

National Professional Development Grant Program 84.365Z

Cohort 2021 - Project Abstracts-Summaries

T365Z210198: Cabrini University, PA

EXITO! Professional Development Designed to Ensure Success for English Learners through Engaging, Extraordinary, Innovative, Teaching and Coaching Opportunities

The goal of the program is to increase educational attainment of EL students enrolled in NASD by improving the quality of instruction for ELs via relevant and intensive professional development, self- evaluation and instructional support and coaching for in-service teachers and paraprofessionals.

T365Z210200: Sonoma State University, CA

Biliteracy and Content Area Integrated Preparation (BCAIP): Bridging Teachers, University Educators, and Families for Emergent Bilingual Learning

BCAIP will bring together content area and bilingual authorization preservice teachers, their mentors, content method and language/literacy university educators, and families in solidarity to strengthen teacher preparation for emergent bilingual learning through coursework, field experience, culturally and linguistically sustaining mentorship, and a language and literacies learning lab that all integrate biliteracy with content area learning. BCAIP will employ a quasi-experimental design by comparing participating preservice teachers' teaching to a baseline control group and using fidelity of implementation measures as a covariate to evaluate the program's effectiveness. BCAIP will disseminate the teacher preparation model and tools through a multimedia website for programs across California and nationally to replicate.

T365Z210094: Georgetown University, DC

English Learners? Educational Excellence Capitol Teacher Training Project (Project ELEECT)

The purpose of Project ELEECT is to create a robust teaching infrastructure for D.C.'s ELs through citywide collaboration spanning the public and charter K-12 landscapes that will: (1) meet D.C.'s need for certified EL teachers in EL and DL programming; (2) promote literacy development, including biliteracy for D.C.'s ELs learning in a variety of contexts; and (3) create a new, vibrant network for EL/DL education through dynamic partnerships between Georgetown's Teacher Residency Program and local K-12 public and charter schools to strengthen EL teaching in EL and DL programs.

T365Z210157: University of Central Oklahoma, OK

NEXUS Project for Emergent Bilinguals

The NEXUS Project will provide professional development opportunities to improve instruction for English learners: 1) 40 inservice teachers will receive support for college coursework leading to a M.Ed. and ESL Teacher Certification. 2) Approximately 20 in-service teachers at an intervention school will participate in PD for literacy development that will teach 45 parents how to encourage literacy in the home; 3) 16 in-service teachers at an intervention school will learn how to implement the two-way, dual language model to develop bilingualism and bi-literacy across the curriculum; and 4) A microcredential for school administrators in effective leadership and management of EL/EB services

will be developed, which will be completed by 30 principals/school administrators; and 5

bilingual educators will complete the school administrator M.Ed. program and micro-credential.

T365Z210124: The Board of Regents of the University of Wisconsin System, WI

Rural Educators Self-reflecting and Practicing Equity-Centered Teaching (RESPECT) with English Learners

Project RESPECT aims to increase the capacity of rural teachers in Grades K–8 to provide effective and equitable literacy instruction for English learners. This instruction will promote learning and meaning-making by building on students’ experiences and knowledge, and their linguistic, cultural, and cognitive resources. We will design and pilot 16 online modules (8 centered on equity-focused teaching and 8 on literacy and language development) that consist of thematically related synchronous and asynchronous activities, accompanied by facilitation guides. We will conduct formative and summative evaluation, and revise the modules based on findings. Modules will support multiple uses, either together as a coherent, stand-alone program, or by incorporating independent components into single professional learning sessions or other offerings (e.g., resources for rural school districts in the WIDA Consortium, university courses). Access to the modules and evaluation findings will be facilitated through a dedicated project website.

T365Z210172: The Regents of the University of California, Santa Cruz, CA

Leveraging Bilingualism and Literacy for Secondary English Learner STEM Content Access

Through project Leverage, we propose a professional development (PD)

model that has two parts: a.) providing California or Texas bilingual certification through

university coursework to middle and high school in-service teachers (n=180) that teach Science,

Technology, Engineering and Mathematics (STEM) content to English Learners (ELs); b) provide professional development to bilingual certificated teachers that centers around the use of formative reading assessments (Competitive Preference Priority 2) to guide instruction that leverages the content literacy involved in doing STEM (e.g., writing scientific explanations, reading mathematical visual literacy) as well as approaches to leverage the students' native language (e.g., easy access cognates arboreal/árbol, translated texts for opportunities for native language reading) to access the often abstract concepts in STEM fields

T365Z210133: Los Angeles County Office of Education, CA

Engage California! English Learners through the Arts

ECELA provides research and evidence-based professional development (PD) and family literacy programs that integrate arts in the content areas with strategies that increase literacy for ELs, and support social emotional learning. The project will serve approximately 150 inservice teachers each year, and in total, and will serve up to 60 Preservice teachers each year with a total of 270. Over 3,000 students will be served each year, with a total close of over 4,000. Major project activities include annual Leadership Institutes; in person and online (synchronous and asynchronous, including 10 online modules) PD sessions; collegiate preservice coursework; and arts-literacy events and learning opportunities for students and their families and community. By the end of Project Year 5, ECELA will serve in at least 7,000 Project Participants across at least 2 counties (rural and urban), 3 school districts, and 7 schools:

ECELA and MCOE will collaborate with at least five other County Offices of Education, with CCSESA so that they too will be able to use implement ESELA in their districts and schools.

