

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

NATIONAL PROFESSIONAL DEVELOPMENT PROGRAM

CFDA # 84.365Z

PR/Award # T365Z170226

Grants.gov Tracking#: GRANT12392333

OMB No. , Expiration Date:

Closing Date: Apr 24, 2017

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/24/2017"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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B. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Indiana University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="1-356001673-A1"/>	* c. Organizational DUNS: <input type="text" value="6030079020000"/>

d. Address:

* Street1:	<input type="text" value="980 Indiana Avenue"/>
Street2:	<input type="text" value="Lockefield Room 2232"/>
* City:	<input type="text" value="Indianapolis"/>
County/Parish:	<input type="text" value="Marion"/>
* State:	<input type="text" value="IN: Indiana"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="46202-2915"/>

e. Organizational Unit:

Department Name: <input type="text" value="School of Education - IUPUI"/>	Division Name: <input type="text" value="IN-EDUC"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="James"/>
Middle Name: <input type="text" value="P."/>	
* Last Name: <input type="text" value="Becker"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Executive Director"/>
--

Organizational Affiliation: <input type="text" value="Grant Services and Administration"/>

* Telephone Number: <input type="text" value="317-278-3473"/>	Fax Number: <input type="text" value="317-274-5932"/>
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* Email: <input type="text" value="spon2@iupui.edu"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.365

CFDA Title:

English Language Acquisition State Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-022117-001

* Title:

Office of English Language Acquisition (OELA): National Professional Development (NPD) Program
CFDA Number 84.365Z

13. Competition Identification Number:

84-365Z2017-2

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Partnering for Radical School Improvement: Preparing Every Teacher for English Learners

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,749,138.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,749,138.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

- Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Indiana University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	146,032.00	142,576.00	156,040.00	153,095.00	154,243.00	751,986.00
2. Fringe Benefits	50,008.00	49,123.00	51,005.00	51,787.00	52,874.00	254,797.00
3. Travel	3,604.00	3,604.00	3,604.00	3,604.00	3,604.00	18,020.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	1,800.00	1,200.00	2,100.00	500.00	500.00	6,100.00
6. Contractual	153,138.00	167,838.00	208,700.00	108,024.00	161,824.00	799,524.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	10,800.00	0.00	0.00	0.00	0.00	10,800.00
9. Total Direct Costs (lines 1-8)	364,582.00	364,341.00	421,449.00	317,010.00	373,045.00	1,840,427.00
10. Indirect Costs*	29,167.00	29,147.00	33,716.00	25,361.00	29,844.00	147,235.00
11. Training Stipends	156,138.00	156,138.00	94,691.00	207,556.00	146,953.00	761,476.00
12. Total Costs (lines 9-11)	549,887.00	549,626.00	549,856.00	549,927.00	549,842.00	2,749,138.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 56.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.

PR/Award # T365Z170226

Name of Institution/Organization Indiana University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
John W Talbott	Asst. V.P. for Research Admin.
APPLICANT ORGANIZATION	DATE SUBMITTED
Indiana University	04/24/2017

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="United States Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="English Language Acquisition State Grants"/> CFDA Number, if applicable: <input type="text" value="84.365"/>
--	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
 * Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

05_GEPASTatement2017.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Statement

This project, entitled *Partnering for Radical School Improvement: Preparing Every Teacher for English Learners*, will adhere to Indiana University-Purdue University Indianapolis (IUPUI) commitment to ensuring project participants selected for funded activities and personnel hired to work on the grant are selected without regard to race, color, religion, national origin, sex, sexual orientation, gender identity, marital status, age, disability, and veteran's status or disability. Within the project, IUPUI representatives will follow all the non-discriminatory practices and procedures required by law, proactively monitoring for issues of access and opportunity to guard against discrimination in all its forms. The university's Office of Human Resources, the School of Education graduate admissions committee, the grant's Leadership Advisory Council will each work in concert to fulfill non-discrimination assurance policies and practices outlined by the university while inviting participation from historically underrepresented populations in education.

Appropriate accommodations will be made for participants with special needs as required by the Americans with Disabilities Act Amendments Act (ADAAA). Accordingly, "no qualified individual with a disability shall, by reason of such disability, be either excluded from participation in or be denied the benefits of the services, programs, or activities" of IUPUI. Policy is to provide reasonable accommodations to a person with a disability to enable him or her to perform essential functions.

Digital and paper recruitment materials and images will be monitored so no barriers to equitable access are included. Multilingual grant staff, school-based educators, parent liaisons, and other staff will assist families in the targeted communities in overcoming the barriers of language and understanding. Translators will be provided to parent participants as required for

meetings, communications, or when seeking participation or consent to participate in evaluation activities. Faculty, teachers, parents, and community stakeholders will participate on a strictly volunteer basis.

Personnel actions, such as hiring, terminations, layoffs, compensation and fringe benefits, transfer, promotion, and training, as well as all university-sponsored social and recreational programs, are to be administered in accordance with the university's Equal Opportunity Policy. The Office of Equal Opportunity is responsible for communicating, interpreting, and monitoring the university's Equal Opportunity Policy. The university maintains an Affirmative Action Plan, which is comprised of specific results-oriented procedures designed to achieve equal employment opportunity. Consistent with this goal, the academic recruitment and appointment processes at IUPUI are administered in a manner designed to meet the following specific objectives:

- To make decisions at all stages of the recruitment and selection processes that will further the principles of equal employment opportunity and affirmative action
- To ensure that job-related criteria are utilized for all employment decisions, e.g., hires, promotions, transfers, training, compensation and other employment benefits
- To vigorously apply the principles of affirmative action to correct problems and ensure equal opportunity in areas where women and minorities are underutilized

Each year, IUPUI reaffirms its commitment to this policy and to observing requirements embodied in federal and state laws, executive orders, guidelines, and regulations designed to promote Affirmative action and assure equal opportunity.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Indiana University		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Mr.	* First Name: John	Middle Name: W.
* Last Name: Talbott	Suffix:	
* Title: AssL. V.P. for Research Admin.		
* SIGNATURE: John W Talbott	* DATE: 04/24/2017	

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Annela		Teemant	

Address:

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Street2:	ES 3116
City:	Indianapolis
County:	Marion
State:	IN: Indiana
Zip Code:	46202
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
317-274-1228	317-274-6864

Email Address:

ateemant@iupui.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

2017_IUPUI_ESL_Exempt_Narrative.pdf

Add Attachment

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Exempt Narrative for the IUPUI ESL National Professional Development Grant

The IUPUI application for the 2017 National Professional Development Grant from OELA, as described, will involve human subjects. It qualifies as exempt research under the following federal categories of exemption:

Number 1: Research is conducted in commonly accepted educational settings, involving normal instructional practices.

Number 2: Research involving the use of educational tests, survey procedures, interview procedures, or observation of public behavior.

Number 4: Research involving the collection or study of existing data, documents, etc.

The primary goal of this professional development evaluation project is to ensure that educators, especially general education teachers, have the knowledge and skills they need to be effective with English Learners. Teachers who agree to participate in this project will be asked to take part in workshops and/or university courses held at local district facilities. Some teachers will complete 21-credits of English as a Second Language Certification graduate courses or complete the 9 credit Leadership Academy. Both programs are supported by tuition scholarships. Other teachers will attend workshops and engage in seven cycles of coaching using individual coaching, peer coaching, or team coaching. Individually coached teachers engage in fourteen coaching sessions over the course of two school years. Peer Coaching and Team coaching requires only seven coaching sessions over a single year. All coaching interactions will occur at individual school site and/or in classrooms. Coaching uses a three-step approach that requires approximately one hour of time, and includes a classroom observation by the coach. These coaching sessions will assist participants in implementing a particular instructional model called the Six Standards for Effective Pedagogy. Participants will be asked to allow program evaluators

to visit their classroom multiple times over the period of their participation. All classroom visits by professional development and program evaluation personnel will be scheduled in advance. All participants (control and experimental groups) will complete two surveys and classroom observations of teaching. Control and experimental group participants will be paid a stipend for their involvement. District coach participants will be shadowed as they learn to coach, and will videotape their coaching conversations with one teacher each year. At the end of their involvement, some participants will be asked to participate in a focus group discussion, where discussions will be recorded. Other participants may also be invited to showcase their teaching by having a lesson or unit videotaped. Program completers will share e-portfolios of their learning or action research projects. In addition, K-12 student achievement data—that is, existing district data—will be studied.

This is a quasi-experimental research design, using control groups to measure the effectiveness of the professional development. Teachers typically engage in a variety of professional development activities throughout their careers, and coaching is currently widely used in professional development. Observation and evaluation of classroom practice by supervisors and coaches is also a common feature in these instructional settings. Redesigning lessons, developing new ones, and adapting curricula to new standards are standard procedures for teachers and university faculty across settings.

Evaluation apprehension is a well-documented phenomenon in research using observational methods as well as with audio or videotaping. Many teachers initially experience some anxiety while being observed or audio/videotaped by either the coach or the observer. Videotaped subjects have the risk of loss of confidentiality or anonymity. During coaching, subjects may experience discomfort being asked various questions. In my past research,

development, and multimedia production experience, which is extensive in terms of the number of teachers I have worked with and videotaped for multimedia products, this apprehension quickly dissipates as the relationship with the coach deepens and trust develops, or as the observer becomes a familiar presence in the classroom. It also dissipates as teachers recognize that there are virtually no negative personal, social, or professional consequences associated with their participation, and that they are empowered to end their participation at any time for any reason. Audio and/or videotaping will only be done as part of coaching or with the classrooms of teachers who have participated in our extensive coaching process and who are willingly and voluntarily participating. Student consent and/or parent assent will be sought as opportunities for videotaping classroom interactions emerge. Once the decision to be recorded is made, I will make every effort to reduce anxiety associated with taping by open discussion of concerns as well as careful pre-planning with teachers.

All data will be collected on password-protected computers using password-protected databases. The storage device will be kept in a safe in the lead investigator's home office. The lead investigator will maintain passcode. All computers used for data collection and storage will undergo regular anti-virus and anti-spyware maintenance in addition to regular service by computer support technicians. All hard copies of coaches' notes will be stored in locked file cabinets of the lead investigator. All measurement instruments used in this project are database programs, and this same security procedure—split identity and data files protected by passwords and stored on encrypted drives—will be used for protecting all database files. At the end of the project, all data stores will be reviewed and data not intended for further use in publication, research, or development activities will be destroyed. Hard copy data will be shredded; electronic data will be deleted and storage drives erased and wiped.

Video data will be stored on the DVDs, with the originals being kept under the control of the lead investigator and retained for future use by key project personnel for both research and development purposes. Electronic versions of the video data, converted for production purposes, will be stored on a secure, encrypted, backup hard drive, also under control of the lead investigator. I have no plans to destroy any video data.

Teacher participation in this research and development project is voluntary. They are free to refuse to take part or end involvement in the study at any time. Whether or not they choose to take part in this research will have no bearing on standing at their place of employment.

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

1. Institute of Higher Education: Indiana University

2. LEA Partners: The Metropolitan School District of Pike Township, Perry Township, Avon Community Schools Corporation, and Global Preparatory Academy (Dual Language).

3. Title of Program: Partnering for Radical School Improvement: Preparing Every Teacher for English Learners

4. Priorities: Absolute: Professional development (PD) to improve instruction for English Learners (ELs). **CPP #1:** Moderate Evidence: Saunders (1999), Saunders & Goldenberg (1999), August, Branum-Martin, Cardenas-Hagen & Francis (2009). **CPP #2:** Parent, Family, and Community (PFC) engagement.

5. Project Description: PD targets ESL specialists, leaders, and general educators (coaches and teachers) in making individual and institutional change that is radical, measurable, and replicable for improving educational outcomes for ELs. Project offers university coursework, individual, peer, and PFC team coaching interventions and coach preparation.

6. Type and Number of Participants Served: 895 of 1121 receiving PD

- 66 in-service educators served leading to ESL certification: Obj. 2a (17, 17, 0, 16, 16).

- 561 in-service educators served in a program not leading to certification: Obj. 2b Leadership Academy (0, 0, 25, 16, 0 = 41). Obj. 2c, d, e Coaching (by year: 62, 62, 98, 68, 100 = 390); Obj.2f 130 Coach Preparation (by year: 20, 20, 20, 10, 60 = 130).

-268 PFC members: Obj. 2e CP #2 (40, 0, 74, 40, 114).

