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## APPLICATION FOR GRANTS UNDER THE

**NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM**

**CFDA # 84.365Z**

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Closing Date: MAY 09, 2011

**IHE Name:** Brigham Young University

**Simultaneous *RENEWAL* for the Education of English Learners  
through Professional Development for University Faculty and  
Public School Teachers (*Renewal*)**

**Consortia Partners:** The Consortia for this grant includes the BYU Educator Preparation Program, which encompasses the David O. McKay School of Education and seven other colleges on campus involved in teacher preparation. The EPP coordinates closely with the BYU/Public School Partnership, and its five districts: Alpine School District, Jordan School District, Nebo School District, and Provo City School District. Each district is also part of the *Renewal* consortia.

**Project Description:** *Renewal* activities will improve the instruction and opportunities ELs receive in public schools, specifically their progress in learning content and language (with a focus on developing scientific and mathematic literacy and capacity) and in engaging in and completing a high school education. Implementers will target three populations to achieve this purpose. They will work directly with university faculty, public school teachers, and administrators and support personnel to improve the knowledge, skills, and dispositions as well as the classroom practices of both inservice and preservice teachers. The design for this project is most clearly accomplished by describing the four main activities of the grant across the five years of the project:

**Faculty development.** One of the major activities of this grant is the education of appropriate BYU faculty in the knowledge, skills and dispositions that preservice teachers need to adopt in order to successfully educate teacher candidates to meet the needs of ELs in their regular classrooms. The 2011-2012 school year marks the beginning of a new elementary education program that will result in all elementary education students graduating with teacher certification and an ESL Endorsement. The McKay School's Department of Teacher Education (TED) is concerned that elementary education preservice teachers graduate not only with an endorsement but that all preservice teachers are able to teach EL students well. For this to happen, TED faculty believe that effective strategies for educating ELs must be integrated into all aspects of the teacher education curriculum and not addressed only in courses specifically targeted for preparing preservice teachers to teach ELs. In particular, they want to make sure that the science, math, and other methods and content courses in elementary and secondary education, as well as literacy classes, provide curricular experiences that will attend to this issue and lead preservice teachers to understand that educating ELs is their responsibility. To this end, *Renewal* has set program outcomes for BYU faculty involved in secondary and elementary teacher education, particularly those in the math and science areas, to reach the *Renewal* project.

**Mentor teacher workshops.** Currently, the coaches from each district and the BYU field experience support personnel do not systematically interact. In addition, interactions between facilitators and mentors do not include formal training for mentors to provide evaluation and support for preservice teachers. This gap becomes more visible in this project because we will ask our preservice teachers to give evidence of best

practices for teaching ELs, something we have not evaluated before. Because of the move to endorsing all elementary education preservice teachers to teach ELs, the BYU-PSP needs to better educate mentor teachers to provide evaluation, feedback, and support. Thus, one *Renewal* activity will be twice yearly Mentor teacher support meetings. RTA members, district coaches, liaisons, CFAs, and facilitators will plan and implement these mentor teacher meetings.

**Preservice teachers.** Because all Elementary BYU teacher candidates will be required to take coursework educating them to meet the needs of ELs in their regular classrooms, grant activities for this population will focus on gathering data about changes in their knowledge, skills and dispositions for teaching ELs.

**Inservice teachers.** Since 1999 TELL has endorsed more than a thousand teachers within the partnership districts. However, because of attrition, budget cuts, and increases in the EL population, Partnership districts continue to need more ESL endorsed teachers. While the districts continue to sponsor TELL cohorts, they have more teachers asking for these courses than they can afford to support. Given this pressing need, our design includes the continuation of ESL endorsement courses within the district supplemented by renewed funding of two cohorts for four of the five districts in years 2-5 of the grant.

***Renewal outcomes:***

- *Renewal Outcome 1* - Increase the number of university faculty able to integrate substantive instruction about teaching ELs into their teacher education courses, particularly in the area of integrating content and language instruction into the STEM disciplines (Science, Technology, Engineering, and Mathematics).
- *Renewal outcome 2* - Increase the quality and quantity of content concerning ELs integrated into education majors teacher preparation coursework particularly in the STEM disciplines.
- *Renewal outcome 3* - Increase the quantity and quality of elementary education preservice teachers endorsed to teach ELs.
- *Renewal outcome 4* - Increase the number of secondary education preservice teachers who have an ESL endorsement, particularly in the STEM disciplines.
- *Renewal outcome 5* - Increase the number of district mentor teachers prepared to evaluate and provide feedback to student teachers concerning their instruction of ELs.
- *Renewal outcome 6* - Increase the number and quantity of inservice teachers particularly at the secondary level who are prepared to effectively teach ELs.
- *Renewal outcome 7* - Increase attention to advocacy for ELs through attention to the quality of their educational experience through utilizing existing interventions and resources available through activities sponsored by the McKay School of Education and BYU/Public School Partnership.

*Renewal* external evaluators will monitor the data collection system, data analysis processes and progress, the reports of analysis, and the plans of action in relationship to the data analysis reports. A data manager will be the ongoing liaison between the project

and the external evaluator. The PI, data manager, and external evaluator will consult on a monthly basis to review data collection, analysis, and data-driven decision making actions.

**Priorities:**

*Renewal* addresses the following competitive and invitational priorities.

- Competitive Preference Priority 2 Enabling more data-based decision making  
*Renewal* will continually respond to data through frequent management meetings and constant data collection, assessment, and response.

- Competitive Preference Priority 3 Promoting science, technology, engineering and mathematics education  
*Renewal* will actively target STEM teacher educators, preservice teachers, and inservice teachers to participate in professional development that results in increased numbers of STEM teachers who are qualified to teach ELs.

- Invitational priority 1 improving achievement and high school graduation rates  
A student’s decision to drop out of high school often emerges during the elementary school years. *Renewal* will aggressively instruct teachers at all levels to insure that ELs have adequate confidence to complete their education from high school and beyond.

- Invitational priority 2 Improving preparation of all teachers to better serve ELs  
*Renewal* will aggressively instruct teachers at all levels of the education continuum.

***Renewal’s* projection of compliance with GPRA Measures:**

Preservice	Served	Complete Program	Placed	Certified
	Y-1 300	Y-1 70	*Y-1 40% of 70	Y-1 70
	Y-2 600	Y-2 300	*Y-2 40% of 300	Y-2 300
	Y-3 900	Y-3 600	*Y-3 40% of 300	Y-3 600
	Y-4 900	Y-4 900	*Y-4 40% of 30	Y-4 900
	Y-5 900	Y-5 900	*Y-5 40% of 30	Y-5 900
<b>Para Professionals</b>	N/A	N/A	N/A	N/A
	Served	Complete Program	Certified	Serve EL’s
<b>Inservice</b>	Y-1 0	Y-1 0	Y-1 0	Y-1 0
	Y-2 0	Y-2 0	Y-2 0	Y-2 0
	Y-3 0	Y-3 80	Y-3 80	Y-3 90% certified
	Y-4 0	Y-4 0	Y-4 0	Y-4 0
	Y-5 0	Y-5 80	Y-5 80	Y-5 90% certified

**Simultaneous RENEWAL for the Education of English Learners through Professional  
Development for University Faculty and Public School Teachers**

**A Proposal submitted by the Brigham Young University David O. McKay School of  
Education**

Currently, one of the major challenges faced by every state in the US is the education of English learners (ELs) (Editors, 2009). The evidence of this challenge is found in a variety of statistics that document the achievement gap between native speakers of English and ELs. This discrepancy is present in differences in typical indicators of academic achievement such as reading and math performance (Fry 2007) but it is also evidenced by the attrition of this population as they move across school transition points-- from elementary to middle and junior high school to high school to high school graduation (Fry, 2010). The achievement gap is visible in GPA differences, as well as in the ethnic composition of advance science, math, English, and foreign language courses offered in any high school where white native speakers of English are most likely to be in the majority since they are more likely to plan to continue to post-secondary education. Unlike any of their middle-class, native English speaking peers, ELs are almost completely dependent on schools to support them in developing the skills of the highly literate and the academic English that is necessary for success at all levels (Cumming, 2000).

