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ABSTRACT

Name of the IHE: Stephen F. Austin State University (SFASU)

Title of the Program: Project CONFIANZA

Consortium Partners: Nacogdoches Independent School District, Lufkin Independent School District

Project Description:

Through Project CONFIANZA, the Stephen F. Austin State University (SFASU) College of Education (COE) will conduct a five-year research study designed to implement targeted curriculum and professional development activities and to assess their level of implementation and impact on classrooms. These activities will build the capacity of teachers, professors, and administrators to serve English Learners (ELs) in partnership with two local education agencies (LEAs): Nacogdoches Independent School District (NISD) in Nacogdoches County and Lufkin ISD (LISD) in neighboring Angelina County. *Confianza* means a combination of trust, mutual respect, familiarity, and understanding based upon experience which yields confidence. *Confianza* symbolizes the reciprocal relationship between the multiple partners and stakeholders in the grant. This project builds upon SFASU's previous National Professional Development Grant, ENLACE (*English Language Acquisition Center for Excellence*.

The goals of this collaborative project are (1) to improve the education of pre- and in-service teachers to work effectively with EL students and (2) to assess their level of implementation and impact on classrooms. This will be accomplished through three objectives.

The first objective is to improve the SFASU COE teacher education program curricula to prepare all teacher education candidates to provide effective instruction to EL students and implement the Texas English Language Proficiency Standards (ELPS). This will be accomplished by aligning the infused ESL standards and ELPs with the certification curriculum. All candidates will take the state-released representative exam. Project CONFIANZA expects a pass rate of 80% or higher. Each year, 60 candidates will take and pass the TExES certification exam for ESL. Curriculum and Data Teams—a collaborative effort between SFASU COE, NISD and LISD—will work to ensure seamless integration of EL theory of best practice and project activities.

The second objective is to continue to upgrade qualifications and skills of all in-service faculty and leaders in the two PDS partner school districts and SFASU COE to teach EL students effectively in content classes. Participants will attend a three-day professional development opportunity to prepare them to take and pass the TExES ESL exam. Over the course of the grant, 260 in-service teachers will become certified in ESL. Additionally, these teachers will receive support from collaborative teams of mentor coaches, demonstration teachers, administrators, aspiring administrators, and university faculty liaisons. These support teams will attend a three-day professional development opportunity to develop leadership for ELs. Twenty-two mentor coaches and 22 demonstration teachers, 20 administrators, and 15 aspiring administrators will attend the EL Leadership Institutes. On their home campuses, these teams will work to seamlessly integrate the skills learned in the professional development into practice. These leadership institutes will concentrate on EL teaching strategies and best practices, the theory of language development, cultural diversity, and differentiated instruction for second language learners. These sessions will also prepare administrators to identify appropriate EL teaching

strategies in the classroom as they conduct walk-throughs in their schools. Professional development will follow the Train-the-Trainer and Professional Development School (PDS) models and is designed so that mentor coaches, administrators, and aspiring administrators from partner schools will attend the same training sessions as SFASU PDS faculty, who train teacher interns and supervise field placement sites. The EL Leadership Institutes will focus on the STEM content areas.

The third objective of Project CONFIANZA is to increase the level of implementation of effective teaching and leading for EL students through field-based experiences in PDS classrooms and research-based decision-making. Project CONFIANZA's goal is to affect permanent change in the partnering institutions' approach to educator preparation and professional development. The first step in this process is to institute an ongoing assessment of professional development needs and data analysis. Through Curriculum Development and Data Teams (CD/DT) at the university and campus levels, Project CONFIANZA will create structures of support for EL academic success. Second, by revising and realizing the current SFASU teacher education curriculum and faculty approach to EL content, future pre-service educators will graduate from SFASU's program with the skills and qualifications to address learning needs of LEP students. Third, by taking a systemic approach for sustainability, Project CONFIANZA will create overlapping layers of support through coaches, Demonstration Teachers, aspiring administrators, and current administrators to reach many more in-service educators and higher education faculty than just those who attend the professional development activities; these individuals will in turn serve as models and mentors for new teachers and administrators in their schools. Pre-service candidates will observe demonstration teachers using best practices for ELs in the classrooms. Aspiring administrators will participate in data-based decision making to lead improvement for ELs on their campuses. Current administrators and university liaisons will mentor aspiring administrators to display a level of implementation of data-based decision making of 4.0 on a 5.0 scale. Mentor coaches will coach newly certified ESL in-service teachers to display a level of 4.0 on a 5.0 scale for implementation of best practices for ELs.

Priorities: *Competitive Priority 2*: Enabling More Data-Based Decision-Making; *Competitive Priority 3*: Promoting Science, Technology, Engineering, and Mathematics (STEM); *Invitational Priority 1*: Improving Achievement and High School Graduation Rates; *Invitational Priority 2*: Improving Preparation of All Teachers to Better Serve English Learners.

GPRA Measure Targets:

- The number of *pre-service* teachers expected to be served (Year 1, 2, 3, 4, 5)
  - **Year 1**: 750, **Year 2**: 750; **Year 3**: 750; **Year 4**: 750; **Year 5**: 750
- The number of *pre-service* teachers expected to complete the program of study (Year 1, 2, 3, 4, 5)
  - **Year 1**: 60, **Year 2**: 60; **Year 3**: 60; **Year 4**: 60; **Year 5**: 60
- The number of *pre-service* teacher completers expected to be placed in instructional settings serving ELs (targets for years 2 and beyond)
  - **Year 1**: 0, **Year 2**: 50; **Year 3**: 50; **Year 4**: 50; **Year 5**: 50
- The number of *pre-service* teachers expected to complete the program of study and be certified in EL instruction (Year 1, 2, 3, 4, 5)
  - **Year 1**: 0, **Year 2**: 54; **Year 3**: 54; **Year 4**: 54; **Year 5**: 54

- The number of *paraprofessionals* (who are not pre-service teachers) expected to be served (Year 1, 2, 3, 4, 5) 0
- The number of *paraprofessional* completers expected to meet state or local qualifications for ELs (Year 1, 2, 3, 4, 5) 0

- The number of *in-service* teachers expected to be served (Year 1, 2, 3, 4, 5)
  - **Year 1**: 104, **Year 2**: 104; **Year 3**: 94; **Year 4**: 94; **Year 5**: 84
- The number of *in-service* teachers expected to complete the program of study (Year 1, 2, 3, 4, 5)
  - **Year 1**: 104, **Year 2**: 104; **Year 3**: 94; **Year 4**: 94; **Year 5**: 84
- The number of *in-service* teachers expected to complete the program of study and be certified in EL instruction (Year 1, 2, 3, 4, 5)
  - **Year 1**: 60, **Year 2**: 60; **Year 3**: 50; **Year 4**: 50; **Year 5**: 40
- The number of *in-service* teacher completers who are expected to serve EL students (Year 1, 2, 3, 4, 5)
  - **Year 1**: 104, **Year 2**: 104; **Year 3**: 94; **Year 4**: 94; **Year 5**: 84