-226 Control group teachers for CP #1 moderate evidence w/reservations studies

7. Project Goals, Objectives, and Performance Outcomes:

Goal 1 *Develop PD Curriculum for Scalability and Replication Purposes.* Obj.1: Develop rich multimedia and print PD materials. Outcomes: 7 products. **Goal 2** *Improve Instruction for ELs Through Teacher, Coach, and Leader Coordinated Initiatives.* Obj. 2a: 66 earn ENL certification. Outcomes: Pre/post Pearson, linguistic, cultural, pedagogy, attitudes. Obj. 2b: 41 In-service teachers complete 9-credit Leadership Academy. Outcomes: Pre/post Pearson Test, Linguistic, cultural, pedagogy, attitudes. Obj. 2c: Prepare 240 teacher with individual coaching in Six Standards pedagogy. Outcomes: Pre/Post/Gain/One Year Post pedagogy and linguistic, cultural, & attitudes. Obj. 2d: 70 teachers in Peer Coaching (PC) as teacher leaders to sustain and scale Six Standards. Outcomes: Pre/Post pedagogy. Obj. 2e: 80 teachers as PFC teacher leaders with workshop, team coaching, and PFC events engaging 268 PFCs in equity projects. Outcomes: Pre/post survey, rubric for team meetings. Obj. 2f: 130 teachers prepared to be ENL coaches Outcomes: Coach Efficacy Survey & inter-rater reliability. **Goal 3** *Evaluate Program Effects on Teachers Students, and Institutions Using Standards of Moderate Effectiveness with Reservations.* Obj. 3a Participant Reactions GPRA 4, 5, 6. Outcome: Satisfaction/Effectiveness survey. Obj.3b/f Participant Learning. Outcomes: Pearson Test, Linguistic, cultural, pedagogy, attitudes, PFC survey & rubric, coaching rubric, focus groups, e-portfolios, equity projects, and action research. Obj.3c Use of Knowledge & Skills. Outcomes: Observation of pedagogy & coaching. Obj. 3d/f. Organizational Change. Outcomes: perceptions of workplace, coaching efficacy, pedagogy, attitudes, equity projects, and action research. Obj. 3e. Student Learning Outcomes: Outcomes: English/Language Arts test and WIDA ACCESS. Obj. 3g. Provide GPRA data (2-6) for annual and final reports. Outcomes: 90% of participants for each program complete the program and 85% rate it effective in preparing educators to serve ELs. Obj. 3h. Disseminate findings broadly in print and digital formats and in local, regional, and national venues. Outcomes: Presentations, publications, multimedia products.

8. Project Director: Dr. Annela Teemant, 317-274-1228 (work), ateemant@iupui.edu

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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A. Quality of Project Design (45 points)

Indiana has experienced over 200% growth in its English Learner (EL) population (Zong & Batalova, 2015) and reports a critical need for 800 additional English as a New Language (ENL) certified teachers in the next five years (NCELA, 2014). In addition, the Indiana Department of Education has a new rule pending requiring all teachers serving ELs to have ENL certification, ending the common practice of using unqualified teachers and aides. While ENL specialists would serve low-level ELs, approximately 70% of Indiana's ELs are served in the regular classroom, where general education teachers are also inadequately prepared.

For this project, Indiana University-Purdue University Indianapolis (IUPUI) will partner with three districts to enact a shared vision and responsibility for improving instruction for ELs—the **Absolute Priority**—using ENL professional development (PD) that prepares both highly qualified ENL specialists and general education teachers. Table 1 presents key demographics for our participating districts: The Metropolitan School District of Pike Township, Perry Township Schools, and Avon Community Schools Corporation. One public charter dual language school, Global Preparatory Academy, is also included. The project is designed to address **Competitive Priority 1** (CP #1) to generate moderate evidence of effectiveness, and **Competitive Priority 2** (CP #2) to provide PD improving engagement and sustained partnerships with parents, families, and communities (PFC) to improve student achievement.

As an overview, three goals define the project: **Goal 1** *Develop PD Curricula for Scalability and Replication Purposes*; **Goal 2** *Improve Instruction for ELs Through Teacher, Coach, and Leader Initiatives*; and **Goal 3** *Evaluate Program Effects on Teachers, Students, and Institutions Using Standards of Moderate Effectiveness with Reservations* (IES, 2016). Goals 1 and 2 support six PD components: ENL Certification (21 credits), ENL Leadership Academy

(LA, 9 credits), two years of individual Six Standards Coaching (Intervention A & B), one-year Peer Coaching (PC) experiences for sustainability of Six Standards pedagogy (Intervention C), **CP#2 PFC** engagement workshop with Team Coaching (PFC-TC, Intervention D), and Coach Preparation. Goal 3 evaluates PD components, addresses **CP#1 moderate evidence of effectiveness**, and GPRA data.

Table 1: State and District Demographics

2016-17 Data	State	Pike	Perry	Avon
Free/Reduced Lunch	46%	70%	63%	27%
Total Enrollment	1,133,380	11,369	16,128	9,392
White	781,883	1014	8,071	6,489
Black	137,338	6,725	970	1,134
Hispanic	130,842	2,742	2,324	811
Other	83,317	888	4,763	958
LEP # & %	50,677/5%	1,579/14%	3,314/21%	317/3%
% Passing 2016 ISTEP+:				
ELA Non-LEP	67%	53%	66%	76%
ELA LEP	55%	51%	53%	70%

This project’s goals extend the work of two previous IUPUI NPD Grants (2007 & 2011). Through ongoing dialogue, IUPUI has developed a shared vision for ENL teacher preparation with our district partners. Our collective experience confirms a premise that closing achievement, opportunity, and “excellence” gaps (Plucker, Burroughs, & Song, 2010, p.1) for ELs requires more than minor adjustments from common teacher-centered, behaviorist practices. The project

argues that improvements in EL learning outcomes come from a district-wide EL agenda for change that impacts all teachers and institutional practices (Horwitz et al., 2009). Fullan (2007) describes this as *reculturing* schools; this entails engaging in a process that invites educators to “come to question and change their beliefs and habits” (p. 25). However, individual teacher change alone cannot unsettle dominant and unsuccessful institutional practices that have resulted in the perpetual underachievement of ELs (Goldenberg & Coleman, 2010; NCELA, 2014; Slama, 2014). *Radical transformation*, therefore, must **couple individual teacher/leader change with institutional change** (Ettling, 2012; Milner, 2013).

The grant’s overarching purpose is to implement and then scale up PD solutions that result in both individual and institutional change that is radical, measurable, and replicable in ways that bridge the ENL specialist/general educator divide. This means creating a common language of practice district-wide for serving ELs that every teacher can act upon. IUPUI’s PD solutions address each CAEP/TESOL National Standard: language, culture, instruction, assessment, and professionalism. However, these competencies are addressed from decidedly critical sociocultural perspectives on language, learning, and culture (e.g., Fairclough, 1999; Freire, 1994; Lucas & Villegas, 2011; Moll et al., 1992; Vygostky, 1978). PD offerings engage participants in (a) identifying local micro-classroom and macro-institutional inequities for ELs, (b) reflecting upon them from multiple perspectives, and then (c) taking action to ameliorate inequities with stakeholders (Freire, 1994). The goals, activity objectives, and expected outputs (A.1), potential for replication (A.2), and strong theory (A.3) are in the subsections which follow.

A.1. Clearly Specified and Measurable Goals, Objectives, and Outcomes

Chart 1 presents the activity objectives (Obj.) and outputs (OP) by goal. Each is discussed in detailed subsequently.

Chart 1: Objectives and Outputs

Goal 1/Obj. 1: Develop rich multimedia and print materials to support individual, peer, and team coaching enabling scalability and replication and leadership development.
<p>1. YR 1 Complete a <u>Six Standards (SEP) Instructional Guide</u> with <u>monthly modules</u> to prepare teachers for implementing the Six Standards Instructional Model (Intervention A).</p> <p>2. YR 2 Complete a <u>Six Standards Differentiation (DIFF) Instructional Guide</u> with <u>monthly modules</u> for differentiating curriculum with WIDA by using data to group (Intervention B).</p> <p>3. YR 3 Develop a <u>Six Standards Peer-Coaching (PC) Workshop</u> and <u>monthly modules</u> to prepare teachers to sustain use of SEP and DIFF through peer coaching (Intervention C).</p> <p>4. YR 1 Develop a <u>PFC Engagement Workshop</u> with <u>monthly module</u> to prepare teachers to engage with PFC stakeholders using team coaching (Intervention D).</p> <p>5. YR 2 Develop an <u>Advanced Six Standards Instructional Coaching Course</u> to prepare coaches to assess coaching quality with Six Standards Coach Observation Rubric (SCOR).</p> <p>6. YR 3 Develop <u>Six Standards Inter-Rater Reliability E-Modules</u> and a <u>Test</u> to prepare coaches to demonstrate high inter-rater reliability with SPC Plus and SCOR rubrics.</p> <p>7. YR 1 Complete university new course approval for L516 <i>Leading Professional Learning & Institutional Change</i> for the Leadership Academy course sequence.</p>
Goal 2/Obj. 2a: 66 inservice teachers complete 21-credit specialist ENL certification.
<p>8. Recruit 66 K-12 teachers to complete ENL certification with control group (GPRA 2/3).</p> <p>9. Gather and analyze PR survey (GPRA 4/5), teacher change [Set A] and student learning outcomes [Set D] data pre/post, and e-portfolio artifacts.</p>
Goal 2/Obj. 2b: 41 teachers complete 9-credit Leadership Academy (GPRA 2)

10. Recruit 41 LA district participants with GAB input (YR3=25; YR4 = 16)

11. Deliver three-course sequence of courses: T531, L516, Y520 (YR3 & YR4)

12. Gather/analyze PR Set A measures, Action Research Projects & interviews

Goal 2/Obj. 2.c: Prepare 240 teachers to use Six Standards pedagogy (Intervention A SEP and B DIFF) with two years of individual coaching (GPRA=240)

13. Recruit E/C subjects for SEP (Intervention A) & DIFF (Intervention B)

14. Offer SEP Workshop A (Prep YR1 32; Scale YR3 48, YR5 60)

15. Offer DIFF Workshop B (Prep YR2 32; Scale YR3 48)

16. Gather Set A (pre/post) & SPC Plus pre-A, post-B; and one-year post-B.

17. Gather PR to A & B with satisfaction survey (GPRA 4 &5): YR2 74; YR4 106.

Goal 2/Obj. 2.d: Prepare 70 teachers in Peer Coaching (PC, Intervention C) to develop teacher leaders who sustain and scale use of Six Standards in district schools (GPRA 2 = 70).

18. Offer PC workshop and coaching: YR2 20; YR3 30; YR5 20

19. Gather PR, focus group, and SPC Plus pre-/post peer coaching

Goal 2/Obj. 2.e (CP #2): Prepare 80 teachers as PFC teacher leaders w/workshop, team coaching, and PFC events with 268 PFCs in equity projects (Intervention D; GPRA 2 = 348).

20. Develop and validate a Six Standards PFC rubric (YR 1).

21. Develop and validate a PFC survey capturing transformative parent engagement (YR1).

22. Gather PFC Engagement Survey data pre-/post team coaching

23. Prepare 80 PFC teacher leaders thru PFC workshop and team coaching (Intervention D).

24. Engage 160 PFC members in PFC workshop and team coaching equity projects.

25. Hold 2 regional events for broader community (YR3 34; YR5 74).

26. Gather & analyze PR, interview, Equity Projects, & associated documents.

Goal 2/Obj. 2.f: 130 teachers prepared to be ENL coaches (GPRA 2 = 130)

- 27. Gather Coach Efficacy Survey (CES) district-wide from teachers, coaches and supervisors for evidence of institutional change (OC): YR1 & YR 5.
- 28. Offer Six Standards Basic Coaching to 50 coaches (YR1 20; YR4 10, YR5 20).
- 29. Offer Six Standards Advanced Coaching to 40 coaches (YR2 20; YR5 20= 40 coaches).
- 30. Offer inter-rater reliability for SPC Plus and SCOR to 40 coaches (YR3 20; YR5 20).
- 31. Prepare 80 elementary demonstration classrooms modeling use of SEP & DIFF.
- 32. Have expert coach model use of PD modules 7 each with SEP and DIFF (YR1 & 2).
- 33. Gather & analyze qualitative focus group and coach portfolios
- 34. Gather PR satisfaction survey data on Coach Prep Program YR2 & 4 (GPRA 4 & 5).

Goal 3/Obj. 3.a: Evaluate **participant reactions** ratings of effectiveness for PD.

- 35. Calculate descriptive statistics for PR ratings for each of the six PD components.

Goal 3/Obj. 3.b.1 (CP #1): Evaluate **participant learning** in ENL Certification, LA, and Six Standards Coaching (Inventions A and B)

- 36. Calculate descriptive statistics for Set A (pre/post/gain) & Set B measures
- 37. **CP #1:** Analyze teacher effects on Set A for ENL Cert. 3 QS; Six Standards (A&B) 2 QS

Goal 3/Obj. 3.b.2: Evaluate **participant learning** in PFC Team Coaching (Interv.D).

- 38. Validate new PFC Engagement Survey using test-retest method.
- 39. Calculate pre/post/gain descriptive statistics for PFC-Engagement Survey from Set B.
- 40. Validate new PFC-Team Coaching Rubric using inter-rater reliability method.
- 41. Calculate descriptive and repeated measure statistics for PFC-TC Rubric from Set B.

Goal 3/Obj. 3.c (CP #1): Evaluate **Use of Knowledge and Skills** in individual Six Standards Coaching (A & B), Peer Coaching (Intervention C), and Coach Preparation (A/B).

