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ABSTRACT

Name of IHE: Texas A&M University-Commerce

Texas A&M University-Commerce (A&M-Commerce), the proposed fiscal agent for the *Maestros y Directores*, has provided leadership in education since 1889, serving the rural regions of Northeast Texas and the urban regions of the Dallas metroplex through its teacher and school administrator preparation programs. For many years A&M-Commerce has ranked 3rd among Texas state universities in the production of PK-12 teachers, 2nd in producing principals, and 1st in producing superintendents (THECB, 2006). In addition to the main campus located in Commerce, Texas, two other campuses serve the Dallas metroplex and a third, Midlothian/Corsicana/Navarro, serves rural districts south of Dallas.

Title of the Program: *Maestros y Directores*: Preparing Teachers & Administrators to Better Serve English Learners in Bilingual, ESL & STEM Classrooms

Consortia Partners: Commerce ISD, Greenville ISD, Mount Pleasant ISD, Richardson ISD, Sherman ISD, Phoenix Charter School, Region 8 Education Service Center, Region 10 Education Service Center, the Dallas Community College District and Northeast Texas Community College

The **five partner districts** are all small to mid-size districts in **rural areas** of the two partner education service centers (ESCs). They have relatively more trouble recruiting and retaining BE/ESL teachers than the larger urban districts due to lower salaries and having less access to Latino populations. This is reflected in the higher-than-average teacher turn-over rates in most of the districts, from 11% to 21%. All but one of the districts has a high percentage of EL students, from a low of 15% (Greenville) to 37% (Mount Pleasant).

The exception is **Commerce ISD** which has a 7% EL student population. We wanted, however, to include them in the consortia as our main campus is located there and the city is establishing a Plaza Comunitaria which will play a significant role in the proposed activities. Also, they were required to implement a bilingual program for the first time last year, but had to seek a waiver from the state because of a lack of bilingual teachers.

Phoenix Charter School is representative of many other charter schools in the area in that it has a significant EL student population, but no bilingual- or ESL-certified teachers. Most of its faculty also do not have a bachelor's degree. Located in Greenville, it is the charter school that is geographically the farthest away from the Dallas urban area and so is experiencing a high teacher turnover (37%) rate as well as a critical need for bilingual/ESL teachers.

The **Region 8** ESC serves the rural districts east of Commerce, which include Mount Pleasant ISD, the district with the highest percentage of ELs in the area. **Region 10** ESC serves Dallas ISD and the other urban districts in the region, but also more rural districts away from the metroplex including Sherman, Richardson, Greenville, and Commerce which will be consortia district partners. The bilingual specialists for both ESCS were especially helpful in identifying

regional needs which are addressed in the project design and agreed to help us recruit pre-service students and provide workshops to inservice teachers and school administrators.

Most of our pre-service students come to us in their junior year as transfer students from local community colleges. We have always collaborated informally with them for recruitment purposes, but decided to implement more strategic recruitment efforts. **Dallas Community College District** serves 72,000 students and is the largest undergraduate institution in the state of Texas. It consists of 7 main campuses in Dallas and 6 satellite campuses, and 24% of its students are Hispanic. The **Northeast Texas Community College** main campus is located in Mount Pleasant with four nearby satellite centers/campuses, and 18% of its students are Hispanic.

Project Description:

Three goals and four objectives, based on needs identified by the consortium partners, will guide the project:

Goal 1: Recruit, graduate, place and retain more highly-qualified bilingual and ESL-certified pre-service teachers (*GPRM Measures 1.1, 1.2 & 1.3*)

Objective 1: Increase the number of high-quality pre-service students seeking and obtaining EL (bilingual or ESL) certification.

Objective 2: Increase the number of pre-service program completers who are placed in BE/ESL classrooms and remain in them for 3 or more years

Goal 2: Increase the knowledge and skills of pre-service and in-service teachers for the teaching of math and science to ELs (*Competitive Priority 3– Promoting STEM Education*)

Objective 3: Improve the knowledge of sheltered math and science instructional methods of pre-service and in-service teachers.

Goal 3: Increase the knowledge and skills of school administrators to better support BE/ESL teachers and students (*GPRM Measure 1.3 & Competitive Priority 2- Enabling More Data-Based Decision-Making*)

Objective 4: Improvement school administrator knowledge of BE/ESL programs by engaging school administrators in professional development focusing on EL student achievement data and by helping BE/ESL certified teachers obtain administrative certification.

Activities in support of the program objectives will include;

- Recruiting pre-service students enrolled in community colleges, working as teacher assistants and community liaisons in school districts, and teachers without bachelor's degrees and/or who are uncertified in BE/ESL who teach in charter schools with high LEP populations
- Providing preservice students with academic support to help them persist until graduation such as Spanish language development activities, extended field-based experiences that engage them in service learning in the partner school districts, and access to an on-campus study lounge based on the Treisman model(1992)
- Improving the math and science content of the undergraduate BLED 403/413 course, Bilingual/Sheltered Content Area Instruction, through collaboration with math and science faculty and professionals
- Providing placement assistance to our graduates and following up with them for three years to provide extended mentoring via an online Professional Learning Community

- Providing workshops to bilingual, ESL and mainstream teachers teaching grades 4-8 designed to improve their instruction of math and sciences to EL students
- Recruiting experienced bilingual and ESL teachers into an M.Ed. program that will result in school administrator certification
- Providing workshops to school administrators on ways to collect and analyze EL student achievement data that will help them improve the bilingual and ESL programs in their districts and schools.

Priorities: Competitive Preference Priority 2- Enabling More Data-Based Decision-Making and Competitive Preference Priority 3 - Promoting Science, Technology, Engineering, and Mathematics (STEM) Education

GPRA Measure Targets:

- The number of pre-service teachers expected to be served:
Year 1: 15; Year 2: 25; Year 3: 35; Year 4: 45; Year 5: 55.
- The number of pre-service teachers expected to complete the program of study:
Year 2: 15; Year 3: 25; Year 4: 35; Year 5: 45.
- The number of pre-service teachers expected to complete the program of study and be certified in EL instruction:
Year 2: 15; Year 3: 25; Year 4: 35; Year 5: 45.
- The number of pre-service teacher completers expected to be placed in instructional settings serving ELs (targets for years 2 and beyond):
Year 2: 15; Year 3: 25; Year 4: 35; Year 5: 45.
- The number of pre-service program completers who are providing instructional services to EL students 3 years after program completion:
Year 5: 15.

Other Types of Personnel To Be Served by the Grant:

The proposed program will also provide some services to inservice teachers and school administrators based on regional needs. These participants will already be highly qualified as they will have the required bachelor's (teachers) or master's (administrators) degrees and certifications before participating in the program.

- The number of certified bilingual, ESL, math and science teachers to be served:
Year 1: 30; Year 2: 30; Year 3: 30; Year 4: 30; Year 5: 30.
- The number of certified school administrators to be served:
Year 1: 30; Year 2: 30; Year 3: 30; Year 4: 30; Year 5: 30.
- The number of BE/ESL teachers to acquire school administrator certification:
Year 3: 2; Year 4: 4; Year 5: 4.

