

1. **Goal I: Prepare teachers to work effectively with ELLS.**

1.1. At the end of the first year of the project *a cohort* of 20 inservice teachers *from the Springfield School District* will be recruited to and enrolled in *an* off-campus licensure and/or graduate degree program. *A second cohort of 20 inservice teachers will be enrolled by Spring 2005.* Five preservice and/or inservice teachers will be recruited to and enrolled in the *UMASS* on-campus *ELL* licensure and/or graduate degree programs *each year*. Teacher candidates recruited will demonstrate high academic and professional standards, based on a minimum of 2.75 GPA, favorable recommendations, and a personal statement

1.1.1. project faculty and staff will design, conduct and document a recruitment drive that will include information brochures, advertising (in schools for off-campus program), web recruitment (for on-campus program), enlisting assistance of school administrators (for off-campus programs), providing application information and assistance by the end of February, 2003. the program manager will collect, organize and summarize data about recruitment, application, enrollment numbers for the annual reports to the Title III program officer and present them to the outside evaluator in years 3 and 5.

1.1.2. project faculty and staff will design, conduct, and document a process for selecting students for off-campus programs (follow existing process for on-campus program). Selection process will be completed by the end of the Spring 2003 semester and students will begin courses Fall 2003

1.2. Over a *five-year* period, the project faculty and graduate assistants will design and deliver a university-approved *33* graduate credit program leading to *ELL licensure* and/or masters degree or CAGS Certificate. The current curriculum of the BEM Practitioner Program will be revised specifically for the off-campus program to better align with Massachusetts State standards, TESOL standards, and ITSI standards and to incorporate successful examples of ELL teaching from the classrooms of our cooperating teachers. The design of the curriculum and revision of courses will be completed by the end of the first year of the project. The on-campus program will be ongoing before and after the funding period. The successful incorporation of standards will be measured by an analysis of the syllabi using a rubric designed by project staff and in years 3 and 5 by the outside evaluator. The UMass-TECC (Teacher Education Coordinating Council) and the Massachusetts State Department of Education (MS-DOE) will review the program in the second year of the project.

1.2.1. project faculty and graduate assistants will meet biweekly during the first year of the project to review standards, design the program and curriculum described above, design performance assessments for each course, and visit school classrooms to assess the needs of the inservice teachers and address their needs in the curriculum design. .

1.2.2. with assistance and direction from the technology director, the project faculty and staff will incorporate technology into the BEM program's curriculum, assess the technology needs of the schools and purchase equipment needed to deliver the curriculum by the end of the first year of the project. project directors, faculty and/or project participants will attend a conference each semester throughout the five years of the project, including the annual OELA Summit Meeting, to keep current on developments in the field of ELA and ELL Teaching and to present the work of the project. The Project directors will determine which conferences are likely to provide the best information, given the needs that arise in the program and the progress of the teachers' projects. project staff and school coordinators will create, arrange for, and monitor a teaching schedule that fits the needs of the project

faculty, inservice teachers, and district administrators by the first year of the project. project directors and staff will create an advising and documentation system by the end of the first year that enables all inservice and preservice teachers in the project to complete the program, pass the ESL subject matter portion of the MTEL and/or earn licensure by the end of the funding period. project faculty and directors will develop and submit the designed program for approval by the university at the end of the first year of the project to the School of Education Academic Matters, the University's Teacher Education Coordinating Council, and the Superintendent of Springfield Schools, and to the Massachusetts State Department of Education State by the second year of the project