42. Validate new advanced coaching rubric SCOR using inter-rater reliability method.

43. Calculate coaching inter-rater reliability using the SPC Plus observation tool.

44. Calculate pre/post/one-year post/gain descriptive statistics on SPC Plus.

45. Calculate a repeated measures analysis on Peer Coaching (Intervention C).

46. **CP #1: 2 QS:** Analyze teacher effects on SPC Plus (only A & B).

Goal 3/Obj. 3.d: Evaluate Institutional Change (OC)

47: Calculate descriptive and ANOVA data with Set C measures.

Goal 3/Obj. 3.e (CP #1): Evaluate ENL Certification and Six Standards (A & B) coaching effects on student learning outcomes (SLO).

48. **CP #1: 5 QS:** Analyze teacher effects on Set D for ENL Cert. three QS & Six Standards (A&B) two QS.

49. Use multiple regression analyses to explore the relationships among the effects of LRT, CRT, and SPC Plus on ELs' NWEA Reading and English proficiency (Set D).

Goal 3/Obj. 3.f: Evaluate **participant learning** qualitative data.

50. Analyze e-portfolio artifacts with ENL Cert. using CAEP/TESOL program rubrics.

51. Analyze content of LA completers' interviews & Action Research Projects.

52. Analyze focus group data from Peer Coaching completers.

53. Analyze content of PFC Equity Projects, participant interviews, and documents.

54 Analyze 8 coach case studies: coaching portfolios & videotaped coaching conversations.

Goal 3/Obj. 3g: Provide data for all GPRA measures 2, 3, 4, 5, 6

55. Generate formative annual reports on all GPRA measures.

56. Generate final summative report at end of grant.

Goal 2/Obj. 3h: Disseminate findings in print and digital formats & multiple venues.

57. Present at local, regional, and national conferences (INTESOL, TESOL, AERA).

58. Publish practitioner briefs, practice and research articles in print and digital formats.

Goal 1: *Develop PD Curricula for Scalability and Replication Purposes. Objective 1* develops 7 rich multimedia and print materials to support individual, peer, and team coaching PD. The two instructional guides with monthly modules (OP1/2), the peer and PFC team workshops (OP3/4), and the advanced coaching course and inter-rater reliability modules (OP5/6) enable implementation, scalability, and future replication. The new university course to be approved (OP7) supports the ENL Leadership Academy.

Goal 2 is to *Improve Instruction for ELs Through Teacher, Coach, and Leader Initiatives*. A total of 895 K-12 teachers (107 specialists and 788 general educators) will receive PD that improves instructional practices for educating ELs (**Absolute priority**). Six PD offerings have been designed using research on effective site-based PD (e.g., Desimone, 2009), including effective models of coaching (e.g., Aguilar, 2013 & 2016; Cornett & Knight, 2009). The PD values “ownership over compliance, conversation over transmission, deep understanding over enacting rules and routines, and goal-directed activity over content coverage” (Martin et al., 2014, pg. 147). The objectives and outputs build district capacity to model, teach, and support the dispositions, knowledge, and pedagogy needed to lead individual and institutional change.

Objective 2.a specifies 66 in-service teachers receive scholarships (\$9,185) and complete a 21-credit ENL certification program to become ENL specialists (GPRA Measure 3). The Grant Advisory Board (GAB) will review applications to remove barriers and ensure diversity and inclusion among participants. Grant funding supports four separate cohorts and three quasi-experimental studies (QS) of program impact: **QS1/YR1**= 17 Perry teachers; **QS2/YR2**= 17 Pike

teachers; QS3/Y4 = 16 Perry/Avon teachers and 16 Pike/Dual teachers. A pair-matched control group of subjects will be recruited for each QS (n = 66; \$100 each). It takes 16 months to complete the seven courses: *Foundations of Multilingual Education* (L524), *Second Language Acquisition* (L539), *Assessment for Linguistic and Cultural Diversity* (L503), *ESL Approaches to Instruction* (L540), *Second Language Literacy* (L505), *ENL Practicum* (L525), and *Diverse Perspectives on Families* (T524).

Under the umbrella of critical sociocultural perspectives (i.e., strong theory), the certification program gives systematic attention to second language acquisition (e.g., Fillmore & Snow, 2002; Garcíá, 2008; Lucas & Villegas, 2011; Spolsky, 1989), critical social theory emphasizing the importance of culture (Duncan-Andrade, & Morrell, 2008; Freire, 1994; Moll et al., 1992; Moule, 2012; Villegas & Lucas, 2007), and sociocultural learning theory and pedagogy (Vygotsky, 1978; Lantolf & Poehner, 2008; Teemant, Leland, & Berghoff, 2014). The ENL program for developing *Inclusive Learning Communities* prepares teachers to collaborate, advocate, reflect, and empower—CARE—while they work with *engaged learners* (academic, literate, inclusive, vital, empowered or ALIVE) using *ongoing assessments* (useful, meaningful, and equitable that allow teachers to SEE) designed to differentiate a *meaningful curriculum* (differentiated, culturally responsive, and significant by DESIGN) in a *democratic* classroom (dialogic, civically engaged, & critical leading teachers and students to ACT).

Objective 2.b specifies that 41 ENL certified teachers complete 9 additional graduate credits toward a master's degree with courses developing leaderships skills for leading site-based PD and institutional change. Participants must complete the *Diverse Perspectives on Families* (T524) course prior to beginning the following sequence: *Organizational Change in Cultural and Linguistically Diverse Schools* (T531); *Leading Professional Learning* (L516 new course);

and *Action Research* (Y520). In the context of EL schooling (Horwitz et al., 2009; NASEM, 2017), participants learn about professional capital (Hargreaves & Fullan, 2012), leading school change (Fullan & Quinn, 2016), analyzing school climate/culture (Gruenert & Whitaker, 2015), options for job-embedded PD (e.g., Zepeda, 2015), high-impact teaching practices (Baker et al., 2014; Hattie, 2012), and planning and enacting action research (Ballenger, 2009; McNiff & Whitehead, 2010). They complete Action Research Projects in their school settings.

Objective 2.c specifies **390 general education teachers** participate in intensive summer workshops (\$500 stipends) followed by either individual (240 two years), peer (70 one year) or team (80 one year) coaching interventions that lead to improved instructional practices for teaching ELs. Instructional coaching has proven effective in helping teachers to expand skills, sustain change over time, and improve student achievement (e.g., Knight, 2009; Sailor & Shanklin, 2010). Simply said: “Workshops without follow-up do not lead to implementation” (Knight, 2008).

The Six Standards for Effective Pedagogy (SEP), which represent critical sociocultural practices (Teemant, Leland, & Berghoff, 2014; Tharp, Estrada, Dalton, & Yamauchi, 2000) are the performance targets for coaching. The Six Standards are: (a) **Joint Productive Activity** (the teacher and a small group of students collaborate to create a shared product together); (b) **Language and Literacy Development** (daily opportunities to read, write, or speak using academic language with assistance); (c) **Contextualization** (activating students’ knowledge and skills from home, school, and community to learn new content); (d) **Challenging Activities** (challenging students toward cognitive complexity with assistance and feedback); (e) **Instructional Conversation** (the teacher engaging a small group of students in a sustained, goal-directed academic conversation); and (f) **Critical Stance** (teaching to transform inequities

through democracy and civic engagement within one's sphere of influence). The instructional model relies on multiple, simultaneous, and differentiated small group activities (homogenous & heterogeneous grouping). Activities are design to use, at least, three of the Six Standards in the design of each activity. The Standards Performance Continuum Plus or SPC Plus measures fidelity to the Six Standards (Teemant et al., 2014)

The Instructional Conversation, in combination with Literature Logs, has met the What Works Clearinghouse (WWC) moderate evidence with reservations review for English Language Development (Saunders, 1999; Saunders & Goldenberg, 1999). See "Part 6: Other Forms": 06b. Moderate_Evidence_Lit.pdf. These studies represent our entry evidence of moderate effectiveness. However, the Institute of Education Science (2014)) recommendations for teaching ELs also show strong evidence supporting the daily use of academic language, small group work, various types of groupings, use of graphic organizers and meaningful assistance (e.g., **August, Branum-Martin, Cardenas-Hagan, & Francis, 2009; Burns, 2011; Carlo et al., 2004; Lesaux, Kieffer, Kelley, & Harris, 2014; Saunders & Goldenberg, 1999; Vaughn et al., 2006**). The Six Standards embodies use of these IES/WWC effective EL practices.

Several NPD studies have established the efficacy of Six Standards instructional coaching with large effect sizes for elementary teachers (e.g., Teemant, 2014a, 2014b; Teemant & Reveles, 2012; Teemant, Wink, & Tyra, 2011) and medium effect sizes for secondary teachers (Teemant, Cen, & Wilson, 2015). While teachers achieve high fidelity with one year of SEP coaching, our data show general education teachers want a second year of coaching (DIFF) focused on differentiating instructional conversations, improving use of critical stance, and integrating WIDA (2012) language features and functions of academic language as Indiana became a WIDA state in 2013 and adopted WIDA's *ACCESS* assessment in 2014.

Rigorous quasi-experimental study of Six Standards pedagogy and two years of individual coaching (n = 240) will be studied for fidelity, sustainability, and scalability in Perry and Pike Townships (SEP Intervention A + DIFF Intervention B). **QS4** focuses on fidelity and sustainability one year after the end of coaching, spanning Years 1-3 with 64 participants (32E/32C). District coaches are shadowed by an expert coach to develop their coaching expertise and model use of monthly modules intended for school-wide use Years 4/5. Without expert coach shadowing, **QS5** focuses on fidelity, sustainability, and scalability (Years 4/5) with 96 participants (48E/48C) in Perry and Pike. District coaches support scale up with use of monthly modules across the two years. The SPC Plus will measure fidelity to the Six Standards. (Note: Avon Community Schools has already scaled up use of the Six Standards district wide.)

For Objective 2.d, districts have requested a new peer coaching (PC) workshop as a third year follow up to individualized coaching to develop teacher leaders who can support scale up efforts. A total of 70 PC teacher leaders will be prepared through a new PC workshop and manual and seven cycles of peer coaching across the year (Intervention C). The workshop will build on our established coaching process and protocols. We will pilot peer-coaching in Avon (YR2 20), and then offer it in Pike/Dual (YR3 30) and Perry (YR5 20).

Objective 2.e addresses **CP#2. Eighty** teachers who have completed their ENL certification will be invited to become **PFC teacher leaders** (Intervention D) engaging with **268** PFC members (**N =348**). We have learned that our embedded PFC assignments across each certification course and having an entire course in PFC engagement (T524) are not enough to move teachers from theory to sustained PFC engagement. Therefore, we will co-develop and co-facilitate a new PFC workshop with team coaching modules, and seek to validate a new PFC rubric with our four community partners that captures high quality PFC engagement. A total of

80 PFC teacher leaders (Avon YR1 Pilot; Perry YR3; Pike YR4; GP Dual YR5) will participate in the summer workshop and its seven cycles of Team Coaching (TC), facilitated by both university faculty and community partners. Based on a transformative parent engagement model (Ochoa, Olivos, & Jiménez- Castellanos, 2011), PFC teams will identify an equity issue of shared interest and then collaborate to address the issue, which can focus on school policies, practices, student learning, or parent learning. PFC team coaching involves **268 PFC members** (\$200 stipends): 40 parents per year (YR1, YR3, YR4, YR5 = 160) and 108 for two regional community events (YR3 34; YR5 74). PFC team coaching groups will be invited to share with community stakeholders their learning about their efforts to transform educational inequities.

Objective 1.f specifies that **130 coaches** are prepared as ENL instructional coaches capable of scaling up use of Six Standards as described above. The Six Standards Instructional Coaching Model takes a developmental approach to teacher improvement using an intake interview, and seven cycles of coaching (pre-conference, observation, post-conference). Coaching conversations focus on macro-level principles of learning—the Six Standards—rather than a discrete set of micro-level teaching strategies. The instructional coach and teacher work collaboratively through dialogue to create a shared vision for improvement that is individualized, timely, and contextualized. Previous NPD (2007) single site studies showed large and medium effect sizes for teacher growth with a Six Standards expert coach (e.g., Teemant, 2014a, 2014b; Teemant, Cen, & Wilson, 2015; Teemant & Reveles, 2012; Teemant, Wink, & Tyra, 2011). With 2011 NPD funding, a small quasi-experimental study using district coaches found a 2% or average effect size (Hattie, 2009) for being coached on students' English/Language Arts (ELA) achievement when controlling for grade, previous year ELA, and LAS Links (Teemant, Hausman, & Tyra, 2017). This current project (2017 NPD) will allow for more rigorous,

multiple site, large-scale quasi-experimental study of Six Standards district coaches and coaching (fidelity & scalability), lending more power to detect effects on teachers and students (Goal 3). To strengthen our coach preparation of district coaches, we will develop an advanced coaching course and rubric (SCOR) for assessing coaching quality, an inter-rater reliability course to support reliable use of SPC Plus and SCOR rubrics, model use of monthly professional learning community modules, and offer basic, advanced, and inter-rater reliability courses. A total of **80 demonstration classrooms** will be developed through coaching (Pike = 40; Perry = 40).