Contact: Dr. Chris Green, 903-886-5533, Chris_Green@tamu-commerce.edu



Maestros y Directores:

Preparing Teachers & Administrators to Better Serve English Learners in Bilingual, ESL & STEM Classrooms

QUALITY OF THE PROJECT DESIGN

Background Information: For the first time in modern Texas history, **Hispanic students now make up a majority** of those enrolled in Texas public schools (TEA, 2011). Approximately half of Hispanic students in Texas speak Spanish as their first language and begin their schooling officially identified as Limited-English Proficient (LEP) students. Over 90% are Spanish speakers, but **over 100 other languages** are spoken by EL students (ELs) in the Dallas area. Bilingual teachers are needed for Spanish-speaking students while ESL teachers are needed to serve speakers of other languages and to serve Spanish speakers in districts with fewer ELS. Shortages of both kinds of teachers are significant, but the shortage of bilingually certified teachers is especially acute.

Recent statistics for the 2009-2010 school year indicated the following:

- Statewide **815,998 students, 17% of all students**, are English Learners (ELs).
- The annual growth rate for ELs in Texas has been 7%, while the growth rate in the region targeted by *Maestros y Directores* has been **twice that rate or 14%** (Green, 2006).
- An analysis of teacher shortage data indicates that, statewide, districts lack approximately 5,500 bilingual and ESL teachers. **1,900 teachers are needed in the targeted area.**

The State of Texas has compliance requirements to ensure English Learners (ELs) are taught by BE/ESL certified teachers, but allows waivers and exemptions from these requirements. Districts struggle to comply because the demand far exceeds the supply. Regional data indicate a high percentage of exemptions and school waivers for both traditional and charter public schools.

- For Region 10 (serving 80 districts in the Dallas area), 23 of 26 districts have requested exemptions from the Texas Education Agency (TEA) because of a lack of bilingual teachers, 3 have requested waivers for ESL, and 4 have waivers for **both** ESL and BE.
- In Region 10 where there are 40 charter schools with 63 campuses, 16.9% of their students are English learners (Region 10 website, 2011). Of the 9.4% EL-certified teachers in Region 10, only 0.08 % work in charter schools.
- For Region 8 (serving 48 rural districts), **only seven meet compliance standards** set by the state. Six of the seven have requested at least one exemption due to the lack of a certified bilingual teacher in the upper grades.

The proposed *Maestros y Directores* project is designed to **increase the supply of qualified personnel who will meet high professional standards** including appropriate certifications. Table 1 provides student and teacher data for the 2009-2010 school year.

Table 1. Student and Teacher Demographics in the Targeted Area							
Source: TEA PEIMS (Public Education and Information Management System), 2011							
	Econ Disadv Studs		EL Students		EL Tchrs		Tchr Turnover
Statewide	2,848,067	59.0%	815,998	16.9%	23,412	7.0%	11.8%
Commerce ISD	1,091	67.0%	110	6.8%	2	1.4%	20.8%
Greenville ISD	3,287	66.9%	733	14.9%	30	7.9%	10.7%
Mt Pleasant ISD	4,267	80.8%	1,936	36.7%	39	9.6%	8.2%
Richardson ISD	19,129	55.1%	7,518	21.6%	90	3.6%	13.5%
Sherman ISD	4,193	62.5%	1,022	15.2%	24	4.7%	11.3%
Phoenix Charter	286	63.8%	39	8.7%	0	0%	36.9%

Current State of Texas Accountability Standards: In addition to the growing EL population and the critical BE/ESL teacher shortage, increasingly challenging state curriculum standards necessitate the use of best teaching practices. High school students who do not pursue the Distinguished Academic Program are strongly encouraged to complete the Recommended High School Program, which requires four credits in math, science, English and social studies and the incorporation of the College and Career Readiness Standards. New standards for science and technology have been adopted, and the math standards are scheduled for revision in 2011-2012.

English Language Proficiency Standards (ELPS)

For Texas students who are ELs and their teachers, the new ELPS (English Language Proficiency Standards) are of special interest. These cross-curricular standards require all teachers, including mainstream content area teachers, to address the learning strategies for and listening, speaking, reading and writing skills of ELs in all subject areas.

State of Texas Assessments of Academic Readiness (STAAR)

New state-mandated assessments will replace the current TAKS (Texas Assessment of Knowledge and Skills) with the STAAR which will include more rigorous test items, defined by TEA (2010) as items which assess skills “at a greater depth and level of cognitive complexity.” These new assessments, coupled with new curriculum standards, will “**raise the bar**” for all Texas students, particularly English learners and especially in the areas of **math and science**.

Goals and Objectives

The *Maestros y Directores* consortia, led by A&M-Commerce in partnership with the Region 8 and Region 10 Education Service Centers (ESCs), the Dallas and North Texas Community College Districts, Phoenix Charter School, and Commerce, Greenville, Mount Pleasant, Richardson and Sherman Independent School Districts (ISDs), proposes the following

project goals and objectives that will be met by May 2016, the final year of the grant.

Table 2. PROJECT DESIGN	
Goal 1:	Recruit, graduate, place and retain more highly-qualified bilingual and ESL-certified pre-service teachers. (GPRA 1.1, 1.2 & 1.3)
<p>Outcomes: 1) 175 students will enter the pre-service EL certification program as follows: 2) Year 1: 15; Year 2: 25; Year 3: 35; Year 4: 45; Year 5: 55. 2) 120 students will complete the program and be certified in EL instruction: Year 2: 15, Year 3: 25; Year 4; 35; Year 5: 45. 3) 120 students will be placed in BE/ESL teaching assignments within one year of graduation: Year 2: 15, Year 3: 25; Year 4; 35; Year 5: 45. 4) 15 program completers will remain in BE/ESL teaching assignments at least 3 years: Year 5: 15.</p>	
Objective 1: Increase the number of high-quality pre-service students seeking and obtaining EL (bilingual or ESL) certification.	
Activities	Process to be Used
1. Recruit community college students who are education or STEM majors and/or speak Spanish.	<ul style="list-style-type: none"> -Identify students through site visits. - Make presentations in selected courses to provide data on BE/ESL & STEM as high needs teaching areas. -Use videoclips of BE/ESL teachers available on the A&M-Commerce <i>¡Listo!</i> website talking about the rewards of BE/ESL teaching.
2. Recruit bilingual assistants and community liaisons working in partner districts.	<ul style="list-style-type: none"> -Recruit bilingual staff through partner ESCs & ISDs. -Offer accelerated EL certification program at more times and locations convenient to assistants and liaisons.
3. Recruit charter school teachers who are uncertified and without bachelor's degrees.	<ul style="list-style-type: none"> - Have charter school principals identify bilingual teachers who would like a BS and EL certification. - Develop a marketing campaign for charter schools.