T365Z210143: Loyola Marymount University, CA

Purposeful Engagement in Academic Rigor and Language Learning (PEARLL): Effects of the Sobrato Early Academy Language (SEAL) Model to Prevent Long Term English Learner Status

Project PEARLL will provide a comprehensive, research and evidence-based Professional Learning (PL) program for district and school leaders, coaches, teachers, and families to improve learning environments and classroom instruction for ELs, assisting educators who work

with ELs in meeting high professional standards and preventing Long Term English Learner status by improving student language and literacy achievement. Pathway 1 is a school-wide implementation of the SEAL TK-5 Model in 3 LAUSD elementary school complexes (Harmony, Mack, Maple Primary Center/Trinity) serving teachers and coaches (n=61). Pathway 2 is the SEAL Grade 4-5 ELD Model serving cadres of grade 4-5 teachers and coaches (n=80) in an expected 20 schools across LAUSD's most impacted geographic regions, serving the highest numbers of ELs. School Data: LAUSD enrolls 461,910 in grades K-12, 20% of whom are ELs and a significant subset of these are LTELs, or at risk of becoming LTELs (42%). Evaluation and research will be conducted by the Wexford Institute, including performance feedback, progress and outcome monitoring, a Teacher Development study with Randomized Treatment and Control Groups, and a Quasi-experimental Design (QED) Research study of student outcomes.

T365Z210110: Brandman University, CA

Project Endorsement +

This innovatively focused project fosters a multi-state partnership to support 645 educators with professional development to improve instruction for English Learners which includes 1) graduate-level coursework required to support 65 teachers per year currently working with English Learners to fulfill minimum State TESOL-equivalent licensing requirements; and 2) additional evidenced-based professional development to improve instruction for English Learners served by another 80 teachers per year starting in Year 2 within a collaborative system to support the participants in becoming highly qualified teachers of English Learners. In fulfillment of Competitive Preference Priority #2, this project is based on a professional development based on a study WWC found to meet the standard of Moderate Evidence without reservations with at least one statistically significant finding (<http://ies.ed.gov/ncee/wwc/study/81433>) will provide training and support 160 teachers in using the Looking at Student Work protocols as a vehicle for analyzing students' language development based on data collected from the State's Assessment of Language Development, and in oral and written discourse in student work samples. Participants will also lead sessions with colleagues in their schools to support their use of adapted Looking At Student Work-EL protocols and use them to analyze English Learners' language development in all domains, then to use that data to improve instruction and language development for English Learners. In

fulfillment of Competitive Priority 2, teachers, paraprofessionals, and school leaders will have complete at least one five-module competency-based “pathway” to support them in a) using research-based strategies to support families in using evidence-based literacy strategies, b) providing family literacy activities for promoting literacy, c) supporting their child's reading development and d) using data to inform literacy development. A quasi-experimental study will be undertaken to determine effects.

T365Z210033: Winthrop University, SC

SC Partners Advocating for Learners who are Multi-Lingual through Education That Targets Opportunity (SC PALMETTO)

Brief Project Description: SC PALMETTO utilizes proven success in partnerships and professional learning to provide access to information and development of research-based skills for teachers, administrators, support personnel, and families of ELs.

T365Z210140: California Association for Bilingual Education, CA

Project PROMESA is a program that will support teachers, administrators, and families to address the needs of ELs through English Language Development and Dual Language Immersion and family literacy.

Project PROMESA provides professional learning and family literacy programs for the two Consortium districts, six schools, and parents and families through four intersecting Academies: the Dual Language Teacher Academy (DLTA), the English Language Development Teacher Academy (ELDTA), the District and Site Leadership Academy (DSLTA), and the Family Literacy and Leadership Academy (FLLA). These districts will systemically strengthen and deepen multilingual and multicultural instructional models for teachers and administrators to support English Learners (ELs) and develop parent leadership to engage parents in family literacy and leadership programs to impact parent growth and student achievement. PROMESA goals include: Goal A. Develop district and site leaders to envision and continuously work toward exemplary Dual Language Immersion (DLI) programs with strong primary language and ELD components and with strong participation by DLI and ELD teachers; Goal B. Develop exemplary DLI and ELD

instruction for students in dual language programs through the two teacher academies; Goal C. Improve student language development and academic outcomes; and, Goal D. Engage with families in Family Literacy Activities & Develop Family Literacy Leaders.

T365Z210040: University of Utah, UT

The Advancing Pathways toward Equity and eXcellence with Educators of Multilingual Learners

Project Description: The Advancing Pathways toward Equity and eXcellence with Educators of Multilingual Learners (APEX) project partners with high-need CSD (and DSD in Year 3).

