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NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM
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The Project Abstract

Name of the IHE: University of North Texas at Dallas

Title of the Program: Bilingual Educators for Students of Texas (BESTEX)

Consortia Partners: Dallas Independent School District (ISD), Duncanville ISD, DeSoto ISD, Lancaster ISD, Cedar Hill ISD

Project Description:

Objective 1: Plan and deliver courses for the B.S. Degree with certification in EC – 6 bilingual and ESL education and 4 – 8 Mathematics/ESL for a total of 30 pre-service participants in each year of the five-year program
Activity: Based on the Professional Learning Communities (PLC) model for data-driven strategies, the advisory council (project staff and designated consortia partners) will engage in fall 2011 program planning in preparation for spring 2012 BESTEX program implementation; deliver a bilingual/ESL teacher preparation program that addresses state standards and certification requirements
Outcomes: The delivery of a well-planned and coordinated program of bilingual/ESL teacher preparation; 100% of the students complete certification requirements in each year of the project beginning with Year 2
Objective 2: To develop and implement a "safety net" of support activities to ensure timely university program completion for all BESTEX students
Activity: Provide a highly personalized one-on-one, student-centered support system
Outcomes: Project BESTEX will establish a positive climate/culture within the program resulting in retention and graduation of ALL students
Objective 3: Deliver in-service and ESL summer academies for 10 university teacher education faculty and 50 consortia school teachers for the duration of the funding
Activity: Each year of the grant, conduct five-day summer academy on the UNTD campus focusing on linguistic/cultural concepts, latest teaching strategies, implementation of new technologies and software. Implement data-driven analyses for program improvement
Outcome: UNT Dallas education faculty and consortia partner teachers will reflect in their syllabi and teaching the knowledge and skills gained from the summer academy, resulting in higher achievement of EL students
Objective 4: Establish a Bilingual/Multicultural Instructional Software Center at the UNTD Division of Education and Human Services
Activity: Review and adopt Bilingual/ESL instructional software (including Web 2.0 instructional tools) and disseminate to consortia partner teachers
Outcome: Technology-based bilingual/ESL instructional and training materials will accelerate the academic progress of English language learners as measured on state examinations
Objective 5: Employ a variety of learning tools to deliver instructional training activities throughout the year at instructional sites

A. Project Design

The **University of North Texas at Dallas** (UNT Dallas) and its consortia partners, Dallas Duncanville, Cedar Hill, Lancaster, and DeSoto independent school districts, have joined forces to increase the educational attainment of English Learners (EL) in their respective districts. This proposed Project marks a milestone in a productive partnership, between UNT Dallas and these school districts, that has dated back to 2004. By virtue of its proximity to these ISDs, which are demographically identified as southern Dallas underserved and under-represented school districts, UNT Dallas is uniquely positioned to engage in regional outreach programs that can have high impact. Indeed, UNT Dallas is the only University located in Dallas, proper. Because of the importance of the "teacher" as the key variable for school success, the heart of this NPD proposal is focused on the preparation of highly qualified bilingual and English, as a second language (ESL), teachers. The Project, referred to as BESTEX, will set-forth, make accessible and implement, for the first time in the southern Dallas region, existing teaching degree plans for this group of highly qualified teachers. Thus, Project BESTEX will fill an educational disparity gap. In its overall design, BESTEX will include bachelor of science degree with EC-6 or 4-8 Mathematics state certification and a bilingual or ESL supplement for selected paraprofessionals employed in consortia schools. The Project, referred to as BESTEX, also ensures that current teachers' understanding of the academic needs of ELs and their instructional and assessment repertoire and skills improve through in-service summer academies and ongoing university support. The Project design and selection of goals and activities are based on what we have learned from the research literature that calls out for an action agenda to move us from *what we know to what we*

need to do (National Latino Education Research Agenda Project, 2003). For example, in the "funds of knowledge" research (Luis Moll et al, 2005), we learn how important it is for educators to build on the cultural characteristics and strengths that students bring to school to diversify educators' teaching strategies. And, by ending the deafening silence that occurs when we work in isolation, BESTEX will employ a Professional Learning Community (PLC) model to facilitate our work across institutions.

Following is background information about the selected districts. Information about meeting the demanding challenges of new state examinations, policies, and requirements for districts as a basis for our preparation at the pre-and in-service levels will provide more detailed information about the project design and substantive content.

A1 Proposal Rationale

A1.1 Characteristics of NPD Consortia Partner Schools

Economically disadvantaged: Ten years ago, the Dallas Independent School District (DISD) had nearly 161,000 students. The ethnic distribution was 38% black, 52% Latino and 9% white. In the 2010 – 2011 school year, Dallas enrolled a total of 155,294, with Latino students representing 69% of the students (38.0% or 59,478 of whom are English Learners). The African American students in DISD represent 26% of the enrollment; 5% are white students. DISD Latino enrollment increased by 23,000 students (or by 27%) 2000-2010. The DISD Latino enrollment surge parallels the rate of growth of the same sub-group in Texas. Latinos in elementary and secondary schools now constitute a majority (50.2%) of the state's total enrollment. The percentage of DISD students labeled "economically disadvantaged", meaning they qualify for free or reduced-price meals, also increased from 73% in 2000 to 87% in 2011. (SOURCE: Data provided

by the Dallas Schools on enrollment trends; also, Texas Education Agency Public Education Information Management System.)

***Formation of inner-ring districts*:** Another development typical of large city districts, such as Dallas, is that previous urban dwelling families are leaving the city, settling in suburban communities, and enrolling their children in what the Brookings Institution calls "inner-ring districts." These are districts reflecting the growth in suburban poverty evident in inner-ring schools across the nation. In 2008, the Brooking Institution reported that in the Dallas-Fort Worth area, for example, "about 47% of the population living below the poverty line was in the suburbs, up from 41% in 2000." These are also districts that have reported major increases in the number of African Americans and immigrant, largely Latino students. (SOURCE: *The Dallas Morning News.* Black Flight Changing Face of DISD, June 6, 2010; also, *The Dallas Morning News.* With Most Students Poor, Inner-ring Districts Must Try Harder. July 18, 2010.)

