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APPLICATION FOR GRANTS UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

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Name of the IHE: Sonoma State University

Title of the Program: Accelerating Academic Achievement for English Learners (AAAEL) - A High Quality Academic Language and Content Literacy Instruction Professional Development Project

Consortia Partners: Cotati-Rohnert Park Unified School District, Sonoma Valley Unified School District

Project Description: The Accelerating Academic Achievement for English Learners (AAAEL) project will engage inservice and preservice teachers of middle and high school mathematics, science and English language arts in sustained, collaborative professional development focused on improving EL student (ELs) outcomes associated with California state language proficiency and content area standards. Sonoma State University will serve as the Project Lead for the project. The AAAEL Project will provide high quality professional development experiences through use of the *Performance Assessment of California Teachers (PACT)*¹ as the frame of reference for instructional planning and implementation. The PACT is a portfolio-based assessment of preservice teaching performance that is comprised of five tasks (Context, Planning, Instruction, Assessment, and Reflection) that are focused on documenting a brief segment of learning in a Teacher Event (TE) portfolio. The PACT TE was developed to prompt teacher candidates to make connections between the different teaching tasks, and to provide evidence to understand the approaches to teaching planned and implemented during a brief learning segment.

Using PACT as an instructional frame, inservice and preservice teacher participants will develop, implement and evaluate the effectiveness of learning segments (units of instruction) targeted to improving the academic English proficiency and content knowledge of their English learner students. The TE rubrics, which have been validated as measures of individual teacher competence for the purpose of teacher licensure, will be used as the basis for evaluating the effectiveness of the high quality EL-focused content instruction developed and implemented by Inservice and Preservice teachers. The AAAEL Project will be implemented in two phases. In the Phase I of the project, Preservice and Inservice teachers will engage in a Co-Teaching experience of planning, developing and implementing a high quality EL-focused Teaching Event that will serve as the model for their Preservice (student teacher) partners. In Phase II of the project, Inservice Teachers will mentor their student teacher partners in their development a PACT TE for the purposes of state licensure.

Prior to implementing the teacher performance assessment lesson study experience, both inservice and preservice teachers will participate in an intensive professional learning experience that will focus on research-based methods and strategies for improving the academic language and content knowledge of EL students. This learning experience will be delivered in a hybrid format, using both face-to-face and online (via Moodle) formats for optimal engagement in the professional development materials and activities. Inservice teachers will receive this learning experience in a Summer Institute, where they will also be trained on the PACT assessment. Preservice teachers will receive this learning experience in their formal teacher education program

¹ PACT (2011) <http://www.pacttpa.org/main/hub.php?pageName=Home>

coursework (specifically, EDSS 446: Language and Literacy Across the Curriculum: Middle and Secondary Schools)

Four (4) school districts in Sonoma County, CA with high populations of underachieving EL's will serve as site-based partners for the AAAEL Project. Mentor teachers at each school site will serve as the inservice teacher partners in the professional development collaborative. Secondary credential candidates from Sonoma State University will service as the preservice teacher partners for the project. Kelly M. Estrada, Ph.D., Associate Professor of Education will serve as the Project Director for the grant. Key personnel from Sonoma State University (School of Education faculty & graduate students), the Sonoma County Office of Education (Office English Learner Professional Services) and Public Works Inc. (Program Evaluator) will serve as co-developers and facilitators of the AAAEL Project.

Outcomes of the AAAEL Professional Development Project will be to: 1) provide professional development activities designed to improve classroom instruction for English Learners (ELs) for 130 inservice and 130 preservice teachers, 2) increase English learner acquisition of English, accelerate academic achievement in mathematics, science and English language arts, and increase student participation in mathematics and science academic coursework, and 3) develop a high quality professional development curriculum of research-based instructional practices to support English learner achievement that can be delivered effectively using a hybrid (face-to-face and online) approach.

The evaluation will be aligned with the materials developed in the planning phase and the existing rubrics related to the PACT as the framework for instrumentation and analysis. The evaluation will also be aligned to the specific research-based practices identified for the professional development program targeted to improve the academic English proficiency and content knowledge of English Learner students. Research questions for the evaluation include:

- (1) How did in-service teachers participating in the professional development infuse best practices for English Learners into their teaching practices?
- (2) How did the participation of pre-service teachers in the professional development result in implementation of best practices related to English Learners in the PACT process?
- (3) How did the project achieve the specific GPRA's for this program?

Formative and summative data related to implementation of the professional development (PD) program and supporting year-end and summative reporting to the US Department of Education will be collected and analyzed in relation to project activities, outcomes and research questions. Pre- and post-teaching practices and attitudinal survey for in-service teachers and a pre- and post-teaching preparation and attitudinal survey for pre-service teachers to be administered prior to participation in the program and at the end of training. A PD activity feedback form will be developed to collect data on an ongoing basis to be used by project staff in planning, implementing, and refining the professional development activities. Teaching Event artifacts (e.g. lesson plans, completed rubrics, feedback, revisions, etc.) will be collected from a random sample of ten participating pre-service teachers each year and qualitatively assess implementation of the professional development using existing PACT rubrics and specifically addressing alignment to best practices for English Learners outlined in the professional development. The pre- and

post-surveys for in-service and pre-service teachers will be administered annually to participants. The feedback form will be collected at all professional development activities from all participants.

Priorities:

The AAAEL Project will address the following Competitive Preference Priorities of the National Professional Development (NPD) RFP:

- Competitive Preference Priority 2: Enabling More Data-Based Decision-Making: Inservice/Preservice Teachers will utilize data from the PACT Teaching Event rubrics for instructional decision-making in the refinement of EL-focused instruction targeted to increasing the English language proficiency and academic achievement of ELs.
- Competitive Preference Priority 3: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education – The focus of the AAAEL Project will be on Inservice/Preservice teachers of secondary science and mathematics.

The AAAEL Project will address the following Invitational Priorities:

- Invitational Priority 2: Improving Preparation of All Teacher to Better Serve English Learners – The AAAEL Project is designed to improve the secondary credential teacher education experience as Sonoma State University with a specific focus on better preparing candidates to provide effective science, mathematics and English language arts instruction for ELs.