Designed for K-12 educators who teach multilingual learners designated as English Learners (MLs), APEX consists of four learning pathways: pre-service teachers obtaining an ESL endorsement, in-service teachers obtaining an ESL endorsement, in-service teachers obtaining a 30-credit-hour state and nationally accredited M.Ed. with an ESL endorsement, and summer trainings that feature Intensives on ESL Foundations attended by non-ESL endorsed educators, paraeducators, parents, and other related personnel in partner districts and Institutes on evidencebased strategies for addressing specialized ESL topics attended by in-service teachers. All pathways emphasize strong to moderately effective practices for improving outcomes for MLs and promoting literacy per the What Works Clearinghouse (Baker, et al., 2014).

T365Z210063: The Regents of the University of California, CA

ExcEL 2026

ExcEL 2026 expands proven strategies and practices in sites across northern New England, including rural and remote schools and builds the foundational capacity of ALL teachers to work effectively with ELs. ExcEL 2026 also addresses the need for ESL specialist teachers in northern New England, by continuing to support teachers who seek endorsement as a specialist. The project builds on an effective mechanism for networked, peer-to-peer learning that will enhance the professional growth of educators as they gain the knowledge and skills needed to establish and nurture their own practice through a process of job-embedded, ongoing professional development and learning.

T365Z210125: SAN DIEGO STATE UNIVERSITY FOUNDATION, CA

Project TeachBilingualPathways (TBP)

Project Description: San Diego State University (SDSU), in collaboration with FRCC, 4 COEs, PIQE, and affiliated community-based organizations, as well as the Advisory Committee, has developed an innovative program to provide pre-service and in-service teachers

with SDSU's state approved Bilingual Credential; infused with IES Practice Guide Recommendations 1 and 4 to increase language and literacy achievement of ELs. The project staff will carry out a number of activities: a) identify research to determine best teaching and assessment practices for EL/DLs in content areas designing instructional materials and assignments to improve teaching EL/DL students, b) deliver coursework and WWC Intensive Institute training for K-8 in-service teachers in content areas, and c) provide training to parents/families of EL/DL students to support their child's language and literacy achievement.

T365Z210190: University of Alaska Anchorage, AK

Project LEAF (Literacy Equity for Alaska Families)

Improve effectiveness of P-12 classroom instruction for ELs by increasing the number of educators trained and certified to teach ELs

T365Z210097: George Mason University, VA

Advancing Content-Integrated Education for English Learners with a STEM

Project Description: ACE-STEM provides a rigorous, evidence-based, and innovative PD program to enhance Northern Virginia's teachers' content-integrated instructions with a focus on STEM. Partnering with the second largest school district in Virginia with increasingly diverse EL populations, ACE-STEM will support 60 cohort teachers to obtain Virginia ESOL add-on endorsement through ESOL coursework; provide additional support for STEM-enhanced instructional capacity building for teachers through Saturday Workshops and Summer Institute programs; extend PD opportunities to 60 preservice teachers and 80 non-cohort educators through Summer Institutes; and enhance family literacy development by supporting school-community based literacy programs.

T365Z210098: Texas A&M University, TX

Eco-Synergistic Connections Program: Building Resilience Across Multiple Environments to Impact English Learners? Achievement

This is a collaborative proposal that includes three goals. Goal (1) Provide targeted and differentiated PD activities for in-service and pre-service teachers and other educators (e.g., campus specialists, etc.) through (a) teachers' micro-credentialing (e.g., assessment, coaching, family engagement, & language/culture, etc.); (b) teacher certification in ESL/Bilingual; (c) PD academies, (d) PD series, (e) annual summit, (f) and educators' community connections. This goal addresses Absolute Priority (improve instruction for ELs) and Competitive Preference #2

and Invitational Priority regarding dual language approaches and implementation of evidencebased models to support the effective instruction of newcomer. Goal (2) Provide targeted and differentiated capacity building activities for parents/families through collaboration with community organization (e.g., non-profit) and schools. This goal integrates parents' training and capacity building on how they can play a significant role (as protective factors) in the education of EL children through resiliency building activities at home; and it facilitates the accurate and timely use of data by educators to improve literacy for ELs. The goal also addresses Absolute Priority and Competitive Preference Priority #2 on promoting evidence-based literacy at home in connection with the classroom activities. Goal (3) provides socio-emotional learning activities and leadership development to ELs within districts. This goal also addresses Competitive Preference #2 to foster students' academic resilience and lifelong skills for their success through leadership and socio-emotional development. These goals also meet Competitive Preference Priority #1, they are infused with moderate evidence-based practices (WWC, 2014).

T365Z210145: Miami University, OH

Preparing English Learner Educational Allies (?PELEA! Fight!)

The PELEA project will meet the need in SW Ohio to increase the number of TESOL-endorsed professionals, especially those from culturally and linguistically diverse backgrounds, by providing financial support to pursue the required curriculum. PELEA will equip paraprofessionals, inservice, and preservice teachers with skills, strategies, and dispositions to improve instruction for ELs, including trauma responsive strategies needed for the growing population of Students with Limited and Interrupted Formal Education (SLIFE). Mutual mentorship within a Community of Practice will capitalize on members' cultural capacity to relate to and effectively support learning for each other, EL students, and their families.