Responding to this challenge requires that educators attend holistically, thoughtfully, and strategically in culturally sensitive ways to all aspects of an individual child's development—the cognitive, the linguistic, and the social/emotional (Fillmore & Snow, 2002). High performing schools respond not with a one method fits all approach but with strategies that identify and track indicators of their students' social/emotional, cognitive, academic and linguistic achievement, and then flexibly respond with systemic changes that support students' progress and the

participation of families and community members in their students' education (Miles & Darling-Hammond, 1998). Rather than employing strategies that result in fragmentation and isolation of knowledge about ELs in coursework and practicum that are separate from the bulk of the teacher education curriculum, university teacher education and public schools that successfully attend to preparation of a stronger generation of teacher educator programs integrate attention to cultural, linguistic, social/emotional, and academic achievement into all coursework and field experiences (Gonzales & Darling-Hammond, 2000; Genesee, Lindholm-Leary, Saunders, & Christian, 2006). Thus, responding to the challenge of educating ELs in US schools to be prepared for participation in a global economy requires that schools and university educator preparation programs engage in simultaneous renewal (Goodlad, Soder, Sirotnik, 1993).

What research demonstrates is that meeting the challenge of preparing ELs to contribute to the national and global economy requires a systemic approach to the issue. Focusing only at one level—performance of a child or children, a teacher or teachers, a school or district, a university course or preparation program—will not result in the kind of educational change that allow the systemic emergence of new patterns of education that are self-sustaining and naturally support the development of all learners—teachers, students (including ELs), and leaders (e.g. Mason, 2007a; Cummins, 2000).

Complexity theory proposes “that educational and institutional change is less a consequence of effecting change in one particular factor or variable, and more a case of generating momentum in a new direction by attention to as many factors as possible” (Mason, 2008a p. 3). Complexity theory also suggests that in order to accomplish the goal of fundamental educational change around issues that appear to be resistant to intervention--such as educating ELs to achieve high academic levels--requires that educators take a systemic approach. “[W]hat

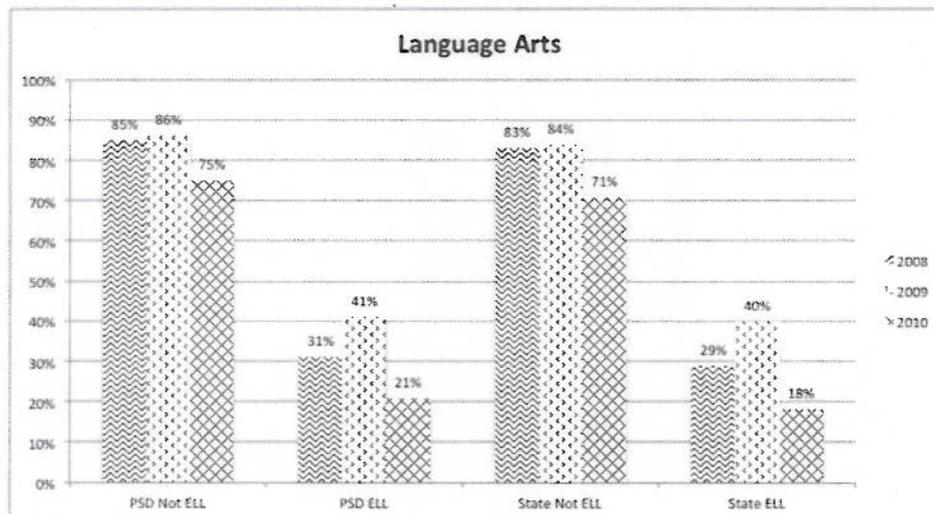
it might take to change ...inertial momentum from an ethos of failure is massive and sustained intervention at every possible level until the phenomenon of learning excellence emerges...” (Mason, 2008a, p. 4). Those who orchestrate such interventions pay careful attention to initial states, base them on strong research, target key leverage points at multiple levels and areas of the system with sufficiently strong support and carefully track global indicators. Thus, those who would push toward emergence of educational excellence for ELs carefully select indicators that provide information at both a micro and macro level affording insight into the emergence of holistic patterns of growth and information about when and where adjustment to intervention programs and strategies would be most helpful (Bailey, 2007). Thus, rather than attempting to attend to a one-to-one correspondence between single interventions and particular data, complexity theory would suggest monitoring system change holistically using both quantitative and qualitative measures which provide information about overarching progress and then responding strategically at particular leverage points (Mason, 2008b).

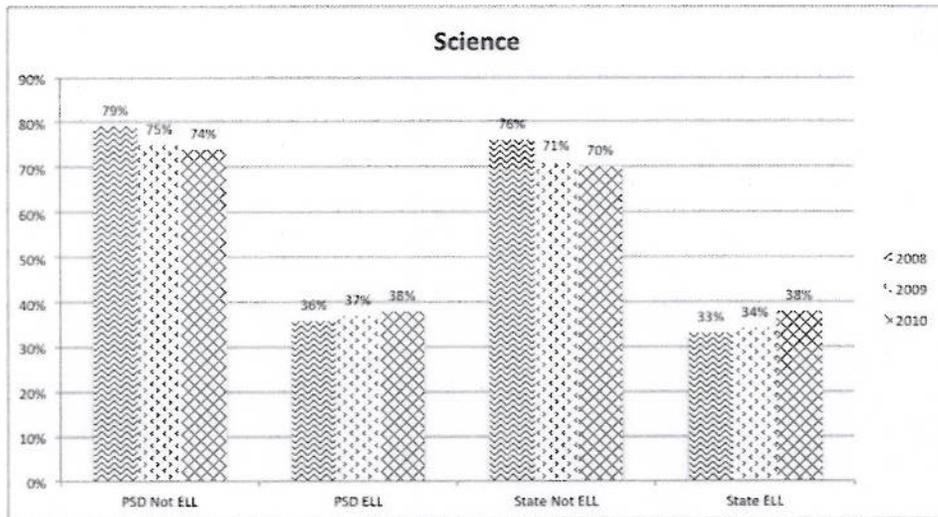
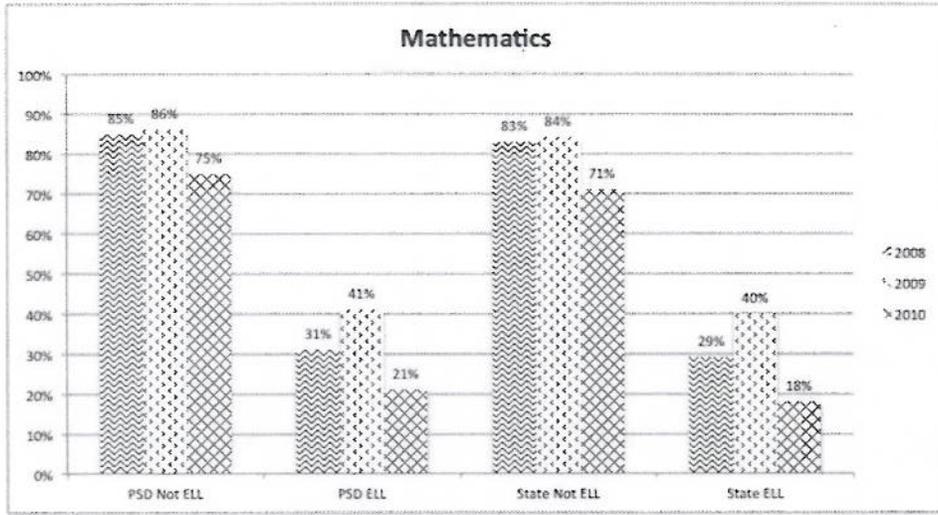
This proposal, referred to as *Renewal*, will follow a complexity approach to responding to the issue of providing stronger education for ELs in the BYU/Public Partnership district through improving teaching quality. *Renewal* will collaborate with the five districts in the BYU-Public School Partnership in TELL (Formerly BEEDE), a 6-course distance education program approved by the Utah State Office of Education as an endorsement program. TELL is based on the recent research on best practices for professional development and teaching ELs (eg. Cloud, Genesee, Hamayan, 2007; Cummins, 2000; Desmoine 2009; Fillmore & Snow, 2002).