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Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1238-Narrative Confianza_final.pdf**

PART III. PROJECT NARRATIVE INTRODUCTION

Through Project CONFIANZA, Stephen F. Austin State University (SFASU) will conduct a five-year research study designed to implement targeted curriculum and professional development activities and to assess their level of implementation and impact on classrooms. These activities will build the capacity of teachers, professors, and administrators to serve English Learners (ELs) in partnership with two local education agencies (LEAs): Nacogdoches Independent School District (NISD) in Nacogdoches County and Lufkin ISD (LISD) in neighboring Angelina County. *Confianza* means a combination of trust, mutual respect, familiarity, and understanding based upon experience which yields confidence. *Confianza* symbolizes the reciprocal relationship between the multiple partners and stakeholders in the grant. This project builds upon SFASU's previous National Professional Development Grant, ENLACE (*English Language Acquisition Center for Excellence*).

Creating Ongoing Networks for Implementation of **Activities** and **Norms** with **Zealous Advocacy** for ELs (CONFIANZA) will solidify implementation of known effective practices for ELs and research methods to best prepare pre-service and in-service teachers to build communities of high expectations and achievement for ELs. In so doing, school districts in east Texas and across the state will be able to fill a critical shortage of teachers who meet high quality standards established by *No Child Left Behind* (NCLB) legislation and the State of Texas, and their ELs will attain English proficiency and meet or exceed academic achievement standards. Furthermore, this project will add to the research base in these critical areas. This project addresses the following invitational and competitive priorities:

Invitational Priority #1. Located in rural east Texas, SFASU is a regional comprehensive public university in Nacogdoches that provides graduate and undergraduate education and

produces approximately 750 teachers annually, who then serve in school districts across the state. Working in partnership with two LEAs, CONFIANZA provides equitable educational opportunities for ELs, access to rigorous accelerated curriculum, and linguistic scaffolds for access through professional development for in-service teachers, administrators, and university faculty, and improved curriculum for pre-service teachers.

Invitational Priority #2. Building on SFASU's existing Professional Development School (PDS) system with its two partner school districts, and in consultation with the Texas Education Agency (TEA), joint professional development will be provided to ensure that all *in-service teachers* have the knowledge and skills to instruct ELs effectively and that all SFASU James I. Perkins College of Education (COE) *faculty* have the tools to instruct teacher candidates effectively in EL strategies. Teacher education curricula aligned with state content, assessment, and English language proficiency standards (ELPS), will be further restructured to prepare all SFASU *teacher candidates* to take these EL instructional skills into mainstream classrooms across the state and to become ESL certified. Professional development will include teachers who are aspiring administrators to strengthen the administrative support for a culture of high achievement for ELs.

Competitive Priority #2. The Curriculum Development/Data Teams (CD/DT), a joint endeavor between all stakeholders, will meet together to collect campus-based data on grant participants and student success. The data will be used to drive the instructional practices on campuses, the professional development design, and the direction of Project CONFIANZA's specific activities. Data will include: benchmark exams for ESL testers, Sheltered Instruction Observation Protocol (SIOP) based evidence of implementation of strategies, surveys, focus groups, and critical incident narratives.

Competitive Priority #3. Professional development opportunities will be provided in concert with the SFASU STEM (Science, Technology, Engineering, and Mathematics) Research and Learning Center. CONFIANZA will work with the STEM Center at SFASU to integrate effective strategies for ELs through rigorous and effective content strategies implemented with this initiative.

In-service professional development will be provided to teachers, curriculum specialists, administrators at partner schools, and Mentor Coaches will serve as professional development providers for their schools. In turn, these schools will continue to serve as primary placement sites for SFASU pre-service teachers' field experiences and internships in conjunction with the redeveloped teacher education curriculum infused with Texas' new ELPS and TExES ESL Supplemental 154 certification and credentialing content. Finally, the impact of professional and curriculum development activities on classrooms will be assessed through a focused and coordinated research agenda and results disseminated through publications and presentations.

A. PROJECT DESIGN

The goals of this collaborative project of the SFASU COE and the LEA partners (LISD and NISD) are (1) to improve the education of pre- and in-service teachers to work effectively with EL students and (2) to assess their level of implementation and impact on classrooms. This will be accomplished through the following:

Objective #1. To improve the SFASU COE teacher education program curricula to prepare all teacher education candidates to provide effective instruction to EL students and implement the Texas English Language Proficiency Standards (ELPS).

Objective #2 – To continue to upgrade qualifications and skills of all in-service faculty and leaders in the two PDS partner school districts and SFASU COE to teach EL students

effectively in content classes.

Objective #3 – To increase the level of implementation of effective teaching and leading for EL students through field-based experiences in PDS classrooms and research-based decision-making.

Objective #1 - Within objective one, there are two levels of curricular objectives. First, all SFASU COE candidates will be prepared to provide effective instruction to EL students and implement the Texas ELPS as mandated by state law. Preparation of pre-service teachers is needed to equip them with the skills, knowledge, and cultural awareness to successfully promote learning for the EL student. This project extends the previous ENLACE project which borrowed from the Florida Department of Education's infused English for Speakers of Other Languages (ESOL) model, University of Central Florida's ESOL Endorsement Program, and University of Southern Florida's Tapestry model. During the first two years of the previous NPD ENLACE project, SFASU's 12 semester credit hour ESL certification curriculum, which meets state standards, was divided into components and into appropriate courses in each of SFASU's pre- and post-baccalaureate elementary and secondary teacher preparation programs. Since this NPD project, Texas has adopted new ELPS and, as a result, will be adopting new certification requirements for all initial teaching candidates. In order to achieve the curricular objective within this goal, additional curriculum revision and realignment are necessary.

The previous NPD grant was necessary to align the SFASU COE pedagogy with the rapidly changing demographic of the regional, rural university. Focus groups with university faculty and partner district leaders indicated the initial curriculum revisions need to be implemented more fully with course activities to mirror the expectations of the heterogeneous classroom environment into which candidates are inducted. **Project CONFIANZA will meet**

this need by university faculty CD/DT meeting monthly to refine curriculum and monitor student progress in attaining the knowledge and skills to meet the needs of ELs.

Second, candidates wishing to seek certification prior to graduation will attend joint professional development sessions with in-service teachers and additional review sessions (described below). Through this project, 60 of these candidates will be funded per year, prior to graduation, to take the ESL TExES Supplemental. These candidates will receive $200 to cover the cost of the test and certification fees. The alignment of the objective with specific aims, measureable outcomes, and identified needs is outlined below.