T365Z210117: Towson University, MD

Enhancing Literacy for English Learners: Valuing Assets through Engagement (ELEVATE)

Funds will be used to enhance the skills of personnel across multiple schools serving ELs, to develop curricula appropriate to the needs of AACPS and TU, and to support coursework and training activities leading to ESOL endorsement for 32 inservice and 96 preservice teachers, for a total of 128 personnel over the five years of the grant, as well as 100 additional school

staff members and 100 family members receiving training per year. ELEVATE will provide a Master's pairing literacy and ESOL, leading to MD ESOL and Reading endorsement, to 32 teachers from high-EL schools while concurrently offering intensive PD support to those schools during and after each Master's cohort. ELEVATE will also provide innovative, integrated coursework and PD in ESOL to 96 preservice teachers over three cohorts; these teachers will also pass the ESOL Praxis to gain MD ESOL endorsement. Partner schools are tentatively identified as Annapolis Middle School (6-8) and feeder schools Annapolis Elementary (K-5) and Tyler Heights Elementary (K-5), along with Meade Middle School (6-8), and feeder schools Van Bokkelen Elementary (K-5) and Brock Bridge Elementary (K-5). GPRA measure baseline and target figures are: Measure 1: The percentage of project-specific annual goals the program met. (baseline: 0%; target: 95%). Measure 2: The number of pre-service program participants enrolled annually (baseline: 0; target: 30). Measure 3: The unduplicated number of in-service program participants served annually: target: 116 (baseline: 0, 16 via intensive course-based PD, 100 via inservice PD). Measure 4: Under measures 2 and 3, the number of participants who are making progress toward becoming endorsed in EL instruction and the number of participants who have become endorsed by the end of the five-year project period. (baseline 0; target: 32+96 = 128).

T365Z210128: The University of North Carolina at Greensboro, NC

Project IGNITE: Innovation to Grow, Nurture, and Inspire Teachers of English-learners

Project Description: This project proposes a variety of pathways for teachers to obtain their ESL licensure and provides PLCs to support practicing teachers' understanding of teaching ELs and engaging their families. Across five years, the following outcomes will be accomplished: 60 preservice and 40 inservice teachers will become licensed ESL teachers; sustained teacher support through PLCs (120 inservice teachers across 5 years, at least 100 unduplicated inservice teachers); enhanced teacher preparedness to work with ELs and their families; and increased understanding of programs and strategies to promote literacy. There are two ways preservice teachers can obtain initial ESL licensure: 1) a Masters of Arts (MAT) for candidates with a bachelor's degree in an area other than education; and 2) a Teacher in Residence (TIR) pathway for candidates who are employed by LEAs on a provisional basis. There are two ways we support inservice teachers: 1) providing an online ESL add-on licensure pathway, and 2)

engaging inservice teachers in online PLCs to promote literacy development through evidencebased family literacy activities and data-driven reading instruction.

T365Z210171: University of Kansas Center for Research, Inc., KS

Project SEMILLA (Supporting Educators, Math Instructors, and Language Learners for Advancement)

SEMILLA is designed to build USD501's capacity to elevate the academic achievement of EL and DL students by 1) providing professional development opportunities for unendorsed teachers and paraeducators who work closely with ELs & DLs; 2) implementing evidenced-based, math and literacy software with ELs & DLs in grade 6-8 math classes; 3) engaging families to support biliteracy development for ELs & DLs; and 4) promoting the Kansas Seal of Biliteracy (KSOBL), an industry-recognized bilingual credential for high school ELs & DLs. SEMILLA will serve 4,000 students, 875 EL students, 350 EL families, 50 grade 6-8 math teachers, 20 secondary language teachers, counselors, and administrators, 60 unendorsed teachers & 100 paraeducators over the course of the grant.

T365Z210187: The Regents of the University of California, CA

The RULE of 3 Project Avanzando

The RULE of 3 Project Avanzando will implement and evaluate both a hybrid (online and in-person) PD model for teachers of ELs and an accompanying early literacy intervention with multimedia enhancements. Both the PD model and the intervention are adapted from a successful model and intervention shown to be effective in research funded by prior OELA NPD awards. The modified PD and intervention program were developed to be more broadly scaled and to respond to the increased demands for more flexible and effective PD and instruction for ELs. One of the innovative features of the enhanced early literacy intervention is that it includes a digital toolkit and is accessible online for parents to support the early literacy and language learning of their child.

T365Z210007: University of Cincinnati, OH

Enhancing Evidence-Based Practices for English Learners (EBPs4ELs)

Project Description: We will address the grant's priorities by training teachers in UC's TESOL Endorsement Program and designing, developing, vetting, and deploying virtual PD specific to academic language and literacy learning for ELs within a tiered PD model that includes training, professional learning communities, and coaching (i.e., EBP Literacy PD for ELs).

T365Z210164: Regents of the University of California, Merced, CA

Growing en comunidad: Teacher and Family Language and Biliteracy Professional Development Project

Growing en comunidad is a joint collaboration among the UC Merced Teacher Preparation Program (TPP), two academic departments, and six school districts. We will provide 3 levels of teacher preparation and training and engagement opportunities for Spanishspeaking families in language and literacy using a Spanish-language digital library.