- 1.3. Design and conduct performance assessments in which inservice teachers will demonstrate by the fifth year of the project their ability to: a) modify instructional practices to accommodate academic second language development; b) accommodate second language literacy development; c) specify the language practices or genres to which ELLs will be apprenticed across content areas and analyze the language demands of the state frameworks and mandated tests; d) draw on local funds of knowledge in the design and delivery of instruction; e) use technology for content -based academic development; f) collect, analyze and reflect on student work and modify instruction accordingly.
  - 1.3.1. the project faculty will review, evaluate and document the inservice teachers' level of competence after each course, the end of each year and at the end of the program. The teachers' competence will be demonstrated through: classroom performance assessments, literacy case studies, e-folios, inquiry reports, analyses of state mandated tests, curriculum frameworks, and transcripts of their classroom practices; analyses of ELL's classroom work and their scores on the MCAS (Massachusetts Comprehensive Assessment System) and/or other standardize tests being used in the district
  - 1.3.2. 90% of the inservice teachers will complete a supervised practicum at the end of their program in which they will demonstrate having met the Massachusetts State Teaching Standards.
    - 1.3.2.1. each inservice teacher will be evaluated on three separate occasions by a university supervisor and a cooperating practitioner, using a rubric approved by the UMass TECC (Teacher Education Coordinating Council), NCATE & MS-DOE.
- 1.4. 90% of the inservice teachers will demonstrate subject matter competence in ESL by taking the ESL subject knowledge portion of the MTEL (Massachusetts Test for Educational Licensure) and complete a practicum in which their classroom performance will be evaluated as competent, using a rubric approved by the UMass TECC (Teacher Education Coordinating Council), NCATE & MS-DOE before they will be recommended for licensure.
  - 1.4.1. project faculty, coaches & advisors will assist students to acquire competencies throughout the project through modeling, e-case study inquiry groups, coaching in teachers' classrooms and opportunities for presentation of work. inquiry groups will meet biweekly with coaches to discuss their projects and present their work annually to administrators & peers.
  - 1.4.2. coaches will visit each teacher's classroom weekly. project advisors will meet with teachers at least once each semester to assist them in preparing for and meeting licensure and degree requirements including preparation for the ESL subject portion of the MTEL through. advisors will meet more often for those who are having difficulty or need more guidance. Advisors will report concerns to the

project directors. inservice teachers will evaluate the advising system and coursework each semester. Project faculty and staff will review evaluations each semester and revise curriculum and practices to reflect address concerns articulated in the evaluations and document these changes.

**2. Goal II. Develop a Community of Professional Practice that supports teacher learning and inquiry of student social growth and academic development.**

- 2.1. In the second year of the project inservice teachers together with project faculty and coaches will develop collaborative inquiry groups focused on the analysis of student work and the design of local teaching practices that support academic development. The teachers and coaches will assess usefulness of the groups for helping teachers analyze student work, develop appropriate strategies and improve student learning annually. Quality of the evidence provided by the inquiry groups will be assessed by project faculty, who are nationally recognized researchers and reviewers of research throughout the duration of the project.
- 2.2. On a weekly basis project coaches will assist and support the work of the inquiry groups and help the groups see their work as contributing to a Community of Professional Practice. At the end of each academic semester, teachers will evaluate the quality of the assistance and support they receive from the coaches and provide a self-assessment of whether they are contributing to a community of professional practice. Coaches will keep a log recording the time spent with teachers, the nature & focus of the work with them, and issues or concerns that arose, which will be submitted to the project manager each week
- 2.3. The project faculty, staff and participants will use and contribute to a web-based database that provides research-based information, including locally produced research, about ELL learning and teaching relevant to Western Massachusetts throughout the funding period. The level of use by the community at large will be assessed electronically by including a number counter on the website. The web master will keep track of who contributes to the database. The technical director will assess the navigational ease and usefulness of the database annually using ISTI standards and survey participants in the project and submit a report to the project manager detailing the progress, feedback, revisions, and making recommendations. The project manager will collect and organize the records of performance detailed above for the annual report to the Title III outside evaluator and to present to the outsider evaluator in years 3 and 5.
  - 2.3.1. the technology director will instruct and assist faculty, staff and participants in using the database to inform their own work and to contributing to the database in ways that are accessible and useful to the community. This assistance and instruction will be ongoing as needed. The director will keep a log summarizing the instruction provided to project staff and participants. the technology director will develop and annually administer an evaluation tool to assess the usefulness of the on-line database to project participants (inservice teachers, administrators, teacher educators).
- 2.4. The project staff will provide professional development for district administrators and School of Education faculty through an annual symposium in which the work of the inservice teachers will be showcased and district policies and practices will be reviewed in terms of their impact on supporting ELL learning. The first meeting, which will occur at the end of the first year of the funding period, will present the project goals and plans, the web-based resources, and the consulting resources available to assist the district in reviewing their practices and policies with regard to ELL and writing grants to support the changes they are making. In Years 2, 3, & 4 the work of the inservice teachers will be presented and analyses of district/school practices and policies will be shared and