GPRA Measure Targets	Y 1	Y 2	Y 3	Y 4	Y 5
# of Pre-service Teachers expected to be served	0	30	30	30	30
# of Pre-service Teachers expected to complete the program of study	0	30	30	30	30
# of Pre-service Teacher completers expected to be placed in instructional settings serving ELs	0	20-30	20-30	20-30	20-30
# of Pre-service Teacher completers expected to complete the program of study and be certified in EL instruction		30	30	30	30
# of para-professionals expected to be served	N/A	N/A	N/A	N/A	N/A
# of para-professionals expected to meet state or local qualifications for ELs	N/A	N/A	N/A	N/A	N/A
# of In-service Teachers expected to be served	10	30	30	30	30
# of In-service Teachers expected to complete the program of study	10	30	30	30	30
# of In-service Teachers expected to complete the program of study and be certified in EL instruction	N/A	N/A	N/A	N/A	N/A
# of In-service Teachers completers who are expected to serve EL students	10	30	30	30	30

Contact: Kelly M. Estrada, Ph.D. (707)664-2042; kelly.estrada@sonoma.edu

Accelerating Academic Achievement for English Learners (AAAEL): A High Quality
Academic Language and Content Literacy Instruction Professional Development Project

My resident teacher describes mathematics as a “self straining” field. What she means by this is that many students start off enjoying mathematics because they understand it and are able to do computations. Mathematics is very logical and clear cut; there are not a lot of grey areas. However, as students progress through the years, the mathematics becomes more difficult, the concepts get more abstract, especially for our EL students. Once they [the EL students] reach a topic in mathematics that is beyond their grasp, they shut down and their attitude towards math changes for the worse (Excerpt from a Context for Learning Task completed by a Preservice Teacher of Secondary Mathematics in spring of 2011).

Introduction

In the recent *Closing the Achievement Gap* report by the California Department of Education (2008), the need for increased effort and innovative methods for addressing the needs of English Learner students by all educational stakeholders was made clear. In their executive summary, the authors state that the “State of California has not lived up to this commitment for all students, particularly poor, racial/ethnic minority students; English learners; and students with disabilities” (p. 1). According to 2006 California Standardized Test (CST) data, only 14% of English Learners (ELs) achieved proficiency in English language arts compared to 60% of White and 64% of Asian students and only 25% of ELs achieved proficiency in mathematics compared to 53% of White and 67% of Asian students (CDE 2008). In their review of the magnitude of this gap in achievement, the authors wrote: “The state cannot afford—morally, socially, or

economically—to ignore the fact that major segments of the next generation continue to fall short of their potential. Quite simply, in a demanding global economy, the achievement gap threatens not only the future of California students, but also the future economic health and security of this state and nation. The simple yet terrible fact is that the population of students that is growing the fastest in this state is the population that is often lagging the farthest behind” (p. 14).

One clear means for closing this achievement gap is to provide better and more effective preparation of inservice and preservice teachers to meet the specific learning needs of EL students. The Sonoma State University *Accelerating Academic Achievement for English Learners* (AAAEL) Project is a targeted English learner professional development initiative that will provide middle and high school inservice teachers and preservice credential candidates in mathematics, science and English language arts with an ongoing, intensive professional development experience that is: a) connected to practice and partner school initiatives, b) focused on the teaching and learning of specific academic content, and that c) builds strong working relationships among teachers so as to accelerate the English language development and academic achievement of English Learners (Jaquith, A., Mindich, D., Wei, R. C., and Darling-Hammond, L. December 2010). Our project design for implementing high quality EL-focused professional development (PD) reflects empirical research on effective approaches to professional learning. Research on effective PD has demonstrated that such learning continues over the long term and is best situated within a community of practice that supports that learning (Garet et al., 2001; Stoll, Bolam, McMahon, Wallace & Thomas, 2006). Such situated learning engages individuals in actively working with others on genuine problems within their professional practice (Burbank & Kauchak, 2003; Lave & Wenger, 1991; Lieberman & Miller, 2001; Oakes & Rogers, 2007).

The AAAEL Project design reflects research from studies that have examined the impact professional development has on student achievement (REL Southwest, 2007). Our approach to professional development reflects the common elements of professional development that affect teacher practice and improve student achievement:

- High-quality professional development that is ongoing and affords teachers time to practice what they have learned and receive feedback on how well they are implementing what they have learned;
- High-quality professional development that is connected to school and district goals for student learning;
- Professional development that is focused on improving a teacher's content knowledge;
- Professional development decisions that are driven by data to determine the needs of teachers and determine the effects of the training on student learning.

The goals of the AAAEL Professional Development Project are to: 1) provide professional development activities designed to improve classroom instruction for English Learners (ELs) for 130-140 inservice and 130-140 preservice teachers, 2) increase English learner acquisition of English, accelerate academic achievement in mathematics, science and English language arts, 3) increase student participation in mathematics and science academic coursework, 4) develop a high quality professional development curriculum of research-based instructional practices to support English learner achievement, and 5) effectively deliver EL-focused professional development using a hybrid (face-to-face and online) approach. Using a collaborative and sustained approach to professional development, the AAAEL Project will address the following Competitive Preference Priorities:

- Competitive Preference Priority 2: Enabling More Data-Based Decision-Making: In conjunction with using English language proficiency and subject matter standardized assessment data, Inservice and Preservice Teachers will utilize data from the PACT Teaching Event rubrics for instructional decision-making in the refinement of EL-focused instruction targeted to increasing the English language proficiency and academic achievement of ELs.
- Competitive Preference Priority 3: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education – The focus of the AAAEL Teacher Professional Development Project will be on Inservice and Preservice teachers of secondary science, mathematics and English language arts (for the purposes of accelerating academic English language proficiency).

The AAAEL Project will address the following Invitational Priorities:

- Invitational Priority 2: Improving Preparation of All Teacher to Better Serve English Learners – The AAAEL Project is designed to improve the secondary credential teacher education experience as Sonoma State University with a specific focus on better preparing our candidates to provide effective science, mathematics and English language arts instruction for ELs. Project facilitation by teacher education faculty and content methods faculty (science, mathematics and English language arts) will improve their ability to prepare credential candidates to teach ELs and will result in a set of high quality EL-focused curriculum modules and instructional models that will be implemented in teacher preparation coursework in the areas of academic English language acquisition, literacy and content knowledge.