Goal 3 *Evaluate Program Effects on Teachers, Students, and Institutions Using Standards of Moderate Effectiveness with Reservations.* Using quantitative and qualitative evidence, Goal 3 evaluates the effectiveness of these PD components using Guskey's (2000) five levels of program evaluation: Participant reaction (**PR**), participant learning (**PL**), organizational change (**OC**), use of knowledge and skills (**UKS**), and student learning outcomes (**SLO**).

PR surveys ask completers to rate satisfaction and PD effectiveness (GPRA 4, 5, 6). **PL** is captured with four measures (**Set A**): Pearson's EL Test 019, Linguistically Responsive Teaching Survey (LRT, Milbourn, Viesca, Leech, 2017), Culturally Responsive Teaching Self-Efficacy and Beliefs (CRT, Siwatu, 2007), and Language Attitudes of Teachers Scale (LATS, Byrnes & Kiger, 1994). **PL** for the PFC Engagement PD (**Set B**) is captured by a new PFC Engagement Survey (PFC-ES) and new PFC Team Coaching Rubric (TCR) evaluating the quality of team interactions. **UKS** is captured by classroom observations of teaching using the Standards Performance Continuum Plus (SPC Plus, Doherty et al, 2002; Teemant et al., 2014) and a new Six Standards Coaching Rubric (SCOR) assessing quality coaching. **OC** is measured by four measures (**Set C**): Teacher Working Conditions (TWC) survey, which was adapted from the Teaching, Empower, Leading and Learning Survey (NTC, 2011), measures teacher

perceptions of PD, school leadership, efficacy, autonomy, and collaboration; Coaching Efficacy Survey (CES, Hausman, Shaeffer, & Shoemaker, 2014) measures teacher, coach, and leader perceptions of coaching; SPC Plus (fidelity, sustainability, & scalability), and LATS. Finally, **SLO** are (**Set D**) measured by EL performance on Northwest Evaluation Association (NWEA) Measure of Progress (NWEA, 2004) and WIDA ACCESS for ELLs (WIDA, 2011).

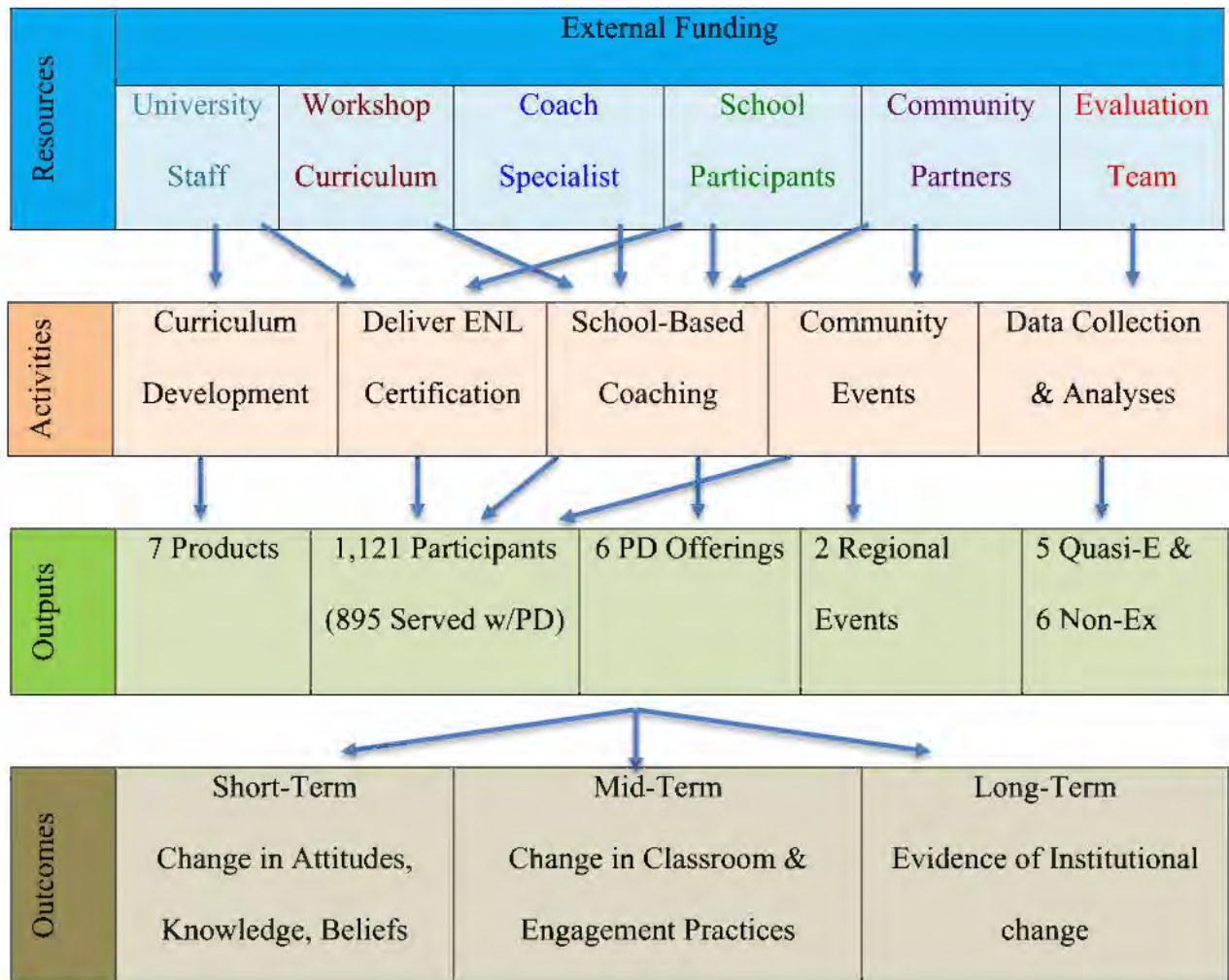
Qualitatively, PL is also evaluated through teacher e-portfolios tied to CAEP/TESOL National Standards (ENL certification). Action Research Projects (LA), PFC-TC Equity Projects and focus groups/interviews provide evidence of PL and OC. Section D details the measures and proposed analyses (CP #1) and attends to baseline equivalency, reliability, validity, and estimated improvement effects. This project's collective evidence is part of a broader validation process (e.g., Kane, 2001) exploring if teachers, leaders, and coaches engaged in the described ENL PD have (a) improved their instructional practices for teaching ELs, (b) are indeed more effective with ELs based on student outcome data, and (c) have made institutional change.

A.2. Implementation Plan and Evaluation Results in Replicable Information

IUPUI has distinguished itself as an institution that values research that improves people's lives (i.e., translational) and community-based courses/partnerships. The School of Education faculty focus on urban education and community outreach for social change. The goals, objectives, and outcomes of the grant are grounded in effective, longitudinal professional learning intended to improve individual and institutional practices for ELs. The management plan lays out a timeline and sequencing of activities that move from fidelity of implementation to sustainability of practices to scalability of practices district wide. District teacher/leader/coach participants are intentionally prepared to ensure what is achieved in one school can be replicated in the next. The grant funding allows us to prepare ENL specialists and general education

teacher/leaders with a common language of practice that can result in individual teacher growth, productive collaboration, as well as institutional change. The evaluation plan ensures rigorous formative and summative evidence of effectiveness is gathered to identify the need for improvements and course corrections as needed. The grant personnel are well qualified and have a track record of success in improving instruction for ELs. Chart 2 portrays an abbreviated logic model of our plan for simultaneous university, school, and community improvement. Short-term, mid-term, and long-term outcomes are specified by objective.

Chart 2: Abbreviated Logic Model



For Goal 1/Objective 1, the curriculum products codify our critical sociocultural knowledge for teaching ELs, lead to cycles of piloting and revision of products, and result in rich multimedia, print, and online products that would support replication of IUPUI's PD solutions in other sites. For Goal 2/Objective 2a/b/c, our ENL certification, LA courses, as well as coaching workshops and processes are intended to teach the critical sociocultural foundations for teaching ELs, including increased knowledge of language, culture, and pedagogy in the short term. Mid-term outcomes should result in observable change in instructional practices, such as increased use of small group instruction (including the Instructional Conversation), providing students with improved forms of assistance in the process of learning, and creating a culture of recognition that affirms student identities, alters power dynamics, and increases student agency in the learning process. These changes are ultimately measured as fidelity and sustainability providing evidence of individual and institutional effectiveness in serving ELs, and the creation of high quality demonstration sites for districts and IUPUI undergraduate teacher candidates. Additionally, Objective 2d/f support district coaches and coached teachers in understanding of the Six Standards coaching goals and processes, lead to inter-rater reliability using teaching and coaching rubrics, and result in district and peer coaches demonstrating that our PD processes and products make the Six Standards Instructional Coaching Model scalable by district partners. Objective 2e, moves from teacher awareness of their relationships with multilingual and multicultural families and communities (short term) to proactively engaging with PFC to resolve educational inequities and hosting community events (mid-term). The long-term goal is to generate observable and replicable individual and institutional change within our partnership districts that show systematic improvement in ELs' participation, inclusion, achievement, and

language development in schools. Finally, Goal 3 represents moving from data collection, to analyses, to reports and dissemination of findings through journals, conferences, and online media outlets.

A.3. Evidence of Strong Theory Supporting Project

Under Goal 2, the ENL and general education teacher competences guiding this study were highlighted with specific reference to CAEP/TESOL and IES research recommendations (i.e., **August, Branum-Martin, Cardenas-Hagan, & Francis, 2009; Burns, 2011; Carlo et al., 2004; Lesaux, Kieffer, Kelley, & Harris, 2014; Saunders, 1999; Saunders & Goldenberg, 1999; Vaughn et al., 2006**). In this section, the rationales for why this project is radical, measurable, and replicable are highlighted.

Radical. This project is radical for two reasons. First, as a profession, we have focused too heavily on a “knowledge of language” approach. The most promoted model of sheltered English instruction is built upon a list of well-researched facts about SLA. However, ELs are multidimensional beings with needs that extend beyond their labeled proficiency level or the displayed language objective. The “peril of our expertise” in SLA has, to a degree, “stifled innovation” (Tett, 2015, p. 14) to radically change the conditions for language learning in the general education classroom for ELs. This project intentionally arms ESL specialists and general educators with a common pedagogical language of practice. Two previous NPD grants provide evidence that general educators can significantly change their teaching practices with large effects and increase EL content and language learning by using the Six Standards pedagogy (medium effects) (e.g., Teemant, 2014; Teemant & Hausman, 2013). Second, critical sociocultural perspectives have yet to be *widely* explored as a tool for school improvement in K-12 schools. This project bridges these two gap.

Measurable. As Larry Cuban (2013) reflects on contemporary reform efforts, “the *what* of teaching has, indeed changed, but when it comes to the *how*—the pedagogy—few major changes have occurred” (p. 7). Indeed, teacher pedagogy has remained “largely impervious to structural reforms aimed at moving teaching practices from teacher-centered to student-centered, moving students from absorbing subject matter to critical thinking and problem solving, and erasing the effects of race, poverty, and inequalities from daily lessons” (Cuban, p. ix-x). Coaching, in general, and Six Standards instructional coaching specifically have been established as effective models of professional development (e.g., Sailors & Shanklin, 2010; Teemant, 2014; Teemant et al., 2014). The SPC Plus observation tool makes it possible to connect quantitative measurement of teacher practices to student learning outcomes. This project also sheds light on the relationships among language, learning, and culture on SLO (Set A, SPC Plus data).

Replicable. Hargreaves and Fullan (2012) argue that “The only solutions that will work on any scale are those that mobilize the teaching force as a whole” (p. 22). If ESL teacher educators are to take up the challenge of preparing every teacher, we will need more innovation in developing, implementing, and evaluating models of professional learning that are theoretically and pedagogically coherent. The Six Standards, with their dependence on instructional coaching, show promise in radically improving teacher pedagogy while increasing student achievement. As we follow the evidence of impact, we will be able to determine which pedagogical practices, in what combinations, under which professional learning conditions lead to improved student outcomes. Hollins and Guzman (2005) argue that “empirical examination of the relationship between teacher preparation for diversity and pupils’ learning and other outcomes is largely uncharted territory in the field of research on teacher education” (p. 512).

This project seeks to address this gap using rigorous evaluation methods on a well-defined sequence of PD for general educators and a coherent ENL Specialist and Leadership Academy that bridges the specialist/non-specialist divide. The underlying assumption of this project is that radical change is needed to improve learning outcomes for ELs. Unfortunately, much of what is promoted under the name of ESL education results in what Cuban (2013) describes as “incremental changes” that “have largely left intact teaching routines that students’ grandparents visiting these schools would find familiar” (p. 7). Critical sociocultural practices are radical in K-12 education. The proposed evaluation plan makes outcomes measurable, and the project operates from a logic model that supports replication. The quality of personnel and the management plan, which follow, provide the administrative structure and accountability that make this grant’s goals and objectives feasible.