<p>4. Improve the academic Spanish language development of BE students.</p>	<p>- Engage BE students in challenging, motivating activities in which they organize and lead events such as Spanish conversational groups (<i>charlas</i>), writing poetry and songs for publication, and performing skits and plays for children.</p>
<p>5. Provide early access to field-based experiences through requiring students to engage in service learning by assisting EL adults and children within their communities.</p>	<p>- Work with the Plaza Comunitaria, established by the Mexican Consulate in Commerce. Assign and supervise students to teach Spanish & English literacy and ESL.</p> <p>-Work with partner districts in placing and supervising students in service learning activities such as tutoring or assisting with after school or family literacy programs.</p>
<p>Objective 2: Increase the number of pre-service program completers who are placed in BE/ESL classrooms and remain in them for 3 or more years.</p>	
<p>Activities</p>	<p>Process To Be Used</p>
<p>6. Provide placement assistance to students and targeted schools.</p>	<p>-Work with districts and service centers to share job openings to BE/ESL seniors.</p>
<p>7. Provide follow up with graduates to retain them in EL placements at least 3 years.</p>	<p>-Maintain email & contact information with graduates to track placement & retention.</p> <p>-Encourage collaborative inductive programs.</p>
<p>8. Establish online PLCs so graduates can interact with each other and with mentors around BE/ESL issues.</p>	<p>-Design web-based support system.</p> <p>-Continue online Professional Learning Communities (PLCs) participation for three years, extending mentor support from the state-mandated one year to three.</p>
<p>Goal 2:</p>	<p>Increase the knowledge and skills of pre-service and in-service teachers for the teaching of math and science to ELs. (<i>Competitive Priority 3</i>)</p>

Outcomes: 1) **70** students will regularly use the study lounge: Year 1: 5; Year 2: 10; Year 3: 15; Year 4: 20; Year 5: 20. 2) Years 2 and 3: BLED 403/413 course **syllabus revised**. 3) **150** teachers will participate in BE/ESL/STEM workshops: Year 1: 30; Year 2: 30; Year 3: 30; Year 4: 30, Year 5: 30.

Objective 3: Improve the knowledge of math and science instructional methods of teachers who teach ELs.

Activities	Process To Be Used
<p>9. Provide access to a study lounge based on the Treisman model, replacing remedial approaches with collaborative problem solving & faculty sponsorship.</p>	<ul style="list-style-type: none"> - Work with the Math Department to extend their study lounge to BE/ESL students so they can interact with faculty & STEM students on a regular basis. - Facilitate BE/ESL and STEM students collaboratively developing innovative math & science lessons for ELs.
<p>10. Improve the math & science pedagogical components of the <i>Bilingual & Sheltered Content Area Instruction</i> courses.</p>	<ul style="list-style-type: none"> -Facilitate BLED faculty co-teaching BLED 403 & 413 with Math or Science faculty to cross-pollinate ideas across disciplines. -Focus on how to teach the language of math & science and how to teach the content of both subjects in Spanish.
<p>11. In collaboration with the Region 8 and 10 ESCS, provide workshops to bilingual, ESL and mainstream teachers designed to improve their instruction of math and science to ELs in grades 4-8.</p>	<ul style="list-style-type: none"> -Tie training to the state-mandated ELPS. -Focus on using best practices (visuals, manipulatives, a discovery approach, technology, cooperative learning) when teaching math & science to ELs. -Bring in STEM faculty and practicing professionals to show how to incorporate real world math and science into STEM teaching.

Goal 3:	Increase the knowledge and skills of school administrators to better support BE/ESL teachers and students. . (GPRA 1.3 & Competitive Priority 2)
Outcomes: 1) 150 school administrators will participate in workshops: Year 1; 30; Year 2: 30; Year 3: 30; Year 4: 30; Year 5: 30. 2) 10 experienced BE/ESL teachers will obtain and M.Ed. & administrative certification: Year 3: 2; Year 4: 4; Year 5: 4.	
Objective 4: Improve school administrator support of BE/ESL programs by engaging school administrators in professional development focusing on EL student achievement data and by helping BE/ESL certified teachers obtain administrative certification.	
Activities	Process To Be Used
12. Provide professional development for school administrators in public and charter schools that build on their need for meeting accountability requirements.	<ul style="list-style-type: none"> - Collaboratively determine ways to observe and evaluate BE/ESL teachers. - Bring in researchers (e.g., Collier & Thomas) to share findings about EL program models and student achievement. Collaboratively determine the implications for long-term improvement of EL programs. - Collaboratively analyze EL data by reproducing the long-term findings of researchers through following cohorts of EL students across time. Followup with workshop participants at key junctures in the school year.
13. Recruit experienced bilingual & ESL teachers into a master's program in educational administration	<ul style="list-style-type: none"> - Collaborate with principals and veteran teachers to identify outstanding BE/ESL teachers who have leadership potential.. - Support their obtaining master's degrees in Educational Leadership that also provide them with administrative certification.

Three Foci: Pre-Service Teachers, Improving STEM Instruction & School Administrators

“The key to student success is providing an effective teacher in every classroom and an effective principal in every school” (*White House Initiative on Educational Excellence for Hispanics*, 2011). This is especially true for the academic success of English learners.

Addressing the critical shortage of teachers who are trained to provide the instructional support that both meets their needs and builds on their strengths is of crucial importance in helping English learners attain and maintain on-grade level achievement that stays the course across their years of K-12 schooling. We are especially interested in increasing the quantity and quality of teachers who teach math and science to EL students since achievement data suggest that, as a nation, state and region, we need to strengthen STEM instruction. Having knowledgeable principals who support their bilingual and ESL teachers because they understand and value the skills they bring to the classroom is of equal importance in the equation that leads to academic success for culturally and linguistically diverse students.

An Explanation of How We Help Our Graduates Become Highly-Qualified Teachers

We ensure that our students are highly-qualified by requiring them to complete the **University Studies** requirements and maintaining **high standards** (e.g., rigorous GPA and test scores in reading, writing and math) for students entering and completing our program. We also **align their undergraduate education coursework** with the Texas state teaching standards as measured by the TExES certification tests they take as they complete their programs.

University Studies: All students at the university, regardless of major, must complete 43 hours of University Studies which consist of **8 hours of Science, 3 hrs of College Algebra**, 6 hrs of English, 6 hrs of History, 6 hrs of Political Science, 3 hrs of Speech, 3 hrs of Humanities, 3 hrs of Visual/ Performing Arts, 3 hrs of Social/Behavioral Sciences, and 2 hrs of Physical Education.

Texas Higher Education Assessment (THEA): All students are administered the THEA (Texas Higher Education Assessment) tests for reading, writing and math. If they do not meet the Higher Education Coordinating Board's requirements for knowledge in those three areas, they must take developmental courses which do not count towards meeting their English and Math University Studies requirements.

To enter the teacher education program, students must score a 230 on their THEA writing and math tests and a 250 for the THEA reading. A GPA of 2.5 is required both for admission and retention in the program with no grade below a "C" in their education courses. In addition, those who are specializing in bilingual education must take the Spanish Placement Test designed by our Spanish Department and place into junior level or higher Spanish courses.