Project Design

The AAAEL Project will engage Inservice and Preservice teachers in iterative cycles of planning, implementation, reflective analysis and evaluation of EL-focused instruction aimed at increasing the English language development and academic achievement of EL students. Freeman, Freeman, & Mercuri, 2003). The instructional frame that will guide the professional development project activities will be the Performance Assessment of California Teachers (PACT) Teaching Event tasks and rubrics¹. The PACT is a portfolio-based assessment of preservice teaching performance that is comprised of five tasks (Context, Planning, Instruction, Assessment, and Reflection) focused on documenting a brief segment of classroom-based learning (Learning Segment). The Teaching Event (TE) places student learning at the center, with special attention to subject-specific pedagogy and the teaching of English Learners. The TE is characterized by an integrated task design that was developed to prompt teacher candidates to make connections between the different teaching tasks, and to provide evidence to understand the approaches to teaching planned and implemented during a brief learning segment. Teaching artifacts include lesson plans, video clips of teaching and learning, student work samples, and daily reflections. Commentaries are written responses to a set of task-specific prompts. The commentaries both provide contextual information needed to understand the artifacts and describe your reasoning behind or analysis of the artifacts. The artifacts provide an authentic representation of the teaching and learning that is referenced in the commentaries.

Artifacts for the TE are assessed using twelve rubrics (10 task-based, 2 holistic) that have been validated as measures of individual teacher competence for the purpose of teacher licensure (Pechione & Chung 2006). The PACT rubrics assess five major domains of subject-specific

¹ PACT (2011) http://www.pacttpa.org/_main/hub.php?pageName=Home

teaching practice: planning, instruction, assessment, reflection, and academic language development (see Table 1). The scores give candidates, programs, and states an analytic portrait of individuals and groups of candidates in terms of areas of strength and weakness on the domains assessed. Rubric score levels range from Level 1 to Level 4, with Level 1 representing weaker performance and Level 4 representing more advanced levels of performance. Each “cell” of the scoring rubric describes typical candidate performance at each score level.

Table 1. PACT Rubrics by Teaching Event Task

<p>1. PLANNING</p> <p>Establishing a Balanced Instructional Focus</p> <p>Making Content Accessible</p> <p>Designing Assessments</p> <p>2. INSTRUCTION</p> <p>Engaging Students in Learning</p> <p>Monitoring Student Learning During Instruction</p>	<p>3. ASSESSMENT</p> <p>Analyzing Student Work From an Assessment</p> <p>Using Assessment to Inform Teaching</p> <p>Using Feedback to Support Student Learning</p> <p>4. REFLECTION</p> <p>Monitoring Student Progress</p> <p>Reflecting on Teaching</p> <p>5. ACADEMIC LANGUAGE</p> <p>Understanding language demands</p> <p>Supporting academic language development</p>
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Our use of the PACT teacher performance assessment as a frame for professional development was based on evidence demonstrating that teachers’ assessment of their own teaching and their students’ learning while it is being undertaken (as opposed to the review of aggregate data post-hoc to the teaching experience) significantly improves student learning (Boud & Walker, 1998; Katz, Sutherland & Earl, 2005). Thus, our approach to professional

development is one that will engage preservice and inservice teacher partners in a sustained, intensive process of inquiry, practical application and the evaluation of their own teaching using a validated method of teacher performance assessment. The five Teaching Event tasks will provide a planning and implementation framework for high quality EL-focused instruction and will be used to structure co-teaching experiences of content-based instruction that integrates high quality EL-focused instructional practices. The PACT rubrics will serve as the basis for Inservice and Preservice teacher participants assessment of the effectiveness of high quality EL-focused content instruction and for the purposes of refining their teaching practice in relation to EL students.

Process of Engagement

Using PACT as an instructional frame, inservice and preservice teachers of mathematics, science and English Language arts will participate in a *Co-Teaching* experience of developing, implementing and assessing the effectiveness of learning segments (units of instruction) targeted to improving the academic English proficiency and content knowledge of their English learner students. The process of *Co-Teaching* is defined as “two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space will guide the process of partnership between inservice and preservice teacher partners (Friend & Cook, 2003). We have integrated a Co-Teaching approach in order to enhance collaboration skills for the Preservice and Inservice teachers, provide professional support for both the Preservice and Inservice teachers, collaboration in classroom and lesson preparation, reduced student/teacher ratio, increased instructional options for all students, diversity of instructional styles, greater student engaged time and greater student participation levels (Friend

& Cook 2003). The following illustrates the key elements of the Co-Teaching model of teacher preparation that will be implemented by the AAAEL Project:

- **One partner teaches, One partner observes** – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus on the observation – where and how the teacher is doing the instruction and observing specific behaviors. It is important to remember that either the teacher candidate or the cooperating teacher could take on both roles.
- **One partner teaches, One partner assists** - is an extension of one teach, one observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments, often lending a voice to students or groups who would hesitate to participate or add comments.
- **Station Teaching** occurs when the Co-Teaching pair divides the instructional content into parts –Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often independent stations will be used along with the teacher led stations.
- In the **Parallel Teaching** approach, each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategies. The greatest benefit to this method is the reduction of the student to teacher ratio.
- The **Supplemental Teaching** strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended, or remediated.

- **Alternative or Differentiated Teaching** strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.
- **Team Teaching** incorporates well planned, team taught lessons, exhibiting an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Co-Teaching will be used during Phase I of project implementation, following the Summer EL Institute experience. This phase corresponds with Phase I of the SSU secondary teacher preparation program. In Phase I of our program, the credential candidate is taking her/his program coursework and is assigned to a Resident Teacher and a classroom field site for the purposes of observing instruction and conducting informal teaching.

In this phase of the project, the Inservice teacher will act as Model for the Preservice teacher through use of Co-Teaching approach. This approach will provide a more intensive, collaborative teaching experience for both Preservice and Inservice teacher partners and enhance their ability to design, implement and assess the effectiveness of high quality instruction for EL students using the PACT teacher performance assessment. Further, Co-Teaching during Phase I of the secondary credential program will enhance the communication and collaboration skills of the Inservice and Preservice teacher partners, will support teacher candidates and their Resident Teachers in building strong professional and personal relationships, and will enhanced and sustained opportunities for teacher preparation faculty to support and facilitate the student

teaching experience through their engagement in the instructional planning, implementation and evaluation activities implemented as part of the AAAEL Project.

In Phase II of the project, which will correspond to the SSU teacher preparation program, Preservice teachers shift roles from observers to student teachers, taking on full responsibility for the teaching of two periods of instruction in the content area in which they are being credentialed. The role of the Inservice Teacher will also shift from that of *Model* to that of *Mentor*. Inservice teachers will serve as both Resident (or cooperating) Teacher for their Preservice Teacher partner as well as University Supervisor (as opposed to the employment of a non-site-based University Supervisor which is the current norm at SSU). As Mentor, the Inservice Teacher will have multiple opportunities to deepen her/his practice through the process of observing, evaluating, critiquing and supporting the Preservice Teacher in the process of completing the PACT TE assessment for the purposes of program completion and licensure. Mentor teachers will be given training in how to provide field supervision for student teachers as well as how to guide student teachers in PACT TE accomplishment without direct coaching. Upon completion of the TE by student teachers, their TE will be assigned to an independent PACT scorer for the purposes of assessment for licensure.

