed at improving outcomes and assuring progress toward the fulfillment of all project benchmarks. The evaluators will initiate this additional yet integral assessment process at the outset of project work shortly following funding. By convening project stakeholders in an evaluation summit, the evaluators will engage key partners in a discussion the project's logic map, action plans, and professional development model, with an eye toward identification of those aspects of project work that can be fine-tuned and adjusted as implementation progresses.

PETALLs will utilize the services of Sun Associates as its external evaluator. Sun Associates evaluates a wide range of educational projects in K-12 school districts, state departments of education, institutions of higher education, and other educational consortia. Highlights of current projects include serving as external evaluator for seven current U.S. Department of Education Teaching American History projects; field-based data collector for the Northeast and Islands Regional Educational Laboratory's Long Term Literacy Intervention Study (a U.S. Department of Education-funded project); and numerous other long and short

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range educational research and evaluation projects. Notably, in the area of pre-service teacher education, Sun Associates served as program evaluator for several of the U.S. Department of Education's Preparing Tomorrow's Teachers for Technology (PT3) grants – including one of the large three-year Catalyst grants (New Hampshire's Preparing New Teachers 2). Sun Associates will assign three staff (resumes attached) to this project – Dr. Peter McGinn, Dr. Sandra Carriker, and Mr. Peter Drescher. All these staff are experienced educational administrators, teachers, and evaluators. Dr. McGinn and Mr. Drescher have backgrounds working with special needs and multilingual students. Dr. Carriker has higher education administration experience overseeing college/university faculty and pre-service education students. In the analysis and reporting tasks, our key evaluation staff will be assisted by evaluation research associates on staff with Sun Associates, who bring additional experience and skills in quantitative/qualitative data analysis, data collection, and editorial work.

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