B. Quality of Project Personnel (10 Points)

B.1 Employment Recruitment from Underrepresented Groups

As the institute of higher education (IHE), IUPUI is ranked as one of the top “Up-and-Coming National Universities” and has been recognized the last five years with the *Higher Education Excellence in Diversity Award* for its robust commitment to diversity and inclusion in programs, hiring, curricula, and student services. IUPUI has successfully focused on the recruitment and retention of historically marginalized students, staff, and faculty. The university lives by the motto “Diversity—a thought, not an afterthought; an action, not a reaction.” Grant personnel include ten key personnel representing seven positions. Our team already represents underrepresented groups based on race, color, national origin, gender, and age. When funded, a search for the Project Manager will ensue with every effort to recruit someone from an underrepresented group, which is a stated priority at IUPUI as an urban serving university. The

PM will be a new 100% FTE hire with at least a master degree although a Ph.D. is preferred; s/he will have expertise in K-16 Second Language Learning, coaching, and strong collaboration, interpersonal, and data management skills. The PM will lead new initiatives in peer coaching and PFC team coaching. The PM will coordinate all district activities for the grant with District Liaisons (DL). The PD/PI, in collaboration with the two faculty members serving on the grant as well as representatives from Teacher Education and IUPUI Human Resources, will collaborate to hire the PM. (See attached GEPA Statement on our Equal Opportunity Policy and ADA/AA commitments.) The three university faculty members will ensure the PM has the vision, resources, support, and necessary training to step into this role.

B.2 Qualifications of Project Director/Principal Investigator and Key Personnel

The Project Director/Principal Investigator (PD/PI) is Dr. Annela Teemant (Ph.D., Ohio State University, 1997). She is a tenured Associate Professor of ESL Education. She teaches and directs the IUPUI ESL Program and has received two university teaching awards. She has expertise in critical sociocultural pedagogy, instructional coaching, teacher education, and quantitative research methods. Her research and publications focus on K-12 professional learning for ESL and general educators. She has been awarded four federal grants (NPD 2002, 2007, 2011 & Teacher Quality 2005) focused on inter-institutional efforts to prepare all teachers for ELs. She has published numerous multimedia products (39), ESL teacher education curricula (32), and referred publications (36).

B.3 Qualifications of Key Personnel

The PFC Leader (PL): Dr. Gina Yoder (Ph.D., Indiana University Bloomington, 2007) is a tenured associate clinical faculty with expertise in Mathematics and ESL. She taught ESL in K-8 schools for 12 years. She collaborated with leaders from the Black and Latino Policy Institute

and Parent Power to revise our T524 PFC course in 2015. With additional community partners, she will develop the new PFC workshop and team-coaching components of our project, creating parent and teacher coalitions around shared concerns and advocacy for equity.

The Leadership Academy Research Mentor (LM): Dr. Cleveland Hayes (Ph.D., University of Utah, 2006) is tenured full professor with expertise in qualitative research, critical race theory, funds of knowledge, and urban K-12 multilingual education. He taught science and ESL for 10 years. He will lead and teach in the Leadership Academy (LA), supporting educators conducting school-based action research projects.

The District Liaisons (DL): Angela Rasor (Avon), Tracy Swinton (Pike), Jane Pollard (Perry) and Mariama Carson (Global Prep Academy) are diverse leaders who are well-respected advocates for ELs. They will support scheduling and recruitment of district coaches, teachers, and scholarship recipients. DLs meet and communicate (a) weekly with teacher liaisons in participating schools and (b) monthly with the PI/PM to plan, implement, and address concerns.

The Expert Coach (EC): Dr. Serena Tyra (Ed.D. Brigham Young University, 2005) has expertise in reading, is a certified bilingual teacher with eight years teaching experience, and is National Board and Reading Recovery certified. She developed the Six Standards Instructional Coaching Model with the PI (Teemant & Tyra, 2014). She has been EC on three federal grants (2005, 2007, 2011). She teaches the Six Standards coaching courses and shadows new district coaches in implementing Six Standards coaching.

The Quantitative Consultant (QTC): Dr. Charles Hausman (Ph.D., Vanderbilt University, 1997) is an Associate Professor at Eastern Kentucky University and has taught program evaluation and quantitative method courses at four universities. He provides survey research/validation, analyses of large-scale database, annual report preparation, and an additional

layer of objectivity in the evaluation of grant outcomes. He is former associate superintendent of the Salt Lake City School District, directing Research & Evaluation, Professional Development, and Alternative Language Services departments. He has served on two NPD grants (2007, 2011).

C. Quality of the Management Plan (25 Points)

C.1 Plan to Achieve Proposed Objectives with Responsibilities, Timeline, & Benchmarks

Dr. Teemant has garnered \$8.3 million in state and federal funding. She understands the project's scope, timeline and resources must build on strong district and community partnerships and identified needs. Chart 3 details how stated goals, activity objectives, and outcomes are benchmarked on a five-year timeline. Critical benchmarks include Recruitment, Curriculum Development, PD Delivery, and Evaluation activities. The key personnel responsible for monitoring fulfillment of benchmarks are listed. Successful management depends on micro and macro levels of communication and collaboration, and soliciting formal, informal, formative, and summative feedback that feeds into a loop of continuous quality improvement.

C.2 Adequacy of Time Commitment of Project Personnel to Meet Objectives

At the micro level, the PD/PI, PM, PL, and DLs are the key individuals ensuring successful completion of grant activities on a day-to-day basis. Together, the university-based staff (PD/PI, PM, PL, & LAM) constitute the Grant Advisory Board (GAB), which ensures key personnel have the expertise, vision, support, and ongoing training needed to execute project goals, activity objectives, and outcomes. The PD/PI works a 25% FTE during the academic year and 100% during each summer. She has been PD/PI on four federal grants. She ensures adherence to the entire project's goals, timeline, benchmarks, budget, and scheduled PD and evaluation activities, with special focus on coordinating the evaluation team. She meets monthly with the financial officer to review expenditures against progress. The PM works a 100% FTE for five years

Chart 3: Timeline and Benchmarks

<p><u>Column Labels</u> A: Months of Year B: Benchmarks C: Activities D: Person Responsible</p> <p>E: Year of Grant/ Week of Month: 1, 2, 3, 4 or T = Term Long Activity</p> <p><u>Benchmark Key:</u> R Recruitment: RSS: Scholarship Students RDT: District Tchrs/Coaches</p> <p>C Curriculum Development:</p> <p>C1: SEP C2: DIFF C3: PC C4: PFC C5: ADV Coaching C6: Inter-rater Reliability</p> <p>PD Professional Development Interventions: CP1: Coach Prep PD1: SEP PD2: DIFF</p> <p>PD3: PC PD4: PFC PD5: PCF-Annual PD6: Basic Coaching PD7: Advanced Coaching</p> <p>PD7: Inter-rater Reliability PD8: Certification Courses PD9: Leadership Academy Courses</p> <p>Evaluation: EVL: Evaluation Component EP: Evaluation Report Due</p> <p><u>Person Responsible Key:</u> PI: Principal Investigator PM: Project Manager PL: PFC Leader</p> <p>LAM: LA Mentor EC: Expert Coach DL: District Liaisons QTC: Quantitative Consultant</p> <p>CP: Community Partners RA: Research Assistants UF: ESL Affiliated Faculty</p>								
A	B	C	D	E1	E2	E3	E4	E5
7	EVL	IRB Approval/Renewal Process	PI/PM	1	1	1	1	1
	RDT	Recruit Teachers/Coaches-CP1	DL	1-3	1-3			
	RDT	Recruit for Basic Coaching	DL	1-3			1-3	
	RDT	Recruit for Advanced Coaching	DL		1-3			1-3
	RDT	Recruit for Inter-Rater Reliability	DL			1-3		1-3
	QTC	QTC Analyses	PI /QTC	2	1-4	1-4	1-4	1-4
	PD1	SEP Workshop	PI/EC	3		2		3
	PD2	DIFF Workshop	PI /EC		3		3	

A	B	C	D	E1	E2	E3	E4	E5
7	PD4	PFC Workshop	PI /PL/CP	4		4	4	4
	PD8	ENL Course-L540/L525	PI/UF	2-3	2-3		2-3	
	PD9	LA Course-T531	UF/LAM		3-4	3-4		
8	QC	QTC Site Visit	PI /QTC	1-2	1-2	1-2	1-2	1-2
	EVL	Baseline Data	PI /PM/GR	1-4				
	EVL	Request St. Achievement Data	PI	4	4	4	4	4
	PD8	ENL Course-L524/525 (2,3,4)	UF		T		T	
	PD8	ENL Course-L503—All cohorts	UF		T	T		T
	PD5	Basic Coaching Course	EC	1			1	
	PD6	Advanced Coaching Course	EC		1			1
	PD9	LA Course-L516	PI/UF			T	T	
	PD	Schedule Year’s Coaching Plan	PM/EC	1	1	1	1	1
9	PD1-4	Cycle 1: SEP/DIFF/PC/PFC	EC/PM/PL	1-2	1-4	1-4	1-4	1-4
	C1-2	Complete DIFF ST Guide	PI /EC	T				
	C4	Develop PFC Workshop/Team C	PI /PL/CP	T				
	C3	Develop Peer Coaching	PI /EC/PM		T			
	C5	Develop Advanced Coaching	PI /EC		T			
	C6	Develop Inter-Rater Reliability	PI /EC			T		
	PD7	Deliver Inter-Rater Reliability	PI /EC			T		T
	EP	Complete Performance Report	PI /PM	1	1	1	1	1
10	PD1-4	Cycle 2: SEP/DIFF/PC/PFC	EC/PM/PL	1-2	1-4	1-4	1-4	1-4
A	B	C	D	E1	E2	E3	E4	E5

11	PD1-4 PD8	Cycle 3: SEP/DIFF/PC/PFC ENL Course- L539 SLA (2, 3, 4)	EC/PM/PL UF	1-2	1-4	1-4	1-4	1-4
12	PD1-4	Cycle 4: SEP/DIFF/PC/PFC	EC/PM/PL	1-2	1-4	1-4	1-4	1-4
1	PD1-4 EVL PD8 PD8 PD9	Cycle 5: SEP/DIFF/PC/PFC QTC Site Visit ENL Courses-L505/L525 ENL Courses-L524/L525-Cohort 1 LA Course-Y520 Action Research	EC/PM/PL PI/QTC UF UF UF/LAM	1-2 T T T	1-4 T T	1-4 T T	1-4 T T	1-4 T T
2	PD1-4 EVL	Cycle 6: SEP/DIFF/PC/PFC Summative Achievement Report	EC/PM/PL PI/QTC	1-2	1-4 1-4	1-4 1-4	1-4 1-4	1-4 1-4
3	PD1-4 EVL RDT	Cycle 7: SEP/DIFF/PC/PFC Schedule Final Observations Recruit Teachers for Coaching	EC/PM/PL PM/DL DL/PM	1-2 1 1	1-4 1 1-4	1-4 1 1-4	1-4 1 1-4	1-4 1 1-4
4	EVL EVL EVL RSS	Post-Intervention Observations Sustainability Observations Baseline Data for Coaching Recruit Scholarship Students	PI/PM/GR PI /PM/GR PI /PM/GR PM/DL	1-4	1-4 1-4 1-4	1-4 1-4 1-4	1-4 1-4 1-4	1-4 1-4 1-4
5	EVL EVL	Focus Group Teachers/Parents Baseline Data	PM/GR PM/DL		1-2 1-4		1-2 1-4	1-2
5	REP PD5	Annual Formative Report Due PFC Annual Community Event	PI /PM/QC PI /PL/CP	3-4	3-4 4	3-4 4	3-4 4	3-4 4
6	EVL PD3	Data Entry/Analysis for Year Peer Coaching Workshop	PI /RA PI/EC/PM	1-4	1-4 3	1-4 3	1-4 3	1-4 3

EVL	ENL Course-PFC-All Cohorts	UF		3-4	1-4		3-4
PD8	ENL Course- L539 SLA-Cohort 1	UF	2-3		3-4	2-3	2-3

coordinating school-based activities with the DLs and EC, while spearheading peer and team coaching initiatives, and contributing to IRB requirements.

The PFC leader works 12.5% FTE Year One, and one month each summer Years 2-5 to develop and then offer the summer PFC workshop. The LAM teaches Leadership Academy (LA) classes and earns summer money each year to mentor participants in action research. The DLs work closely with principals, teacher-leaders, and individual teachers as necessary. They ensure that cohorts are organized and PD facilities and activities are scheduled at schools. The EC shadow coaches district coaches, develops and teaches coaching courses as contracted (32 weeks). The EC has strong, positive, multi-year relationships with our district leaders and teachers. Hourly research assistants provide data collection and entry to support subsequent analyses. The QTC (90 days) supports statistical analyses and formative and summative report development across the five years. The personnel have time, resources, and expertise to adequately achieve objectives on time as budgeted.