Participants

The AAAEL Project Team (Sonoma State University & The Sonoma County Office of Education) will draw upon existing, long-term partnerships with four (4) local educational agencies (school districts) that have high numbers of English learner students. The partner schools solicited for this professional development project have: 1) a shared school vision and high expectations for the academic achievement of their ELs, 2) shared curricular goals that define expectations for achievement for ELs, 3) a process of strategic monitoring of EL student

performance and use data in making instructional and programmatic decisions, 4) strong community involvement and support, and 5) engaged and supportive instructional leadership (Slavin & Calderon, 2001, Lindholm-Leary, 2007).

Middle and high school teachers of mathematics, science and English Language Arts will serve as the Inservice Teacher participants for the AAAEL Project during both the planning (Year 1) and implementation (Years 2-5) phases. Inservice Teachers will serve as the “Resident Teacher” for each Preservice Teacher (secondary credential candidate) participant. Secondary teacher credential candidates at Sonoma State University will serve as the Preservice Teacher participants during AAAEL Project implementation (Years 2-5). A project cycle will consist of:

1. A summer workshop experience for Inservice teachers consisting of high quality EL-focused methods and PACT scorer training;
2. Preservice Teacher placements with Resident teacher partners for Phase I of the SSU teacher preparation program (during which candidates observe in the Resident Teacher’s classroom);
3. A co-teaching experience during Phase I in which Inservice and Preservice teachers will partner in planning, implementing and evaluating a PACT Teaching Event with the Inservice Teacher serving as the professional model for the Preservice teacher
4. A co-teaching experience during Phase II, the student teaching phase of the teacher preparation program at SSU, during which the Inservice Teacher will serve as the professional mentor for the Preservice teacher;
5. A summer ‘share case’ of project activities and outcomes with a subsequent group of project participants in advance of the next cycle of implementation.

Table 2. Annual Cycle of Professional Development Activities (Years 2-5)

Timeframe	Focus of Activity
June – August	<ul style="list-style-type: none"> • Summer EL Institute for Inservice Teachers (11-day summer workshop experience delivered in hybrid (face-to-face and online) format) • Training to score PACT (in-depth inquiry into the structure of the performance assessment tasks and application of rubrics to benchmark Teaching Events) • High quality instruction in EL methods and strategies using the EL modules developed in Planning Year
September-December	<ul style="list-style-type: none"> • Inservice Teachers paired with Preservice teachers in Phase I of credential Program (Student teacher placed in Resident Teacher’s classroom for observation and informal teaching experience) • Co-Teaching experience implemented • Inservice & Preservice Teachers partner in planning, implementing and assessing the effectiveness of a PACT TE activity with a focus on high quality EL instructional practices • Inservice Teacher acts as professional role model for the Preservice Teacher in completing the TPA
December	<ul style="list-style-type: none"> • Inservice & Preservice Teacher partners debrief the experience of completing a TPA with facilitation of AAAEL Project Staff and Site Partners

February – May	<ul style="list-style-type: none"> • Co-Teaching experience implemented • Preservice & Inservice Teachers partner in planning, implementing and assessing the effectiveness of the PACT TE required for secondary credential candidate certification in the Student Teaching Phase of the program • Inservice Teacher acts as professional mentor for the Preservice Teacher in completing the TPA
May	<ul style="list-style-type: none"> • Inservice & Preservice Teacher partners debrief the experience of completing a TPA with facilitation of AAAEL Project Staff and Site Partners

Quality of Project Personnel

Sonoma State University (SSU), located in Northern California, will serve as the lead on this professional development project in partnership with the Sonoma County Office of Education (SCOE). SSU and SCOE will draw upon existing, long-term partnerships with five (5) local educational agencies (school districts) that have high numbers of English learner students. The key personnel for the AAAEL project consist of the Project Director and Project Coordinator (SSU), Project Facilitator (SCOE), the Project Evaluator (Public Works, Inc.), 2 English Language Professional Development (ELPD) Trainers (SCOE) and 2 graduate student project assistants from the Curriculum Teaching & Learning MA program (SSU).

Kelly M. Estrada, Ph.D., Associate Professor of Education in the Curriculum Studies & Secondary Education Department at Sonoma State University will serve as **SSU Project Director** for the AAAEL Professional Development Project. Kelly, along with fellow literacy specialist faculty at SSU is responsible for teaching the content literacy and EL methods course

for the single subject credential program (EDSS 446) as well as Reading & Language and TESOL MA courses in the graduate program, with an emphasis on the integration of computer and web-based technology components. Kelly has presented at national and state conferences and has published her research related to language acquisition and literacy development in general and on teacher professional development in particular. In addition, she serves as the PACT Coordinator for the Single Subjects credential program and has extensive knowledge in the design and implementation of e-portfolio based performance assessment.

In addition to her experiences as a teacher educator, she served for six years as a curriculum and professional development consultant for the English Language Learner (ELL) Program of the Chester Upland School District. As ELL Program Supervisor, she authored the English Language Learner (ELL) Curriculum Framework for the district that served as the basis for district-wide program implementation. She was responsible for program supervision and for all aspects of program implementation, including budgeting, staff supervision, curriculum development, student assessment, and district-wide professional development activities. In the capacity of ESL consultant Delaware County Intermediate Unit of Pennsylvania, she served as facilitator and co-author of the English as a Second Language (ESL) Curriculum Guide developed for use by county teachers and administrators in meeting the needs of EL students.

With respect to grant funded research and professional development, she has obtained over \$400,000 in state and federal grant monies. She served as Project Director for a series of professional development projects aimed at designing and implementing teacher professional development via computer-based distance learning platforms. With colleagues from the Center for Applied Linguistics and the Computer Technology Research Lab, UCLA School of Medicine, she co-developed a website for the delivery of professional development experiences called the

Professional Development Exchange (PDX, <http://pdx.crump.ucla.edu>). The PDX functions as a virtual classroom, providing participants with the ability to participate in various educational and professional development experiences delivered online. Over the past fifteen years, she has successfully provided various distance-learning experiences to pre-service and practicing teachers using various learning management systems (Blackboard, WebCT, Moodle, PDX) as the vehicle of delivery.