Objective #1		
Specific Aims	**Measureable Outcomes**	**Assessed Needs**
Candidates will be prepared to provide effective instruction to EL students and implement the TX ELPS as mandated by state law.	Longitudinal study of five-year benchmark data will address gaps and strengths in teacher education curriculum ***(Program Measure)***. Curriculum audits will produce a curriculum 100% aligned with the TX ELPS and ESL standards ***(Program Measure)***. All candidates will take the state-released, representative ESL exam and pass at a rate of 80% or higher ***(Program Measure)***.	More integrated and seamlessly aligned infused-ESL curriculum. Changes in state law, certification requirements, and certification testing created gaps in teacher education curriculum. All content teachers are now required to implement ELPS by law. Candidates must be prepared for seamless transitions into practice. Benchmark comparison data with in-service ESL testers show gaps.

Candidates will be certified in ESL.	60 candidates per year will take and pass the ESL Supplemental certification exam (***GRPA Measure 1.1***). 84% of completers (50) will serve LEP students within one year of graduation (***GPRA Measure 1.2)*** 90% of completers (54) will serve LEP students within three years of graduation (***GPRA Measure 1.3)***	More districts require ESL certification for hiring. In some situations, such as special education, teachers of record for students classified as LEP must be certified in ESL as well as their content areas to be considered highly qualified.

In Year 1, the Curriculum Development and Data Teams (CD/DT) for the two certification track programs in SFASU COE will assess and evaluate the implementation of the current infused curriculum. This assessment will be based upon the previous pilot study benchmark data of state-released representative certification exam results administered during candidates' internship semesters. The CD/DT will make recommendations for realigning the Texas ESL Standards into the certification courses in the elementary, secondary, and all-level tracks based upon a longitudinal study of the five-year benchmark data of pre-service candidates' scores on the state-released representative ESL test. The CD/DT will also make recommendations for implementing the Texas ELPS into the courses.

The CD/DT will attend the English Learner Leadership Institutes; collect data related to the alignment, implementation, and effectiveness of the infused curriculum; analyze results of data as part of an action research team; adjust standards within the curriculum based on results of

data analysis; make recommendations to the Project Advisory Committee (PAC) and Project Director for program adjustments, and act as a research team for the curriculum implementation and effectiveness. The CD/DT, composed of lead professors of each of the infused courses in the certification-track programs in SFASU COE, will act as liaisons, working to move the previous NPD ENLACE work to seamless integration within course goals, practice, activities, and field experiences. The program coordinators of the three certification track programs at SFASU COE will serve on these CD/DT. Leaders of the committee will be chosen from faculty and will have previous experience with ESL curriculum infusion in their courses and data-based decision making for instructional and curricular improvement.

Objective #2. To ensure that the impact of professional development activities targeting EL strategies are sustained over time, Project CONFIANZA will implement a continuous cycle of coaching and follow-up to ensure that concepts are applied to content and to assess the effectiveness of specific interventional strategies. During the previous NPD Project ENLACE, participants collaboratively designed an observation protocol that aligned with the Texas ELPS, SIOP best practices, and engagement models in practice on stakeholder campuses. Training will continue on these methods and on the observation of implementation and effectiveness at the classroom level. There will be two strands of in-service professional development activities.

The first strand, English Learner **Leadership Institutes** (ELLI), will consist of annual, three-part joint training series for SFASU education faculty, along with ESL- or bilingual-certified teachers (who are being prepared as Demonstration Teachers), and district and campus administrators and curriculum specialists as coaches from partner ISDs. The Leadership Institutes will concentrate on EL teaching strategies and best practices, the theory of language development, cultural diversity, and differentiated instruction for second language learners.

These sessions will also prepare administrators to identify appropriate EL teaching strategies in the classroom as they conduct walk-throughs in their schools. Professional development will follow the Train-the-Trainer and Professional Development School (PDS) models and is designed so that Mentor Coaches, administrators, and aspiring administrators from partner schools will attend the same training sessions as SFASU PDS faculty, who train teacher interns and supervise field placement sites. Twenty-two EL Mentor Coaches will be prepared in Year 1 for the partner ISD campuses. Campuses will be determined by the PAC based upon student demographic need and highly qualified teacher status for EL instruction. This system has been successful in the previous NPD ENLACE grant. These Mentor Coaches will return to their schools to assist teachers in completing EL-specific training (described below) and teachers who have not yet participated in this professional development. Aspiring principals will participate in intensive preparation of ways to support a culture of high expectations for ELs, with research-based instructional practices and campus-wide support.

The ELLI will provide participants with a forum for sharing practices in a learning community of like-minded professionals. They will be held on the SFASU campus and will continue to feature nationally-recognized scholars and leaders in EL education as the previous NPD grant featured, such as Sonia Nieto, David and Yvonne Freeman, Margarita Calderón, and Jo Gusman. This first strand of training will provide project leaders a similar base of knowledge and skills to bring back to their campuses, and classes to build capacity of other participants.

While the foundational principles of language acquisition theory, sheltered instruction, and other general knowledge and skills have been critical for participants to begin to meet the needs of ELs in content area classes, subject-specific strategies are needed (Short & Fitzsimmons, 2007) to impact student learning at the classroom level. Evaluation of the current

project indicates a need for subject-specific modeling and demonstration in the areas of math and science. In addition, the greater lexical demands of math and science, combined with the interrupted schooling of many ELs at the secondary level, cause greater need for an increased emphasis on and attention to methods and strategies for EL instruction in these content areas. (*Addresses Competitive Priority 3, STEM Education*).

The second strand, Second Language Acquisition Academies (SLAA), will be conducted annually during Years 1-5 to provide in-depth understanding of language development, EL strategies, and instructional best practices for teachers in the partner schools. Teachers will be trained in specific modeling of EL strategies to meet the individualized needs of second language learners. The SLAA will be structured as a three-part series throughout the school year, with sessions held on Saturdays to maximize participation. The third session will be offered shortly before ESL certification exam test dates. Each of the campuses in the partnering ISDs will select teams of teachers by grade level or content area, depending on the need of the individual school. (Administrators may accompany their teachers.) Each participating teacher will receive training materials for use in their classrooms and a stipend of $300. They will also have fees for the TExES ESL test and certification reimbursed. Back in their schools, they will be supported by Mentor Coaches, faculty liaisons, Curriculum Development and Data Teams, administrators in training, and school administration.The alignment of the objective with specific aims, measureable outcomes, and identified needs is outlined below.