T365Z210051: The University of Texas at Austin, TX

Ensuring Learning for ELs by Valuing Family Engagement And Teacher Effectiveness: Project ELEVATE

Brief Description: Project ELEVATE is a capacity-building initiative to improve the effectiveness of educators who serve ELs in grades Pre-K through 3. To meet the growing needs of English learners served by our partnering district, we will provide direct, job-embedded PD for 326 educators and leaders currently serving ELs, including support for currently practicing teachers in completing their BE/ESL certification exams. Project ELEVATE aims to build leadership capacity for educator effectiveness through a training-of-trainers (TOT) program for instructional coaches. As part of this initiative, we will collaboratively build a family-school partnership framework that values family and community engagement in the education process.

T365Z210131: The University of Texas at San Antonio, TX

Project SELF: Secondary English Learners and Families Advancing Academic Literacy in the Content Areas

Project Description: Project SELF provides professional development to support in-service secondary educators of ELs in obtaining an ESL or Bilingual Education certification. The activities include (a) 15 credit hours of graduate-level coursework aligned to the domains and competencies of state exams, (b) professional learning communities (PLCs) inclusive of recommendations from the What Works Clearinghouse (WWC) with accompanying instructional coaching cycles; and (c) summer institutes for family literacy resources and activities.

T365Z210195: Chico State Enterprises, CA

The BRILLA Project: Biliteracy as a Resource: Investing in Literacy Across Languages for All Students

The Biliteracy as a Resource: Investing in Literacy Across Languages for All Students Project (BRILLA) project will meet the purposes of the National Professional Development Program by responding to the dramatic need to improve instructional practice for Emergent Bilinguals (EBs) (used as an asset-based term in place of English Learners - ELs) and educational outcomes for EBs within Dual Immersion (DI) programs across rural northern California through a partnership established between the CSU, Chico School of Education Center for Bilingual/Multicultural Studies (CBMS) and the

Hamilton Unified School District (HUSD), Orland USD, Williams USD, and Tree of Life International Charter School. The fiduciary agent is Chico State Enterprises. The BRILLA Project will be delivered over the five- year grant period to address three goals:

- 1) Increase the pool of state and district highly effective bilingual educators.
- 2) BRILLA scholars develop and deliver linguistically and culturally sustaining literacy lessons in DI and English Language Development settings (Invitational Priority – IP).
- 3) Increase BRILLA scholars’ knowledge and skills of how to engage families in culturally and linguistically sustaining literacy activities.

T365Z210206: National Association for Bilingual Education, MD

PARA TODOS - Promoting Accelerated Reading, language and literacy Achievement To Open Doors & Opportunities for multilingual Students

Project PARA TODOS (PT) is designed to better prepare and support educators (K-8 in-service) to implement evidence-based practices for teaching English learners (ELs) and dual language learners (DLs) by 1) developing and refining a suite of micro-credential training modules for educators designed to strengthen evidence-based instruction; 2) implementing a robust system of professional development to support K-8 educators in to improve language and literacy outcomes for EL/DLs; 3) documenting the efficacy of the materials and training followed by revisions that seem warranted based on data collected in multiple contexts; 4) implementing a Professional Learning Community to

support implementation and provide ongoing job-embedded support; and 5) implementing a family/caregiver literacy and engagement program focused on building student and family literacy in English and home language. This innovative project provides a rigorous program of study over the course of 18 months that leads to 6 micro-credentials and a EL/DL Badge, for 1500 K-8 educators and family literacy training for 400 parents/caregivers or EL/DLs. We will use formative and summative evaluation data to guide the iterative development of the curriculum and training materials and ensure that the project is on track to meet all

objectives and goals. A quasi-experimental, cohort sequential evaluation design will be implemented to examine program effectiveness and promise.

T365Z210185: California State University System, CA

Extending the Pipeline to College and Career Readiness: Preparing Middle School Teachers to Address the Needs of English Learners through the Expository Reading and Writing Curriculum with English Lan

This project focuses on preparing practicing middle school English language arts (ELA) and English language development (ELD) teachers to develop EL students' academic literacy and language through integrated ELA/ELD instruction and paired designated ELD instruction using ERWC curriculum modules. The modules will be designed to include both integrated and designated ELD with the aim of increasing EL students' English language proficiency. Classroom instruction will feature interactive exchange of ideas, close reading, learning about how English works, building metalinguistic and cultural awareness, and analytical writing. Teacher professional learning will feature summer institutes, monthly school-year sessions, classroom coaching, and ongoing professional collaborations.

T365Z210022: Santa Clara University, CA

Bilingual/Biliterate Instruction for Bilingual Youth (BBILY)

Brief project description: The evidence-based BBILY project will develop high-quality online workshops in Spanish for k-8 Dual Language (DL) educators. BBILY workshops will provide preservice and inservice teachers in California and New Mexico with professional development to improve instruction for ELs by building content vocabulary, comprehension, and writing, and support teachers' accurate and timely use of data. BBILY will also promote strong school-home partnerships by providing EL caregivers with evidence-based strategies for promoting content literacy and supporting caregiver-teacher collaboration through shared workshops.

Number and type of participants: Year 2&5: 50 preservice teachers, 120 inservice teachers, 26 caregivers; Year 3&4: 50 preservice teachers, 150 inservice teachers, 26 caregivers.

End of project total: 200 preservice teachers, 540 inservice teachers and 78 caregivers.