Performance range on State exam: Table 1 presents statistical information culled from TEA (Texas Education Agency) Public Education Information Management System (PEIMS) reports. It provides a more descriptive overview of the scope and significance of the need and characteristics of Dallas ISD and "inner –ring" school districts comprising the NPD project service region. The TEA accountability rating reported for each school district is based on the overall math and reading student performance scores on the Texas Assessment of Knowledge and Skills (TAKS). The ratings for each of the consortia partners based on the district overall student performance scores on the Texas Assessment of Knowledge and Skills (TAKS) exam were as follows: Dallas, Cedar Hill,

DeSoto and Duncanville, all received an Academically Acceptable accountability rating in 2010. Lancaster's rating was Academically Unacceptable.

"Commended," as referenced in the table, represents cumulative scores exceeding the minimum passing criterion set by the TEA.

Table 1. PEIMS Data on NPS Partner Districts' Demographics, Graduation Rates and Passing Rates Based on the TAKS

District	Total 2011 Enrollment % Poor	2911 % ELs	2008 % Graduation Rate	2010 % Passing R/C*	2010 % Passing & Commended
Dallas	155,294/**87.5**	38.0	65.0	**85.0/24/0**	**74.0/24/0**
Cedar Hill	8,258/**56.0**	6.0	80.0	91.0/**32.0**	76.0/**24.0**
DeSoto	9,045/**63.4**	12.0	80.0	90.0/**25.0**	73.0/**20.0**
Duncanville	12,882/**69.9**	14.0	73.0	92.0/**30.0**	78.0/**25.0**
Lancaster	6,172/**80.0**	7.0	73.0	84.0/**18.0**	63.0/**14.0**

*Reading/ Commended

Shortage of bilingual/ESL teachers: Table 2 presents additional data on the five project districts, including the shortage of bilingual/ESL teachers.

Table 2. 2009-2010 PEIMS Data on NPD Consortia Partner Schools' Teaching Force & Paraprofessionals

District	Total ALL FTE Teachers	Total B.E./ESL Ed Certified	% of Total Staff that are HQ*	Average Yearly B.E./ESL Teacher Need
Dallas	10,704	2,247	15.8%	150
Cedar Hill	512	12	9.0%	2 bil ed • 3 ELS
DeSoto	614	5	8.0%	5 Bil Ed • 20 ESL
Duncanville	758	8	9.0%	61 Bilingual • 12 ESL (under pull out program)
Lancaster	368	12	5.0%	12

*Highly Qualified

A1.2 2010-2011 Texas Curriculum and Assessment Requirements

Consortia district needs and the recently updated Texas curriculum and assessment programs for regular and bilingual/ESL education will influence the selection of the goals and objectives for the UNTD Bilingual Education Students for Texas (BESTEX) Project. Described below are curriculum and assessment programs developed by the State and currently operating or projected for implementation in the fall 2011. These programs were also developed to strengthen the alignment of the State education system with reform objectives of the No Child Left Behind (NCLB) requirements.

STAAR (State of Texas Assessments of Academic Readiness): The STAAR upgrades the requirements for high school graduation with greater emphasis in the

science and math content areas. Already the districts are engaged in planning for the fall 2011 replacement of the Texas Assessment of Knowledge and Skills (TAKS) with the newly modified state accountability exam. Alignments of curriculum with the STAAR are now underway in both the secondary and elementary schools. State funds and local bond money, for example, have enabled the building and expansion of science laboratories and improved math programs as part of the overall curriculum modification plan.

Texas English Language Proficiency Assessment (TELPAS): The TELPAS incorporates holistically rated listening, speaking, reading, and writing English language assessments in K-12. This assessment is specifically customized to assess the English Language Proficiency (ELPS) Standards.

English Language Proficiency (ELPS) Standards: The ELPS are second language curriculum standards districts are required to implement as an integral part of each foundation and enrichment subject of the ***Texas Essential Knowledge and Skills (TEKS)*** state curriculum. Central to the ELPS program are: 1.) the cross-curricular L2 acquisition of essential knowledge and skills; 2.) proficiency descriptors (e.g., beginning, intermediate, advanced); and, 3.) linguistic accommodations that help make content instruction accessible to ELs.

A1.3 Teacher Certification Requirements: The State certification standards for future teachers, including teachers of bilingual/ESL education, incorporate the knowledge and skills required in the curriculum for Texas' public schools, as described in the previous sections.

Bilingual/ESL Generalist EC – 6 and ESL Generalist EC – 6: At the core of these exams are six domains, as listed in section A2.2 . Vital competencies cluster around each of the domains and are aligned with the Texas curriculum and assessment standards.

Bilingual Target Language Proficiency Test (BTLPT): This exam assesses Spanish proficiency in the four major domains of language: listening, speaking, reading and writing.

Pedagogy and Professional Responsibilities (PPR): The PPR test items include student knowledge in the areas of formal and informal assessments, child growth and development.

A2 BESTEX Education Overview

To ensure all BESTEX students meet the GPRA 1.1 grant requirement, all must successfully complete the exams listed for the State Certifications in section A1.2. BESTEX students will be administered either the bilingual or ESL generalist exam, depending on their interest and level of Spanish language proficiency, both described in section A1.3.

A2.1 B.S. Degree Options

Interdisciplinary Studies Degree – BESTEX B.S. : To keep pace with the State's emphasis on STEM, the BESTEX B.S. degree plan integrates science, mathematics and technology content and skill development in the UNT Dallas Core, Certification Requirement Courses, Academic Major, and Pedagogy: Professional Development. These are STEM-related courses infused throughout the B.S. degree program: College Algebra (3 hrs.); Biology for Elementary Education (3 hrs.); Earth

Science (3 hrs.); Environmental Science (3 hrs.); Conceptual Physics (3 hrs.); Mathematics for Elementary Education in Grades EC – 8 (3 hrs.); also, Science in Grades EC – 6 and Mathematics in the Elementary School II (3 hrs.). Although one course is devoted exclusively to Computers in the Classroom (LTEC 4100), the use of technology is integrated throughout the undergraduate curriculum. This includes the application of Web 2.0 instructional tools and Web literacy for educators.

Grades 4-8 Mathematics with specialty in ESL: A second degree plan option available to BESTEX students, this degree program will prepare grant students to teach mathematics using ESL as a way to build academic language and content knowledge among the upper elementary and middle school ELs.