Objective #2		
Specific Aims	**Measureable Outcomes**	**Assessed Needs**
PDS in-service content teachers will become	260 public school teachers will become ESL certified (60 Year	Content area teachers need to become certified in ESL to teach

certified in ESL.	1, 60 Year 2, 50 Year 3, 50 Year 4, and 40 in Year 5). ***(GPRA Measure 1.5)***	ELs effectively and to implement sheltered concepts into content classes. Too few content teachers are certified in PDS schools.
PDS administrators will participate in Leadership Institutes as part of a network of support for instructional improvement for ELs.	20 school administrators will attend Leadership Training per year. ***(Program Measure)***	School administrators, as instructional leaders, help create a culture of high academic achievement for ELs. School administrators provide the support and structure for implementation of best practice for ELs.
PDS Mentor Coaches and Demonstration Teachers will participate in Leadership Institutes (part of a network of instructional support for improvement for ELs.	30 Mentor Coaches and 30 Demonstration Teachers will attend Leadership Institutes and provide support to recently certified teachers on home campuses to implement best practices for ELs. ***(Program Measure)***	Content teachers newly certified in ESL need a structure of support and demonstration for implementation of the newly acquired theoretical skills.
University faculty will participate in Leadership Institutes as part of a network of support for	100% of full-time faculty teaching infused courses will attend Leadership Training. ***(Program Measure)***	University faculty need development of knowledge of language acquisition processes to better implement infused

instructional improvement for ELs.		coursework.
Administrators in training will participate in Leadership Institutes as part of a network of support for instructional improvement for ELs.	At least 15 aspiring school administrators will be prepared to ensure project sustainability. ***(Program Measure)***	Creating sustainable networks for support requires a similar system for administrators as the previous established system for pre-service teachers.

Objective #3. Field-based training opportunities will expose pre-service candidates to authentic implementation of best practices in diverse K-12 settings. Criteria for the practicum will include observations of teachers of EL students at the elementary, middle school, and high school levels. Project CONFIANZA Demonstration Teachers will be selected from previous NPD ENLACE participants or teachers who have gained ESL certification and have been identified by school leaders as having high levels of implementation of the following for EL students in their content classes: differentiated instruction, developing academic language, accessing prior knowledge, and engaging and encouraging student interaction and language production. Demonstration Teachers will also plan and provide multiple literacy experiences for EL students in their content classes, as defined by the Texas ELPS (2008). Pre-service candidates seeking ESL certification will observe effective lessons designed using instructional strategies aligned with CONFIANZA professional development. Pre-service candidates will also gain an understanding of classroom and campus-based data collection, analysis, and decision making as they participate in the CD/DT on their internship campuses. Data Teams will consist of campus

administrators, faculty liaisons, administrators in training, Mentor Coaches, Demonstration Teachers, and pre-service candidates seeking ESL certification prior to graduation. The alignment of the objective with specific aims, measureable outcomes, and identified needs is outlined below.

Objective #3		
Specific Aims	**Measureable Outcomes**	**Assessed Needs**
SFASU COE candidates will implement effective instruction to EL students.	60 pre-service candidates per year will intern with PDS Demonstration Teachers. Hours required will be determined during year one in concert with the PAC. Candidates will log hours of contact. ***(Program Measure)***	Pre-service candidates need field-based models of and experiences with effective EL instruction.
Candidates will understand how to use data to drive instructional improvement.	Candidates will attend at least 3 data analysis meetings. Follow up implementation artifacts and assignments will be determined year one in concert with the PAC. Candidates will log hours of contact. ***(Program Measure)***	Pre-service candidates need field-based models of classroom and campus-based data collection, analysis, and decision making based as it drives instructional improvement for ELs.
Mentor Coaches will observe each newly certified ESL teacher	Newly certified teachers will show a level of implementation of 4.0 on a 5.0 scale in areas trained.	Newly certified teachers need a structure of support for implementation.

three times using the observation protocol.	Specific areas of observation will be determined by PAC and will align with the Leadership Institutes and on-campus training Mentor Coaches conduct. ***(Program Measure)***	
SFASU COE administrators in training will understand how to use data to drive instructional improvement and will actively participate in campus-based data teams for ELs , professional for ELs, and observation of Demonstration Teachers.	Administrators in training will demonstrate a level of implementation of data-based decision making for ELs of 4.0 on a 5.0 scale as assessed by Mentor Coaches. ***(Program Measure)***	Just as instruction for ELs in the past had been segregated and left to the ESL teacher, so too has instructional leadership for ELs. Administrators in trainings need explicit, integrated experiences with campus and classroom-based data collection and analysis as it drives instructional improvement for ELs as well as classroom observations.

Project CONFIANZA builds capacity for long-term and sustainable results.

Leadership at all levels is needed for systemic, sustainable change to occur in school practices,

policies, and processes to promote equity and excellence in schools (Scheurich & Skrla, 2003). Project CONFIANZA's goal is to affect permanent change in the partnering institutions' approach to educator preparation and professional development. The first step in this process is to institute an ongoing assessment of professional development needs and data analysis. Through Curriculum Development and Data Teams (CD/DT) at the university and campus levels, Project CONFIANZA will create structures of support for EL academic success. Second, by revising and realizing the current SFASU teacher education curriculum and faculty approach to EL content, future pre-service educators will graduate from SFASU's program with the skills and qualifications to address learning needs of LEP students. Third, by taking a systemic approach for sustainability, Project CONFIANZA will create overlapping layers of support through coaches, Demonstration Teachers, aspiring administrators, and current administrators to reach many more in-service educators and higher education faculty than just those who attend the professional development activities; these individuals will in turn serve as models and mentors for new teachers and administrators in their schools. Having individuals on their own campuses to call upon when they have questions will also increase the likelihood that teachers will implement EL strategies in their classrooms. Extending professional development opportunities to school administrators will ensure support for teachers as they develop their EL teaching skills and will also serve to perpetuate the changes by strengthening a culture of academic success for ELs. Future activities of Project CONFIANZA will be based on outcomes of these systemic processes to ensure long-term and sustainable results.

Project CONFIANZA for ELs represents one component of a highly coordinated effort at SFASU to accomplish the COE's vision and mission: *to affect positive change in educator preparation programs and the educators they produce.* CONFIANZA for ELs will

coordinate activities with ongoing initiatives in the creation and delivery of professional development activities, restructuring of curricula, and recruitment of teachers and other school professionals. With the addition of CONFIANZA for ELs, SFASU's COE will house a comprehensive system that extends into all areas and levels of educator training and strengthens existing strategic partnerships. Components of the effort to create a sustainable system include:

- The SFASU STEM Research Center and Learning Center's goal is to increase the number of students who are interested in science, technology, engineering, and mathematics, and who are academically prepared to enter STEM careers. The Master Science Teacher (MST) `Academy focuses on areas in Life Science, Chemistry, Math, Physics, and Middle School Math. Coordination with MST would align their goal to supply well-prepared and highly effective STEM teachers with CONFIANZA's goal to prepare all content teachers to develop language alongside content. The co-principal investigator is also co-principal investigator of a state STEM Center, ensuring coordination between Project CONFIANZA and the STEM Center.
- The STEPS for College and Career Readiness focuses on professional development to give pre-service and practicing teachers the skills they need to promote excellence among a new and diverse school population to prepare all secondary students for college and career readiness. STEPS provides professional development for teachers of core subjects of English, social studies, science, and math to provide curricular alignment and instructional strategies to implement the college and career readiness standards, and follow-up coaching and support from university core content and curriculum and instruction faculty members to create lessons to meet the college and career readiness standards. Members of the STEPS grant advisory council will also serve on the CONFIANZA PAC to ensure coordination of the projects.
- A GEAR-UP project increases the number of rural schools who have teachers trained in

Advanced Placement, increases the number of minority and disadvantaged students who take higher level academic courses, and improves graduation and college-going rates for low socioeconomic students. This grant is also housed within the same department as CONFIANZA and a representative of this grant will serve on our PAC for coordination of services in the partner schools.