Once admitted to the teacher education programs, our students begin to take a rigorous set of courses designed to prepare them for teaching. Those specializing in bilingual education take 84 hrs of education courses, 6 more than the regular Generalists, as follows: **6 hrs of science, 6 hrs of math,** 9 hrs of reading, 12 hrs of early childhood education, 18 hrs of elementary education, 12 hrs of psychology, 3 hrs of physical education, 3 hrs of special education, 12 hrs of bilingual/ESL, and 6 hrs of Spanish at the advanced (junior or above) level. ESL Generalists (EC-6) take the same coursework with the exception of the Spanish, instead taking an additional 3 hrs of reading and special education. We also have three ESL programs for students who will teach at the 4-8 level: Math/ESL, Science/ESL and Language Arts/ESL. These students satisfy their content area coursework requirements (Math, Science or Language Arts), essentially obtaining a major in their chosen fields and also take 12 hrs of ESL.

We align all our education courses with the **state-mandated teaching standards** that are assessed by the **TEExES tests required for certification.** Elementary teacher candidates must

pass the EC-6 Generalist test which measures their preparedness to teach **math, science**, social studies and language arts. Secondary teacher candidates (middle and high school) must take a Content test that measures their ability to teach their chosen subject area. All candidates must also take a PPR (Pedagogy and Professional Responsibilities) test. Our students have high passing rates (i.e., at 92%) on their Content and PPR tests.

Bilingual education students take two additional tests and ESL students take one. Both take a second Content Test in the form of a **Supplemental** test, a test that measures their knowledge of bilingual or ESL education. For the past 6 years, 100% of our BE/ESL students have passed their Supplemental tests. The alignment of our bilingual and ESL courses to the state standards measured by the Supplemental tests and to research-based effective BE/ESL instructional approaches have contributed to this perfect score rating. Throughout their program, we share with our students the following key strands of BE/ESL research:

- the superiority of bilingual approaches to English-only ones (Ramírez et al, 1991; Thomas & Collier, 2002, 2006; Howard & Sugarman, 2007)
- culturally responsive teaching (Ladson-Billings, 1995; Gay, 2000; Irvine & Armento, 2001; Díaz-Rico, 2008).
- recommended approaches for biliteracy and L2 literacy development (Ada, 2003; Peregoy & Boyle, 2005; Slavin & Cheung, 2005; August & Shanahan, 2006, 2008; Freeman & Freeman, 2006; Gunderson, 2009)
- sheltered content area approaches (content-based ESL) like the SIOP (Sheltered Instruction Observation Protocol) model (Herrell and Jordan, 2008; Echevarría, Vogt and Short, 2010; Reiss, 2011)

BE students take a fourth test, a test of their **Spanish language proficiency**. The BTLPT (Bilingual Target Language Proficiency Test) is replacing the TOPT (Texas Oral Proficiency Test). Almost all of our students, most of whom are heritage speakers, passed the TOPT, which only measured oral language. The new BTLPT is longer (5 hours versus 2 ½ hours for the TOPT) and measures both oral and written language. We anticipate lower passing rates for our heritage speakers since their social, Spanish oral language skills tend to be stronger than their academic, written language skills.

Goal 1: Recruit, Graduate, Place and Retain Pre-Service Teachers

Our Plan for Recruiting More Pre-Service Students into Becoming BE or ESL Teachers

The majority of our students transfer from **community colleges** during their junior year; therefore, this is our **first target** for recruitment efforts. We will develop a more strategic, focused recruitment program such that our staff goes to the colleges to meet with students. Our experience in talking with students, even Latinos, is that most are unaware of the high demand for bilingual teachers and how the programs work.

The **second target** for our recruitment efforts will be on **campus bilingual teacher assistants and community liaisons** whom we will encourage to enroll in our undergraduate BE/ESL programs. While Texas has had a strong tuition assistance program for aides pursuing teaching degrees, this support may be eliminated during the current financial crisis. Should the state assistance be taken away, student support moneys from the *Maestros* grant could be used to provide for their tuition costs and also help with miscellaneous expenses such as child care and transportation. We also plan to extend the number of BE/ESL courses offered at night and during the summer as most cannot attend classes offered during the day.

The **third target** will be **teachers in urban charter schools**. Many of the charter schools have large EL populations, but few if any bilingual or ESL certified teachers. Further, charter schools typically employ teachers without bachelor's degrees. Encouraging them to take courses towards a BS through tuition and fees paid by financial aid and the grant will help them realize getting a degree is possible.

Supporting Our Students Before They Graduate

Spanish language development is the most pressing educational need our current bilingual students have and has led to our including Spanish language development activities in the project design. These activities will not, however, take a remedial approach such as the usual tutoring or drill and practice strategies. Instead we will take an **enrichment approach**, engaging the students in meaningful interactions that require them to speak, read and write in Spanish for purposes of authentic communication. We will also encourage, (but not require), our ESL students to engage in learning Spanish so that they can experience the process of second language acquisition themselves and learn some vocabulary that will help them communicate with their students and their students' parents.

“Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (National Service-Learning Clearinghouse, 2011). As Lynn Díaz-Rico (2008) puts it, “We learn as we serve.” She describes how service learning helps future bilingual and ESL teachers improve their language and social skills and their understanding of the cultures of their future students. With its focus on real-world experience, it is a “natural complement to potentially more abstract critical classroom learning.”

We are excited about the establishment of a **Plaza Comunitaria** here in Commerce, Texas, where our main campus is located. The Plazas are sponsored by the Mexican Consulate in communities with significant numbers of Mexican immigrants throughout the country. The curriculum of the Plaza is available to all Spanish-speaking adults free of charge. Participants can complete programs in basic literacy and elementary through secondary education in Spanish as well as ESL through the latest distance-learning technology with assistance provided by volunteer tutors, facilitators and on-line mentoring. We see our students serving as tutors and facilitators, providing one on one or small group assistance for those learning to read in Spanish or learning to speak English. These experiences, in turn, can be reflected and reported on as a part of their BE/ESL coursework such that our students acquire practical teaching experience and skills. Undergraduate bilingual education students will also get a chance to discuss the socio-political and multicultural aspects of the service learning they undertake.

We also feel that schools that are involved in the Northeast Texas Center for Professional Development and Technology (NET CPDT), our **network of professional development schools**, would welcome the assistance of our students in service learning activities that would target EL children and their parents. Through *Maestros y Directores*, our students will tutor English learners during the school day or in after school programs and assist with family literacy programs the schools will sponsor.