T365Z210175: The Regents of the University of California, CA

Teachers of Writing and Language Inquiry Project (TWLIP)

This five-year proposed program brings together teachers across school sites in San Francisco Unified School District to build collective efficacy in writing practices that support English Learners. The lead team will use a planning year to focus on development of tools that support professional inquiry practices, preparing for the first intensive summer institute, developing the evaluation process, and recruiting teams of teachers from participating schools. Each subsequent year of the project will have two key components: an intensive summer learning experience that focuses on argumentative writing for English Learners, and a year-long inquiry cycle. Participating teachers will attend the summer institute in school-site teams, then meet throughout the school year to examine student writing, collaboratively plan and implement writing strategies through the Model-Practice-Reflect instructional sequence. Teacher leadership will be supported through facilitator training at an advanced institute, in which teachers who have experienced the cycle return to support the learning of the next cohort. The project will also support the learning of pre-service teachers through the UC Berkeley credentialing pipeline.

T365Z210062: Baylor University, TX

Multi-tiered Support for English Language Learners

Project description: The purpose of this project is to provide professional development (PD) and capacity building focused on Multi-Tiered Systems of Support (MTSS) for English Learners (ELs) with and without disabilities. Tier 1 PD will be guided by the What Works Clearinghouse (WWC) Teaching Academic Content and Literacy to English Learners in Elementary and Middle School practice guide (Baker et al., 2014) and the Tier 2 interventions implemented will be derived from two previous studies conducted by 1Sáenz et al. (2005) and 2Vaughn et al. (2009) that meets or exceeds WWC standards.

T365Z210102: Old Dominion University Research Foundation, VA

Creating Teams of Educators to Build the Literacy Skills of English Learners with and without Disabilities

This project will: (1) develop and implement a high-quality in-service professional development (PD) through three graduate-level courses (i.e., 9-credit hrs.) for elementary school teams in high-need school divisions to assess and provide literacy skill

instruction to ELs with and without disabilities; (2) develop and implement PD programs for inservice educators with a focus on moderate evidence-based literacy instruction and family engagement; (3) redesign and implement a high-quality pre-service graduate special education program to include specific content on the assessment, and evidence-based literacy instruction of ELs with disabilities; and (4) promote a collaborative approach among parents and educators involved in the education of ELs with and without disabilities

Goal 1: At the end of the project period, 80 highly qualified in-service educators and 300 pre-service graduate special education teachers will be trained in appropriate assessment and progress-monitoring of ELs within a three-tiered model of support.

Goal 2: At the end of the project period, 80 in-service educators and 300 pre-service special education teachers will be trained to provide appropriate and effective evidence-based literacy (e.g., reading, writing) instruction to ELs with or without disabilities and their families.

Outcomes:

- 1) At least 85% of the participants will rate the program as effective in preparing them to work with ELs with and without disabilities.
- 2) At least 85% of the participants will demonstrate an increase in their knowledge on how to assess and monitor the progress of ELs within a three-tiered model of support.
- 3) At least 85% of the participants will increase their knowledge on the use and interpretation of multiple methods of assessment and data sources appropriate for ELs with and without disabilities.
- 4) At least 85% of the participants will increase their knowledge of how to collect progress-monitoring data to design data-driven literacy interventions for ELs.
- 5) At least 85% of the participants will be able to engage parents of ELs in supporting their children's literacy skills development and provide the families with evidence-based strategies for literacy development.
- 6) At least 85% of the participants will be able to identify and apply evidence-based strategies to increase the reading and other literacy skills development of ELs.
- 7) At least 85% of the participants will be able to provide appropriate and effective evidence-based literacy instruction to ELs with or without disabilities.
- 8) At least 85% of the participants will be able to choose and implement evidencebased literacy practices effective and appropriate for ELs with and without disabilities.

T365Z210173: Oregon State University, OR

Teachers Educating All Multilingual Students 2.0

Expanding and deepening our successful 2016 NPD project, TEAMS 2.0 will support pre-service and in-service teachers in eight partner districts in developing knowledge and

skills for effectively educating EL students, particularly in integrating language acquisition into content area courses and in dual language approaches. Participating teachers will complete online coursework leading to state certification for serving EL students, supported by facilitators within each district. In addition, each group will partner with a local community organization to co-design and co-implement activities to promote literacy in collaboration with multilingual families.

T365Z210176: The Danielson Group Inc, IL

PLEDGE

The project is guided by three major goals: 1) Implement effective in-service PD that will improve the qualifications, knowledge, and skills of educational personnel involved in teaching academic content and literacy in English learners in grades K–8, through the PLEDGE Micro-Credential Program (MCP); 2) Develop and refine curricula appropriate to the needs of administrators, coaches and teachers; and 3) Increase capacity of parents/caregivers to improve academic language and literacy outcomes for ELs through CAL’s English Learner Family Literacy Program (FLP) in the partner LEAs in Maryland. To address these goals, we will implement and refine the Danielson Framework (FFT) in-service PD for administrators, coaches and teachers and develop evidence-based modules to infuse into the Danielson FFT with the end goal of improving educator effectiveness in supporting the academic language and literacy knowledge and skills of student ELs. To support this work Project PLEDGE will also develop and refine a Professional Learning Communities (PLC) facilitation guide and develop a Family Literacy Program (FLP) curriculum to be implemented with EL student parents/caregivers. We will use formative and summative evaluation data to guide the iterative development of the curriculum and training materials and ensure that the project is on track to meet all objectives and goals. A quasi-experimental, cohort sequential evaluation design will be implemented to examine program effectiveness and promise.