Project CONFIANZA's design reflects current research on effective practice. Project CONFIANZA prepares all teachers to instruct EL students in content classes. Research supports that second languages require a minimum of five years to learn (Krashen, 1994); however, language development can be accelerated with the appropriate scaffolding (Calderón, 2007). Learning academic English alongside content makes "grade-level academic subject matter comprehensible to English language learners, while at the same time developing their English proficiency" (Echevarria & Graves, 2007). This sheltered approached is effective only when the content teachers have had training in second language acquisition and sheltered methods. Project CONFIANZA provides both these strands as well as support structures for continued development and implementation. Furthermore, this project will add significantly to the body of knowledge related to the impact of implementation on students in classrooms.

Project CONFIANZA recognizes the cultural needs of EL students. Recognizing that educational attainment of immigrant students and children of immigrants is dependent upon many variables (Gándara & Contreras, 2009), including language acquisition, Project CONFIANZA's designs reflects Rong and Preissle's (2009) five recommendations: recognize how demographic changes have transformed schools, adapt curriculum and instruction to immigrant youth, improve each school and its environment, build networks with families and communities, and educate educators to work with immigrants.

Project CONFIANZA is based on effective strategies for secondary content teachers. Secondary content teachers face special challenges arising from the nature of the subject matter they must communicate to all students, including ELs who often do not possess academic language proficiency. Studies have found that content teachers generally focus classroom discussions on procedures rather than the significance of the subject matter and often ask ELs less challenging questions than native English-speakers. Second-language acquisition research has demonstrated that adapting classroom discussion, textbook reading, and written assignments to the language proficiencies of EL students helps them to learn English in subject-matter classrooms (August & Shanahan, 2006; Dong, 2004, 2005). CONFIANZA will focus on meeting these needs.

Project CONFIANZA is based on an existing Professional Development School (PDS) system. The PDS system is designed for cohesion, effective dissemination, and continuity and sustainability of services. Project CONFIANZA will utilize SFASU's existing PDS partnership with NISD and LISD to achieve program goals and objectives. The PDS model builds on a collaborative framework with partner schools and follow-up coaching of students to strengthen the link between theory and practice. Improvement is realized through upgrading the education of pre-service teachers; providing professional development for practicing teachers and higher education faculty; providing intensive practicum, student teaching, and internship experiences; and conducting field-based research (NCATE; Doolittle, Sudeck, Rattigan, 2008; Shroyer, Yahnke, Bennet & Dunn,2007). Compared to traditional teacher preparation programs, the interconnectivity of the various agents involved in the PDS model (e.g., higher education institutions and school districts) and the intensive field-based training paradigm have been shown to foster the entry and retention of teachers in the field (Latham & Vogt, 2006). Teacher

retention will, in turn, maximize the return on CONFIANZA's Train-the-Trainer approach and promote program sustainability.

EL strategies are infused throughout teacher preparation programs. It is imperative that university pre-service programs prepare future teachers to face the challenges of educating ELs. To provide future teachers with the skills, knowledge, and background to meet the needs of a diverse student population in Texas, SFASU must develop a curriculum that incorporates teaching strategies to meet the needs of ELs. To infuse an educator preparation program with theories, practices, and strategies to teach EL students, the COE faculty must recognize that preparing teachers to meet EL needs is an integral part of the mission of their program and that this activity should be reflected throughout the curriculum. Then, all affected faculty should be engaged in a long-term effort to reform the curriculum (Costa, McPhail, Smith, Brisk, 2005). Additionally, faculty should be engaged with the data to determine what changes should be made to the curriculum and what professional development needs to be implemented in the schools to align the curriculum changes (Lee & Herner-Patnode, 2010). These changes occur over time rather than through a few meetings or one-time training sessions (Cochran-Smith, 2003; Costa et al., 2005; Lee & Herner-Patnode, 2010; Shroyer, Yahnke, Bennet & Dunn,2007); therefore, a continual process will help to ensure that changes are long-lasting (annual Preparatory Training).

In-service professional development is a school-wide effort, promoting connections in schools. Similarly, increasing in-service educator capacity to teach EL students effectively must be a school-wide effort with intensive professional development opportunities for teachers (e.g., first and second language acquisition and skills transfer, sheltered instruction, assessment, cross-cultural contexts), administrators (e.g., support of teachers, classroom observation), and other education personnel (Calexico on the move, 2004; Short & Fitzsimmons, 2007).

Professional development is based on student needs. Another crucial component to affect change in the teaching of EL students is the provision of in-service professional development opportunities that raise expectations and develop skills, but for this training to be effective, research indicates that it must be linked to student needs (Verdugo & Flores, 2007). In redesigning the curriculum and developing training opportunities, Project CONFIANZA will borrow from Calderón and Minaya-Rowe's (2006) "backwards-planning approach," by first assessing the needs and desired outcomes for EL students and then identifying and training educators in the skills, attitudes, and knowledge needed to achieve these outcomes.

Because many EL students have good conversational English and have demonstrated English proficiency by passing the English Language Arts portion of the TAKS test, they are often no longer formally designated to receive EL support services by upper elementary school and are integrated into mainstream content classrooms. However, "when the emphasis shifts from learning to read to reading to learn and text becomes central to the delivery of the curriculum and to overall academic success, [ELs] perform poorly on assessments of reading comprehension" (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006a). These students, like many native English-speaking students, have not mastered *academic language*, or the *language of the school*, sufficiently to possess the requisite sophistication and skills necessary for comprehension and learning; thus, they do not possess the tools needed to succeed (Alvarado, Ruef, & Schrank, 2005; Cummings, 1984; Francis et al., 2006a; Scarcella, 2005; Zwiers, 2005). To compound the problem, content teachers have not been trained adequately to help these students achieve their full potential. **Project CONFIANZA will explicitly address content knowledge, particularly in STEM areas.**