A2.2 Incorporation and Alignment of BESTEX Degree Options with State-required Certification and Competencies

The B.S. Bilingual/ESL Specific Courses: The bilingual/ESL teaching specialty courses in the B.S. degree plan were designed to address the bilingual/ESL certification, ELPS and TELPAS requirements. All relevant certification-required competencies are incorporated in the required courses, as follows: ***(1.)*** *Content Emphasis - Historical antecedents, legal & research support, program designs, including dual language immersion models: EDBE 3470 - Foundations of Bilingual and ESL Education*; ***(2.)*** *Content Emphasis - Language, literacy& bi-literacy (also ELPS and TELPAS): LING 3060- Principles of Language Study; LING 4030 - Acquisition of English as a Second Language; EDBE 4480 - Bilingual - Spanish Approaches to Content-based Learning (not required for ESL certification students)*; ***(3.)*** *Content Emphasis-* Culture*: EDBE 3480 -*

Bilingualism/Multiculturalism Issues and Perspectives; ***(4.)*** *Content Emphasis - Curriculum ,sheltered instruction & assessment (also, ELPS and TELPAS & SIOP): EDBE 4470 - Curriculum and Assessment for Bilingual/ESL Education; EDBE 4490 - Teaching ESL EC – 12: Instructional Strategies.*

Early field experiences and clinical study: associated with PDS I (junior level) and PDS II (student teaching) will allow the students to apply the theory learned in their coursework with the realities of the bilingual/ESL education classroom.

Alignment of Domains of the TExES with Courses Required for the EC-6 Bilingual/ESL Generalist Certification: The domains of the bilingual education generalist TExES exam are listed below with the B.S./bilingual/ESL education courses that incorporate the state-required competencies.

Domain I: Bilingual Education - EDBE 3470, 3480, 4480, 4470, 4490, PDS I, II

Domain II: English Language Arts and Reading - EDBE 4490, LING 3060, LING 4430, Core Requirements – English & Rhetoric, Pedagogy – Reading & Language Arts

Domain III: Mathematics – Math courses in all major sections of the B.S. degree

Domain IV: Science - Science courses in the three major sections of the B.S. degree

Other TExES domains include social studies, fine arts and health and physical education. The applicable TExES competencies are covered in all components of the B.S. degree plan.

A3 BESTEX Program Goals and Objectives

The following goals and objectives form the foundation of the BESTEX teacher education program and flow directly from the above background information on needs, the state curriculum, B.A. degree and TExES requirements.

GOAL 1: *To Plan for an Effective B.S. Degree Instructional Program Aligned with State Curriculum Requirements (Including STEM priorities) and to Recruit, Select and Successfully Prepare Pre-service/Paraprofessional Participants to Teach in Bilingual/ESL Education (the "highly qualified" paraprofessionals referenced in Table 2 will be the program's recruitment source)*

Objective 1.1 – Plan and deliver courses for the B.S. Degree with certification in EC – 6 bilingual and ESL education and 4 – 8 Mathematics/ESL for a total of 30 (UNTD native, part or full-time) pre-service and paraprofessional participants in each year of the five-year program

Activity – Based on the Professional Learning Communities (PLC) model for **data-driven strategies**, the project staff will engage in fall 2011 program planning in preparation for spring 2012 BESTEX program implementation (Management Plan for planning activities and timeline); deliver a bilingual/ESL teacher preparation program that addresses state standards and certification requirements; enroll a total of 30 pre-service and HQ paraprofessionals in each year of the program based on BESTEX project admission requirements (**NOTE 1**: In the recruitment and student advising, the program staff will ensure that over 90% of the students selected will enroll in either the EC – 6 Bilingual Generalist or the 4-8 Mathematics/ESL certification due to the higher demand for teachers in these specialty fields.)

Persons Responsible – Project director, Co-PIs (2), grant coordinator, program faculty, certification office, Consortia Partners Advisory Council, external evaluator

Outcomes – The delivery of a well-planned and coordinated program of bilingual/ESL teacher preparation; the inaugural group of 30 students enroll in spring 2012 semester program classes; 100% of the students complete certification requirements in each year of the project; 111 students successfully complete the program over the five-year period; each is placed within a year in instructional settings serving ELs and will surpass the three-year bilingual/ESL service requirement, as specified in **GPRA 1.2 and 1.3**

Number of Graduates for Each Year of the Five-year Program:

YEAR 1: 0 YEAR 2: 20 YEAR 3: 30 YEAR 4: 30 YEAR 5: 30

TOTAL GRADUATES BY END OF FIVE-YEAR GRANT PERIOD: 111

Measures– Implementation checklist confirms planning, program refinements and all key activities comply with OELA-approved project design scope & timeline; BESTEX paper and electronic records; degree plans completed for each student; evidence that all entry requirements have been met; questionnaires designed to gauge level of student satisfaction with program and services; all 30 students are aware of course degree/certification requirements and program expectations; placement of program completers at end of each year in instructional settings serving ELs; post-training follow-up reviews by the evaluator; **GPRA measures 1.1, 1.2, 1.3. 1.4**

(NOTE 2: All data collected on program participant and EL student outcomes will adhere to the requirements contained in the Family Educational Rights and Privacy Act.)

Objective 1.2 – To develop and implement a "safety net" of support activities to ensure timely university program completion for all BESTEX students

Activity – provide a highly personalized one-on-one, student-centered support system to assist grant participants with their academic and financial advising; plan the financial assistance in conjunction with other need-based student financial assistance programs, e.g., the federal PELL grant program, Texas Teacher Aide Exemption Program; enable quality tutorial assistance, counseling and social activities all designed to build "esprit de corp" among project students, including encouraging student participation in the UNT Dallas Bilingual Education Student Organization (BESO)

Persons Responsible – Project coordinator, Co-PIs, university faculty, student support services staff, teacher certification advisors

Outcomes – Project BESTEX will establish a positive climate/culture within the program resulting in retention and graduation of ALL students

Measures – program electronic and paper records; 100% of the participants complete the B.S. degree; 100% successful completion of certification exams; placement of all completers in instructional settings serving ELs; **GPRA measures 1.1, 1.2, 1.3. 1.4**