Karen Grady, Ph.D., Associate Professor of Education in the Curriculum Studies & Secondary Education and Chair of the Department at Sonoma State University will serve as the **SSU Project Coordinator** for the AAAEL Project. Karen teaches in both the secondary credential and MA TESOL programs in the School of Education. Her specializations include adolescent literacy, second language pedagogy, and curriculum development. Karen has worked directly with English language learners for 14 years as an ESL teacher in the California public schools and also has extensive experience providing preservice and inservice teacher education on the topic of teaching English learners. She has consulted with public schools in Indiana and California on teaching secondary content through SDAIE strategies, has presented at international, national, and state conferences on research related to literacy development in general and working with English language learners in particular. She has published in the TESOL Journal, Teachers College Record, and the International Journal of Social Studies, among others.

As the principle investigator and administrator of more than one million dollars in federal and state grants, Karen has developed and implemented professional development with secondary teachers in science, social studies, and mathematics focused on improving academic literacy in these content areas. The Redwood Area Academic Literacy Initiative grant funded

professional development for three years in six counties in Northern California. This work was based on successful collaboration with faculty at Humboldt State University, and with school administrators and classroom teachers in 14 rural school districts. One component of the professional development involved teachers and university faculty using an online environment for sharing resources and action research projects as one means to address the level of isolation that teachers in rural areas face. Dr. Grady started working in the area of distance education in 1997 and has provided preservice and inservice education to teachers through various technologies over the past 14 years.

Patty Dineen, MA, EL Regional Director, Sonoma County Office of Education, will serve as **SCOE Project Facilitator** for the AAAEL Project. As the Regional Director of English Learner Services, Patty works with districts and schools in Sonoma County and regionally in Del Norte, Humboldt, Lake, Mendocino, Napa, Solano and Marin County to build capacity of meeting the instructional needs of English learners for administrators and teachers. In coordination with SCOE ELPD staff, she provides and coordinates professional development at the Sonoma and surround county facilities for English learner professional development, inclusive of Spanish language learning for adults, preparation classes for California EL and Bilingual Authorization, CELDT test, ELAC/DELAC, and parent education training for schools and districts, compliance monitoring and principal leadership of schools with significant EL populations. She hosts annual conferences for Administrators, Parent Leadership, Para Educators and conducts a monthly collaborative for EL coordinators. She is an author for the SB 472 ELPD in partnership with seven other counties across California and lead the revision of the 40-hour training into a module series, finalizing the modules in spring, 2011.

Additional roles she serves at the county office is County Regional lead for Title III District Assistance, coordinating other county leads in the work to assist districts identified as not meeting the Annual Measurable Achievement Objectives for consecutive years. This work allows her to work intensely with districts, assisting them in identifying why the EL subgroup is not meeting the achievement goals, and then assisting in the writing, implementing and monitoring of improvement plans based on current research instructional and structural practice. She has published five Aiming High Briefs for Sonoma County Office of Education, all focused on providing research-based instructional practices for improving instruction for ELs between 2007 and 2010 (available at www.scoc.org).

Finally, in the past year, she has also served as the Categorical Coordinator Director for 24 small school districts in Sonoma County, guiding their compliance work in appropriately using restricted funds, and guiding program implementation. Prior to the past four years at the county level, she had nine years experience as a site principal, twenty years as a classroom teacher, Intervention specialist, and teacher leader. Her experience as principal served two school sites and districts, one in the Napa Valley and the second in Sonoma Valley. Both schools had significant EL populations. In St. Helena USD, the school had two choice programs as well as traditional single graded classrooms, offering a dual immersion and multi-graded classrooms. During her tenure, the school earned recognition as one of the top ten schools in California to make significant improvement in EL achievement. At a Program Improvement School, John Reed School in Sonoma County, she and her staff moved student achievement of all students, and in particular the EL subgroup, such that we moved out of Program Improvement. As a teacher in both small rural and larger suburban schools, she actively attended and supported

teacher professional development, often presenting for her colleagues, to sustain teacher learning and for the benefit of student learning.

Patty O'Driscoll, Public Works Inc. will serve as **Project Evaluator** for the AAAEL Project. Patricia has fifteen years experience providing educational and social service evaluation and project management support to a wide range of research, evaluation and technical assistance projects. Her evaluation expertise is in the areas of education reform, professional development, and state and local workforce and economic development policy. She has extensive experience in qualitative and quantitative research methodologies, including designing surveys, analyzing participant outcomes, interviewing techniques, site visits and case study design, research and analysis. Patricia has a Masters in Public Administration from the University of Washington's School of Public Affairs with a specialty in education and workforce policy. She has facilitated the production of numerous reports, guides, and training documents and is skilled in incorporating feedback from multiple and diverse stakeholders in final evaluation products and in making recommendations for program improvement.

Annette Murray, Consultant/ AVID Regional Coordinator, Sonoma County Office of Education will serve as a **SCOE Project Trainer** for the AAAEL Project. Annette Murray is an Advancement Via Individual Determination (AVID) Regional Coordinator and provides professional development for teachers of English Learners for the EL Support Services department for Sonoma County Office of Education (SCOE). She develops and presents professional development for both departments, coordinates school site programs, and coaches teachers to advance English learner student achievement. She has developed curriculum, and has provided professional development and coaching at SCOE for the past nine years. Ms. Murray has a Masters degree in Educational Leadership and a Single Subject credential in Social Studies.

She taught ELD and social studies in the Petaluma Unified School District before joining the SCOE staff as an AVID regional coordinator and EL Consultant.

Brandy Raymond, EL Coordinator/Consultant, Roseland/Sonoma County Office of Education will serve as a **SCOE Project Trainer** for the AAAEL Project. Brandy Raymond is the EL Coordinator for the Roseland School District and Education consultant for Sonoma County Office of Education (SCOE). She develops and conducts professional development for the teachers of her district and in partnership with the EL Support Services department at SCOE. Ms. Raymond has a Multiple Subjects credential and BCLAD authorization. She has taught in the Roseland district, coordinates EL services, and works with the district administrative team to develop and coordinates ongoing professional development for the teachers within the district. She is a trainer for Thinking Maps, has been an instructor for previous SB 466 training for adopted English Language Arts published curriculum, and current SB 472 English Learner Professional Development for teachers. She has developed curriculum, and has provided professional development and coaching for SCOE for the past eight years. Brandy has contributed to the development of the STELLAR coaching for teachers of ELs, the SB 472 ELPD, the English Learner Professional Development and ELD: A 3-Part Framework, and tailored trainings for school sites. Brandy has also been involved in the English Learner Collaborative for five years as a presenter and participant. This monthly group of regional coordinators and trainers meet for continued learning and to collaborate ideas for better supporting English learner students in their perspective districts and classrooms.