Supporting Our Students After They Graduate

A&M-Commerce will provide our graduates with **placement assistance** in finding a teaching position that will suit their skills as it meets the needs of schools with high EL populations. By law, first year teachers in Texas are assigned a mentor for induction support during their first year. Usually, but not always, beginning teachers are assigned a bilingual or

ESL mentor. Through *Maestros y Directores*, the university will connect the beginning teacher and/or their mentor with a **university mentor** (graduate student or faculty member) with BE/ESL expertise. We also will establish an online Professional Learning Community (PLC) for the students and their mentors and, thus, extend the teacher-mentor relationship beyond the one required year and result in interactions between and among beginning teachers, mentor teachers and university mentors.

Goal 2, Increase the Knowledge & Skills of Teachers Who Teach Math & Science to ELs

Making a Case for a Bilingual/ESL STEM Component

Despite efforts to increase funding for special curricula and raise standards for teachers and students alike, **American children continue to lag behind their peers** in other industrialized countries on international exams as seen in the Trends in International Mathematics and Science Study (TIMSS, 2007) and the Programme for International Student Assessment (PISA, 2009). Conclusions from the *Rising Above the Gathering Storm* report (National Academies Press, 2007) suggest that 10,000 STEM teachers be produced nationwide for 10,000,000 students. Today's mathematics classrooms in Northeast Texas increasingly include students for whom English is a second language. Although the number of ELs has increased, school districts remain organized around traditional subjects taught in English. Since by policy ELs are mainstreamed into standard courses, it has become necessary to rethink how teachers should teach STEM subjects in order to engage and positively affect their performance.

At both the state and local levels we see a very clear trend in math and science achievement at the elementary and middle school levels. In 3rd and 4th grades, ELs have passing rates that are fairly comparable to those of their English speaking peers on state-mandated in math assessments given in English. Beginning with 5th grade, however, the gap widens each

successive year for math. Further, this downward trend is seen also in 5th and 8th grade science.

Table 3. EL Passing Rates for Math and Science in Grades 3-8 for 2010								
Source: TEA AEIS (Academic Excellence Indicator System), 2011								
Grades	3 rd	4 th	5 th	6 th	7 th	8 th	5 th	8 th
	Gap between All Students and ELs for Math						Gap for Science	
Statewide	-3%	-4%	-13%	-16%	-21%	-26%	-15%	-38%
Commerce ISD	-38%	-26%	*	*	*	*	*	*
Greenville ISD	-2%	+1%	-28%	-24%	*	-14%	-40%	-35%
Mt Pleasant ISD	+5%	+5%	-20%	-13%	-11%	-17%	-10%	-32%
Richardson ISD	-3%	0%	-14%	-4%	-21%	-25%	-14%	-41%
Sherman ISD	-6%	-4%	-12%	-30%	-12%	-44%	-39%	-56%

* Not enough EL students tested (less than 5) to be included in state reports

The *Hands-On-Science* curriculum designed by biology professor Peter English at the University of Texas at Austin helps train elementary teachers in science content through the process of inquiry and engages them in the process of translating that training into teaching children. This curriculum has been built on the experience gained from the UTeach program for secondary teacher preparation in the sciences and is presently a collaborative effort between various university science departments and our College of Education. At A&M-Commerce, we plan to create a bilingual program based on the *Hands-On-Science* curriculum and with the addition of the concept of Treisman study groups. Moreover, we plan to develop *Hands-On-Mathematics* and *Hands-On-STEM* curriculum to incorporate sheltered content area instructional strategies into selected undergraduate courses. Instructors will no longer dispense knowledge and then challenge students to assimilate that knowledge. Instead, the instructor will set up problems

and guide students as they solve them on their own.

Establishing a Treisman Study Lounge

Uri Treisman and Fullilove (1990) analyzed cultural aspects of how Asian students in California studied school mathematics. Treisman noticed that their collaborative habits could be taught to African Americans and found out that they also performed well in mathematics after interacting with their peers. At Florida International University (FIU) in Miami, mathematics education professor Edwin McClintock instituted Treisman study groups for undergraduate STEM majors across university departments.

We would like to **leverage the existing secondary math and science teacher preparation program** at A&M-Commerce. We plan to use the program's student lounge to conduct Treisman study sessions. Pre-service elementary teachers will be paid stipends to attend the sessions led by more experienced peers and by students from the secondary program. In this sheltered space students, researchers and faculty will interact socially and academically to show the importance of STEM subjects in society and to facilitate content and procedural knowledge particular to math and science instruction. The innovation will be to use bilingual education strategies while learning STEM subjects. Eventually, our goal is to enlarge some of the existing space into an **elementary mathematics laboratory (EML)** as described in the work of Deborah Ball (2004) at the University of Michigan. These labs will enable the close study of elementary mathematics as instructional planning, design of materials, improvisational decision-making, the arrangement of board space, and the analysis of students' mathematical ideas are made visible.

Improving the STEM content of the BE/ESL Courses that Address STEM Instruction:

We plan at A&M-Commerce to add STEM pedagogical strategies to our previous teaching and learning experiences using sheltered instructional strategies that are currently

improving student achievement in the partner districts participating in the *¡Listo!* NPD grant. The STEM strategies are based on three concepts. **The first concept** uses the curricular process of Robert Moses' *Algebra Project*, which utilizes symbolic and iconic representation of students' experiences and mathematizes them into abstract models that are later applied to solve mathematics problems (2001). This process is easily married with **the second concept** of cognitively guided instruction. This type of instruction has been very successful in helping students semantically understand mathematics, as described by Hiebert and Wearne (1998) in Hiebert's attempt to deviate from the use of syntactic processes preferred by math teachers. The two concepts combine easily because there are language aspects in both that allow students to express themselves starting with what Moses calls "people talk" and moving into "feature talk," the language of science and mathematics. **The third concept** is based on the effective use of technology as demonstrated by 20 years of successful research using the Geometer's Sketchpad software (GSP). With GSP, the symbolic and iconic representations are synthesized into digital images.

Workshops for BE, ESL and STEM Teachers in Grades 4-8

Improving the math and science instruction of bilingual, ESL and mainstream teachers in grades 4-8 will be the focus of two workshops provided annually to 30 teachers. The training will be tied to the state-mandated English Language Proficiency Standards (ELPS) required of all K-12 teachers. Strategies that will be utilized are the use of visuals, manipulatives, and activities from both the *Hands-On-Science* curriculum and *GSP* software. Discovery approaches for science learning and the inductive and deductive methods for mathematics learning will be discussed as integral parts of lesson plans designed for implementation in classes with ELs. Teachers will earn credits for continuing education requirements by their school districts.

Goal 3: Increase the Knowledge & Skills of School Administrators

The School Administrator Perspective

In the 2007-2008 school year, according to the National Center for Education Statistics (NCES, 2010), there were approximately 118,610 principals in the US; of that number, 90,470 were public school principals. Of the public school principals, 81 percent were non-Hispanic White, 11 percent were non-Hispanic Black, and 7 percent were Hispanic. In the same school year, there were 8,300 Texas principals; 21.2% of the Texas principals were Hispanic.