Priorities addressed by Goal 1 – Obj. 1.1, 1.2: Competitive Preference Priorities 2, 3

GOAL 2: *To Deliver an Effective Technology and Summer Academy Program for Consortia School In-service Teachers of Content Course Instruction and UNTD Teacher Education Faculty on Basic Principles of ESL and Application Strategies (see Table 2 for number of ALL teachers in BESTEX consortia schools; also, recruitment source for project)*

Objective 2.1 – Deliver in-service and summer academies for 10 university teacher education faculty and 50 consortia school teachers

Activity – Each year of the grant, conduct five-day summer academy on the UNTD campus focusing on linguistic/cultural concepts, principles and value of Bilingual and ESL education, including developmentally appropriate ESL content-related academic language, cognitive development and assessment strategies based on the ELPS, TELPAS and Sheltered Instruction (e.g., SIOP); follow-up support will be provided through the technology component of the program (as described below); a further academy training activity focuses on the value and engagement of professional learning communities (PLCs) in planning and program implementation based on **data-driven teaching and learning**

Persons Responsible – Education dean/project director, Co-PIs, project coordinator, project faculty, consortia members, outside consultants

Outcomes – UNT Dallas education faculty and consortia teachers will reflect in their syllabi and teaching the knowledge gained from the summer academy; teacher participants without the ESL certificate will successfully complete the state certification exam; collaborative planning for program improvement based on the PLC model; delivery of quality ESL instruction and on-site class supervision by Co-PIs

Number of Education Faculty/In-service General Education/Content Area Teachers Participating Each Year in the Summer Academies and Follow- up Support:

YEAR 1: 10/50 YEAR II: 10/50 YEAR III: 10/50 YEAR IV: 10/50

YEAR V: 10/ 50

FIVE-YEAR TOTAL: 50/250

Measures – Sign-in sheets, participant evaluations of summer academies, written comments from exit interviews; class observations in school sites; revised syllabi content;

GPRA 1.5 & 1.6

Priorities addressed by Goal 2 – Obj. 2.1: Competitive Preference Priorities 2, 3

GOAL 3 – *To Employ Technology as an Essential Tool in the Delivery of Bilingual/ESL Instructional and Training Activities*

Objective 3.1 – Establish a Bilingual/Multicultural Instructional Software Center at the UNTD Division of Education and Human Services

Activity – Collaborate with Project Share (a Texas project with the mission of "introducing a global online learning community where educators collaborate, share resources, and showcase accomplishments"); review and adopt Bilingual/ESL instructional software (including Web 2.0 instructional tools) and disseminate to teachers of bilingual and ESL education in consortia schools & BESTEX education faculty; conduct training on use of the software material; via the program website distribute monographs, information regarding support resources, regional, state and federal professional development opportunities for prek-12 teachers; electronic information will focus on successful instructional models of ESL instruction and assessment

Environment/Resources - each of the UNTD classrooms is equipped with state-of-the-art technology capable of supporting and adding strength to the teaching/learning environment.

Persons Responsible – Technology specialist, Project coordinator

Outcomes – Consortia partner school teachers, administrators, teacher education faculty will avail themselves of instructional support material/software though technology; utilization of technology-based bilingual/ESL instructional and training materials will

accelerate the academic progress of English language learners. The project's objectives 3.1 and 3.2 are intended to enhance the technological capability of UNTD and quality of its internal and regional services to its large community of learners.

Measure – Track dissemination and utilization of bilingual/ESL software throughout the BESTEX partner schools and the faculty of the Division of Education and Human Services; teacher written and verbal feedback; classroom observation by Co-PIs

Objective 3.2: Employ a variety of learning tools to deliver instructional training activities to BESTEX students, consortia partners' classroom teachers and administrators

Activity – Optimize use of the existing technology of UNT Dallas; initiate distance learning activities throughout the BESTEX partner schools

Persons Responsible – Project Staff, Technology Specialist, program faculty, consortia partners

Outcome – Utilization of distance/online learning infrastructure to deliver training activities throughout consortia schools

Measures – Track Project BESTEX training activities delivered via distance/online learning technology; written and verbal feedback from participants; class observations

Priorities addressed by Goal 3 – Obj. 3.1, 3.2: Competitive Preference Priorities 2, 3; also, Invitational Priority 2

A4 Literature Reviewed and Research Base for GOALS 1, 2, 3: Objectives 1.1, 1.2, 2.1, 3.1, 3.2

Concept Focus: Bilingual/ESL teacher quality based on 21st century professional development needs and priorities - U.S. Office of English Language Acquisition (OELA)

paper of proceedings of the *National Conversations on English Learner Education: What Makes for Quality Education for English Learners in the 21st Century?* (OELA regional meeting held in Dallas, Texas, February 10-11, 2011). Wright, W.E. (2010); *Foundations of Teaching English Language Learners: Research, Theory, Policy, and Practice*. Philadelphia, Pennsylvania.: Caslon Publishing.

Concept Focus: Texas education curriculum, assessment and certification standards - TEA online manuals on the new STAAR, TELPAS and ELPS standards; also, practice manuals by Education Testing Service (ETS) on the TExES, PPR and March, 2011 ETS Webinar on the new *Bilingual Target Language Proficiency Test* (BTLPT); research papers by the Center for Applied Linguistics (CAL) and the Center for Research on Education, Diversity and Excellence (CREDE), e.g., Slavin, R.E. & Cheung. A. (2005). *Effective Programs for English Language Learners: A Best Evidence Synthesis*, Retrieved from: http://www.csos.jhu.edu/crespar/techreports/report66.pdf .

Concept Focus: Science, technology, engineering and mathematics- From STEM to Root: Improving Students' Math and Science Skills is no Longer a Choice, But a Calling. In *American School*, American School Board Journal, pp. 18-20.

Concept Focus: Professional learning communities - Dufour, R. (May 2004). What is a "Professional Learning Community"? In *Educational Leadership*,Vol. 61, No. 8, pp. 6-11.

A5 "Entry and Exit" Requirements:

To maximize program quality and effectiveness, the BESTEX staff will incorporate and monitor the successful completion of these seven "Entry and Exit" requirements.