Two (2) **SSU SSU Graduate Student Project Assistants (GSPA)** will provide project support for the AAAEL Project Job Description (Personnel To Be Determine): The GSPA will assist the Project Investigator (PI) for the AAAEL Project, in developing, implementing and

evaluating project professional development activities. Responsibilities will include support for: 1) recruiting and collaborating with inservice/preservice teacher participants, 2) developing and conducting orientation and training for project participants, 3) meeting with project team members to schedule and implement project activities and 4) implementing project evaluation activities (interviews, surveys, data collection and analysis), 5) Department of Education project report completion. Skills required: Excellent research and organization skills; capable of managing multiple inputs, high level of proficiency in MS Office and Excel as well Moodle (SSU Learning Management System) Internet. Other desired qualifications: Proactive, responsive, ability to acquire new skills and open to learn new things every day. Time Commitment: 10 hours per week plus occasional weekends.

Project Management Plan

The AAAEL Project will consist of a planning year (Year 1) and subsequent implementation years (Years 2-5). In Year I of the project, Key Personnel from Sonoma State University (Project Director & Coordinator) and the Sonoma County Office of Education (Project Facilitator, SCOE EL Trainers) will collaborate with Inservice Teachers in four AAAEL Project Development Activities: 1) developing the five Summer EL Institute professional learning modules focused on effective teaching for ELs, 2) training Inservice Teachers to score PACT TE's; 3) piloting and refining the Summer EL Institute professional learning delivered in hybrid format (face-to-face and online) and 4) piloting and refining the PACT teacher performance assessment modeling experience.

For AAAEL **Project Development Activity 1**, Project Team members will develop the five (5) high quality EL-focused learning modules that will comprise the curriculum of the Summer EL Institute, an intensive workshop-based learning experience that will be provided to

both inservice and preservice teachers participating in the project. The modules will be adapted from ten English Language Professional Development modules developed by the Sonoma County Office of Education (SCOE) and five EL-focused learning modules developed for a required SSU credential program course in content literacy and EL methods (EDSS 446 - Language and Literacy Across the Curriculum: Middle and Secondary Schools). The Summer EL Institute modules will incorporate the eight components of effective EL-focused teacher professional development identified by Echevarria & Short (2010) and which form the basis for their research-based professional development framework known the SIOP (Sheltered Instruction Observational Protocol):

1. Theoretical knowledge: The professional learning curriculum modules that will be developed for the AAAEL project reflect the theoretical underpinnings of instruction for English learners including the rational behind various teaching techniques, strategies and practices;
2. Specific strategies: Each professional learning module provides a set of instructional strategies that address the language and content-based learning needs that teachers of ELs will encounter in learning the content;
3. Lesson planning: Throughout the professional development implementation cycle, preservice and inservice teachers will have opportunities to plan learning segments (instructional units) collaboratively, using a structured, inquiry-based performance assessment (PACT) that address content-based teaching issues and EL student learning needs and incorporates a focus on the assessment of student learning outcomes in relation to the instruction planned and implemented;

4. Modeling: Each phase of project activity provides sustained opportunities for observing classroom instruction that exemplifies the effective teaching of ELs through demonstration lessons developed with reference to performance assessment criteria;
5. Practice: Inservice and preservice teachers will have multiple opportunities to implement instruction with guidance and support.
6. Feedback and in-class coaching: Project coaches and teacher peers will have multiple opportunities to observe one another and provide constructive feedback on lesson delivery;
7. Independent application and analysis: In collaboration with their peers, inservice and preservice teachers will evaluate their lessons and analyze the instructional features so as to adjust and refine their teaching of ELs as needed. The year-long cycle of professional development will provide opportunities for participants to go back and relearn a feature if necessary.
8. Program coherence: Inservice and preservice teachers will “speak the same language” by merit of developing and applying consistent instructional practices that will be derived through reference to the common framework of the PACT teaching event tasks and rubrics (Garet et al. 2001; Goldenberg 2004).

The Summer EL Institute Modules will be implemented in a hybrid format (6 face-to-face and 5 online sessions over an 11-day span) each summer of the professional development cycle.

For **AAAEL Project Development Activity 2**, SSU faculty will train and calibrate Inservice Teachers to score PACT TE’s in their respective (science, mathematics, English language arts) content areas. Inservice teachers will then score PACT Teaching Events (2-3) in preparation for modeling a PACT TE during the first phase of project implementation in Years

2-5 and for mentoring Preservice teachers in the completion of a PACT TE in the second phase of program implementation in Years 2-5.

For AAAEL **Project Development Activity 3**, Inservice Teachers will pilot the 11-day Summer EL Institute professional learning experience to be delivered in hybrid format. They will meet in alternate online (focused inquiry) and face-to-face (practical application of EL methods and strategies) over a 4-month period of a pilot phase of the hybrid learning experience. An example of a hybrid format for delivering EL-focused modules via the SSU Learning Management System called “Moodle”. Following the pilot of the Summer EL Institute professional learning experience, Project Team Members will debrief the experience and refine elements as needed.

For AAAEL **Project Development Activity 4**, Inservice Teachers will engage in a facilitated pilot implementation of the Teacher Performance Assessment (TPA) experience on a small scale (10 teachers, 1 partner school site, 2 teachers per subject area). For the teacher performance assessment lesson study experience, a group of inservice content teachers will collaboratively develop, implement and evaluate the effectiveness of a learning segment (instructional unit) using the PACT Teaching Event rubrics as a guide. Following the pilot of the PACT TE experience, Project Team Members will debrief the experience and refine elements of the process as needed.

Project Team Members consisting of the Key Personnel for the AAAEL Project (Project Director, Project Coordinator, Project Facilitator, ELPD Trainers, SSU Graduate Student Project Assistants) will be responsible for accomplishing AAAEL Project Activities. The annual timelines, key project milestones, schedule of activities, persons responsible and percentage of time the Key Personnel will spend in the project is illustrated in Table 4 (see below).