## **Design**

*Renewal* is informed by an understanding that decisions to drop out of high school often emerge during the elementary school years (Clandinin, Huber, Murphy, Orr, Pearce, & Steeves,

2006). Decisions about dropping out grow from a student's sense that they do not have the intellectual, linguistic, or academic competence to be successful, or they just do not *fit* or are not *good* students. Thus, developing academic English skills, confidence in learning and as a student, as well as commitment to graduate and continue into post-secondary school begins not in high school but in developing strong literacy, numeracy, and facility with academic skill in math and science as early as elementary school. Continuing to support student learning across school experience is important for ELs (particularly long-time ELs). Even more fundamentally, attention to successfully acquiring academic English and social and cognitive competence in elementary, middle school, and junior high school, and setting goals to continue in school hold the most promise for developing educated ELs (Cummins, 2000). The following graphs showing the achievement gap between ELs and regular students within the BYU-PSP in language arts, mathematics and science. More complete data is available in the appendices.





This proposal is also informed by the BYU/Public School Partnership’s (BYU-PSP) history of responding to the growing number of ELs in Partnership schools. *Renewal* targets reducing the EL achievement gap in the Partnership by increasing the number of secondary and elementary pre- and inservice teacher who have an ESL endorsement and are prepared to increase the literacy skills and develop deep content knowledge in math and science. In addition, *Renewal* will increase the quality of evaluation and feedback mentor teachers can provide. Further, *Renewal* will support university faculty members in integrating attention to teaching ELs in regular preservice methods both elementary and secondary courses in science and math

disciplines. Finally, *Renewal* will link committees, programs, and information resources, enabling systemic change.

Since 1990, the BYU-PSP has collaborated to support teachers in public schools in learning to meet the needs of ELs in regular classroom instruction. The various initiatives have invited representatives across a wide range of partners, including the leadership of the McKay School of Education, the superintendents of the five school districts within the partnership, the Utah State Office of Education (USOE), faculty from teacher education, faculty from BYU arts and science programs, district alternative language specialists (ALS), and public school teachers. Beginning in 1999, the BYU-PSP developed a six-course inservice professional development program that is currently titled TELL or Teaching English Language Learners. TELL utilizes research-based best practices for teacher development (Desimone, 2009; Penuel, Fishman, Yamaguchi, & Gallagher, 2007) and educates teachers in the knowledge, skills and dispositions needed to meet the needs of ELs in their classrooms (Cloud, Genesee, & Hamayan, 2009). TELL also attends to the development of teachers' cognitive complexity so that they will be positioned to enact these practices (Sprinthall, Reiman, & Theis-Sprinthall, 1996).

TELL courses align to Utah State Office of Education standards for endorsing and educating ELs to high levels of proficiency. TELL has endorsed over 1000 teachers across the districts in our partnership. However, as the table below indicates the number of EL students continues to grow. While the number of endorsed teacher has increased, in most cases, the proportion of teachers endorsed to teach this population in relationship to the number of students needing to be served is not decreasing. In other words, districts continue to face the challenge of having enough ESL endorsed teachers to meet the needs of their EL population.

Student and Teacher Population Demographics					
Districts	Year	Students	ELLs	Teachers	ESL Teachers
Alpine	2006	54,773	2,874	2,058	426
	2010	66,045	3,286	3,061	375
Jordan	2006	77,369	5,832	3,700	251
	2010	49,730	2,039	2,361	608
Nebo	2006	24,742	1,213	1,081	304
	2010	29,137	1,844	1,384	404
Provo	2006	13,273	2,865	667	139
	2010	13,376	2,628	750	250
Wasatch	2006	4,303	386	216	59
	2010	5,089	622	325	83

Additionally, since 2000, preservice teachers have had the opportunity to choose to graduate with a K-12 TESOL minor. As of 2009 we had had over 2,000 preservice enrollments in these courses. At the last graduation 20% of elementary, 8% of secondary, and 10% of special education preservice teachers have chosen that option. Yet, obviously even though local schools favor these graduates in hiring, every year many students graduate without this education or licensure. As a result, beginning with 2011 cohorts, all Elementary Education majors will receive instruction on teaching ELs and graduate with an ESL endorsement. *Renewal* activities are an addendum to the work of TELL and will leverage previous work done by TELL.

In order to increase the number of secondary teaching (particularly science and math) graduates who are endorsed, *Renewal* will actively recruit secondary education majors by using the BYU Majors Recruitment Fairs and inviting secondary education faculty in science and math

to *Renewal* faculty development activities. Additionally, the BYU Associate Chair for Secondary Education will participate in the grant advisory board.

Currently, the McKay School at BYU offers a yearly ESL Symposium, which takes a strengths orientation approach toward supporting the development of immigrant families and populations. This symposium attempts to bring the wider community together to consider how to develop and utilize the strengths of these members of the community. The ESL Symposium seeks to inform administrators and teachers about best practices, engage parents with educators around issues of education, and enlist community members in considering these issues. However, we have had difficulty engaging public school administrators and university faculty members in these efforts. The *Renewal* proposal will support the targeting of public school administrators and university faculty members for participation.

**Purpose.** *Renewal* activities will improve the instruction and opportunities ELs receive in public schools, specifically their progress in learning content and language (with a focus on developing scientific and mathematic literacy and capacity) and in engaging in and completing a high school education. Implementers will target three populations to achieve this purpose. They will work directly with university faculty, public school teachers, and administrators and support personnel to improve the knowledge, skills, and dispositions, as well as the classroom practices, of both inservice and preservice teachers.