T365Z210211: St. John's University, New York, NY

Project Leader

Professional development will provide the project scholars with the leadership skills needed to formulate policies and innovative practices that respond to the demands of educating ELs, to enable them to effectively meet challenging literacy content areas and performance standards, especially in the areas of

reading speaking, listening and writing, including digital literacy. Project LEADER will ensure that the participants will be able to place special emphasis on implementation theory-based educational programs and best practices that have been demonstrated to be effective through rigorous scientific research based on WWC Practice Guide 2014, <https://ies.ed.gov/ncee/wwc/PracticeGuide/19>. Project scholars will learn how to develop and manage budgets, hire and supervise staff, engage parents and community members and develop curricula to meet the specific needs of diverse, multilingual students in the schools and communities they serve.

T365Z210122: The Research Foundation CUNY - The City College, NY

Building Secondary English Learner Educator and Administrator Leadership (B-SEAL)

Over five years the partners will work with teams of secondary content teachers and administrators in schools with high percentages of ELs. Teachers will earn TESOL or Bilingual certification through coursework and will receive in-school coaching to incorporate a cognitive strategies approach to literacy and to develop instruction informed by literacy data. School leaders will take part in professional learning communities with their teachers and other school leaders to develop EL profiles and strategic plans to build dual language approaches that will provide ELs better learning opportunities, increased on-time graduation, and the ability for students to earn the NYS Seal of Biliteracy.

T365Z210058: The Ohio State University, OH

HELPERS: Helping English Learners and Partners Excel with Research-based practices and Support

Project Description and activities: (1) Train K-12 paraprofessionals/preservice teachers for bilingual & ESL licensure; (2) expand K-8 in-service teacher capacity to advance ELs language & literacy proficiency with small group instruction intervention in hybrid & virtual learning contexts with coaching; (3) Support implementation with fidelity of EL evidence-based professional development to in-service teachers, instructional coaches & administrators for project-based learning expeditions-hybrid & virtual contexts; (4) Increase parent, family & community member engagement in the education of ELs using high impact evidenced-based practices: family-school connectors, 1-1 parent tutoring & adult English classes; (5) Model & disseminate effective practices using technology as an intervention to network EL school-parent-family-school-community.

T365Z210073: The College Ready Promise, CA

Texas Dual Language Project: Preparing Texas teachers to support the achievement of English Learners

The College Ready Promise (dba Ensemble Learning) in partnership with the Texas Education Agency and American institutes of Research respectfully submits the following application for the National Professional Development Program. Ensemble Learning is a national 501(c)3 non-profit working in consortia with a SEA (Texas Education Agency), as such we meet the eligibility criteria to apply.

T365Z210121: Missouri State University, Springfield, MO

Show Me Multiliteracy

The project builds on collaboration of an advisory board that represents stakeholders broadly. The Show Me Multiliteracy project addresses districts' efforts to improve the educational outcomes of English learners in three ways: (1) by making grants available to 100 in-service teachers and mentoring them to carry out demonstration projects and disseminate the blueprints of these activities, (2) by guiding 22 school teams in a year-long professional development to conduct self-study of their EL services and to enable them to adapt the demonstration projects in their own schools, and (3) by offering 50 full scholarships to selected in-service teacher leaders to earn the Missouri K-12 ELL endorsement, a 30-credit credential.

T365Z210151: Purdue University, West Lafayette, IN

Project PILAR: Parental Inclusion in Language and Research

The purpose of Project PILAR is to increase the overall instructional and family literacy capacities of pre- and in-service teachers, instructional coaches and family liaisons serving in dual language (DL) education by improving staffing through EL and DL training, licensure, certification, and instructional coaching informed by evidence-based practices. DL teachers will participate in a QED study on effects of oracy and biliteracy on instruction and student outcomes in English language arts achievement and English and Spanish proficiency. The project will foster biliteracy bridges with community agencies, family liaisons and EL families, improving EL families' use of evidence-informed literacy strategies; content will be incorporated into pre- and in-service training. Professional development will be furnished at regional educational services centers to build capacity of newly forming DL programs. We will collaborate with INTESOL and IDOE's DL Network to address Indiana's DL policy needs.

T365Z210067: UNIVERSITY OF HAWAII, HI

I Mahuahua A?e, Strengthening Hawaii's Dual Language Teacher Training Pipeline

Major project activities include recruitment into teacher training programs; pre-service and in-service professional development in long-term training programs that result in credentials, certificates, degrees and licensure; family engagement activities that support dual language learning for ELs; mentorship and leadership training via dual language masters and doctoral programs; and dissemination of best practices for Native American dual language programs.

T365Z210160: Morningside College, Sioux City, IA

Project Connect

Five project components will increase completion, licensure, and ESL endorsement rates in fully online baccalaureate, master's, and ESL endorsement programs targeting LEA teachers, paraprofessionals, and substitutes. In addition, a minimum of two online professional development series will be developed targeting educators and non-teaching personnel.