EL strategies and instructional best practices are research-based. Shore (1999) concluded

in a study of second language learners that the number one determinant of academic success among EL students was teaching strategies. According to the TEA English Language Proficiency Standards (Chapter 74 of TEC, 2008), the characteristics of listening, speaking, reading, and writing. These elements are situated within the K-12 TEKS state curriculum. Studies suggest that highly qualified and certified teachers' use of effective teaching strategies is likely to improve the success rates for EL students in Texas. In addition to the linguistic dimension of learning, Scarcella (2005) indicates that educators must focus on the cognitive and social-psychological dimensions as well. To address these three dimensions of teaching EL students, teachers first must identify the concepts and language-specific features that students must learn to master a specific standard. Next, they can integrate rigorous language instruction and content instruction to teach LEP students more effectively (August, Hagan, & Sherris, 2006; Dong, 2005; Scarcella, 2005). Practices to achieve these goals include structured, inclusive academic discussion (Kinsella, 2006), the Sheltered Instruction Observation Protocol (SIOP; Echevarria, Vogt, & Short, 2004), modeling, analyzing language (i.e., text analysis), guided (scaffolding) practice using academic language, summarizing a short passage in (oral or written), and providing instructional feedback and ongoing assessment (Scarcella, 2005). **Demonstration Teachers through CONFIANZA will serve as exemplary models of these practices.**

B. PROJECT PERSONNEL

SFASU encourages applications for employment from underrepresented groups. The fundamental policy of SFASU is to provide equal opportunity in its operations and in all areas of employment practices and to assure that there shall be no discrimination against any employee or applicant for employment on the grounds of race, color, sex, religion, age, national origin, veteran status, or physical or mental disability.

Co-principal Investigator. Dr. Mary Catherine Niño, Assistant Professor of Secondary Education, will serve as *Co-principal Investigator*. Niño holds an Ed.D. in Educational Leadership and an M.A. degree in English with emphasis in Secondary Education. She served as Associate Project Director for Project ENLACE, the previous NPD grant. Niño is a former teacher of ELs and has a research agenda on the issue of EL achievement in the content areas. She is co-author of *Leading Academic Achievement English Language Learners: A Guide for Principals* (2011) published by Corwin Press. She will be lead investigator over issues of partnerships, site implementation, and coaching. As previous associate director, she will work with the Project Director on issues of organization, coordination, and grant administration.

Co-principal Investigator. Dr. Betty Alford, Professor and Chair of the Department of Secondary Education and Educational Leadership in the College of Education, will serve as *Co-Principal Investigator*. Alford holds a Ph.D. in Educational Leadership and M.S. degrees in Educational Counseling, Education Supervision, and Mid-Management. She served as Assistant Director of the Center for Professional Development and Technology in the initial transition of the SFASU Teacher Education program to a field-based PDS model. She is co-author of *Leading Academic Achievement English Language Learners: A Guide for Principals* (2011) published by Corwin Press. She successfully directed one GEAR UP project and is currently supervising a second six-year $6.1 million GEAR UP grant. She will be lead investigator over issues of data management and instrument design. She will also design the evaluation of the products. Alford will be responsible for the oversight of pre-service activities.

Project Director. A full-time *Project Director* (PD) will be hired to coordinate major project activities and to manage the partnerships. The PD will hold a minimum of a master's degree in education and have extensive experience in curriculum development, ESL in the

content areas, and classroom instruction. He/she will ensure that project activities are carried out per stakeholder recommendation, including curriculum revision, enhancement, and creation; organization of the Leadership Institutes and SLAAs; partner communication; and evaluation (including participant follow-up).

Administrative Assistant. A full-time assistant will be hired to assist the PD in managing training activities and making purchases and will serve as liaison with participants.

Curriculum Coordinators. Two lead coordinators from the Curriculum Development/Data Analysis team (CD/DT) will be responsible for aligning the implementation and infusion of SFASU ESL course elements. These will be faculty members selected based upon experience with curriculum evaluation and design. The Coordinators will also have experience with ELs in content areas. Along with the CD/CT, they will be responsible for developing, implementing, and evaluating the newly restructured curricula. They will plan and meet with the CD/CT periodically to assess curriculum data and make changes as needed. They will lead the CD team in designing faculty workshops for effective EL infusion, implementation, and infusion.

External Evaluator (Consultant): The proposed external evaluator, Dr. Mariann Schmudde, will work with project staff and district partners to collect and evaluate data related to educator and student success resulting from the program. Schmudde has extensive experience in evaluation, measurement, and strategic planning. She has served as program evaluator for several U.S. Department of Education Transition to Teaching grants as well as SFASU's FIPSE grant. Her experience working with local school districts and higher education institutions on building evaluative cultures and internal evaluation capacity will be most valuable in securing the active participation of all project stakeholders in the evaluation process.

C. PROJECT MANAGEMENT PLAN

Project CONFIANZA includes a strong management component to ensure that the stated goals and objectives are met on time and within budget. As this initiative encompasses partners from across school districts and educators at all levels, the management plan is designed to seek input from and represent all stakeholders involved in and affected by the proposed project. A feedback loop through the Professional Development School Advisory Council (PDS-AC), which includes LEA representatives (superintendents, assistant superintendents, principals, and LEA faculty) and SFASU representatives (internship site faculty and coordinators), will provide the interaction and information needed to promote productive working relationships within the project. The PDS Advisory Council (PDS-AC) serves as the oversight and leadership council for the PDS. A subcommittee of the PDS-AC will be formed to serve as the Project CONFIANZA Project Advisory Committee (PAC). The CONFIANZA PAC will assist in the planning of professional development content and activities and will provide input into the curriculum revision process. This structure will promote true collaboration among partners and those impacted by the project, and ensure that when needed mid-course adjustments are recognized and made in a timely manner.

Two higher education and school teams will be developed to facilitate project activities. An all-level Curriculum Development and Data Analysis Team will assess the changes needed for the teacher preparation programs at SFASU and manage curricula modifications. To ensure continuity and feedback for continuous improvement, the bilingual/ESL directors from both districts, and representative instructional leaders will serve on the curriculum committee. This team will serve three main purposes, in concert with the PAC: advise professional development needs based on collaborative research with LEA partners; advise curriculum development needs

and assist with creation and implementation of new materials; and advise evaluation needs and findings based on action-research with the LEAs and with SFASU COE curriculum alignment and implementation.

The Curriculum Development Team will aid in the collection of data related to the SFASU COE candidate curriculum. The Data Analysis Team will aid in the collection of campus-based data. The Co-Principal Investigator will create, maintain, and house databases. The Curriculum Development and Data Analysis Teams, working together with the PAC, will base decisions on the direction of the Project CONFIANZA based upon the assessed needs from the data. This data collection will also aid evaluation of the project, as discussed in the Evaluation section. The Curriculum Development and Data Analysis Teams will receive additional compensation for off-campus actions with the school districts and campuses. The Team will review, revise, and deliver course materials and online course modules.

Contributed Resources. SFASU will contribute significant resources to ensure the success of Project CONFIANZA. The College of Education will continue to house the project and provide facilities including offices, classrooms, labs, conference rooms, and resource rooms, as well as telephone lines, computers, copiers, fax machines, and other necessary equipment. Through participation in the PDS system, school district administrators have demonstrated their commitment to school-wide reform through professional development.