As explained, the BYU-PSP through TELL, has made great progress towards increasing the number of well-trained teachers in Partnership schools. Yet all efforts are treated separately. There has not been a concerted attempt to track impact in terms of teacher and student performance and growth. Through *Renewal*, we will continue our work in endorsing cohorts of inservice teachers. We will also begin a process of faculty development to enable McKay School

of Education faculty as well as faculty in science and math education to integrate content about learning and teaching for ELs in the regular teacher education curriculum. We will engage with the university and school-based personnel to educate mentor teachers to evaluate and support our preservice teachers in meeting the needs of ELs during their field experience placements. We will work to link projects we are already engaged in, such as the ESL Symposium, BYU Majors recruitment Fair, and university faculty meetings, by providing information from our analysis to inform committees that monitor BYU-PSP, school district, and university progress. *Renewal* will also track a variety of data about ELs' achievement and the achievement gap to provide information to BYU and the BYU-PSP about this gap, as well as track the influence of attention to teaching practice at both the university and within public schools on these indicators. Data, including GPRA measures, will be gathered to inform us about the learning and change of university faculty, preservice and mentor teachers, and inservice teachers. Results will be used to guide the efforts and activities of *Renewal* in order to more effectively and efficiently improve the quality of education received by ELs. *Renewal* administrators will regularly inform leaders at the university, within the partnership, and within districts about *Renewal* progress and activities.

The central focus of *Renewal* is the improvement of the educational experience of ELs through improving the quality of teaching. While some argue that supporting ELs in developing academic literacy in science, math, and social studies and in becoming highly literate is just a matter of developing “good teaching,” educators who understand what it takes to support the learning of ELs and advocate for their development and education know that being a good teacher for ELs requires more. Educators (at all levels) must develop deep and practical knowledge about:

- The interplay of social, language, cultural and cognitive development in children,
- The principles of second language acquisition,

- Assessment practices for ELs, including not only the ability to interpret standardized assessment instruments and use them in practice, but in being able to design, collect and interpret data from on-going informal assessments to track ELs' literacy and develop interventions in curriculum,
- The principles underlying the development of literacy in a second language utilizing knowledge of first language literacy development, attending carefully to the complications of ELs' vocabulary development, the importance of text structure, text modification, and the use of informational texts in attending simultaneously to the development of literacy skill and content knowledge, and
- The role of family and community culture, background, and literacy practices in children's on-going language development and school participation.

*Renewal* will first educate university faculty involved in educating preservice teacher candidates, including elementary and secondary science and math education faculty, to not only understand these issues of teaching ELs, but how teacher educators can integrate knowledge about and strategies for teaching ELs into regular teacher education curriculum. Secondly, *Renewal* will attend to the evaluation and feedback skills of those who supervise teacher candidates' field experiences, ensuring that evaluation from these mentor teachers focuses attention beyond "just good teaching" and making certain preservice teachers enact the teaching practices most likely to overcome achievement differences of ELs. And third, *Renewal* will continue to educate cohorts of inservice teachers, targeting secondary math and science teachers, to develop the needed understandings and take up the teaching practices that will allow them to meet the needs of ELs within their regular classroom and acquire state ESL endorsements. Finally, we will attend to channels of information and participate in current programs that enable us to more completely engage BYU and public school administrators in attending to the teaching and advocacy needs of ELs.

**Renewal outcomes.** The overarching goal of *Renewal* is to decrease the achievement gap scores from the Utah State end-of-year Criterion Referenced Tests between ELs and the majority language population through increasing the number of teachers prepared to teach ELs and increasing their skills in providing effective instruction for them.

**Renewal outcomes:**

- *Renewal Outcome 1* — Increase the number of university faculty able to integrate substantive instruction about teaching ELs into their teacher education courses, particularly in the area of integrating content and language instruction into the STEM disciplines (Science, Technology, Engineering, and Mathematics).
- *Renewal outcome 2* — Increase the quality and quantity of content concerning ELs integrated into education majors' teacher preparation coursework, particularly in the STEM disciplines.
- *Renewal outcome 3* — Increase the quantity and quality of elementary education preservice teachers endorsed to teach ELs.
- *Renewal outcome 4* — Increase the number of secondary education preservice teachers who have an ESL endorsement, particularly in the STEM disciplines.
- *Renewal outcome 5* — Increase the number of district mentor teachers prepared to evaluate and provide feedback to student teachers concerning their instruction of ELs.
- *Renewal outcome 6* — Increase the number and quantity of inservice teachers, particularly at the secondary level in STEM disciplines, who are prepared to effectively teach ELs.
- *Renewal outcome 7* — Increase attention to advocacy for ELs through attention to the quality of their educational experience and utilize existing interventions and resources

available through activities sponsored by the McKay School of Education and the BYU/Public School Partnership.

All *Renewal* outcomes correlate to the National Professional Development GRPA measures, as documented in the Request For Proposal. Furthermore, all *Renewal* outcomes align with Utah State requirements for teachers endorsed to teach English learners.

***Renewal teams.*** *Renewal* will be directed by a Principal Investigator (PI) in consultation with a Project Manager (PM) and two advanced graduate students who will act as the Data Reports Manager (DRM) and the Data Collection Manager (DCM). This quartet is the *Renewal* Team Administration (RTA). They will be assisted by an advisory group that joins the administrators, with The McKay School's Department of Teacher Education (TED) associate chairs responsible for elementary education field experiences, TED and secondary education faculty, TED faculty responsible for the content methods courses in science, math, and social studies, a member of the McKay School Professional Development Committee, and five district Alternative Language Specialists (ALS). This combined group will be called the *Renewal* Team Advisory Group (RTAG), and it will meet monthly during the first year of the project and quarterly through the last four years of the project, with additional meetings when necessary. In addition, RTA members will hold monthly conference call meetings with the external evaluators to guide data collection and analysis and respond to data driven decision making as it occurs.

The design for this project is most clearly accomplished by describing the four main activities of the grant across the five years of the project:

**Faculty development.** One of the major activities of this grant is the education of appropriate BYU faculty in the knowledge, skills and dispositions that preservice teachers need to adopt in order to successfully educate teacher candidates to meet the needs of ELs in their

regular classrooms (Cloud, Genesee, Hamayan, 2009). The 2011-2012 school year marks the beginning of a new elementary education program that will result in all elementary education students graduating with teacher certification and an ESL Endorsement. The McKay School's Department of Teacher Education (TED) is concerned that elementary education preservice teachers graduate not only with an endorsement but that all preservice teachers are able to teach EL students well. For this to happen, TED faculty believe that effective strategies for educating ELs must be integrated into all aspects of the teacher education curriculum and not addressed only in courses specifically targeted for preparing preservice teachers to teach ELs. In particular, they want to make sure that the science, math, and other methods and content courses in elementary and secondary education, as well as literacy classes, provide curricular experiences that will attend to this issue and lead preservice teachers to understand that educating ELs is their responsibility. To this end, *Renewal* has set program outcomes for BYU faculty involved in secondary and elementary teacher education, particularly those in the math and science areas, to reach the *Renewal* project outcomes (RO) (See Table below). *Renewal* will prepare faculty members to integrate content and activities in their courses and to prepare preservice teachers to work with ELs, and monitor the extent to which attention to ELs becomes evident in the course work faculty offer students, particularly in the areas of math and science education.