The shifting student demographics described herein signal a need for school administrators and classroom educators to try and anticipate the educational needs of new populations. The lack of administrative role models for the swelling ranks of second language (L2) learners in Northeast Texas is apparent. The Center for Applied Linguistics (2000) emphasized the need for L2 learners to have role models that demonstrate cultural diversity. Seeing others who have experienced the same educational challenges that ELs experience can provide motivation for academic success. This issue of EL success has become of greater importance to schools as the accountability system requires continued improvement in student achievement and graduation rates, especially within the fast-growing Hispanic subgroup.

Workshops for School Administrators Interested in Improving Their BE/ESL Programs

All principals are required to evaluate all their teachers annually and often find it difficult do so when the teacher is speaking in Spanish. In addition, their training in second language acquisition (SLA) has usually been superficial at best, and they are not aware of the best practices for ESL instruction that they should be looking for in ESL classrooms or lessons.

In addition, research in bilingual education has repeatedly shown that ELs make good progress in closing the academic achievement gap in the early years (PK-3) regardless of the

quality or kind of BE/ESL program implemented, but begin falling behind in the upper grades depending on program type and quality (Collier & Thomas, 2002; 2006). Implications for principals evaluating their programs include looking for high quality first language (L1) instruction in the early grades and maintenance of L1 skills in the later grades, facilitating and supporting frequent interactions between English-speaking and English-learning students, and using multicultural, culturally responsive teaching approaches. Also, since the technology is now available, principals can replicate Collier and Thomas's research methods, following cohorts of their EL students across time to see if they begin declining in the upper grades or continue to progress. *Maestros y Directores* will provide two annual workshops to assist school administrators interested in improving their BE/ESL programs using these kinds of approaches.

Establishing a Master's Program for BE/ESL Teachers Wanting to Become Administrators

The majority of principals and other school administrators in our area are English speakers without training in BE/ESL education. The lack of bilingualism and of knowledge of SLA is more acute for principals in our rural districts where immigrants have more recently relocated than in the urban areas which have a longer history of immigrant populations. Increasing the number of school administrators who are bilingual and have BE/ESL teaching experience promise to help those schools which they lead. *Maestros y Directores* will provide a **pipeline for BE/ESL teachers** seeking administrative degrees. Our current educational administration degree is entirely online with 36 semester credit hours. The Department of Educational Leadership program will actively recruit and train bilingual- and ESL-certified teachers to become effective, bilingual administrators.

QUALITY OF PROJECT PERSONNEL

Principal Investigator Chris Green (25% time): Associate Professor Laura Chris Green, Ph.D. has over 35 years of experience in bilingual education as teacher, principal, district coordinator and professor. She has directed the bilingual/ESL teacher preparation program at A & M-Commerce since 2004. Under her leadership, the undergraduate bilingual elementary program was reshaped to meet the teaching standards set by the State Board of Educator Certification. Four elementary and middle level ESL programs have been added as well as BE/ESL programs at the master's and doctoral levels. Over 500 students have taken the undergraduate and graduate courses she designed and for which she has the primary teaching and advising responsibilities. As co-PI of the *¡Listo!* grant, she has been instrumental in helping her fellow professors in the department of Curriculum & Instruction acquire knowledge of effective instruction for ELs which they now incorporate into many of the undergraduate and graduate courses they teach. Her BA in Spanish is from Rutgers University, her MA in Reading is from Teachers College, Columbia University, and her Ph.D. in Bilingual Education and Reading is from the University of Texas at Austin. She is fluent and literate in English, Spanish, and French.

Dr. Green will oversee all aspects of the grant, including ensuring all project objectives are addressed and the collection of data for the annual evaluation reports as well as securing annual approval from the University's IRB committee. She will also work as the lead on the day to day implementation of Goal 1, the recruitment, graduation, placement, and retention of high quality BE/ESL pre-service teachers.

Co-Principal Investigator Mario Eraso (15% time): Dr. Eraso received a Master of Science degree in civil engineering from Lehigh University in 1995, and after working as a structural engineer in the construction industry for six years, started his studies in mathematics education.

He received a Ph.D. in 2007 from Florida International University. Dr. Eraso is currently assistant professor at A&M-Commerce where he teaches undergraduate and graduate courses in mathematics education. He is bilingual and biliterate in English and Spanish.

Dr. Eraso will act as the lead on the STEM components of *Maestros y Directores* as seen in Goal 2. He will establish and monitor the study lounge component, plan and conduct math and science professional development for 4-8 teachers, and co-teach courses with BLED faculty. Because of previous experience with Plazas, he will also assist with the service learning Plaza Comunitaria component. He will also lead our efforts to recruit students interested in math and science into acquiring BE/ESL certification as well.

Co-Principal Investigator María Hinojosa (15% time): Assistant Professor and Meadows Principalship Improvement Director, Maria Hinojosa, Ed.D., has over 25 years of experience in public education as paraprofessional, teacher, principal, district superintendent, consultant, and professor. She helped create and implement the first Plaza Comunitaria in Northeast Texas (Commerce ISD). Her B.S. in biology/chemistry is from Texas A&M University, and she has two master's degrees (one in pharmacology and one in educational administration). Her doctorate in Educational Leadership and Counseling is from Texas A&M University- Kingsville. She is bilingual and biliterate in English and Spanish.

Dr. Hinojosa will serve as the lead for the school administrator component as seen in Goal 3. A member of the Department of Educational Leadership, she will facilitate collaboration with the Department of Curriculum and Instruction for the advising of BE/ESL teachers seeking master's degrees leading to administrator certification. She will be the lead for the planning and implementation of workshops for school administrators. Her knowledge and experience with charter schools will also make her instrumental in our work with charter school staff.

Project Coordinator René Martínez (100%): René Martínez is currently the Coordinator for Community Outreach for the Dallas Independent School District. He has been the Executive Director of Parent Engagement, Special Assistant to the Superintendent for Dropout and Community Involvement, and a campus assistant principal at all three grade levels. He is also an adjunct professor at A&M-Commerce and Southern Methodist University, teaching graduate and undergraduate courses in diversity, community and culture. He has been active in the Dallas/Fort Worth community for over 40 years, serving on over 50 non-profit boards and as a member of the Tri-Ethnic Committee, advising U.S. District Judge William M. Taylor on the desegregation of Dallas ISD. He has also played leadership roles for the Adopt-A-School program, Leadership Dallas, the magnet schools program, and LULAC. He has, a B.A. in History, Latin American Studies, and Spanish from Southern Methodist University and an M.Ed. in Educational Leadership from A&M-Commerce. He is fluent and literate in Spanish and English.

Mr. Martínez will handle the everyday logistics of managing the budget and create literature and webpages in English and Spanish for recruitment initiatives. He will lead our recruitment efforts with the community colleges, school districts and charter schools, often making on-site presentations. He will schedule, facilitate and conduct professional development workshops for teachers and teach BE/ESL or educational administration courses as needed.

External Evaluator Rudy Rodríguez (contract basis): Dr. Rodríguez's 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.