critiqued. In years 4 and 5, the administrators will present the work of the district to other school districts in Western Massachusetts. The effectiveness of professional development will be assessed annually by administrator's evaluations of the workshop content and the data presented by their teachers; by inservice teachers' evaluations of changes made in the district and in their schools that they believe supports their work with ELLS; by project faculty's analysis of changes made in district policies and practices that support and/or negatively impact teachers' work with ELLS. These assessments will be shared with all participants and responses to these assessments will be shared at the following annual symposium. The project manager will collect and organize the records of performance detailed above for the annual report to the Title III outside evaluator and to present to the outsider evaluator in years 3 and 5.

2.4.1. project staff & representatives from the superintendent's office, the project's school principals, and in consultation with the inservice teachers will annually plan the program for the symposium, with the project manager organizing the logistics and invitations for the symposium. the district will annually host the symposium and the superintendent will ensure that his staff participates in making the arrangements and district administrators and school principals attend the annual symposium..

2.4.2. the project faculty and staff will assist the inservice teachers and others in preparing presentations to the administrators each year prior to the annual seminar and will also assist administrators in preparing their presentations to other school/s in the fifth year of the project. the project faculty and staff will analyze the work done by administrators in the annual symposium, write up a feedback report that includes teachers' perceptions of changes in their school/s, track changes over time for the administrators, make suggestions for the following year and meet with administrators who ask for further assistance.

### **3. Goals III: Diversify the teaching workforce**

3.1. The project will recruit and support a total of 16 preservice teachers who are bilingual for either the UMass Elementary Education 5<sup>th</sup> year Program (CTEP program) to apprentice with project teachers or Bilingual/ESL/Multicultural (BEM) Program cooperating teachers. (Note: These numbers are in addition to those in Goal 1) Three to Four preservice teachers will be selected each year beginning the 2<sup>nd</sup> year of the grant-funding period. 90% will complete the program and 90% of those completing the program will be placed in an instructional with LEP students within one year of completing requirements. Recruitment, enrollment and placement data will be collected to measure this objective. The project manager will collect and organize the records of performance detailed above for the annual report to the Title III outside evaluator and to present to the outsider evaluator in years 3 and 5.

3.1.1. project staff will annually advertise in college newspapers and financial aide offices in the New England area.

3.1.2. project staff will annually assist applicants in completing applications forms to the 5<sup>th</sup> year CTEP Program.

3.1.3. project faculty in consultation with CTEP faculty will create a process for selecting scholarship recipients and select recipients by the end of the first year. project staff will annually provide and administer scholarships to support recipients for their apprenticeship year.

3.2. The project staff will assist and monitor the academic and professional progress and job placement of scholarship recipients continually for the duration of the project. Staff will keep a log summarizing their assistance and monitoring. The project manager will

collect and organize the records of performance detailed above for the annual report to the Title III outside evaluator and to present to the outsider evaluator in years 3 and 5.

3.2.1. UMass advisors will lead a study group each semester for students ready to take the MTEL exam. Students will evaluate their study group after taking the MTEL and make recommendations for future study groups. UMass advisors will hold weekly office hours to assist students as needed and to meet with instructors and supervisors to discuss the progress of scholarship recipients and recommend better ways to support students. Assistance will include preparation for locating jobs, preparing for interviews, and developing e-folios. The advisor will develop an evaluation to assess the quality of their academic support. The project manager will administer the evaluation annually and will meet with the advisor to discuss the evaluations and help them to make necessary changes to their advising practices. the project manager will develop an interview protocol and annually and individually administer to each scholarship recipients after they leave the program to ascertain where they are teaching, how they are doing and how well the CTEP program prepared them for their jobs. This information will be conveyed to the CTEP program, together with suggestions as to the changes they need to make based on the results of the interviews.