1. Undergraduate students must meet the criteria for admission to the teacher certification program, as follows: pass the THEA with the following scores: READING – 240, MATH – 230, WRITING 220. Sixty (60) hours earned (junior status); overall GPA – 2.75 or completed UNT Dallas core with 2.75 minimum GPA; completed application for admission to the teacher education program. Once in the program, students will be required to maintain a 2.75 minimum GPA.

2. Paraprofessionals selected for the program must meet the "highly qualified" requirements set by the State Board for Educator Certification, e.g., the paraprofessional must have successfully completed, at least, two years of college, and, performance must be rated at a high level by school administrators.

3. Students will be required to meet the advanced level of oral proficiency on the Spanish screening test developed by the UNTD bilingual/ESL education faculty. And, in the entry interview and written essay express a high commitment to teaching ELs.

4. Upon completion of the required B.S. degree courses and the TExES and PPR preparation sessions, students take and score a minimum of 80% in the Division of Education and Human Development screening tests for the EC-6 Bilingual Generalist – TExES and the Pedagogy and Professional Responsibilities (PPR) exams.

5. All program completers must take and pass the state exams for certification and subsequently seek employment in instructional settings serving ELs. To maximize their success and retention in the professional setting, the state requires that mentors be assigned to new teachers during the critical induction period.

6. The grant completers, including in-service teacher participants must agree to follow-up visits by the external evaluator to assess the quality of their work and impact of their teaching on ELs.

7. General education and content teachers selected by consortia partner school administrators for the summer academies must have ELs enrolled in their classes and agree for follow-up visits by Co-PIs and the external evaluator. Preference will be given to non-ESL certified teachers.

A6 Role of Consortia Partners

The BESTEX program design specifies the role of consortia partners in carrying out vital project activities. These consortia school representatives were particularly helpful in the development of the present proposal and selection of levels of involvement: Elizabeth Casas, Dallas ISD; Tawana Stallworth, Cedar Hill ISD; Dr. Max Ahmadian, Duncanville ISD; Jacqueline Murphy, Lancaster ISD; and, Orlando Chávez, Cedar Hill ISD.. A Consortia Partners Advisory Council will be formed and will consist of a selected representative from each of the participating ISDs.

For more information on the partners' project contributions, see letters of commitment in the Appendix.

B. PROJECT PERSONNEL (See Figure 1. Organizational Chart – Page 35)

The University of North Texas Dallas is committed to equal opportunity in employment and education and does not discriminate on the basis of sex, race, color, religion, national origin, age, veteran's status, or against persons with disabilities. UNT Dallas complies with non-discrimination regulations under Title VI and Title VII, Civil Rights Act of

1964, Title IX, Education Amendments of 1972 ADA policies and requirements and Section 504 of the Rehabilitation Act of 1973. UNT Dallas policies also comply with requirements of the Family Educational Rights and Privacy Act and applicable state requirements regarding privacy.

B1 Qualifications of Key Project Personnel and Faculty

Qualifications for each of the major project personnel and extent of time devoted to the BESTEX program are described in this section. Also, included below are qualifications of key program faculty.

***Dr. Sheryl Santos-Hatchett,* Professor and Project Director (10% FTE)** - is responsible for the overall implementation of the project including budgetary, programmatic, and evaluation reporting requirements. Dr. Santos-Hatchett is the Founding Dean of the Division of Education and Human Services. She has been a bilingual teacher in the public schools of New York City and has also taught Spanish, French, and Reading in elementary, middle, and high school. Dr. Santos-Hatchett has a distinguished record of community service and advocacy for language-minority children. Her vision for UNTD is to substantially increase the quality and pipeline of bilingual education teachers for school districts within the service region of the university, including the southern "inner-ring" schools of Dallas.

***Project Coordinator,* To be hired (TBH) (50%)** – The coordinator will be responsible for the day-to-day management of BESTEX activities and supporting the Project Director in the implementation and management of all project activities. Qualifications: Master's degree; bilingual in English and Spanish; at least three years teaching experience in a multicultural setting with English Learners; ability to coordinate and implement a large-

scale federal grant project; and, ability to supervise students and collaborate with faculty and university administrators.

***Jacqueline E. Arroyo-Romano,* Assistant Professor and Co-PI (10% FTE)** – Ph.D. in Curriculum and Instruction, M.A. Ed., Bilingual Cross-Cultural Education, Certifications, Bilingual/Cross-Cultural Emphasis. Areas of special interest, bilingual/cross-cultural education, English as a Second Language. Over eight years experience in elementary education where she taught ELs using varied methods and strategies for teaching content areas.

***Cynthia D. Rodríguez,* Assistant Professor and Co-PI (10% FTE)** – Ph.D. Reading, minor in Bilingual Education. Six years experience in teaching elementary school bilingual and ESL education students. She was previously trainer for *Descubriendo la Lectura* at Texas Woman's University. She has several scholarly publications in the areas of ESL learners, bilingual and multicultural education.

Both Drs. Arroyo-Romano and Rodríguez, Co-PIs will assist the project director in ensuring all program objectives and requirements are met.

***Technology Specialist,* (TBH) (25% FTE)** – The technology specialist will require qualifications that will enable him/her to provide technical support to the BESTEX project staff, consortia members and teachers. This support will include web site development and support and for electronic communication between consortia partner campuses.

***Dr. Rudy Rodríguez* External Evaluator:** – in consultation with project staff and faculty, Dr. Rodríguez will be responsible for the overall instrument development, collection, analysis and reporting of data related to the program operation and outcomes.

His previous experiences include: school teacher; district director of ESEA Title VII bilingual education; director of ESEA Title VII and III – funded bilingual/ESL teacher education programs at two universities. He also has experience as external evaluator of ESEA Title III programs, including use of qualitative and quantitative techniques and measures of performance for the purpose of generating data to drive program planning and development.

B2 Qualifications of additional BESTEX Program Faculty

***Juan José Araujo,* Assistant Professor** –Ph.D, Reading (expected August, 2011). Area of Expertise: Education of English Language Learners. He has taught in elementary bilingual education published in the area of linguistically diverse learners.