In consultation with the project evaluation team, Dr. Rodríguez will be responsible for the overall instrument development, collection, analysis, and reporting of data related to the program. He will meet annually with the Consortia Partners Advisory Council (CPAC) to share evaluation results and solicit feedback on how to better meet the program objectives.

Other Key Personnel: In addition to the staff listed above, courses will be taught and program activities implemented by Dr. Rita Menéndez, full-time assistant professor with a doctorate in bilingual education and reading; Dr. Ramona Aguilar, elementary principal and adjunct BE/ESL professor; Dr. Caroline Vornberg, ESL specialist and adjunct ESL professor; and Viana Armstrong, bilingual Kindergarten teacher and adjunct BE/ESL professor. A half-time secretary will assist the Project Coordinator and the Principal Investigator in all their activities.

QUALITY OF THE MANAGEMENT PLAN

Adequacy of the Management Plan

The project's organizational structure is designed so that the Principal Investigator is responsible for all aspects of the project with a full time Project Coordinator to handle the day-to-day logistics and activities. The PI will direct the implementation, planning and evaluation with the support of the Co-PIs, the Consortia Partners Advisory Council (CPAC) and the external evaluator. The CPAC will include representatives from the Region 8 and 10 education service centers, bilingual educators and administrators from the partner school districts, and community college administrators and faculty. It will meet initially when the grant is awarded and then at least monthly in the first quarter of the project to ensure a quick start. This team is diverse in experience and strengths and worked together in planning the proposal. The information provided in the Quality of Project Personnel descriptions provides additional information on the specific roles and strengths of the PI, Co-PIs, and staff.

Appropriateness and Adequacy of Time Commitments of Key Project Personnel

Project Coordinator (100% time) Fall 2011 through spring of 2014, half-time the final 2 years of the project as responsibilities are absorbed into the day to day operations of faculty.

PI (25%): The PI will receive a stipend each year for the oversight of the project.

Co-PIs (25%): The Co-PIs will assist in planning and implementation in addition to teaching courses and workshops for the participants.

Staff will receive a stipend equal to partial summer salary as compensation for their work on the year-round project. The project coordinator is a full-time staff member. This staff is adequate for effective management based on prior experience with similar federal projects.

Key Outcomes for the project are illustrated in the Project Design chart which described the goals, objectives and activities. Major outcomes include:

- 175 students will enter the pre-service EL certification program.
- 120 students will complete the program and be certified in EL instruction
- 120 students will be placed in BE/ESL teaching assignments within one year of graduation
- 15 program completers will remain in BE/ESL teaching assignments at least 3 years
- 70 students will regularly use the Triesman study lounge
- The BLED 403/413 course **syllabi will be revised** to strengthen the math & science components
- 150 teachers will participate in BE/ESL/STEM workshops
- 150 school administrators will participate in workshops
- 10 experienced BE/ESL teachers will obtain and M.Ed. & administrative certification

A complete management timeline is provided to show a detailed view of the management tasks, the timeline and the personnel responsible.

Management Activity Timeline (Personnel Responsible)	Year 1 2011-2012			Year 2 2012-2013			Year 3 2013-2014			Year 4 2014-2015		Year 5 2015-2016	
	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum				
	1. Upon notification of funding, staff the project. (PI Green, Co-PIs, Dept Heads)	X											
2. Convene Consortia Partners Advisory Council (PI Green, Co-PIs, Project Coordinator)	X												
3. Utilize CPAC to provide ongoing input on management and project outcomes based on evaluation data and other stakeholder feedback. (PI Green, Co-PIs, Project Coordinator, Evaluator)		X		X	X		X	X			X		X
4. Contact community colleges, districts and charter schools to notify of project funding and begin collaboration. (PI Green, Co-PI Hinojosa, Project Coordinator)	X												
5. Implement recruitment activities at community colleges for education and STEM majors and Spanish speakers. (PI Green, Co-PI Eraso, Project Coordinator)		X		X	X		X	X			X		X

6. Contact partner districts and Regions 8 and 10 to recruit bilingual assistants & community liaisons to the teaching field. (PI Green, Project Coordinator)	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7. Contact charter school principals for assistance in identifying and recruiting teachers lacking BE/ESL certification. (Co-PI Hinojosa, Project Coordinator)	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8. Provide financial assistance to students to retain students in the EL certification program. (Project Coordinator, financial aid staff)	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9. Provide Spanish language development activities to students seeking bilingual certification. (PI Green, Project Coordinator, Office of Student Access and Success, Spanish Department)	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10. Coordinate service learning opportunities with the Commerce Plaza Comunitaria & the partner districts. (PI Green, Co-PIs, Project Coordinator, Dept Heads)	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

17. Recruit experienced BE/ESL teachers into a master's program in education administration (PI Green, Co-PI Hinojosa, Project Coordinator).	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
18. Collect, analyze and share high quality and timely data on participants and strategies to improve the program on a continuous basis. (PI, Co-PIs, Project Coordinator, Evaluator, CPAC)																					X
19. Incorporate successful strategies into the existing College of Education departments of C&I and Educational Leadership to ensure sustainability after the project period. (PI, Co-PIs, Dept Heads & Dean)																					X
20. Create and maintain a website and materials to support sustainability as well as for dissemination to other universities, community colleges, and K-12 schools that can benefit from program outcomes (PI Green, Project Coordinator)																					X

QUALITY OF THE PROJECT EVALUATION

To enhance the value and relevance of evaluation data, the evaluator will solicit the help of the *Maestros y Directores* Project Evaluation Team. The Team will assist the evaluator in providing objective and credible judgments about the utility of data generated by the evaluation. Based on Team discussions, strategies contributing marginally to the program will either be eliminated or strengthened. Also, successful strategies and indicators of **institutionalization** of the *Maestros y Directores* project will be identified and reported to consortia partners through the periodic reporting system of the project and yearly government-required (GPRA-based) performance reports.

The Evaluation Team led by Dr. Rudy Rodríguez, project evaluator, will consist of the co-PIs and at least two consortia partner members. The group will meet two weeks after the notification of grant award to refine the evaluation design. As part of this initial planning phase, the Team will: 1) clearly identify the audiences and purposes of the evaluation; 2) address the question: What are the results or benefits expected from the program? 3) ensure the plan's alignment with EDGAR/OELA/NPD requirements; and, 4) determine the appropriateness of the data-acquisition instruments and rigor of the analyses procedures to generate the data needed to drive decisions that affect program quality in accordance with **Competitive Preference Priority 2 –Enabling More Data-Based Decision-Making**.

Other questions to be addressed by the Team using data generated by the evaluation follow: Are the B.S. degree courses aligned with K-12 TEKS and ELPS standards, STAAR and TELPAS assessments, including TExES certification requirements? Are the planned professional development activities for inservice personnel the best ones for the EL populations served by bilingual/ESL programs? Is the program using technology to enhance the *Maestros and*

Directores professional development program? Is the TAMUC program coordinated effectively with the consortia partners to ensure comparability across sites in quality of training and recruitment activities?