*Renewal* will reach the faculty development outcomes through ongoing faculty development. We will monitor faculty learning through surveys and collection of curricular materials. Faculty syllabi will first be gathered, including major assignments and rubrics, from our most recent accreditation process. Each year of this project, we will gather course documents that reveal changes in content and major assignments, including rubrics for evaluation. Based on

initial qualitative analysis (Miles & Huberman, 1994), we will develop rubrics to guide our analysis of curricular materials.

In year 1, *Renewal* personnel will plan and implement a faculty conference as our part of the annual BYU university-wide conference. At this conference, we will invite faculty within our college, as well as other campus-wide teacher education faculty, particularly science and math faculty, to participate in learning activities that teach them about second language learning, the best practices for teaching ELs, and the strategies and techniques for engaging preservice teachers in learning this content.

The McKay School of Education currently offers a yearly ESL Symposium, which brings to campus distinguished experts in teaching ELs. In years 2-5, *Renewal* will use this symposium as a resource for ongoing faculty development. Since members of the project team are also advisors for the symposium development, we will be able to shape the content of the symposium in ways that respond to the educational needs of faculty we uncover in our evaluation.

In addition, we will use local experts from the BYU Linguistics Department, science, and math programs, and from within the McKay School, to provide lectures and discussions during three McKay School faculty meetings each year of funding. Decisions about the content of these faculty meetings will be based on data analysis and recommendations from TED and McKay School leaders. Additionally, instructional decisions will be made after gathering and analyzing pre-post and retrospective surveys, participation numbers, changes in syllabi, readings, curricular activities, and assignment. Data collected from preservice teachers will also inform decisions on faculty development.

<i>Renewal Outcomes for Faculty Development</i>	<i>Measure</i>	<i>Analysis</i>
Increase the number of university faculty able to integrate substantive instruction about teaching ELs into their teacher education courses, particularly in the area of integrating content and language instruction into the STEM disciplines (Science, Technology, Engineering, and Mathematics).	Demographic Data Attitudes & knowledge survey (post-then) Participation numbers (GPRA)	Simple descriptive statistics Qualitative (Miles & Huberman, 1994)
Increase the quality and quantity of content concerning ELs integrated into education majors' teacher preparation coursework, particularly in the STEM disciplines.	Analysis of syllabi, curricular activities, and course rubrics.	

**Mentor teacher workshops.** The Department of Teacher Education (TED) at BYU has a long history of connection to and interaction with the Partnership districts. Specifically, each district has a District Liaison in TED who organizes and manages field experiences within the assigned district. In addition, each of our partnership districts has Clinical Faculty Associates (CFAs), who are experienced, outstanding classroom teachers selected from within the districts, who work on campus for two- to three-year time periods to bridge coursework and field experiences. CFAs attend classes with preservice teachers and follow them into field placements. In addition, we utilize public school-based Facilitators who work directly with interns (teacher candidates who work in their own classrooms during the school year in place of student teaching), and preservice students in field placements and their Mentors. In addition, each Partnership district has instructional coaches who work with new teachers and others who need support within the schools. While Liaisons, CFAs, and Facilitators meet often and consult about preservice teacher placements and experiences, and Facilitators interact regularly with mentors

and coaches to provide strong support within the districts, there is a gap in this system.

Currently, the coaches from each district and the BYU field experience support personnel do not systematically interact. In addition, interactions between facilitators and mentors do not include formal training for mentors to provide evaluation and support for preservice teachers. This gap becomes more visible in this project because we will ask our preservice teachers to give evidence of best practices for teaching ELs, something we have not evaluated before. Because of the move to endorsing all elementary education preservice teachers to teach ELs, the BYU-PSP needs to better educate Mentor Teachers to provide evaluation, feedback, and support.

Thus, one *Renewal* activity will be twice yearly Mentor teacher support meetings. The table below identifies the outcomes of this activity and the data we will collect to evaluate how well the objectives are met. RTA members, district Coaches, Liaisons, CFAs, and Facilitators will plan and implement these mentor teacher meetings. RTA will gather data focused on Mentors' development of skills in evaluation from participation in these workshop meetings.

Outcome for Mentor Teachers	Measure	Analysis
Increase the quantity and quality of elementary education preservice teachers endorsed to teach ELs.	Inter-rater reliability data on SIOP, SPC-T, CPAS Participation numbers (GPRA)	Quantitative Analysis

**Preservice teachers.** Because all BYU elementary education teacher candidates will be engaged in coursework educating them to meet the needs of ELs in their regular classrooms, grant activities for this population will focus on gathering data about the changes in their knowledge, skills, and dispositions for teaching ELs. In order to track how well we meet our outcomes, we will gather pre-post and retrospective surveys across the TELL coursework for both elementary and secondary teachers. Specifically, we will assess their learning about EL

language and literacy development, and engaging with families to support the elementary and secondary preservice teacher’s instruction on content and language, as well as support public school teachers use of such curriculum. In the course on integrating content and language instruction, each year preservice teachers will collaborate with at least 12 public school teachers in the STEM disciplines to develop units that will increase the quality of teaching math and science to ELs by supporting teachers in using content to teach language. We will also have access to regularly gathered program data, which includes the Teacher Work Sample (TWS) and observational records SIOP, SPC-T observation tools. The TWS asks preservice teachers to examine their teaching of a particular lesson. It includes analysis of the school and classroom context, the lesson designed, assessment of the lesson, and a statement of how to respond based on analysis of lesson and assessment results. *Renewal* staff will create rubrics to examine preservice teachers understanding of teaching ELs, as evidenced by their CPAS scores and TWS documents. Data analysis of measures from preservice teachers will inform decisions about faculty professional development and mentor teacher workshops (see Table below).

Outcomes for Elementary Preservice	Measures	Analysis
Increase the quantity and quality of elementary education preservice teachers endorsed to teach ELs.	GPRA Measures Course Embedded Surveys (TELL 1, 2, 3, 4),	Qualitative and Quantitative Analysis of surveys and curriculum
Increase the quantity and quality of secondary education preservice teachers endorsed to teach ELs, particularly in the STEM disciplines.	Assignments, Self- Assessment Reflections TWS & Observation Measures SIOP, CREDE (SPC-T)	project

**Inservice teachers.** Since 1999 TELL has endorsed over 1000 teachers within the partnership districts. However, because of teacher attrition through retirement, budget cuts, and increases in the EL population, Partnership districts continue to need more ESL endorsed teachers. While the districts continue to sponsor TELL cohorts, they have more teachers asking for these courses than they can afford to support. Given this pressing need, our design includes the continuation of ESL endorsement courses within the district, supplemented by renewed funding of two cohorts for four of the five districts. Beginning in the second year of the grant, *Renewal* will offer two cohort cycles (One during years 2-3 and one in years 4-5). Each of these districts has committed to actively seek to increase participation of secondary teachers in STEM disciplines to account for 50% of the cohorts.

To ensure the quality of instruction in district cohorts, *Renewal* will provide yearly training for TELL Instructors (TI) who teach the district cohort courses and the on-campus preservice courses (See table below).