The GAB meets formally four times each year and communicates electronically on a weekly basis to coordinate, respond to concerns, and reciprocally monitor progress. At the macro level, GAB plans for a yearly Stakeholder Council (SC) meeting each June. The SC is comprised of GAB, the EC, DLs, representative administrators (4), teacher-leaders (4), and parents and community leaders (6). GAB’s charge is creating a culture of open communication and collaboration around equity, accountability, and excellence from inter-institutional perspectives.

This management plan attends to crucial micro and macro elements of communication, coordination, delivery, and feedback associated with a university-school-community partnership. A description of the design, questions, samples, measures, data collection and analyses follow.

D. Quality of Project Evaluation (20 points)

D.1 Methods of Evaluation Are Thorough, Feasible, and Appropriate for Proposed Project

IUPUI's instructional materials, processes, and facilitator/coach roles constitute a theoretically grounded and "well-defined system" (Borko, 2004, p. 9). This project allows us to advance the rigor of the evaluation to explore how the PD is enacted, with what effects, by multiple facilitators, in multiple settings, and at multiple schools within these settings. Goals, activities, and outcomes have been thoroughly mapped to Guskey's (2000) evaluation components, so that research questions (RQ) provide evidence of participant reactions, participant learning, use of knowledge and skills, organizational change, and student learning outcomes on a clear timeline for ongoing formative and then summative evaluation. Described outcomes will be evaluated using the **Extended-Term Mixed-Method Evaluation Design** (Chatterji, 2005) with longitudinal, correlational, and quasi-experimental methods. The design includes five inter-related principles: (a) developing a long-term timeline; (b) using theory and data to inform decisions; (c) attending to formative and summative evaluation components; (d) creating sharply focused causal questions (among others) regarding program impact; and (e) using a variety of quantitative and qualitative evidence to support claims. The evaluation team is confident that the evaluation design is feasible, well-aligned to purposes, and will produce the desired evidence for evaluation.

Evaluation activities are associated with each objective. The PI and PM will conduct and supervise all data collection carried out by hourly research assistants. Procedures include (a)

ensuring observer inter-reliability; (b) participant recruitment; (c) collecting pre-, post-intervention survey responses; (d) pre-, post-, and one year post-intervention observations of teaching; (e) execution of interventions (ENL certification, LA, or coaching activities A-D); (f) gathering and logging of qualitative evidence; (g) capturing, transcribing, and preparing video and audio data for formative analysis and intervention improvements as a continuous real time process; and (h) preparation of formative and summative reports for stakeholders and peer-review publication. For each study, quantitative observation, survey, and student data will be gathered at the same time. Observations of teaching will include two 60-minute observations of teaching. For the SPC Plus, LRT, and CRT, we will use sub-scale scores for formative purposes and composite scores to evaluate impact on student learning outcomes.

This project uses descriptive, correlational, and casual-comparative designs as well as targeted case studies of coaching conversations. Analyses address teacher change, patterns of development, fidelity to models, sustainability of growth, and scaled and reliable use of IUPUI's instructional coaching interventions. The impact of teacher performance (SPC Plus, Set A data) on student learning will be evaluated. The analytic strategies include ANOVAs, ANCOVAs, multiple regressions, correlations, t-tests and descriptive statistics to analyze survey, observation, demographic, and student outcome data. Effect sizes will be reported. The evaluation team will monitor baseline equivalency and attrition rates for the analytic sample using IES standards (e.g., < 0.25 SD, by each outcome measure). Content and discourse analysis methods will be used for qualitative data (e.g., Burbules & Bruce, 2001; Creswell, 2003).

D.2 Provides Evidence of Effectiveness & Meet WWC Standards with Reservations

By design, this project generates empirical evidence within the GPRA framework for annual and final NPD reporting purposes. Objectives have target outcomes. Based on previous

NPD experience for GPRA 2 and 3, we anticipate 90% of participants will complete PD programs. A standard of 85% will be used for evaluating ratings of PD effectiveness (GPRA 3, 4, & 5). Based on previous coaching research (e.g., Teemant, 2014; Teemant & Hausman, 2013), we expect large teacher effects for coaching ($d > 0.6$) and small effects ($d > 0.2$) on measures of student achievement and English development (Set D). For data Sets A, B, and C, we expect participants to improve scores pre-to-post intervention and to make gains over control group teachers. We evaluate effectiveness on these measures by exceeding $d = 0.3$ (Hattie, 2009).

By design, this project also builds on moderate evidence of effectiveness with reservations (August et al., 2009; Saunders, 1999; Saunders & Goldenberg, 1999) at entry and generates exit moderate evidence of effectiveness with reservations. Using experimental (E) and control (C) groups, the quasi-experimental focus is on IUPUI's ENL certification (Study A) and Six Standards pedagogy and coaching model (Study B). The sample consists of individual K-8 teachers (unit of analysis). Study A has teacher sample sizes of YR1 34, YR2 34 and YR4 64 teachers (E+C) respectively. For Study B, coaching will be evaluated twice with 64 teachers (E+C) YR 2-3 (with expert coach shadowing district coaches) and 96 teachers YR4-5 (no expert coach, but with monthly modules). Because teachers average 22 students per class, student sample sizes are sufficient, meeting the standard for large sample sizes when exploring effects on student outcomes.

D.3 Provides Performance Feedback & Assessment Toward Achieving Intended Outcomes

The evaluation plan provides for rigorous examination of the objectives measured against progress toward stated outcomes using multiple indicators of impact on teachers and students. Formative analyses of data each year inform activities and will be shared with the management team. For example, did Year 1 activities generate the desired outcomes? If yes, what were the

lessons learned that could be incorporated into Year 2? If no, what did not work, and why? What kind of adjustments will be made for the subsequent year, and how will these modifications be tracked and assessed? Summative reports will address each objective's evaluation question, assessing to what degree and with what quality outcomes have been accomplished. Evidence from formative and summative evaluation processes will be used to identify positive, negative, and neutral outcomes for teachers and students in the ENL partnership. Empirical evidence will determine decisions made about the fidelity, sustainability, scalability, and ultimate replicability of various PD components, contributing to the national dialogue on what, how, and who can improve instruction for ELs.

D.4 Provides Valid and Reliable Performance Data on Relevant Outcomes

The research questions, data, method of evaluations, and independent (IV) and dependent (DV) variables associated with Goal 3 Objectives follow and are presented within Guskey's (2000) program evaluation components. Chart 4 lists the psychometrics of quantitative measures.

Participant Reaction: 3.a/3.g RQ: Do program completers rate the program as effective? **Data:** Satisfaction/Effectiveness Surveys for GPRA 4, 5, & 6 **Method:** Descriptive Statistics. **Participant Learning: 3.b.1 RQ:** Does the ENL Certification intervention positively impact teacher attitudes, knowledge of language and culture, pedagogy, and EL learning?

Subjects: QS1: YR1-2:N = 34 (17E/17C), Perry; QS2 YR 2-3: N = 34 (17E/17C), Pike; QS3: N = 64 (32E/32C), Perry & Pike. **Data:** Pre/post-test Teacher Change: Set A, SPC Plus; Impact on Student Learning: Set D. **Methods and Variables: (a)** Four Paired sample t-tests each year with teacher level data. Independent variable is ENL Certification (0=No, 1=Yes). Dependent variables are change scores from pre-to-post on the Pearson's EL Test 019, Linguistically Responsive Teaching Survey (LRT, Viesca & Milbourn, 2015), Culturally Responsive Teaching

Self-Efficacy and Beliefs (CRT, Siwatu, 2007), and Language Attitudes of Teachers Scale (LATS, Byrnes & Kiger, 1994). For The t-tests, large effect sizes are expected and used in the power analyses ($d=.80$). Sample sizes are sufficient.

Chart 4 Psychometrics of Quantitative Measures

Abbreviation	Set	Performance Measure
Pearson	A	Pearson’s English Learner Test 019 (Established by IN DOE)
LRT	A	Linguistically Responsive Teaching Survey (Alpha .82)
CRT	A	Culturally Responsive Teaching Self-Efficacy/Beliefs (Alpha 96/.95)
LATS	A/C	Language Attitudes of Teachers Scale (Alpha .81)
PFC-ES	B	PFC Engagement Survey (Not Available: New)
PFC-TCR	B	PFC Team Coaching Rubric (Not Available: New)
SPC-Plus	-/C	Standards Performance Continuum Plus (Kendall’s W .80-.88 subscales & .96 for total score)
SCOR	-	Six Standards Coaching Rubric (Not Available: New)
TWC	C	Teacher Working Conditions (Alpha .92)
CES	C	Coaching Efficacy Survey (Alpha .90)
NWEA	D	NWEA MAP Reading 2-8 (Alpha .85 to .89)
ACCESS	D	WIDA <i>ACCESS for ELLs</i> (Alpha > .09)

(b) One Repeated measures ANOVA. Independent variable is ENL Certification (0=No, 1=Yes). Dependent variables are the pre-, post-, and one-year-post score on the Standards Performance Continuum Plus (SPC Plus, Doherty et al, 2002; Teemant et al., 2014). For the ANOVA, large effect sizes are predicted and used in the power analyses ($f=.40$). Sample sizes

are sufficient. **(c)** Two multiple regressions each year with student level data from students served by ENL certified teachers. The criterion variables are NWEA and WIDA ACCESS. The predictor variables are Pearson's EL Test 019, LRT, CRT, LATS and SPC Plus. For the regressions, small effect sizes are predicted ($f^2=.02$). Student sample sizes are sufficient.

3.b.1 RQ: Does the Leadership Academy intervention positively impact leader attitudes, knowledge of language and culture, pedagogy, and EL learning? **Subjects:** YR3 N = 25; YR4 N = 16. **Data:** Pre/post-test on Set C; **Methods and Variables:** **(d)** Three Paired sample t-tests each year with teacher level data. Independent variable is Leadership Academy participation (0=No, 1=Yes). Dependent variables are change scores from pre-to-post on the LRT, CRT, and LATS. For t-tests, large effect sizes are expected and used in the power analyses ($d=.80$). Sample sizes are sufficient. **(e)** One Repeated measures ANOVA. Independent variable is Leadership Academy Participation (0=No, 1=Yes). Dependent variables are the pre-, post, and one-year post scores on the Standards Performance Continuum Plus. For the ANOVA, large effect sizes are predicted and used in the power analyses ($f=.40$). Sample sizes are sufficient. **(f)** Two multiple regressions each year with student level data from students served by teachers who participate in the Leadership Academy. The criterion variables are NWEA and WIDA ACCESS. The predictor variables are Pearson's EL Test 019, LRT, CRT, LATS and SPC Plus. For the regressions, small effect sizes are predicted ($f^2=.02$). Student sample sizes are sufficient.

3.b.2 RQ: Does the PFC teach coaching (intervention D) positively impact teacher attitudes toward EL parents, families, and communities? **Subjects:** YR 1 20 Avon; YR3 20 Perry; YR 4 20 Pike; YR 5 20 Dual. **Data Sources:** Pre/post-test Teacher Change: Set B. **Methods and Variables:** **(g)** One Repeated measures ANOVA. Independent variable is PFC Teach Coaching (0=No, 1=Yes). Dependent variables is the pre-, post, and one-year post score on the SPC Plus.

For the ANOVA, large effect sizes are predicted and used in the power analyses ($f=.40$). Sample sizes are sufficient. **3.b.2 RQ:** Does the PFC engagement survey produce valid and reliable results? **Method:** Test-retest method and Cronbach's alpha to measure internal consistency. **3.f Qualitative RQ:** What is the nature of participant learning and organizational change as a result of participating in project ENL PD? **Data:** ENL Cert e-portfolio, Leadership Academy interviews and action research projects, Peer Coaching focus groups, PFC participants' Equity Projects and interviews. **Methods:** Qualitative analyses.

Participant Learning & Use of Knowledge: 3.b.1/3.c RQ: Does the Six Standards individual coaching (intervention A & B) positively impact teacher attitudes, knowledge of language and culture, pedagogy, and EL learning? **Subjects:** QS4: YR2-3: N = 64 (32E/32), Perry & Pike. QS5 YR 4-5: N = 96 (48E/48C) Perry & Pike. **Data:** Pre/post-test Teacher Change: Set A (not including Pearson Test), SPC Plus; Impact on Student Learning: Set D. **Methods and Variables:** (h) Three Paired sample t-tests each year with teacher level data. Independent variable is individual coaching (0=No, 1=Yes). Dependent variables are change scores from pre-to-post on the Linguistically Responsive Teaching Survey, Culturally Responsive Teaching Self-Efficacy and Beliefs, and Language Attitudes of Teachers Scale. For the t-tests, large effect sizes are expected and used in the power analyses ($d=.80$). Sample sizes are sufficient. (i) One Repeated measures ANOVA. Independent variable is individual coaching (0=No, 1=Yes). Dependent variable is the pre-, post, and one-year post score on the SPC Plus. For the ANOVA, large effect sizes are predicted and used in the power analyses ($f=.40$). Sample sizes are sufficient. (j) Two multiple regressions each year with student level data from students served by teachers who participate in individual coaching. The criterion variables are NWEA and WIDA ACCESS. The predictor variables are Pearson's EL Test 019, Linguistically Responsive Teaching Survey,

Culturally Responsive Teaching Self-Efficacy and Beliefs, Language Attitudes of Teachers Scale and SPC Plus. For the regressions, small effect sizes are predicted ($f^2=.02$). Student sample sizes are sufficient.