The measures used by the evaluator in all phases of the assessment will be varied to ensure that threats of bias associated with mono-method evaluation are minimized or completely eliminated. This should provide for a more accurate picture of how well the NPD project is doing in achieving critical objectives. To add further strength to the process, the evaluation will be continuous and conducted throughout the planning, development, and implementation phases so as to provide for on-going feedback. **The techniques used in each phase of the comprehensive assessment will be multi-faceted, thorough, feasible, and appropriate to the goals, objectives and outcomes of the project.** This is reflected in each of the following three operational components of the plan, project management evaluation, process evaluation, and product evaluation, as described below.

PROJECT MANAGEMENT EVALUATION:

An important first requirement of the evaluation is the use of an “Implementation Checklist.” This checklist will serve as an observation/program monitoring instrument designed to assess timeliness of installation and documentation of the various program management activities, as listed in the TAMUC proposal’s Management Activity Timeline plan (pages 24-28).

In judging the level of implementation for each project activity, the evaluator will use the following four-point scale: (1.) Implementation is only in the Planning Stages; (2.) Limited Implementation has Started; (3.) Being Implemented, but Needs Improvement; and, (4.) Full Implementation. The monitoring of implementation of critical activities with evaluator’s comments to elaborate on observations will provide the project’s co-PIs the needed information

to determine quality of implementation of key activities and if the project is on schedule according to the OELA-approved program Management Plan. The data will also help address one of the important questions of the evaluation: “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:

Process evaluation is formative in nature and will be ongoing throughout the five years of the project, applying the qualitative measures described below.

Objective 1: Increase the number of high-quality pre-service students obtaining certification...

Activities: Recruit students from community colleges, bilingual assistants, community liaisons, and uncertified teachers in charter schools; improve Spanish proficiency; provide early access to field-based experiences assisting EL adults and children

Qualitative Measures: Student retention/attrition records; electronic and paper records; certification office records of B.S./certification completion records; project coordinator reports on student recruitment; student self-administered questionnaires; structured interviews of graduates in the job setting; project coordinator’s record of placements in instructional settings serving ELs; project coordinator and co-PIs’ school visitation reports

Objective 2: Increase the number of pre-service completers placed in BE/ESL teaching assignments...

Activities: Provide placement assistance; follow up on program graduates; establish online PLCs

Qualitative Measures: Project coordinator’s record of placements in instructional settings serving ELs; project coordinator and co-PIs’ school visitation reports; record of log-ins on use of the PLC communication network; student written feedback on self-administered questionnaires

Objective 3: Improve knowledge of sheltered math and science instruction...

Activities: Provide access to Treisman study lounge; improve math & science components of selected courses; provide in-service training to bilingual, ESL & mainstream teachers

Qualitative Measures: Sign-in sheets; course grades & faculty reports on progress of students; annual survey questionnaires to gauge level of satisfaction with & quality of inservice training

Objective 4: Improve school administrator support of BE/ESL programs...

Activities: Provide professional development to school administrators; recruit experienced BE/ESL teachers and assist them in obtaining school administrator credentials

Qualitative Measures: Course grades & faculty reports on progress of students; annual survey questionnaires to gauge level of satisfaction & relevancy of in-service training

Other formative/process evaluation measures employed by the evaluator shall include: project reports by the coordinator detailing project 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, attendance reports for TExES and Bilingual Target Language Proficiency Test preparation sessions and post-training interviews with and observations of graduates in the job setting. Also, the extent of collaboration with other programs capable of supporting and enhancing the goals of the project, e.g., PELL grant, and the Teacher Aide Exemption Program

PRODUCT EVALUATION

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. Below are listed the four major objectives of the project and quantitative processes for generating outcome results.

Objective 1: To increase the number of high-quality pre-service students seeking and obtaining EL (bilingual or ESL) certification annually, as follows:

- The number of pre-service teachers expected to complete the program of study and be certified in EL instruction:

Year 2: 15; Year 3: 25; Year 4: 35; Year 5: 45. Year 2: 25

Instruments/Product Measures Instruments Used by the Evaluator: Passing scores on the TExES, PPR, BTLPT; Self-administered electronic/online Survey Monkey with Likert scales to assess degree of perceived level of competency in training areas; post- training follow-up interviews and observations of graduates in the professional setting; EL achievement scores on state exams; also, Dept of Ed performance measures, e.g., **GPRA 1.1**

NOTE: All data collected on program participant outcomes will adhere to legal requirements defined in the Family Educational Rights and Privacy Act (FERPA).

Evaluator Reporting Method & Timeline: Narrative & tables at end of each year.; also, use of bar graphs & scatter grams to report strengths and weaknesses; Reports filed at end of each project year

Objective 2: To increase the number of pre-service program completers who are placed in BE/ESL classrooms and remain in them for 3 or more years

- The number of pre-service teacher completers expected to be placed in instructional settings serving ELs (targets for years 2 and beyond):

Year 2: 15; Year 3: 25; Year 4: 35; Year 5: 45.

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

Year 5: 15

Instruments/Product Measures Instruments Used by the Evaluator: Passing scores on the TExES Bilingual/ESL Generalist, PPR, BTLPT; up to 3 years follow-up visits and observations of graduates; summative reports

Evaluator Reporting Method & Timeline: Reports of student pass/fail scores on the state exams; written reports submitted at end of each semester; **GPRA 1.2 and 1.3**

Objective 3: Improve the knowledge of math and science instructional methods of teachers who teach EL students.

- Number of certified bilingual, ESL, math and science teachers to be served:

Year 1: 30; Year 2: 30; Year 3: 30; Year 4: 30; Year 5: 30.

Instruments/Product Measures Instruments Used by the Evaluator:

Student scores on the science and math sections of the TExES Generalist or bilingual or ESL Supplemental exam; TAKS math and science scores of EL students served by trained teachers

Evaluator Reporting Method & Timeline: Reports in certification office of student pass/fail scores on the state exams; written reports submitted at end of each semester; co-PI's observation reports of students and teachers using the Sheltered Instruction Observational Protocol (SIOP) system; semester –by-semester staff records of program completers and assignments in instructional settings serving ELs.

Objective 4: To improve school administrators' support of BE/ESL programs by engaging them in professional development focusing on EL student achievement data and by helping BE/ESL certified teachers obtain administrative certification, as follows:

- The number of certified school administrators to be served:

Year 1: 30; Year 2: 30; Year 3: 30; Year 4: 30; Year 5: 30.

- The number of BE/ESL teachers to acquire school administrator certification:

Year 3: 2; Year 4: 4; Year 5: 4.

Instruments/Product Measures Instruments Used by the Evaluator: Scores on the state Principal's exam; educational administration faculty observation reports of student interns; professional development pre- and post- assessments; student retention/attrition/completion reports.

Evaluator Reporting Method & Timeline: Pass/fail reports of student performance on the Principal state exam; reports from educational administration faculty on observations

In the spirit of transparency, the evaluator will maintain a Website with links to the Evaluation Management Systems (as described above), including data-collection schedule and major TAMUC 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.