**4. Goal IV. Develop the infrastructure of the BEM Practitioner Program to better meet the needs of School Districts in Western Massachusetts.**

4.1. BEM Faculty and their graduate assistants will collaboratively revise the current BEM curriculum and teaching practices on the UMass campus as described in 1.2. The design for the UMass campus will draw on the work and expertise of project-prepared teachers and cooperating teachers but in ways that will prepare students for wider contexts than Springfield. The TECC will assess the program folio submitted to them, and a visiting team representing the Massachusetts DOE will assess the curriculum revisions by examining the curriculum and student work. Indicators of success include TECC and State approval and a continued 80% or greater pass rate on the MTEL examination. The project manager will collect and organize the records of performance detailed above for the annual report to the Title III outside evaluator and to present to the outsider evaluator in years 3 and 5.

4.1.1. BEM faculty will meet biweekly to discuss the curriculum and its relation to the project and the campus and critique one another's courses throughout the project.

4.1.2. based on faculty discussions, a program folio with exhibits of student work, faculty teaching and advising records will be written and submitted to the TECC and Mass. Dept of Education Visiting Team by the second year of the project. faculty with assistance from coaches, & project manager will collect data for annual in-house review and submit to project evaluator in the third & fifth year to ascertain quality and sustainability beyond the funding period.

4.2. A permanent self-sufficient web-enhanced sustained professional development program for ELlearning will be developed for School Districts in Western Massachusetts, which will be administered by the Department of Continuing Education and conducted by the faculty and students in the LLC Doctoral Program with oversight by the School of Education (SOE). Successful achievement of this objective will be measured by obtaining the required approvals from the SOE Academic Matters Committees and the State DOE, at least one request for assistance from a school beyond those being funded by Title III, sufficient funding generated beyond Title III to be able to fund at least one doctoral students and any other personnel needed to run the requested program, satisfaction with the program as measured by program evaluations, and a judgment by an outside evaluator that the program is sustainable. The project manager will collect and

- organize the records of performance detailed above for the annual report to the Title III outside evaluator and to present to the outsider evaluator in years 3 and 5
- 4.2.1. project directors will design a program that can be sustained after the Title III project funding has ended and submit the design for approval to the LLC Program Faculty, the Department of Teacher Education & Curriculum Studies and the SOE Academic Matters Committee.
  - 4.2.2. project staff will design advertising plan with its associated strategies and materials for informing school districts about the program by the end of the first year of the project and begin implementing the plan in the second year of the project..
  - 4.2.3. doctoral students after completing at least one semester in the seminar will consult with schools to design a specific program for the school and prepare a proposal to fund the program. If awarded the consultant would work with the school the following year. The process will begin in the first year of the project and continue each year thereafter. Doctoral students will submit their design and proposal to seminar faculty and the program manager. The project directors will also draw up an agreement with the Division of Continuing Education for administering the program. the LLC faculty will annually recruit and admit doctoral students to the LLC program to work in the inservice professional development program. The number of recruits will be based on the amount of funding generated from grants and school districts' professional development budgets and the availability of a faculty advisor.
- 4.3. The project directors will develop a permanent UMass seminar to prepare and assist coaches and ELearning consultants to work with schools and to develop proposals to fund ongoing work with schools. Indicators of success will be approval from the SOE academic matters, the LLC program offering the course every year as part of the regular teaching load of faculty running the seminar, satisfaction of doctoral students in the seminar as measured by annual student evaluations, a majority of doctoral students submitting grant proposals with/for schools, satisfaction with those prepared in the seminars by teachers and administrators in the schools as measured by annual evaluations and ongoing communication with the project staff.
    - 4.3.1. the seminar proposal will be submitted to LLC program, TECS Department and SOE Academic Matters Committees by February 2003. the project directors will conduct a pilot seminar throughout 2002-2003, which will be revised based on experiences in the schools and feedback from the doctoral students for permanent approval.
    - 4.3.2. doctoral students in the seminar will annually write grant proposals with/for schools to generate funds to expand the professional development activities beyond either the goals outlined in the Title III project or to meet the needs of school districts or schools not part of the Title III projectthe project manager will design and administer the performance assessments of project staff that will measure the success of the seminar in terms of meeting the objectives of Goal 4 and submit them to the outside evaluator in years 3 and 5.
  - 4.4. With input from project staff and faculty, the technology director will develop a web-based infrastructure for a database on ELearning that will assist teachers, administrators, teacher-educators, and coaches in Western Massachusetts. He will also train users and webmasters in the seminar for continued development after funding from Title III has ended. Success will be determined by the continued use of the web portal by teachers and administrators and ability of the BEM program to sustain the database after the technology director departs in year 4 as measured by new material being added to the

database, availability of graduate students and/or faculty being able to take over the management, trouble shooting, and train new users and new technical assistants, and commitment from the SOE or other funding agency to maintain and update the equipment beyond the Title III grant funding. The project manager will collect and organize the records of performance detailed above for the annual report to the Title III outside evaluator and to present to the outsider evaluator in years 3 and 5.