Time commitments are appropriate and adequate to meet project objectives.

Co-Principal Investigators (10% FTE, voluntarily cost-shared): The two Co-Principal Investigators will lead the research process and steer the vision for the project. They will oversee accomplishment of goals and objectives, the appropriateness of budget expenditures, and timely reporting of project results.

Project Director (100% FTE): The Project Director will be responsible for overall management and leadership for the project. The Project Director will harmonize partner efforts to achieve project goals. She/he will work with schools and coordinate with SFASU COE departments. She/he will meet regularly with the partners to ensure that necessary steps are made to support the success of the project, will support the curriculum and professional development teams, and will facilitate training activities, including Leadership Institutes and Second Language Learner Academies. The Project Director will coordinate the Curriculum Development/Data Teams and maintain research databases.

Administrative Assistant (100% FTE): The Administrative Assistant will assist with coordinating activities, tracking teacher candidate progress through placement and beyond, and serving as liaison with Mentor Coaches. SFASU has experience in tracking program graduates, and the program will use these best practices for monitoring teacher candidates once they are placed in the school districts. She/he will also provide general administrative and budget support.

Members of the Curriculum Development and Data Teams (CD/DT) will include Faculty Liaisons, assistant and associate professors in Secondary Education, Educational Leadership, and Elementary Education. In addition to participation in project activities as part of their normal duties, they will each receive additional compensation above base pay for discrete project tasks (outlined in the budget justification).

Feedback from partners and participants ensures continuous quality improvement.

The SFASU COE has committed partners for this project from Nacogdoches ISD and Lufkin ISD, the two largest school districts in the region immediately surrounding SFASU. In coordination with the Professional Development School Advisory Council (PDS-AC), the establishment of a multi-level Project Advisory Committee (PAC) will ensure that all

stakeholders have equitable access to the project team. The PAC will include LEA and SFASU representatives, one or more representatives from TEA, and EL Mentor Coaches from each ISD campus. In addition, the PAC will form teams with a focus on professional development planning and curriculum guidance. A participatory process will be instituted to enable open communication and accountability in terms of design and execution of the project goals and activities. The PAC will meet at least quarterly to participate in the curriculum strategy discussions, assist in the development of each year's work plan, monitor and support current educators and teacher candidates, evaluate instructional strategies, and make recommendations for improvement. An important task of the PAC will be to identify strategies and resources necessary to continue the project after funding ends, such as identifying and sharing resources for recognizing exemplary field performance and training/mentoring strategies.

Key Activities and Milestones	**Timeline**
Hire project staff; establish Curriculum Development/Data Analysis Team; contract with external consultants.	Sept – Nov 2011
Convene PAC (in conjunction with PDS-AC, as needed).	Nov 2011 and quarterly
Districts identify teachers to serve as Mentor Coaches, Demonstration Teachers, teachers to participate in academies, and aspiring administrators	Fall, spring and summer of each year
Assess training needs of participants; develop agenda for Preparatory Training; identify and contract with speakers; notify/register participants; conduct training	Fall, spring, and summer of each year
Develop Second Language Learner Academies; identify and contract with instructors; notify/register participants; conduct training	Fall and spring of each year

Evaluate, assess, and re-align curricula to implement ESL certification content	Year1 and ongoing
Implement aspiring principals and administrator training	Years 1-5
Refine evaluation plan and meet with External Evaluator	Twice per year
Evaluate impact of training on higher education faculty course delivery and on achievement of students in partner schools; Evaluate impact of course redesign on pre-service teacher preparation	Years 1-5
Curriculum Development/Data Analysis Teams meet to collect and analyze performance results and outcomes	Four times per year
Pre-service candidates identified for participation	Fall, spring and summer of each year
Pre-service candidates observe Demonstration Teachers and convene with data teams	Fall and spring of each year

D. PROJECT EVALUATION

Project CONFIANZA evaluation is designed to address the GPRA performance measures as well as project-specific measures. Each performance measure will be benchmarked in Year 1 of the project and is expected to demonstrate incremental improvement annually, when appropriate. The evaluation plan methodology is thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The objective performance measures are clearly related to the intended outcomes of the project and are designed to produce quantitative and qualitative data. Methods of evaluation provide for examining the effectiveness of project implementation strategies, yield performance feedback, and permit periodic assessment of

progress toward intended outcomes.

A collaborative evaluation effort between SFASU and the partner school districts will ensure that the project is monitored and assessed in an efficient and constructive manner. The Evaluation Team will be comprised of the Co-Principal Investigators, Project Director, representatives from partner schools and SFASU, the Curriculum Development and Data Teams, and the independent External Evaluator. The individual Curriculum Development and Data Teams will gather, record, organize, and report data on an ongoing basis within their campuses or programs. The Project Director will coordinate, manage, and integrate the data sets. The Co-Principal Investigators will analyze the data sets. The External Evaluator will also conduct training sessions for all major partners in developing and implementing evaluation criteria for determining program effectiveness and implementing valid data collection strategies. Procedures will be refined and/or developed for the collection and analysis of data in order to reliably evaluate the extent to which SFASU and partner schools meet project goals and objectives. Data will be analyzed using appropriate statistical methods to produce quarterly and annual reports and will be used to determine progress toward completion of project activities.

Project CONFIANZA has identified five primary areas for effective project evaluation and to meet research goals: (1) pre-service student progress, completion, and placement and the impact of each project activity on the outcome of acquiring skills, knowledge and dispositions for successful instruction of LEP students; (2) quality and impact of in-service professional development activities to prepare certified educators to more effectively meet the needs of ELs; (3) quality of curriculum restructuring and effectiveness of course delivery; (4) effectiveness of project management; and (5) extent to which project activities meet stated goals and objectives.

Timeline for evaluation activities. The applicant will use information collected to

report: (1) semi-annually to SFASU administration on the progress of the program and its effectiveness in recruiting and retaining teacher candidates; (2) at least quarterly to partner school districts and PAC to provide feedback and progress toward each school district's goals; (3) annually and at the end of the project to state agencies, and periodically through workshops and conferences to provide information on the success of the initiative and effective practices for replication; and (4) to the US Department of Education as required to meet stated reporting requirements.

Evaluation procedures and measurable outcomes. The project will utilize formative, summative, and quantitative/qualitative evaluation strategies to ensure the impact of the project strategies and activities. Data collection is based on the goals, outcomes, and measurable objectives outlined in the Project Design section.