Table 4. AAAEL Project Design Plan (Year 1)

Year 1 (Planning Year)	Activity
Months 1-3	Project Initiated
% Time by Key Personnel: Project Team (Project Director, Coordinator, Facilitator, Trainers, Grad Student Assistant) = 2 days for Task 1; 2-3 days for Task 2	<ol style="list-style-type: none"> 1. Assemble the Project Team (SSU/SCOE) & conduct series of team meetings (2-3) to plan meetings with partner school and coordinate recruitment of Inservice Teacher participants <ul style="list-style-type: none"> ○ Revisit project plans all years – refine if necessary 2. Meet with District Administrators for project roll out <ul style="list-style-type: none"> ○ Solicit participation of Inservice Teachers via various means (school & dept. meetings, networking with current SSU Resident Teachers & SCOE inservice recipients, email former SSU students)
Milestone	Cohort of 10 Inservice Teachers for Project Participation from partner School Districts
Months 4-7	Develop TPA Experience for Inservice Teachers using PACT as conceptual framework
% Time by Key Personnel: SSU Faculty PACT Trainers = 3	<ol style="list-style-type: none"> 1. Implement 2-day training and calibration for Inservice Teachers to score PACT Teaching Events (TE's) <ul style="list-style-type: none"> ○ Inservice Teachers score TE's for preservice teachers matriculating in fall semester student

<p>days for Task 1; PT = 2 days for Task 2; PT = 7 days for Task 3; PT + Project Evaluator = 1 day for Task 4; PT = 1 day for Task 5; PT + Project Evaluator = 2 days</p>	<p>teaching course to gain experience of PACT implementation</p> <ol style="list-style-type: none"> 2. Project Team members develop TPA experience for Inservice Teachers (modified PACT) with input from participating teachers 3. Implement pilot of TPA for Inservice Teachers experience 4. Debrief the experience with participating teachers 5. Refine process of TPA experience for Inservice Teachers as needed 6. Project Evaluator implements data collection of project activities to date for assessment of project outcomes
Milestone	TPA Experience for Inservice Teachers developed and refined
Months 8-10	Refine EL Modules (SSU) and ELPD Modules (SCOE) for use as AAAEL Project English Learner Summer Institute Curriculum (hybrid delivery format)
<p>% Time by Key Personnel: PT = 1 day for Task 1; PT = 2 days for Task 2; PT = 15 days for Task 3; PT + Project Evaluator =</p>	<ol style="list-style-type: none"> 1. Project team members and Inservice Teacher partners conduct EL needs assessment using formal and informal data (CELD-T, CST in content areas, CAHSEE etc.) & engage in a process of refinement using EL needs assessment to develop EL modules 2. Project Team members develop EL Modules for delivery online using Moodle 3. Inservice teacher participants engage in pilot of Summer

1 day for Task 4; PT + Project Evaluator = 2 days	<p>Institute facilitated by Project Team members</p> <ol style="list-style-type: none"> 4. Project team members and Inservice Teacher partners debrief the experience and refine the Summer Institute experience as needed 5. Project Evaluator implements data collection of project activities to date for assessment of project outcomes
Milestone	Summer EL Institute developed
Months 11-12	Project Evaluation & Reporting
% Time by Key Personnel: PT = 3 days for Task 1; PT + Project Evaluator = 3-4 days for Task 2; PT + Project Evaluator = 3-4 days for Task 3	<ol style="list-style-type: none"> 1. Coordinate recruitment of additional Inservice Teacher participants (20 or more depending on amount of attrition of Year 1 Teacher participants) for next cycle of professional development <ul style="list-style-type: none"> ○ Preservice Teacher partners placed with Inservice Teacher partners 2. Project team members meet to review results of Year 1 planning and development activities and develop DOE annual report 3. Project Evaluator conducts data analysis and evaluation of project outcomes & supports Project Team in the development and completion of annual project report
Milestone	AAAEL Project Report to DOE submitted.

Table 5. AAAEL Project Design Plan (Years 2-5)

Years 2-5	Activity
Months 1-3	Implement Component I of Professional Development Program – Summer EL Institute
% Time by Key Personnel: Project Team = 2 days for Task 1; 12 days for Task 2; PT + Project Evaluator = 2 days for Task 3; PT + Project Evaluator = 2 days for Task 4	<ol style="list-style-type: none"> 1. Conduct series of team meetings (2-3) to review project report and refine any aspects of Summer Institute as needed & develop calendar for project implementation in coordination with school district(s) 2. Implement Summer Institute (11 days total, 6 face-to-face, 5 online) for 30 Inservice Teacher participants 3. Conduct Project Team meeting(s) to debrief results of Summer Institute implementation and refine as needed 4. Project Evaluator implements data collection of project activities to date for assessment of project outcomes
Milestone	Implementation of Summer EL Institute for Inservice Teachers
Months 4-7	Implement Component II of Professional Development Program – Inservice Teacher TPA Experience
% Time by Key Personnel: PT = 2 days for Task 1; PT = 1 day for Task 2; PT = 7-10 days for Task 3;	<ol style="list-style-type: none"> 1. Conduct series of team meetings (2-3) to plan and coordinate onsite support for Inservice Teacher TPA experience 2. Project Team members conduct 1 full day workshop to support & facilitate TPA experience for 30 Inservice Teacher participants

PT = 1 day for Task 4; PT + Project Evaluator = 2 days for Task 5; PT + Project Evaluator = 2 days for Task 6	<ol style="list-style-type: none"> 3. Project Team members provide onsite support for each Inservice Teacher development and implementation of the TPA experience 4. Project Team members conduct 1 full day (Saturday) workshop to debrief results of TPA implementation with a focus on student data and scoring 5. Conduct Project Team meeting(s) to debrief results of Summer Institute implementation and refine as needed 6. Project Evaluator implements data collection of project activities to date for assessment of project outcomes
Milestone	Implementation of Co-Teaching TPA experience for Inservice & Preservice Teachers
Months 8-11	Implement Component III of Professional Development Program – Inservice Teacher TPA Experience
% Time by Key Personnel: PT = 2 days for Task 1; PT = 1 day for Task 2; PT = 7-10 days for Task 3; PT = 1 day for Task 4; PT + Project Evaluator =	<ol style="list-style-type: none"> 1. Conduct series of team meetings (2-3) to plan and coordinate onsite support for Inservice Teacher Mentoring of TPA experience for Preservice Teachers 2. Conduct 1 full day workshop to support and facilitate Inservice Teacher Mentorship of the Preservice Teacher TPA experience for 30 Inservice Teacher participants 3. Provide onsite support for each Inservice Teacher participant in the development and implementation of the TPA experience (5 release days per teacher; schedule onsite

2 days for Task 5; PT + Project Evaluator = 2 days for Task 6	<p>support days by Project staff as needed; additional support provided online)</p> <ol style="list-style-type: none"> 4. Conduct 1 full day (Saturday) workshop to debrief results of TPA implementation with a focus on using student data and scoring rubrics to conduct an analysis of the effectiveness of EL focused instruction on student achievement by Preservice Teachers 5. Project Team meets to debrief results of Summer Institute implementation and refine as needed 6. Project Evaluator implements data collection of project activities to date for assessment of project outcomes
Milestone	Implementation of Preservice Teacher PACT experience
Months 11-12	Project Evaluation & Reporting
PT + Project Evaluator = 3-4 days for Task 2; PT + Project Evaluator = 3-4 days for Task 3	<ul style="list-style-type: none"> • Project team members meet to review results of prior year project activities and develop DOE annual report • Project Evaluator conducts data analysis & evaluation of project outcomes and supports Project Team in completion of annual project report
Milestone	AAAEL Project Report to DOE submitted.