***Marco Shappeck*, Assistant Professor,** Ph.D. in Linguistics. Areas of expertise include: language and literacy. ***Gwendoyn J. Johnson*, Assistant Professor,** Ph.D. in Math Education; Area of expertise: reasoning with algebraic contexts. ***Ratna Narayan*, Associate Professor,** Ph.D. in Science Education. Distinguished record in the areas of teaching, research and service.

C. MANAGEMENT PLAN

Table 3 below presents the Management Plan beginning with fall 2011 planning activities and spring 2012 implementation. Responsible project personnel and a projected timeline schedule are included. The detailed plan for each year will be developed at the summer before the start of each project year with defined start and completion dates for each activity.

C1 Yearly Plan Review

This detailed Management Plan will be reviewed by the external evaluator and approved by the Consortia Partners Advisory Council (section A6) to ensure there are no deviations from the OELA – approved scope of operation.

Table 3. The Management Plan

LEGEND: Responsible Persons – *Project Director (PD); Co-Principal Investigators (co-PIs); Project Faculty (PF); Consortia Partners (CPs); Tech Specialist (TS); Evaluator (E)*

PLANNING ACTIVITIES/RESPONSIBLE PERSONS	**Begin**	**End**
▪ Hire project personnel, secretary, project coordinator, technology specialist – (PD, co-PIs)	9/06	10/03
▪ Introduce UNT Dallas faculty members to the BESTEX plan (PD, PC)	9/06	9/09
▪ Employ the PLC in planning and refinement of the comprehensive B.S. BESTEX teacher education design ensuring content is aligned with state curriculum, TXeES certification requirements **Obj.1.1 Activity** – (PD, co-PIs, CP)	9/06	11/14
▪ Meet with the partners to discuss the roles of each in the implementation of the project; form BESTEX Consortia	9/12	10/04

Advisory Council (PD, PC)		
▪ Publicize program using local media (PC)	9/12 9/12	11/18 11/18
▪ Produce BESTEX program brochure; develop BESTEX project website – **obj. 3.1, 3.2 Activity** (PD, PC, TS)	9/12	11/10
▪ Meet with BESTEX students to discuss participation guidelines and admission criteria; Students sign-up to take the THEA – **Obj. 1.2 Activity** (PC, THEA Advisor)	10/11	11/18
▪ Evaluate applications and select 30 students for the BESTEX program - **Obj. 1.1 Activity** (PC, co-PIs, CP)	10/17	11/4
▪ Students are screened for Spanish proficiency (PC, Co-PIs)	10/25	11/04
▪ Develop certification plans for all students selected for the spring 2012 program and provide academic/financial aid advising – **Obj. 1.2 Activity** (Certification officer)	11/28	12/09
▪ All BESTEX participants complete a criminal background check forms in preparation for mentoring in high schools (Human Resources staff)	12/05	12/12
▪ BESTEX full implementation; Cohort 1 students start spring program; students enroll in degree coursework, e.g., EDBE 3470, 3480 – **Obj. 1.1 Activity** (co-PIs, PC)	12/05	1/09
• Implement technology component – **obj. 3.1.,3.2 Activity** (TS)	1/11	On-going
▪ Advise students for fall 2012 semester – **Obj. 1.2 Activity**	2/10	2/17

(Certification Officer)		
▪ Incorporate results of internal evaluation into the program (PD, PC, co-PIs, E)	2/6	2/10
▪ **Cohort 1** Students enroll in spring courses – for example, EDBE 4490 and LING 4030 – **Obj. 1.1 Activity** (PF)	01/9	05/11
▪ Data collection for first year external evaluation begins and the final document is submitted by end of May, 2012 (E)	02/05	05/27
▪ **Cohort 1** students enroll in academic specialty or major courses (Summer I & II); also, implement summer - **obj. 1.1, 2.1 Activity** (PF)	06/12	8/5
Based on evaluative data and input of faculty, students and consortia partners, plan for Year II program (PD, co-PIs, PC, E)		

C1.2 The Management Plan Years 2, 3, 4 and 5

This does not does not include the specificity described in the plan for Year 1 as subsequent years are discussed and detailed each summer preceding the start of the year.

GOAL 1: *To Plan for an Effective Instructional Program and Recruit, Select and Successfully Prepare Pre-service/Paraprofessional Participants*

Obj. 1.1., 1.2 - MAJOR ACTIVITIES	**TIMELINE**	**PERSONS RESPONSIBLE**
Recruit, select, graduate & place 100% of BESTEX program students	Ongoing	Project Coordinator, Co-PIs, Admissions Staff

Implement a quality program for all students	Ongoing	Project Director, Project Coordinator, Co-PIs, faculty
Provide academic and financial advising	Ongoing	Certification Officer and staff in student financial office; Program Faculty
Provide for a supportive, student-centered program	Ongoing	Project staff, Program Faculty
Follow- up support for all graduates in class settings	Ongoing	Project Coordinator, Co-PIs
Conduct annual evaluations	Ongoing	Project director, Evaluator

GOAL 2: *To Deliver an Effective Technology and Summer ESL Academy Program for 50 Consortia School In-service Teachers of Content Course Instruction and 10 UNTD Teacher Education Faculty*

Obj. 2.1 – MAJOR ACTIVITES	**TIMELINE**	**PERSONS RESPONSIBLE**
Implement a summer academy for teachers in consortia partner schools and education faculty	Ongoing	Project coordinator, Consultants, Consortia Partner Schools Representatives
Provide follow- up support to Academy participants in class settings	Ongoing	Project coordinator, Co-PIs, Tech Specialist

Evaluate the quality of the professional development experience for relevance and quality	Ongoing	External evaluator

GOAL 3: To *Employ Technology as an Essential Tool in the Delivery of Bilingual/ESL Instruction*

Obj. 3.1, 3.2 - MAJOR ACTIVITIES	**TIMELINE**	**PERSONS RESPONSIBLE**
Review and adopt bilingual/ESL software and disseminate to consortia schools teachers and education faculty	Ongoing	Technology Specialist, Project Coordinator
Provide training on use of the software materials	Ongoing	Technology Specialist
Use the BESTEX website to disseminate information about the ESL materials, new assessment techniques	Ongoing	Technology Specialist

The program will continue in a similar fashion with appropriate modifications based on evaluation reports for each of the five years of the project. Eligible students will be recruited for Year 2-5 cohorts to replace participants completing the program.