Use of Knowledge: 3.c RQ: Does peer coaching positively impact teacher pedagogy?

Subjects: YR3 20 Avon; YR 4 30 Pike/Dual; YR5 20 Perry. **Data:** Pre/Post/Gain on SPC Plus.

(k) One Repeated measures ANOVA. Independent variable is Peer Coaching (0=No, 1=Yes).

Dependent variable is the pre-, post, and one-year post score on the SPC Plus. For the ANOVA, large effect sizes are predicted and used in the power analyses ($f=.40$). Sample sizes are sufficient.

In summary, the evidence from the described quasi-experimental studies use distinct groups, multiple sites in both control and experimental conditions, different settings, and large student sample sizes, ensuring attention to teacher change, program improvement, and student academic achievement and English proficiency. The significance of these critical sociocultural PD studies rests in producing evidence establishing an empirical foundation for what makes a general education teacher and teaching effective for ELs as demonstrated through positive student learning outcomes. The results contribute essential evidence in understanding what PD solutions hold promise for achieving educational equity for ELs.

Other Attachment File(s)

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COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1356001673A1

DATE:06/15/2015

ORGANIZATION:

FILING REF.: The preceding
agreement was dated
06/20/2011

Indiana University

Bryan Hall 212

Bloomington, IN 47405-1201

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2011	06/30/2012	55.00	On Campus	Organized Research
PRED.	07/01/2012	06/30/2015	56.00	On Campus	Organized Research
PRED.	07/01/2011	06/30/2015	47.50	On Campus	Instruction
PRED.	07/01/2011	06/30/2015	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2011	06/30/2015	26.00	Off Campus	All Programs
PRED.	07/01/2015	06/30/2017	56.00	On Campus	Organized Research
PRED.	07/01/2017	06/30/2019	57.50	On Campus	Organized Research
PRED.	07/01/2015	06/30/2019	47.50	On Campus	Instruction
PRED.	07/01/2015	06/30/2019	32.00	On Campus	Other Sponsored Activities
PRED.	07/01/2015	06/30/2019	26.00	Off Campus	All Programs

ORGANIZATION: Indiana University
AGREEMENT DATE: 6/15/2015

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PROV.	07/01/2019	06/30/2021			Use same rates and conditions as those cited for fiscal year ending June 30, 2019.

*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: Indiana University

AGREEMENT DATE: 6/15/2015

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Equipment Definition: Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

FRINGE BENEFITS:

FICA	Retirement
Life Insurance	Tuition Remission
TIAA/CREF	Worker's Compensation
Health Insurance	Unemployment Insurance
Long Term Disability	Fringe Benefit Administration
Employee Fee Courtesy (Faculty & Staff Fee Discount)	

The next proposal based on actual costs for the fiscal year ending 06/30/2018 is due in our office by 12/31/2018.

COMPONENTS OF PUBLISHED FACILITIES AND ADMINISTRATIVE RATES

INSTITUTION: **Indiana University - 5044**

PERIOD COVERED BY RATE **JULY 1, 2015 through JUNE 30, 2019**

APPLICABLE TO: **ORGANIZED RESEARCH**

RATE COMPONENT:	FY 16-17	FY 18-19	<u>OFF CAMPUS</u>
	<u>ON CAMPUS</u>	<u>ON CAMPUS</u>	
Building Depreciation	5.1	5.4	
Equipment Depreciation	3.7	3.9	
Interest	2.0	2.1	
Operation & Maintenance	17.5	18.3	
Library	1.7	1.8	
Administration	26.0	26.0	26.0
TOTAL	56.0	57.5	26.0

* Reflects provisions of Appendix III to Part 200 of Uniform Guidance—Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), C.8. dated December 26, 2013.

CONCURRENCE:

Indiana University - 5044

(Institution)

(b)(6)

(Signature)

Mary Frances M. East

(Name)

SVP, CFE & Treasurer

(Title)

6/23/15

(Date)



METROPOLITAN SCHOOL DISTRICT OF PIKE TOWNSHIP

Administrative Services Center

6901 Zionsville Road, Indianapolis, IN 46268-2467

Phone: 317-387-2220 Fax: 317-387-2246

<http://www.pike.k12.in.us>

Dr. Flora J. Reichanadter
Superintendent of Schools

April 13, 2017

To Whom It May Concern:

It is with pleasure that I write this letter of assurance affirming the Metropolitan School District of Pike Township's support of Dr. Annela Teemant's National Professional Development (NPD) grant submission from Indiana University-Purdue University Indianapolis (IUPUI.) Her application describes a five-year partnership between IUPUI and Pike Township focused on improving classroom instruction for English Language Learners (ELLs) through teacher preparation. We support the project focus on the Six Standards for Effective Pedagogy. This grant builds on our existing partnership, which began with NPD funding in 2011. Given Pike is a diverse urban school district with a growing ELL population, I understand the importance of effective instructional practices that not only ensure student growth and achievement for ELLs, but also positively affect academic performance of all students.

Dr. Annela Teemant has communicated the details of our participation with us. I understand that this five-year grant will not only provide needed professional development to our teachers, district coaches, and community members but also require more rigorous evaluation than previous NPD grant competitions. We welcome IUPUI's focus on providing 27 Pike teachers with ESL certification scholarships (21 credits). The leadership academy, offering 17 additional scholarships (9 credits), will build district capacity to promote school change focused on teacher learning and authentic parent, family, and community (PFC) engagement in our schools. Funds for 20 teachers to gain expertise in PFC engagement along with funding for 40 parents/families to also collaborate on equity issues within targeted schools will further contribute to improved outcomes for ELLs. A total of 120 teachers will benefit from various ESL workshops followed up by sustained individual (80), peer (20), or team (20) coaching across the year. Finally, the coach preparation workshops (basic, advanced, and inter-rater reliability options) allow us to develop and then sustain and scale up our learning beyond the grant. While the federal grant supports our district goal of certifying more specialists, it also helps us create a cadre of general education teachers ready to teach in ways that promote language and content learning for ELLs. We value the focus on both specialist and non-specialists for improving instruction for ELLs.

We are prepared to support Dr. Teemant in carrying out quasi-experimental studies of the impact of IUPUI's ESL certification program as well as the Six Standards coaching model. As requested, we will provide the demographic, state achievement, and WIDA ACCESS test data. We will help identify appropriate control group teachers who match the demographics of participating teachers as well. We are committed to providing the administrative, evaluative, and logistical support to carry out professional development and ongoing evaluation activities throughout the five-year project.

Pike Township is eager to support Dr. Teemant and her collaborators in carrying out this grant. Having partnered with Dr. Teemant in the past, we have seen the benefits for our teachers and students. We look forward to another opportunity to positively impact student academic achievement.

Sincerely,

A handwritten signature in black ink, appearing to read "Flora J. Reichanadter".

Flora J. Reichanadter, Ph.D.
Superintendent of Schools



Perry Township Schools

6548 Orinoco Avenue • Indianapolis, IN • 46227-4820

April 17, 2018

To Whom It May Concern:

I am pleased to provide this letter of assurance Perry Township School's support of Dr. Annela Teemant's National Professional Development (NPD) grant submission from Indiana University-Purdue University Indianapolis (IUPUI.) Her application describes a five-year partnership between IUPUI and Perry Township focused on improving classroom instruction for English Language Learners (ELLs) through teacher preparation. We believe it is our responsibility to provide the necessary resources to assure that every child is extended an opportunity to grow and succeed. This grant represents a new opportunity for us to partner with Dr. Teemant and IUPUI.

Dr. Annela Teemant has communicated the details of our participation with us. I understand that this five-year grant will not only provide needed professional development to our teachers, district coaches, and community members but also requires rigorous evaluation. We welcome IUPUI's focus on providing 27 Perry Township teachers with ESL certification scholarships (21 credits). The leadership academy, offering 17 additional scholarships (9 credits), will build district capacity to promote school change focused on teacher learning and authentic parent, family, and community (PFC) engagement in our schools. Funds for 20 teachers to gain expertise in PFC engagement along with funding for 40 parents/families to also collaborate on equity issues within targeted schools will further contribute to improved outcomes for ELLs. A total of 120 teachers will benefit from various ESL workshops followed up by sustained individual (80), peer (20), or team (20) coaching across the year. Finally, the coach preparation workshops (basic, advanced, and inter-rater reliability options) allow us to integrate and then sustain and scale up our use of the Six Standards pedagogy beyond the grant. While the federal grant supports our district goal of certifying more specialists, it also helps us create a cadre of general education teachers ready to teach in ways that promote language and content learning for ELLs. We value the focus on both specialist and non-specialists for improving instruction for ELLs.

We are prepared to support Dr. Teemant in carrying out quasi-experimental studies of the impact of IUPUI's ESL certification program as well as the Six Standards coaching model. As requested, we will provide the demographic, state achievement, and WIDA ACCESS test data. We will help identify appropriate control group teachers who match the demographics of participating teachers as well. We are committed to providing the administrative, evaluative, and logistical support to carry out professional development and ongoing evaluation activities throughout the five-year project.

While Perry Township used to be a district with little diversity, over the past decade we have grown to become one of the largest settlement/resettlement areas for refugee families in the United States. We believe that behind every successful school district there exists strong community partners who provide the expertise and the financial support for school improvement. We look forward to the opportunity to grow in our ability to support our English Language Learners.

(b)(6)

Mr. Patrick Mapes
Acting Superintendent
Perry Township Schools



7203 EAST U.S. HIGHWAY 36
AVON, IN 46123
PHONE: (317) 544-6000
FAX: (317) 544-6001
www.avon-schools.org

April 13, 2017

To Whom It May Concern:

It is with pleasure that I write this letter of assurance affirming the Avon Community School Corporation's support of Dr. Annela Teemant's National Professional Development (NPD) grant submission from Indiana University-Purdue University Indianapolis (IUPUI.) Her application describes a five-year partnership between IUPUI and Avon Community Schools focused on improving the academic achievement and language proficiency of English Language Learners (ELLs) through teacher preparation. Given our growing population of ELLs and our district's desire to ensure their academic success, we are fully committed to the effective implementation of this grant. Our significant work (since 2008) in cultural competency is evidence of our entire school district's focus on diverse learners.

Dr. Annela Teemant has communicated the details of our participation with us. I understand that this five-year grant will not only provide needed professional development to our teachers and coaches but also require rigorous evaluation of implemented activities. We welcome IUPUI's focus on providing 12 Avon teachers with ESL certification scholarships, 6 scholarships (9-credit) to participate in the Leadership Academy focused on supporting school change, as well as stipends to support 60 teachers to participate in various workshops: parent, family, community (PFC) engagement (20), peer coaching (20), and coach preparation courses (20). The plan to pay 40 parent/family/community members to also participate in the PFC workshops also bodes well for making meaningful change in our local context.

As a district, we are already fully on board implementing the Six Standards for Effective Pedagogy district wide. The proposed activities give us the ongoing support we need to scale up use of the Six Standards instructional across the district. As requested, we will provide the demographic, state achievement, and WIDA ACCESS test data Dr. Teemant needs to examine the impact of teacher competencies in language, culture, and pedagogy on our students' academic achievement and English development. We are committed to providing the administrative, evaluative, and logistical support to carry out professional development and ongoing evaluation activities throughout the five-year project.

Board of School Trustees

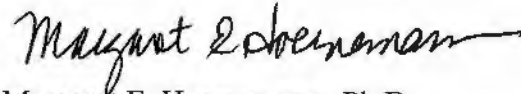
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Administration

Superintendent
Margaret E. Hoernemann, Ph.D.
Associate Superintendent
John F. Atha, Ed.D.
Assistant Superintendent
Maryanne B. McMahon, Ph.D.
Director of Finance & Operations
Scott M. Wyndham, Ed.D.

We look forward to working with Dr. Teemant and her collaborators in carrying out this grant. There is no initiative in our district to which we are more committed. It is our belief that this grant can transform pedagogy in the Avon Community School Corporation and provide an important model and momentum for other school districts in the future.

Sincerely,

A handwritten signature in black ink that reads "Margaret E. Hoernemann". The signature is written in a cursive style with a long horizontal flourish at the end.

Margaret E. Hoernemann, Ph.D.
Superintendent of Schools



Global Preparatory Academy

Unlocking the world through language, expeditionary learning and love

www.globalprepindy.org

(317) 900-0810

April 14, 2017

To Whom It May Concern:

It is with pleasure that I write this letter of assurance affirming that Global Preparatory Academy, a new dual language public charter school, is looking forward to partnering with Dr. Anneta Teemant from Indiana University-Purdue University Indianapolis (IUPUI) for her National Professional Development (NPD) grant submission. Her application describes a five-year partnership between IUPUI and Global Preparatory Academy focused on improving the academic achievement and language proficiency of multilingual learners through teacher preparation. Research confirms the important role that teachers play in the academic success of students. Preparing our teachers with on-going professional development through IUPUI and Dr. Teemant means that our teachers remain prepared to meet the needs of our culturally and linguistically diverse students.