Outcomes for Inservice	Measures	Analysis
Increase the number and quantity of inservice teachers, particularly at the secondary level, who are prepared to effectively teach ELs.	GPRA Measures  Course embedded major assignments: TELL surveys, case studies, self-evaluation  Pre-Post coded videotape of teaching— 25% of cohort participants	Quantitative for surveys and videotape coding  Qualitative analysis with Rubric  development for subsequent coding

**Consortia members.** The Consortia for this grant includes the BYU Educator Preparation Program, which encompasses the David O. McKay School of Education and seven other colleges on the BYU campus involved in teacher preparation. The EPP coordinates closely with the BYU-Public School Partnership, and its five districts: Alpine School District, Jordan School District, Nebo School District, Provo School District and Wasatch. Each district is also part of the *Renewal* consortia. The EPP is overseen by the University Council on Teacher Education. The BYU-PSP is overseen by the Partnership Governing Board. Each of these administrative boards will receive regular reports on the work and needs of this *Renewal* proposal. Individual job functions specified in this *Renewal* proposal are formal positions in one or more consortium entities. Specific responsibilities within the *Renewal* project are specified in support letters included in the appendices

#### **Quality of Grant Personnel**

Stefinee Pinnegar, a faculty member of the McKay School, will be the *Renewal* PI. As other positions will need to be hired, only qualifications will be listed for the Project Manager and the advanced graduate students who will act as the Data Reports Manager (DRM) and the Data Collection Manager (DCM). We will review the *Renewal* Team Advisory Group (RTAG) as a team. Finally, we will review the qualifications of our external evaluators.

Dr. Stefinee Pinnegar will commit .5 of her FTE as the *Renewal* Principle Investigator, administering all aspects of this project, including staffing and research activities. Yet because of the overlap of assigned time to coordination of the TELL program (previous grant) the *Renewal* budget only reflects a charge for .3 of her salary. Dr. Pinnegar has been part of the Partnership ESL endorsement work since 1998. She was central in the development of the original six-courses used to endorse inservice and preservice teachers, was PI for a national professional

development grant funded in 2003, and is currently PI for a grant titled “TELL (Teaching English Language Learners).” In addition, she is currently the coordinator of the TELL project for both preservice and inservice courses. Dr. Pinnegar has a master’s in English Language from BYU, which supports the linguistic aspects of the program. Her doctorate in educational psychology from the University of Arizona prepared her to work with both qualitative and quantitative data. Her interest and expertise is in teaching and learning, particularly in teacher education contexts. She reviews for leading journals in teacher education and has published widely in this area.

- Dr. Pinnegar was a research assistant on a Spencer funded grant on expert/novice differences in teacher thinking, directed by David Berliner. Her dissertation, which was awarded 1990 AERA Division K Dissertation of the Year, came from this project.
- Dr. Pinnegar was a research assistant on a federally funded grant on cooperating teaching for which Virginia R. Richardson and Kathy Carter were PIs. She co-authored an article with Dr. Carter that was published in *Journal of Teacher Education*.

The *Renewal* project manager (PM) will be a full-time position that directs the day-to-day operations of *Renewal*. This position will report directly to the *Renewal* PI. Applicants will preferably have an education doctorate and experience working with ELs in public schools. Applicants will need training/experience in data-driven decision-making and project management. Additional required skills/experience are listed below.

- Organizing large multi-unit projects
- Managing large groups in collaborative projects
- Writing evaluation or research reports

The DRM and DCM positions will be filled by advanced graduate students enrolled in an Educational Inquiry, Measurement, and Evaluation (EIME) program sponsored by the McKay School of Education. Each position will be the equivalent of .5 of an FTE. Student applicants from the EIME program are developing expertise as researchers, evaluators, policy analysts, and assessment specialists. To be considered for a *Renewal* Student Evaluator position, candidates will need to demonstrate skill and proficiency in data management systems, data collection, and data analysis. For the DRM position, we expect to hire a more experienced student who will have the requisite experience and skills necessary to work with the PI and other members of the RTAG, including the external evaluators, to move data from collection through analysis to actionable information and decision making. Students applying for the DCM position can be newer in the degree program, but will need to bring experience working with data management systems and public schools. Additional required skills/experience are listed below.

- Designing and implementing data collection systems
- Outstanding written and verbal communication
- Working in a collaborative team

Members of RTAG will meet regularly with the administrative team to provide additional expertise and perspective. BYU faculty members on this committee include:

- Tim Morrison, a literacy specialist in the areas of the teaching of reading and writing, has significant qualification:
  - Managed mentor teacher workshops
  - Implemented teacher education reform
- Janet Lossner, an experience liaison working with public schools, also has knowledge of curriculum and instruction as well as professional development

- Coordinated Liaison, CFA, Facilitator, team at BYU
- Designed and implemented mentor teacher workshop in one district
- Damon Bahr, a math methods professor, also has relevant experience.
  - Researched improving measurement of students' math development
- Pam Cantrell, a science methods scholar who has managed several grants in science education
  - Directed Research project teaching 1<sup>st</sup> grade ELs science vocabulary
  - Directed a field-based science education project involving the university of Nevada and BYU
- Lynnette Erickson, a scholar in social studies education who has regularly worked with the Utah State Office of Education to develop the social studies core
  - Implemented specific partnership schools within the BYU-PSP
- Roni Jo Draper, a content-area reading specialist who works with secondary teacher educators to integrate attention to literacy in regular methods courses.
  - Collaborated to support secondary faculty to embedding content area literacy instruction in general methods courses

Two of the six district alternative language specialists (ALS), Julene Kendall and Wade Menlove, have been part of the Partnership ESL Endorsement program from its beginning in 1998. Three of the other four ALS persons have been part of the TELL grant.

All six district ALS have been invited to planning meetings for this *Renewal* proposal. Four of the six have been active in decision making for grant planning.

David and Yvonne Freeman will perform external evaluation functions for this *Renewal* proposal. The *Renewal* budget reflects a time commitment of five days per year, reflected in the

budget. Currently, the Freemans evaluate TELL. Dr. Yvonne Freeman is a professor of bilingual education and Dr. David Freeman is a professor of reading and ESL at The University of Texas at Brownsville. Both are experts in effective education for English language learners, presenting regularly at international, national, and state conferences. They have worked extensively in schools in the U.S. and abroad. They have evaluated the ESL program at Hong Kong International School and the Hong Kong China Dual Language School, and they have worked with teachers and administrators at La Paz Community School in Costa Rica and the High Scope dual language schools in Jakarta, Indonesia. They have presented to faculty on ways to prepare teachers to teach ELLs at The University of Nebraska, The University of Northern Colorado, The University of Texas San Antonio, Texas Christian University, The University of North Texas, Stephen F. Austin University, Texas Christian University, and Hostos Community College and Hofstra University, both in New York. The Freemans have published numerous books, articles, and book chapters, jointly and separately, on the topics of second language teaching, biliteracy, bilingual education, linguistics, and second language acquisition.