C2 Extent of Time Commitment (TC) to the Project of Key Personnel:

These personnel will be primarily responsible for the implementation of key activities. *PROJECT DIRECTOR*: *10% TC*; CO-PIs ,each 25% TC; *PROJECT COORDINATOR*: 100% TC; *TECHNOLOGY SPECIALIST*: 25% TC.

D PROJECT EVALUATION

The Evaluation Team led by Dr. Rudy Rodríguez, includes members with a broad range of expertise and long track record of conducting educational research and evaluation: for example, Dr.Sheryl Santos-Hatchett, project director, the two Co-PIs, the project coordinator and two members representing the consortia partner schools. The group will meet soon after the notification of grant award to refine the evaluation design. As part of this initial process, the Team will: (a.) clearly identify the audiences and purposes of the evaluation; (b.) address the question: What are the results or benefits expected from the program? (c.) ensure the plan's alignment with EDGAR/OELA/NPD program/statute purpose and requirements; and, (d.) determine the appropriateness of the data-acquisition instruments and strength of the analyses procedures to generate the requisite data to drive decisions affecting program quality.

The proposed evaluation plan, as described in more detail below, is designed to yield information that gauges program effectiveness in accordance with the grant requirements and within the context of the Government Performance and Results Act (GPRA) performance measures.

The external evaluator will report each year the progress of the program in meeting these performance measures in the OELA-required Annual Performance Report and in the Final Performance Report. A further interest of the Evaluation Team will be to

ascertain the potential of the program's **SUSTAINABILITY** and **REPLICATION** by other IHEs.

The evaluation process will be continuous and conducted throughout the planning, development, and implementation phases so as to provide for on-going feedback. *The techniques will be eclectic, thorough, feasible, and appropriate to the goals, objectives and outcomes of the project.* The evaluation therefore will use a wide array of measures and information sources for collecting and analyzing quality of program operations and intended outcomes. This multi-faceted convergence of evidence technique will yield quantitative and qualitative data that will be credible and useful in decision-making with regard to BESTEX program quality. This broad-based approach to evaluation also eliminates the threat of bias associated with mono-method assessments. Accordingly, the comprehensive evaluation will consist of two operational components: process evaluation and product evaluation, as follows.

D1 PROCESS EVALUATION: Formative assessment

As a major facet of this part of the evaluation process, the external evaluator, in consultation with the Evaluation Team will develop an "Implementation Checklist". This checklist will serve as an observation/program monitoring instrument designed to assess quality of and timeliness of installation and documentation of the various program components and activities, as described below for three major program implementation activities.

Implementation Activity 1: Project director, external evaluator and co-PIs form the Evaluation Team. The Team refines the evaluation plan within the first month of the project.

Implementation Process Measure(s): List of members and summary of minutes.

Implementation Activity 2: Began fall 2011 planning phase of project; schools in consortia partner schools and community colleges will be officially notified of the program; eligible UNTD and community college students will be encouraged to apply. All will be informed of program requirements and expectations.

Implementation Process Measures: Project coordinators and co-PIs reports of meetings to inform key stakeholders of the program goals and expectations; project coordinator's student recruitment plan, including publicity on the program; electronic and written lists of eligible BESTEX eligible students.

Implementation Activity 3: Implement the BESTEX program in spring 2012.

Implementation Process Measures: Degree plans are completed for all students and filed in the certification office; class rolls indicate students are officially enrolled in required courses; Project coordinator and certification office records of individual and group meetings indicate students are aware of academic/certification requirements and the student financial support allowed under the project budget.

The monitoring of implementation of critical components will provide data to determine if the project is on schedule in accordance with the OELA-approved program Management Plan and overall operational process. These data will help address one of the important BESTEX evaluation questions: "Is the project working the way the project director thought it would? If not, why not, and what program correctives are needed to

enhance the quality of the operation during the important formative phase of the grant program?"

Process evaluation is formative in nature and will be on-going throughout the five years of the project applying some of the measures described below.

D1.1 Annual Questionnaire for BS students, including Program Satisfaction Surveys designed by the project evaluator for BESTEX consortia partners and summer academy teachers and education faculty. The Annual Questionnaire for BEXTEX students will provide information about the caliber of services provided by the staff members, the quality of teaching and support by the project faculty, and relevance of the curriculum.

D1.2 Other formative/process evaluation measures employed by the evaluator shall include: project reports by the coordinator detailing project BESTEX student information (e.g., length of time in the program, prior academic preparation, progress in developing the critical program competencies, including degree of Spanish language development, student assessments of the academic and financial aid advising, course completion records, student assessments of tech support, retention/attrition program reports, attendance reports in TExES and Bilingual Target Language Proficiency Test preparation sessions and post-training interviews with and observations of BESTEX program completers in the job setting; also, extent of collaboration with other federal programs capable of supporting and enhancing the goals of the BESTEX project, e.g., PELL grant and the Texas Teacher Aide Exemption Grant Program.

D2 PRODUCT EVALUATION: Summative

The product (summative) evaluation, unlike the process/formative assessment, is designed to yield quantitative outcome results. Information critical to this portion of the evaluation is data reported each year linked to the GPRA performance measures, as defined in the grant Application Packet. The key BESTEX objectives listed below served as an organizing framework for assessing how well the project addresses GPRA performance indicators and other measures.

Objective 1.1: Plan and deliver courses for the B.S. Degree with certification in EC – 6 bilingual and ESL education and 4 – 8 Mathematics/ESL for a total of 30 (UNTD native, part or full-time) pre-service and paraprofessional participants in each year of the five-year program

Product Measure: Passing scores on the TExES, PPR, BTLPT; Self-administered electronic Survey Monkey with Likert scales to assess degree of perceived level of competency in training (Survey Monkey allows for online distribution of questionnaires; the Survey Monkey software can also organize and report data in various graphic formats, e.g., bar graphs, linear graphs); post- training follow-up interviews and observations of graduates in the professional setting; EL achievement scores on state TExES exams; also, Dept of Ed performance measures, e.g., **GPRA 1.1, 1.2,1.3, 1.4**

Reporting Method and Timeline: Narrative & tables at end of each yr.; also, use of bar scatter and linear graphs to report training program strengths and weaknesses based on BESTEX student performance on the state certification exams; Reports filed at end of each project year