Program Evaluation Plan

The outcomes of the AAAEL Professional Development Project are to: 1) provide professional development activities designed to improve classroom instruction for English Learners (ELs) for 130-140 inservice and 130-140 preservice teachers, 2) increase English learner acquisition of English, accelerate academic achievement in mathematics, science and English language arts, 3) increase student participation in mathematics and science academic coursework, 4) develop a high quality professional development curriculum of research-based instructional practices to support English learner achievement, and 5) effectively deliver EL-focused professional development using a hybrid (face-to-face and online) approach. In order to evaluate the attainment of these project outcomes, both qualitative and quantitative measures will be used in the project evaluation. The evaluation will be aligned to the specific research-based practices identified for the professional development program targeted to improve the academic English proficiency and content knowledge of English Learner students.

Faculty and students will be pre- and post-assessed with the same summative measures to determine the extent to which GPRA 1 and GPRA 2, as well as other project benchmarks, have been achieved. Formative evaluation measures (focus groups, interviews, site visit observations) will supplement summative measures as well as help monitor progress toward project objectives. The evaluation of the professional development effort will be aligned with the materials developed in the planning phase and the existing rubrics related to the Performance Assessment of California Teachers (PACT) as the framework for instrumentation and analysis. Research questions for the evaluation include:

1. How did in-service teachers participating in the professional development infuse best practices for English Learners into their teaching practices?

2. How did the participation of pre-service teachers in the professional development result in implementation of best practices related to English Learners in the PACT process?
3. How did the project achieve the specific GPRA's for this program?

The specific GPRA measures that the AAAEL Project Evaluation will address are the following:

Measure 1.1: The percentage of pre-service program completers who are State and/or locally certified, licensed, or endorsed in EL instruction.

Measure 1.2: The percentage of pre-service program completers who are placed in instructional settings serving EL students within one year of program completion.

Measure 1.3: The percentage of pre-service program completers who are providing instructional services to EL students 3 years after program completion.

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.

Measure 1.6: The percentage of in-service teacher completers who are providing instructional services to EL students.

Public Works Inc. (PWI) will serve as the evaluator of the Accelerating Academic Achievement for English Learners (AAAEL) professional development project by collecting and analyzing formative data related to implementation of the professional development program and supporting year-end and summative reporting to the US Department of Education. PWI is a nonprofit organization serving schools, government, parents and communities with evaluation, accountability, strategic planning and policy formation services in the areas of education, social services, and economic development. Quantitative and qualitative research methodologies employed by PWI include the design and administration of surveys, focus groups and site visit

observations and interviews, statistical analysis measuring student academic outcomes, and a deep understanding of California's content standards, assessments, and accountability systems. Recently, PWI served as the evaluator of the following professional development efforts: the California Mathematics and Science Partnership Program (CaMSP), the Ensuring Access through Collaboration and Technology (EnACT) project at Sonoma State University, the English Language Learner Acquisition and Development Program, the Fremont Achievement in Mathematics for Excellence (FRAME) professional development partnership between the University of California Los Angeles and Fremont High School in the Los Angeles Unified School District funded by the California Postsecondary Education (CPEC) Improving Teacher Quality Program, the Urban Systemic Program (LAUSP) sponsored by the National Science Foundation, Caltech CAPSI Inquiry Institute, UCLA Mathematics Contents Program for Teachers (MCPT), and National Commission on Teaching and America's Future (NCTAF) all aiming to improve student performance by promoting standards-based education and aligning policies and resources with this goal, including professional development.

In the first year of the project, PWI will develop a pre- and post-teaching practices and attitudinal survey for in-service teachers and a pre- and post-teaching preparation and attitudinal survey for pre-service teachers to be administered prior to participation in the program and at the end of training. PWI will also develop a professional development activity feedback form to be collected in an ongoing basis and used by project staff in planning, implementing, and refining the professional development activities. To assess the implementation of the learning segments or teaching events, PWI will also collect evidence (lesson plans, completed rubrics, feedback, revisions, etc.) from a random sample of ten participating pre-service teachers each year and qualitatively assess implementation of the professional development using existing PACT rubrics

and specifically addressing alignment to best practices for English Learners outlined in the professional development. The pre- and post-surveys for in-service and pre-service teachers will be administered annually to participants. The feedback form will be collected at all professional development activities from all participants and processed by PWI.

To assess effectiveness of the AAAEL professional development experience with respect to EL student achievement and engagement in academic coursework, student academic progress in mathematics and science courses will be monitored. In partnership with Inservice teachers, a sample of EL students in their classrooms who have experienced the AAAEL professional development implementation will be selected for monitoring throughout Years 2-5 of the project. Teachers will determine current levels of performance in mathematics and science and will facilitate students in setting academic achievement goals for these subject areas for the remainder of their high school career. Quarterly monitoring will be conducted of students' academic achievement with respect to the following indicators of success: 1) overall GPA, 2) nature of academic coursework in math and science selected following the year in which the AAAEL Project is implemented, 3) grades achieved in academic (college transferable) math and science courses and 4) high school graduation attainment in Years 3-5. Analysis of students progress will be conducted through measurements of the initial expected outcomes (set by students, facilitated by teachers) and actual rates of attainment of the achievement goals.

PWI will participate as an active member in project planning meetings and in selected professional development meetings (i.e., project activity debriefings) to collect data so as to produce an annual summative report for the project as well as report on formative data collected during the year. In addition to fulfilling the funding report requirements, it is anticipated that all project Key Personnel and self-selected Inservice and Preservice Teacher participants will

collaborate in the dissemination of project activities and results via state and national venues (conference presentations, peer reviewed educational journals, etc.).

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