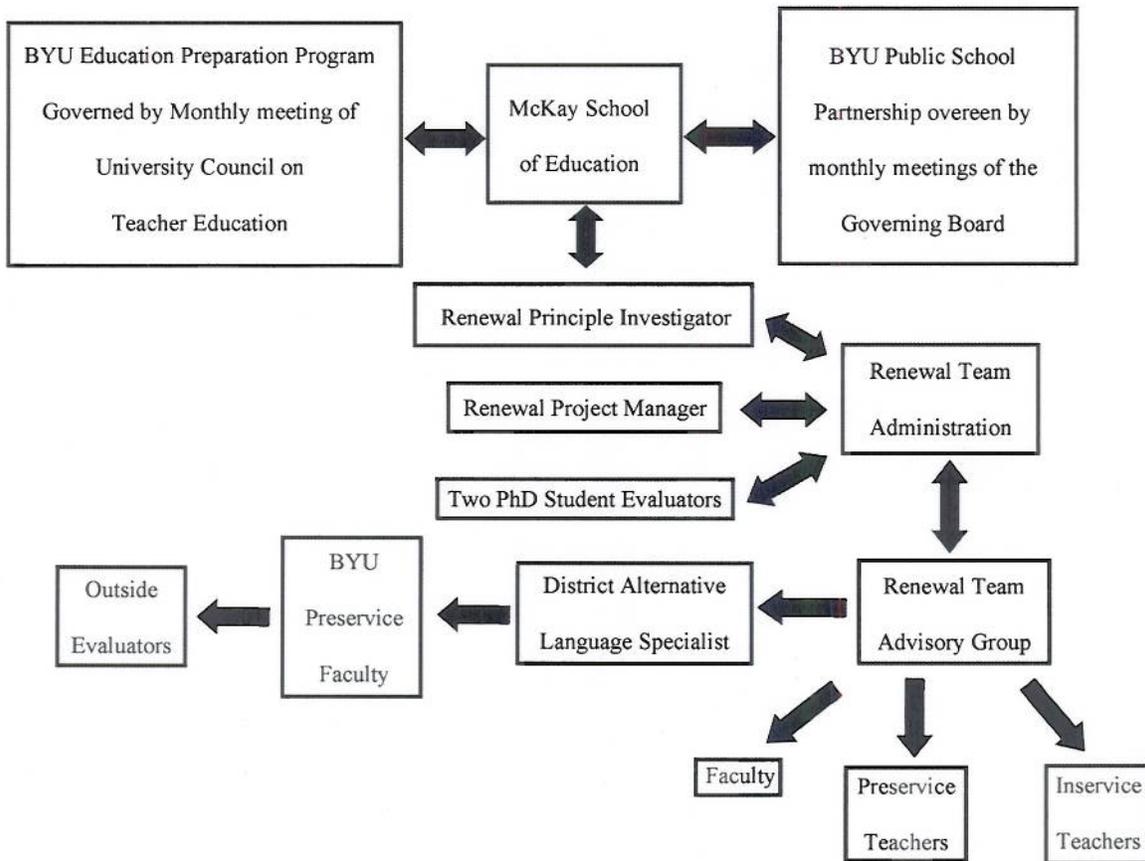
*Renewal* and its consortium organizations will comply with federal statutes concerning nondiscrimination in employment practices. Attempts will be made to recruit qualified individuals with disabilities as well as those representing diverse cultural groups through personal contact, media advertisement, networking with local agencies, as well as other existing equal employment practices. As BYU requires posting of positions, specific recruitment strategies will be employed to ensure that *Renewal* candidates include diverse personnel:

- *Renewal* will be represented at National Recruitment Fairs
- *Renewal* will advertise employment opportunities on the web page
- *Renewal* will leverage resources from BYU Multicultural Student Services

- *Renewal* will recruit from other universities involved in ELL research
- *Renewal* will recruit through professional associations' list serves
- *Renewal* administration will consult with current employees of diverse background about peers interested in participating in MSE literacy research

**Management Plan**

*Renewal* Management will follow the continuous improvement model by allowing for frequent communication and feedback and then providing structure for responding to data. The table on the previous page illustrates the management hierarchy and communication channels, beginning with the consortium members and their connection to the PI (See Figure below).



Management and communication routes for consortium members are institutionalized. The EPP leadership meets quarterly as the University Council for Teacher Education. UCOTE members include representation from each of the eight BYU colleges on campus. The BYU-PSP has a Governing Board made up of the Partnership Director, the McKay School Dean, and superintendents of each district. This group meets monthly. The *Renewal* PI will report bi-annually to both consortium groups, sharing outcomes, evaluation data, and projections for improvement. This reporting is necessary to ensure maximum impact to ELs and their education within the BYU-PSP.

The *Renewal* Team Administration (RTA) will meet bi-monthly to inform and guide the work and progress of this proposal. They will receive input and suggestions during monthly [quarterly for years 2-5] meetings. Additionally, RTA members will include through technology the two outside evaluators in at least one meeting per month. Additionally, the *Renewal* Team Advisory Group will meet monthly. This committee will oversee review, and analyze all professional development activities. RTAG will also oversee the evaluation components of *Renewal*, including assessment design, data collection from both the implementing and control schools, and analysis of formative, summative, qualitative, and quantitative data. Other meetings needed for *Renewal* implementation will be scheduled as necessary by the *Renewal* PI. This meeting structure will allow *Renewal* administrators to constantly assess and respond to *Renewal* program and activity needs.

Timelines for project milestones are included in the table below.

Activities	Personnel	When
Hire Personnel	PI, McKay Dean, TED Chair	August 2011 & as needed

Activities	Personnel	When
Renewal Project Team Meetings	RTA	Weekly (2011-2016)
Renewal Project Advisement Meetings	RTA, RTAGS	Monthly & Quarterly (2011-2016)
Implementation of the System for Collecting, Managing, and Analyzing Data	PI, DCM, DRM, EE	All Semesters (2011-2016)
Gather Curriculum Materials from Faculty	PI, DCM, DRM	Every summer (June – August)
Fall Conference: Faculty Development Workshop (Pre-Post Surveys)	RTA, RTAG, McKay PD, Chair TED, BYU Faculty, EE	Fall 2011
Evaluation of Data	RTA, RTAG, EE	Continuous (2011-2016)
Preparation for Evaluation Meetings: Check Data Completeness Analyze Data, Design Report, Examine Results Plan Response	RTA, RTAG, EE	Monthly (2011-2016)
Report to Evaluators	RTA, EE	Monthly (2011-2016)
Recruitment Efforts with Secondary Ed Majors	RTA, RTAG, SEP	Continuous (2011-2016)

Activities	Personnel	When
Deliver preservice TELL Courses – collect course embedded TELL surveys (1, 2, 3, 4), assignments & self-evaluations; gather TWS & performance indicators	RTA, TI, EE	Every Semester (2011-2016)
Link preservice teachers to inservice math and science teacher to develop content-based curriculum (TELL 440 course)	PI, TI (preservice)	Every Semester (2011-2016)
Reports to BYU McKay School & BYU-PSP	RTA, RTAG, UCOTE, EPP, SEP, BYU-PSP Board, EE	Annual (2011-2016)
Mentor Workshop: plan, design, implement, evaluate	PI, Liaisons, CFAs, Facilitators, LEA Coaches, ALS	Annually fall and winter (2011-2016)
McKay Faculty Meetings as Specified by the McKay Professional Development Committee	RTA, RTAG, McKay PD, Chair TED, EE	3 Annually (1 in Fall, 2 in Winter)
Pre Endorsement Videotape of inservice teachers: collect and code with SIOP/SPC-T	RTA, Inservice teachers (25%)	Start of years 2 & 4 (2012 & 2014)

Activities	Personnel	When
Face-to-Face Meeting with Evaluators	RTA, RTAG, EE, Others as Needed	Annual (2011-2016)
Report to the Federal Government	PI, RTA, EE	Annual (2011-2016)
Deliver inservice TELL cohort courses: collect course embedded TELL surveys (1, 2, 3, 4), assignments & self-evaluations	RTA, RTAG, ALS, TI, Inservice Teacher, EE	During TELL inservice cohort courses, years 2-5 (2012-2016)
Connect to ESL Symposium for Faculty Development	RTA, RTAG, BYU Faculty	Annually, years 2-5 (2012-2016)
Post Endorsement Videotape of inservice teachers	RTA, Inservice teachers (25%)	Annually, years 3&5 (2013 & 2015)