Qualitative assessments will be applied continuously throughout the project and will include, at a minimum, written evaluations of the quality and effectiveness of: (1) Leadership Institute activities; (2) professional development of educators in EL skills, knowledge, and dispositions through the Second Language Learner Academies; (3) Mentor Coaches on the experiences of trained teachers; (4) curriculum revisions; (5) implementation of knowledge and skills gained through the professional development. Instruments for these evaluations will be developed during each year of the project, and will include surveys and other appropriate tools. The instrument for implementation observation has already been developed that aligned with the Texas ELPS (2008), SIOP (Echevarria & Short, 2007), and engagement models (BCBS, 1989) in practice on stakeholder campuses.

The Project Director (PD), working with the External Evaluator, will be responsible for organizing the data management systems. The PD will be responsible for securing IRB approval.

The PD will be responsible for reviewing and communicating to all staff and partners the baseline data against which project effectiveness will be measured. The PAC will receive data from partner school districts for the quarterly and annual progress reports. The PAC will also make recommendations to the PD regarding needed improvements in program activities based on data and input from the partner schools.

Another important element is the collaborative development of proficiency levels and evaluation criteria that will determine whether participants have acquired the knowledge and can perform the skills embedded in the preparation standards for ESL certification. This step will enhance equity and accountability of high expectations for proficiency for all students, and it will provide program integrity. A web site will be used to describe program standards, activities, and assessments and to keep all partners updated on project progress.

Project CONFIANZA will use a developmental, utilization-focused evaluation model (Patton, 1997; 2010) due to the emphasis on classroom-level implementation of the curriculum, strategies, and second language acquisition theory presented in the professional development. "Situational responsiveness" (p. 426) within the model allows for stakeholders to respond to the evaluation data in the interactive process as decisions are made in concert with the PAC as a result of the on-going research and evaluation being conducted throughout the project. If discrepancies arise between expected and actual outcomes, program modifications (activities changed, professional development modified, coaching procedures altered, etc.) will be made in concert with the PAC. The W.K. Kellogg Foundation's (2004) outcomes-approach logic model of program evaluation will aid in the collection, analysis, and reporting of data. The data teams will assist Project CONFIANZA administrators by collecting, analyzing, and sharing documentation of outcomes and data about what works. This model includes in the planned work

three inputs – human resources, participants, and expert resources – and eight primary activities as described in the narrative. Intended outcomes, which include outputs and measurable outcomes (described below) result in the desired impact of improved instruction for ELs.

Evaluation Activities and Timeline. A summary of quantitative and qualitative measures, benchmarks, and a projected timeline relative to the project's stated goals and objectives is outlined below. Objectives, as correlated to goals, are outlined in project design section.

Objective #1. - Performance Measures, Types and Benchmarks

1. Number and percent of students completing pre-service teacher preparation programs with the qualifications needed to pass the state assessment exams to meet NCLB Highly Qualified Teacher requirements in Texas for ESL (Program). *Benchmark:* 100% Year 1.

2. Number and percent of teacher candidates who pass the TExES exam for ESL certification in Texas (GPRA 1.1). *Benchmark:* 60 per year, total of 240

3. Percent of students completing pre-service programs who are serving LEP students within one year of program completion (GPRA 1.2). *Benchmark:* 84%

4. Percent of students completing pre-service programs who are serving LEP students within three years of program completion (GPRA 1.3). *Benchmark:* 90%

5. Percent of candidates who pass the state-representative ESL exam (Program). *Benchmark*: 80% each year

6. Alignment of pre-service teacher preparation curricula with state ESL standards and assessments is clearly outlined in all course materials (Program). *Benchmark:* 100%

7. The effectiveness of instructional services to LEP students will be assessed qualitatively through surveys and observations (Program). *Benchmark:* to be established Year 1

8. Comparison of TAKS scores of LEP students before and after intervention (Program).

Benchmark: to be established Year 1

9. Percent of higher education faculty who complete Preparatory Training (Project).

Benchmark: 100%

Objective #2 – Performance Measures, Types and Benchmarks

1. Number of public school teachers in partner school districts that complete ESL Certification (GPRA 1.5). *Benchmark:* 60 per year; total of 240

2. Percent of public school teachers in partner school districts that are providing instructional services to ELs. (GPRA 1.6). *Benchmark:* 100% each cohort

3. Number of EL Mentor Coaches and Demonstration Teachers prepared to serve in schools (Project). *Benchmark:* 60 and subsequent years as needed

4. Number of administrators and aspiring administrators completing Leadership Institutes (Project). *Benchmark:* 35 the first year, 20 in subsequent years

5. Content with state standards and assessments is clearly outlined in all professional development training materials (Program). *Benchmark:* 100% of standards are included

6. Comparison of TAKS scores of LEP students before and after intervention (Program). *Benchmark:* to be established Year 1

Objective #3 – Performance Measures, Types and Benchmarks

1. 60 pre-service candidates will log hours (to be determined Year 1 each semester with Demonstration Teachers (Program)

2. The implementation level of research-based effective practices for ELs will be assessed for candidates using a project-developed rubric of course artifacts and assignments (Program). *Benchmark:* 4.0 on a scale of 5.0 for level of implementation

3. The implementation level of research-based effective practices for ELs will be assessed

for newly certified in-service teachers using the project's observation protocol (Program). *Benchmark:* 4.0 on a scale of 5.0 for level of implementation

4. The implementation level of research-based effective practices and data-based decision making for ELs will be assessed for administrators in training teachers using the project's observation protocol. (Program) *Benchmark:* 4.0 on a scale of 5.0 for level of implementation

Additional Assessments – Second Language Learner Academies

1. The SLAA will be evaluated based on the number of participants that complete academies, number of participants that pass the ESL TExES exam, and disaggregated score reports by ESL standard (Years 1-5).

2. Surveys of all SLAA participants will determine the effectiveness of the academy in teaching EL techniques, understanding of national and state EL standards, and knowledge of testing elements for TExES exam (Years 1-5).

3. Follow-up with participants – Percentage teaching ELs; administer surveys addressing effects of SLAA on classroom teaching and assess how often the fifty-five NCLB practices and strategies (instructional best practices and EL strategies) are used in the classroom (Years 2-5).

Additional Assessments – Curriculum

1. Curriculum will be evaluated by an external consultant to ensure that EL teaching elements meet national and state standards (Year 1).

2. Formative assessments – 4 times each year, the Curriculum Team will meet and evaluate curriculum. Evaluation tools include: informal interviews and focus groups with professors implementing curriculum, longitudinal benchmark data of disaggregated ESL test information, candidate observations and artifacts (Years 1-5).

3. Ongoing assessments – the Curriculum Development/Data Analysis Team and External

Curriculum Design Consultant will evaluate the curriculum based on: rubric from each course identifying EL strategies and implementation of those strategies; candidate work samples from each course identifying EL strategies; scores on ESL representative exams; and student course evaluations (Years 1-5).

4. Candidate surveys on identifying knowledge and understanding of EL elements for each course; Professor/Instructor surveys on identifying strengths and areas of need for each course implementing the new curriculum (Years 2-5).

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