Objective 1.2 Implement a "safety net" of support activities to ensure successful program completion for all BESTEX students

Product Measure and Reporting Method: Same as above

Reporting Method and Timeline: Same as above

Objective 2.1 Deliver in-service ESL academies for 10 teacher education faculty and 50 consortia school teachers in each year of the grant period; 100 % of in-service teachers in summer academies will apply knowledge and competencies learned in their classes

Product Measure: Review of syllabi; faculty and in-service student questionnaires; interview with in-service teachers, observations & improved EL achievement test; Passing scores on the state TExES ESL exam; **GPRA 1.5, 1.6**

Tech specialist reports on progress of center; also, student/in-service feedback on effects and quality of service; improved EL achievement test scores

Reporting Method and Timeline: End-of – year performance reports with support data on EL student achievement submitted by evaluator to the project director

Objective 3.1: Establish a Bilingual/Multicultural Instructional Software Center

Product Measure: Tech specialist reports on progress of center; also, student/in-service feedback on effects and quality of service; improved EL achievement test scores

Reporting Method and Timeline: Tech specialist reports on progress of center; also, student/in-service feedback on effects and quality of service; improved EL achievement test scores

Objective 3.2: Employ select, established distance learning tools to deliver instructional training to BESTEX students

Product Measure: Same as above

Reporting Method and Timeline: Same as above

D3 Indicators of Institutionalization of the BESTEX Innovative Model

These six central questions will be used to develop indicators of institutionalization of BESTEX:

1. Are the pre-service and in-service professional development components of BESTEX aligned with the state standards and assessments, including the English Language Proficiency Standards (ELPS)?
2. Is the program content increasing BESTEX professional development that leads to participants' knowledge regarding bilingual/ESL theory, techniques for developing academic language and ESL content integration, including effective math and science instruction?
3. How many students are graduating from the program?
4. Are they employed in instructional settings servicing English learners?
5. Is the program utilizing technology to accelerate English language development among ELs?
6. Is the program coordinated effectively with the consortia partners to ensure comparability across sites in quality of training and recruitment activities?

D3 Tracking, Iteration and Reporting – The Evaluation Management System

At the end of each semester and throughout the entire life of the project, the Team will convene to provide quality checks of procedures and objective and honest judgments

about the value and utility of data generated by the external evaluator. Based on the discussions, strategies contributing marginally to the program will either be eliminated or strengthened. Also, successful strategies and indicators of institutionalization of the BESTEX innovative model will be identified and reported to the consortia partners and OELA via the annual performance reports. Process and product reports will be submitted to the project director in a timely fashion so as to maximize their value to the decisions affecting program operations. These reports will reflect the collective expertise and contributions of the Evaluation Team and organized to address In the spirit of transparency and communication, the evaluator will work with the Technology Specialist to maintain a Website with links to the Evaluation Management Systems, including data-collection schedule and major BESTEX/NPD reports. Organized quantitative and qualitative data on all objectives and findings will be posted and available to all major project stakeholders and the national network of bilingual/ESL teacher education colleagues.

SUMMARY: The ultimate goal of the proposed NPD program is to provide professional development activities intended to improve instruction for English Learners and assist educational personnel working with ELs, including immigrant children and youth, attain: (a.) English proficiency; and, (b.) meet the same challenging state academic content and student academic achievement standards as all students are expected to meet (from goal statements in ESEA Title III Act).

The amended ESEA legislation, commonly known as NCLB, defines a highly qualified teacher as "a teacher with at least a bachelor's degree, fully certified, fluent in the language(s) of instruction". The University of North Texas Dallas NPD is uniquely

positioned to facilitate an outreach program that addresses all these standards, and provides for a high caliber program of study to ensure that all BESTEX students succeed and, as "Highly Qualified" teachers, mentors and role models positively impact the lives of children and communities. The Project, referred to as BESTEX, will set-forth, make accessible and implement, for the first time in the southern Dallas region, existing teaching degree plans for this group of highly qualified teachers. Thus, Project BESTEX will fill an educational disparity gap and its success can result in a model for improving ISDs with a similar profile.
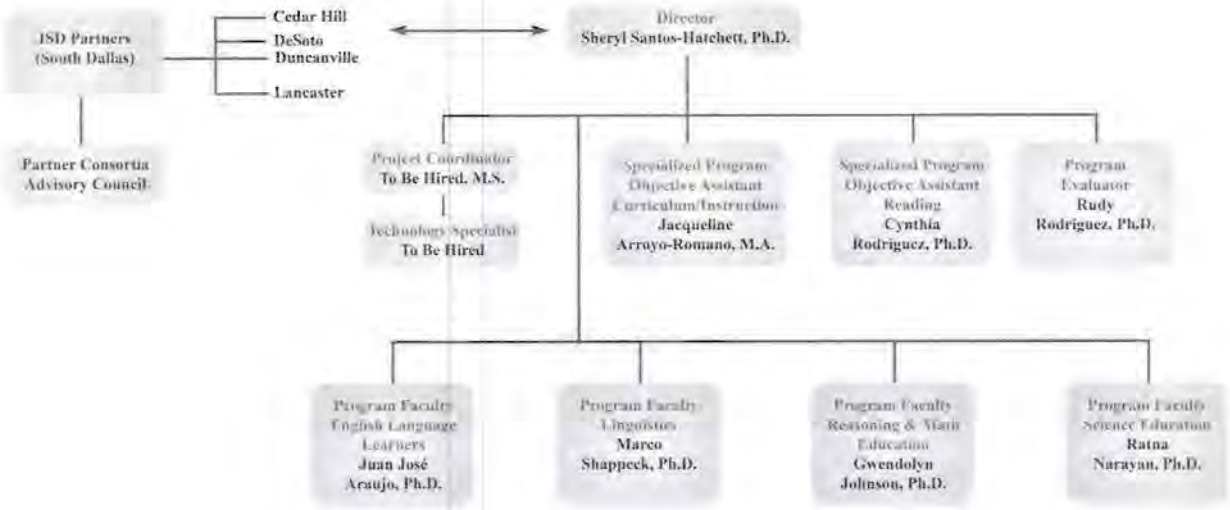
Figure 1. The Organizational Chart