#### Abbreviations Key

ALS = Alternative Language Specialist	BYU-PSP = BYU / Public School Partnership
CFA = Clinical Faculty Associates	DCM = Data Collection Manager
DRM = Data Reports Manager	EE = External Evaluators
EPP = Educator Preparation Programs	LEA Coaches = Instructional Coaches hired within the 5 local districts
McKay PD = McKay School of Education Professional Development Committee	PI = Principle Investigator
RTA = Renewal Team Administration	RTAG = Renewal Team Advisory Group

SEP = Secondary Education Programs	TED = Teacher Education Department
TI = TELL Instructors	UCOTE = University Council for Teacher Education

Quarterly reports will be offered to both the UCOTE and the BYU-PSP governing boards as a means of informing stakeholders and gathering input. The reports will also disseminate knowledge learned from *Renewal* and increase concern for the education of ELs in local schools.

**Evaluation Plan**

The *Renewal* Project recognizes that any projects’ effectiveness and efficiency is increased through continuous monitoring and evaluation. In this way it guarantees that the project is implemented as designed and meets project goals and objectives. The *Renewal* Project will include ongoing program monitoring, data collection, and evaluation that involve the *Renewal* Team Administration (RTA), the external evaluators, and the Renewal Team Advisory Group (RTAG). Our plan includes ongoing monitoring of data from the various activities of the *Renewal* Project. It also includes collecting evidence of the achievement gap that exists between ELs and other K-12 students who attend schools within the Partnership districts. While data collection and analysis will be targeted toward the success of specific grant activities such as faculty development, preservice teachers’ teaching performance, mentor teacher development of evaluation skills, and professional development for public school teachers, it will also guide the RTA to chart progress and adjust activities to better meet project outcomes. Our collection and monitoring of achievement gap data allows us to attend to our larger purpose in this project, which is improvement in ELs participation in public schools, specifically their progress in learning content and language (with a focus on developing scientific and mathematic literacy and capacity) and in engaging in and completing a high school education. We recognize that student

test scores, participation in advanced science and math classes, and dropout rates are indirect, rather than direct, measures of the *Renewal* Project activities and may not immediately begin to alter as a result of this project. However, the complexity theory guiding *Renewal* suggests that if we link the various elements of the system and if we move forward attending to important leverage points (measuring and adjusting our response at these leverage points), in this instance the development of the knowledge, skills and dispositions for teaching ELs by preservice and inservice teachers as well as university faculty, we will see the eventual influence of our efforts on these overarching purpose indicators.

The RTA will oversee *Renewal*, advising and participating in project design. This will include monitoring implementation through examining and reviewing actionable information drawn from data and guiding decision making based on these results.

The external evaluator will monitor the data collection system, data analysis processes and progress, the reports of analysis, and the plans of action in relationship to the data analysis reports. The Data Manager will be the ongoing liaison between the project and the external evaluator. The PI, DCM, and External Evaluator will consult on a regular (usually monthly) basis to review data collection, analysis, and data-driven decision making actions.

The external evaluators will travel to the project site at least once during each funded year. During on-site visits, the RTAG will provide the evaluators with a comprehensive report of data collection and data analysis, in relationship to progress on how *Renewal* is meeting the goals and objectives of project activities. Focus groups may be requested by the evaluator to better access the viability and vibrancy of the project and its processes.

Each year, evaluators will produce a report on the health of the project, progress in meeting goals and objectives, and suggestions for improvements.

In Years 1 through five, various activities will be conducted to assure that the grant is implemented effectively and as intended. These include the following:

- Recruitment and participant analysis to gain participant descriptive information
- TELL surveys 1-4 (pre- post-and retrospective -course surveys) will be conducted in order to evaluate university faculty development as well as pre-serviced teacher learning and in-service teacher professional development and growth and the effectiveness of course instruction.
- Analysis of non-TELL university faculty syllabi, course readings, curricular activities, assignments, and rubrics will be conducted to determine how university faculty integrate attention to the teaching and learning of ELs in their elementary education courses for preservice teachers.
- Course embedded case studies, assignments and reflections, from both preservice and inservice teachers, will be collected and coded to enable us to examine the knowledge and skill growth of these teachers and the quality of the instruction provided in the TELL courses both on and off campus.
- Preservice teachers' TWS will be collected and evaluated to examine their ability to design, assess, and adapt instruction to meet the needs of ELs.
- Scores of preservice teachers from observation tools and reports from mentor teachers will allow for evaluation of the development of preservice teachers' teaching performance in terms of their preparedness to teach ELs.
- GPRA measures, attending to increased numbers of endorsed teachers, will be followed.
- Pre-Post videotapes will be collected and coded for a minimum of 25% of the inservice teachers participating in the professional development cohorts. Results from these

videotapes will allow us to examine the extent to which inservice teachers are able to enact best practices for developing literacy and academic literacy (particularly in science and math) for ELs.

All information and data collected and analyzed in conjunction with the *Renewal* Project will be subject to and comply with the privacy requirements of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, and its implementing regulations in 34 CFR part 99, the Privacy Act § U.S.C. 552A, as well as all applicable federal, state, and local requirements regarding privacy. In addition, data collection will be conducted under the approval of the BYU Office of Research and Creative Activity (ORCA) and will be in accord with all privacy requirements set forth by the university.

Each year, program data and information will be collected and analyzed to determine the progress of the *Renewal* Project in meeting the established annual project goals and objectives, as well as the GPRA measures of accountability. Annual reports will be completed and filed by the PI and assisting RTAG personnel in consultation with the external evaluator. At least semi-annually, the RPT will share results of project progress with the BYU-PSP Governing Board and the University Council on Teacher Education, which provides oversight of the BYU Educator Preparation Program. These reports are another way to link all the parties responsible for the education of ELs within the Partnership together and to raise concern about their education, sharing promising results and progress, and raising questions of concern and recommendations.

At the end of the project period, the PI will make a comprehensive final report to be reviewed by the external evaluator. In particular, the overall effectiveness of the *Renewal* Project will be determined as based on the following GPRA measures:

Preservice	Served	Complete Program	Placed	Certified
	Y-1 300	Y-1 70	*Y-1 40% of 70	Y-1 70
	Y-2 600	Y-2 300	*Y-2 40% of 300	Y-2 300
	Y-3 900	Y-3 600	*Y-3 40% of 300	Y-3 600
	Y-4 900	Y-4 900	*Y-4 40% of 30	Y-4 900
	Y-5 900	Y-5 900	*Y-5 40% of 30	Y-5 900
Para Professionals	N/A	N/A	N/A	N/A
	Served	Complete Program	Certified	Serve EL's
Inservice	Y-1 0	Y-1 0	Y-1 0	Y-1 0
	Y-2 0	Y-2 0	Y-2 0	Y-2 0
	Y-3 0	Y-3 80	Y-3 80	Y-3 90% certified
	Y-4 0	Y-4 0	Y-4 0	Y-4 0
	Y-5 0	Y-5 80	Y-5 80	Y-5 90% certified

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