4.4.1. the design, criteria for entering information, and initial content to the web database will be completed & initially evaluated by the first year of the project. In years 2 & 3 the design will be revised based on results of the annual evaluations. the technical director will purchase and install the equipment and materials needed to develop, launch and maintain the web portal for the project by the end of February 2003. the technical director will develop a training program that meets weekly to train program and project staff to maintain, trouble shoot, develop the web portal and provide technology training to newcomers. Program faculty will design ways to continue the development and maintenance of the web portal after the technical director leaves the project.

## **5. Goal V Run a well-managed project that enables the project team to succeed in meeting the goals of the project effectively and efficiently.**

The Project Directors will hire highly qualified project staff to implement the project, including a project manager, a technical director, coaches, and a lecturer in ESL learning and teaching. .

5.1.1. directors will develop position descriptions, selection criteria, and a selection process, according to UMass policy and needs of the project for project manager, technical director, coaches, and lecturer. SOE personnel staff will advertise in local papers for project manager and technical director, in the SOE Beacon for the coaches, and TESOL, AERA, AAAL, Boston Globe & local papers for the lecturer. 5.1.3 the selection committee (see. 5.1.1) will review applications, interview applicants on campus for candidates from New England and at TESOL & AAAL conferences for other candidates and recommend candidates for hiring. 5.1.4 the directors will offer candidates the position by February except for the Lecturer position, which will be offered by April or May.

5.2 Project directors will hire and orient the project staff, including handling negotiations and describing the project's goals and timeline, the staff's duties, and general performance expectations.

5.2.1 directors will offer the positions to the recommended applicants and handle the negotiations with each applicant by February for all positions except Lecturer, which will be completed by May. 5.2.2 directors will prepare an overview presentation of the project describing the goals and timelines of the project and help the staff fill out employment paperwork and introduce them to the key UMASS personnel with whom they will be working (business office, technology office, school Principals, BEM faculty & assistants, BEM advisors).

5.2.1 directors will meet individually with each new staff member to discuss general performance expectations and the specific tasks they will be performing.

5.3 The project manager will develop for approval a detailed management plan that will ensure the project's performance goals and objectives are met on time.

5.3.1 the project manager will collaboratively develop performance goals and objectives with each project staff member and criteria for evaluating their performance. 5.3.2 the

project manager will develop and submit for approval by the directors a detailed master timeline for all project activities, which include reminder dates for each activity, deadlines, and performance assessment dates.

5.3.3 the project manager, in consultation with the directors and other project staff, will create a process and timeline for collecting, organizing and analyzing data for performance assessments and developing evaluation reports.

5.4 The directors will closely monitor the work of the program manager.

5.4.1 directors will set up a system of communication with the manager, among all staff and with the schools to ensure that the manager can coordinate all activities in the project and notify directors when there are decisions that need to be handled by the directors..

5.4.2 the manager will meet regularly with the directors to review the management plan and timeline.

5.4.3 each semester the directors will assess the performance of the project manager using criteria collaboratively created, provide feedback for improvement and annually the directors will disseminate a survey to all project participants in which they can evaluate the manager's performance.

5.5 The project staff will continually assess their progress in meeting the project's goals and objectives, making changes in procedures as needed to continue making progress.

5.5.1 the project manager will meet regularly with staff to collect and analyze data indicating their progress toward project goals and objectives.

5.5.2 directors and the manager will collate and analyze data and prepare an annual report for the staff stakeholders and OELA and in years 3 and 5 for the outside evaluator.

5.5.3 directors and project staff will review the evaluation report and develop an action plan for the following year.