T365Z210089: Clemson University, Clemson, SC

English Learner Instruction: Building Capacity Through Design

The project will provide a master's degree in literacy, with an ESOL focus and literacy and ESOL certification to 50 teachers across two, high-need districts in SC. The project will also formatively and summatively assess this PD as well as a caregiver course that will serve 50 caregivers of ELs.

T365Z210014: University of Kentucky Research Foundation, KY

Project EXCEL (Expertise for Classroom Equity through Literacy)

Project Description: This project will use the Culturally Responsive Instruction Observation Protocol (CRIOP) as a PD framework for classroom teaching and family literacy. This PD framework structures project activities around the targeted Assessment, Instruction, Discourse, Family Collaboration, and Critical Consciousness strategies, with a focus on the focal strategies (Competitive Priority #1) and employs intensive yearlong PD including school-based coaching. Graduate coursework will be used to prepare a cadre of teacher leaders to support implementation of effective practices for ELs and to serve as advocates in schools.

T365Z210068: Cleveland State University, OH

Project ELEVATE

ELEVATE will transform content teacher preparation and PD in Ohio and improve classroom and at-home learning environments for ELs. In collaboration with LEA partner CMSD, CSU will implement: 1) an integrated two-year master's program that prepares candidates for dual licensure in Primary and ECIS, and a TESOL Endorsement; 2) a one-year training program that prepares in-service CMSD K-12 teachers for a TESOL Endorsement; 3) an evidence-based vocabulary project aimed at increasing the capacity of in-service CMSD K-12 teachers to successfully teach vocabulary to ELs; and 4) a community-based project to empower ELs' parents/families with evidence-based instructional practices to encourage and practice literacy at home.

T365Z210158: Portland State University, OR

Diverse Inclusive Collaborative Educators PLUSS (DICE PLUSS)

PD to Improve Instruction for ELs. Project DICE PLUSS employs pre-service licensure preparation and inservice PD to support the literacy/biliteracy achievement of ELs. We build on the knowledge base on effective instruction for ELs and use of systematic, explicit instruction (Aceves & Orosco, 2014; Baker et al., 2014). PSU's COE has partnered with TTSD and Education Northwest (Evaluator) to: (a) recruit and prepare diverse preservice teacher scholars for licensure in special education or general/special education through coursework that embeds EL Professional Standards (N=30), teach culturally and linguistically responsive evidence-based practices (CLR EBPs) and provide high-quality clinical/field experiences, (b) improve the use of data-based decision making in three partner schools (two elementary, one middle) within a dual language setting, (c) provide bilingual person-family centered workshops in CLR EBPs in language and literacy/biliteracy for families, and (d) develop manual and toolkit for sustainability and replicability.

T365Z210091: Clarkson University, NY

Advancing Language and Literacy for English Learners (ALL4ELs)

Clarkson University, a private, national research university and institute of higher education located in New York State, is proposing the Advancing Language and Literacy for English Learners (ALL4ELs) professional development project. ALL4ELs will be implemented by its leadership team at Clarkson's Capital Region Campus, in partnership with Questar III BOCES, the Capital Region Bilingual Education Resource Network (R-BERN), the Schenectady City School District and the Amsterdam, Hudson and Ichabod Crane Central

School Districts. These four districts represent urban and rural communities, both of which tend to have underrepresented student populations. The project will include both teachers and administrators who serve students in grades K-12. ALL4ELs is structured around existing Clarkson University TESOL graduate courses combined with technology integration workshops, and community events that will bring teachers, administrators, university faculty, participants, ELs and their families together. The project will establish communities of practice in partner schools to allow educators to collaborate and implement systematic and engaging language instruction to meet the needs of all learners. A research component investigates: 1) How does ALL4ELs affect ELs' literacy and language development? 2) How does ALL4ELs prepare in-service, pre-service, and administrators to instruct ELs? 3) How does a cohort model develop a community of practice and build capacity in partner schools? How does the community of practice support reflective teaching?

T365Z210080: The Regents of the University of California, Los Angeles, CA

Project ASSETS (Accelerating Student Success for ELs Through Scaffolded Support)

Project Description: Project ASSETS seeks to (a) to improve the quality of education for K-12 EL students in Nebraska by building capacity of content area teachers to infuse evidence-based EL best practices in all content area coursework and (b) to build the capacity of parents/ caregivers to increase language and literacy achievement of their EL children. This innovative project provides a rigorous program of study over the course of 18 months that leads to a microcredential, Data-Driven Instruction for English Learners, for 320 educators and training in family engagement and literacy for 400 parents/caregivers or ELs.

T365Z210142: ABOR for and on behalf of Northern Arizona University, AZ

Bilingual ESL Special education Teacher education (BEST)

Project Description: The primary focus of BEST is to provide a professional development program that will prepare 66 ESL endorsed Special Education teachers in the Yuma area. Within their teacher preparation, these 66 participants will aid in the delivery of Literacy activities based on Saunders & Goldenberg (1999) work described in WWC intervention report Instructional Conversations and Literacy Logs
https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_ICLL_102606.pdf