Dr. Anneta Teemant has communicated the details of our participation. I understand that this five-year grant will not only provide needed professional development to our teachers but also require rigorous evaluation of implemented activities. We welcome the stipends to support 20 teachers to participate in the two Six Standards workshops, 10 teachers with peer-coaching experiences, 20 teachers with expertise in parent, family and community engagement working with 40 parents, and our school-based coach multiple courses and experiences with other participating districts to develop a high level of expertise with the Six Standards instructional coaching model. While we are not part of the quasi-experimental studies Dr. Teemant is conducting in other sites, we look forward to thoughtfully and collaboratively tracking the impact of teacher characteristics on student achievement and language development. As requested, we will provide the demographic, state achievement, WIDA ACCESS, and Spanish test data. We are committed to providing the administrative, evaluative, and logistical support to carry out professional development and ongoing evaluation activities throughout the five-year project.

We look forward to working with Dr. Teemant and her collaborators in carrying out this grant. I have been honored to work with Dr. Teemant for many years and remain impressed by how impactful her professional development is to teachers' daily practice. I have seen the impact of the professional development and instructional coaching with our teachers. Supporting teachers within their own classrooms builds their efficacy and increases outcomes for students. I look forward to our continued work as we bring deeply enriching professional development to our staff at Global Preparatory Academy.

Sincerely,

(b)(6)

Mariama Carson

Mariama Carson
Founder & Principal



CHIN COMMUNITY OF INDIANA INC.

2524 E. Stop 11 Road, Indianapolis, IN- 46227
Phone: (317) 300-1078, Email: chincenterindy@gmail.com

April 17, 2017

To Whom It May Concern:

It is with pleasure that I write this letter of assurance affirming that the Chin Community of Indiana (CCI) stands ready to collaborate with and support the parent, family, and community activities described in Dr. Annela Teemant's National Professional Development (NPD) grant.

As an organization, CCI seeks to contribute to our local community. We are a relatively new organization, but we focus on cultural integration, civic engagement, and disseminating information to our community. We offer employment services, English classes, and guidance on immigration. We want to help members to overcome language, technical, and cultural barriers to success in school, work, and the community.

Through our connections to Perry Township Schools, we learned about Dr. Annela Teemant's efforts to develop school-community partnerships that support parents/families around their children's schooling. We have learned about the details of our collaboration as described in her application. I understand that this grant provides stipends for us as an organization for leaders to collaboratively develop a 30-hour workshop and team coaching protocol that brings teachers and parents together to address pressing educational inequities around multilingualism, multiculturalism, and poverty. Stipends are also provided to parents to participate in workshop activities with teachers. The workshop will invite parents to attend two morning sessions to interact and share with educators their pressing concerns and interests. By identifying concrete school-based or teacher-based projects, educator-parent teams will reflect, plan, and take action to address shared concern across a school year through seven team-coaching events. During the summer of Year 3 of her grant, we will collaboratively facilitate the workshop being offered in Perry Township. For Years 3 and 5, we will co-plan and co-host a one-day regional community event centered around rethinking what we mean by parent, family, and community engagement with schools. This annual event holds great promise in bringing about meaningful and product dialogue and change for participating teachers, parents, districts, and community stakeholders.

As a community organization, we are committed to providing our content expertise, administrative skills, and the logistical support necessary to make the vision of parent, family, and community engagement described in Dr. Teemant's application successful. We look forward to working with Dr. Teemant and her collaborators in carrying out these activities.

Sincerely,

(b)(6)

K. Jack Wilham
President
2524 E. Stop 11
Indianapolis, IN 46227



April 14, 2017

To Whom It May Concern:

It is with pleasure that I write this letter of assurance affirming that Esperanza Ministries stands ready to collaborate with and support the parent, family, and community activities described in Dr. Annela Teemant's National Professional Development (NPD) grant.

Esperanza Ministries has been serving the immigrant population in Marion County and Johnson County for fifteen years. We serve the immigrant families to encourage support of the student in all grades. We help the receiving community understand the challenges immigrant families face. Our ministry serves the Burmese, Chin and Latino families. Internal staff serves with Latino work and we collaborate with local community leaders to serve the Chin and Burmese families. Our mission is to help both newcomers and receiving community reach an understanding and appreciation of each others culture and traditions.

Dr. Annela Teemant has shared her goals for developing school-community partnerships that support parents/families around their children's schooling. I have learned about the details of our collaboration as described in her application. I understand that this grant provides stipends for my organization to collaboratively develop a 30-hour workshop and team coaching protocol that brings teachers and parents together to address pressing educational inequities around multilingualism, multiculturalism, and poverty. Stipends are also provided to parents to participate in workshop activities with teachers. The workshop will invite parents to attend two morning sessions to interact and share with educators their pressing concerns and interests. By identifying concrete school-based or teacher-based projects, educator-parent teams will reflect, plan, and take action to address shared concern across a school year. During the summer of Year 3 of her grant, we will collaboratively facilitate the workshop being offered in Perry Township. For Years 3 and 5, we will co-plan and co-host a one-day regional community event centered around rethinking what we mean by parent, family, and community engagement with schools. This annual event holds great promise in bringing about meaningful and product dialogue and change for participating teachers, parents, districts, and community stakeholders.

I am committed to providing my organization's content expertise, administrative skills, and the logistical support necessary to make the vision of parent, family, and community engagement described in Dr. Teemant's application successful. I look forward to working with Dr. Teemant and her collaborators in carrying out these activities.

Respectfully,

(b)(6)



Margarita Hart
Serving Christ as Executive Director of Esperanza Ministries Inc.



BLACK & LATINO POLICY INSTITUTE

April 20, 2017

To Whom It May Concern:

It is with pleasure that I write this letter of assurance affirming that the Black and Latino Policy Institute stands ready to collaborate with and support the parent, family, and community activities described in Dr. Annela Teemant's National Professional Development (NPD) grant.

BLPI (www.bl-pi.org) is a public policy research organization that identifies, investigates, and promotes solutions to issues affecting Black and Latino communities. The institute informs the public on issues dealing with education, health, social and criminal justice, employment, economic development, and cultural awareness; influences institutions that shape and define public policy on a local, state, and national level; and, empowers communities to be agents of positive change.

BLPI supports any effort to engage parents, families and communities in making schools work for students. The issue is not how vital such relationships are to the education of children, but what kind and at what level do they take place. Just as important, who gets to decide responses to these issues? Our research reveals important limitations to traditional definitions of school/teacher-parent relationships. We see the NPD Grant as a way to open a wider conversation which is needed for the 21st Century.

As an institute, we already have a positive working relationship with Dr. Teemant and Dr. Gina Yoder of Indiana University-Purdue University Indianapolis (IUPUI). We began collaborating about 28 months. Since then, we have collaboratively redesigned and co-facilitated an ESL graduate course called *Diverse Perspectives on Families*. We worked together to capture video interview with five diverse families in the Indianapolis area to enrich course content. On Nov. 19, 2015 we collaboratively co-hosted a university event for faculty and a large evening event for parents, teachers, university students, and community members. The community event had over 100 people in attendance. With Dr. Teemant's new grant application, we would have funding to expand our partnership activities and influence in the central Indianapolis region.

Dr. Annela Teemant has communicated the details of our collaboration as described in her application. I understand that this grant provides stipends for us to collaboratively develop a

30-hour workshop and team coaching protocol that brings teachers and parents together to address pressing educational inequities around multilingualism, multiculturalism, and poverty. The workshop will invite parents to attend two morning sessions to interact and share with educators their pressing concerns and interests. By identifying concrete school-based or teacher-based projects, educator-parent teams will reflect, plan, and take action to address shared concern across a school year through seven team-coaching events. During the summer of Year 1, we will collaboratively facilitate the pilot version of the new workshop, providing stipends to teachers and parents to participate. The plan is to offer this summer workshop with team coaching four times across the period of the grant. For Years 3 and 5, we will co-plan and co-host a one-day regional community event centered around rethinking what we mean by parent, family, and community engagement with schools. This annual event holds great promise in bringing about meaningful and product dialogue and change for participating teachers, parents, districts, and community stakeholders.

As a community organization, we are committed to providing our content expertise, administrative skills, and the logistical support necessary to make the vision of parent, family, and community engagement described in Dr. Teemant's application successful. We look forward to working with Dr. Teemant and her collaborators in carrying out these activities. We look forward to working with Dr. Teemant and her collaborators in carrying out these activities. This is why the institute seeks to expand and advance conversations around parent, family, and community engagement which will not only ensure the school success all students, but particularly, the self-determination of Black and Latino communities.

Sincerely

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A rectangular box with a black border, used to redact the signature of the sender.

José M. Evans

Founder & Chairman



April 14, 2017

To Whom It May Concern:

It is with pleasure that I write this letter of assurance affirming that Parents Across America- IN (PAA), as a community organization in central Indiana, looks forward to collaborating with and supporting the parent, family, and community activities described in Dr. Annela Teemant's National Professional Development (NPD) grant. PAA serves as a network for parents to share their concerns, activities, and strategies. We equip parents with the tools they need to advocate for progressive policies at the local, state and national levels.

As a grass-roots community organization, we already have a positive working relationship with Dr. Teemant and Dr. Gina Yoder of Indiana University-Purdue University Indianapolis (IUPUI). We have collaborated on developing video interview case studies for an ESL graduate course called *Diverse Perspectives on Families*. We also supported a large community event on Nov. 19, 2015 for parents, teachers, university students, and community members. With Dr. Teemant's new grant application, we would have funding to expand our partnership activities and our influence in the central Indianapolis region.

Dr. Teemant has communicated the details of our collaboration as described in her application. I understand that this grant provides stipends for Parent Power to collaboratively develop a 30-hour workshop and team coaching protocol that brings teachers and parents together to address pressing educational inequities around multilingualism, multiculturalism, and poverty. The workshop will invite parents to attend two morning sessions to interact and share with educators their pressing concerns and shared interests, leading to the creation of year-long projects. During the summer of Year 1, we will collaboratively facilitate the pilot version of the new workshop. The plan is to offer this summer workshop with team coaching four times across the period of the grant with stipends from the grant for teachers and parents to participate. For Years 3 and 5, we will co-plan and co-host a one-day regional community event centered around rethinking what we mean by parent, family, and community engagement with schools. This annual event holds great promise in bringing about meaningful and product dialogue and change for participating teachers, parents, districts, and community stakeholders.

As a community organization, we are committed to providing our content expertise, administrative skills, and the parent support necessary to make the vision of parent, family, and community engagement described in Dr. Teemant's application successful. We look forward to working with Dr. Teemant and her collaborators in carrying out these activities. We find this work to be extremely needed in improving the learning environments in schools around the state.

Sincerely,

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Delana Ivey
Parents Across America-IN Member

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Indiana University Purdue University Indianapolis, Indianapolis, IN.

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- Teemant, A., Hausman, C. S., Tyra, S. (2017, April). Using Instructional coaching to improve teachers' pedagogical knowledge for teaching English Learners. In L. Poza (Chair), Preparing ALL teachers to be language teachers: A national perspective. Symposium conducted at the meeting of the American Educational Research Association, San Antonio, TX
- Teemant, A., Leland, C., & Berghoff, B. (2014, April). Development and validation of a measure of Critical Stance for instructional coaching. *Teaching and Teacher Education*, 39, 136-147. Retrieved from <http://dx.doi.org/10.1016/j.tate.2013.11.008>.
- Teemant, A., & Reveles, C. (2012). Mainstream ESL instructional coaching: A repeated measures replication study. *INTESOL Journal*, 9(1), 17-34.
- Teemant, A., Wink, J., Tyra, S. (2011). Effects of coaching on teacher use of sociocultural instructional practices. *Teaching and Teacher Education*, 27(4), 683-693. DOI: 10.1016/j.tate.2010.11.006
- Tharp, R. G. (1982). The effective instruction of comprehension: Results and description of the

- Kamehameha Early Education Program. *Reading Research Quarterly*, 17(4), 503-527.
- Tharp, R. G., & Gallimore, R. (1988). *Rousing minds to life: Teaching, learning, and schooling in social context*. New York: Cambridge University Press.
- Tharp, R. G., Estrada, P., Dalton, S., & Yamauchi, L. (2000). *Teaching transformed: Achieving excellence, fairness, inclusion, and harmony*. Boulder, Colorado: Westview Press.
- Tomlinson, C.A., & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- U.S. Department of Education. (2009, July). *Achievement gaps: How Black and White students in public schools perform on the National Assessment of Educational Progress*. Retrieved from <http://nces.ed.gov/nationsreportcard/studies/gaps/>.
- Valdés, G., Bunch, G., Snow, C., Lee, C., with Matos, L. (2005). Enhancing the development of students' language(s). In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 126-168). San Francisco, CA: Jossey-Bass
- Viesca, K. M., & Milbourn, T. (2015). *Linguistically responsive teaching survey*. Unpublished manuscript. University of Colorado Denver, Denver, CO.
- Villegas, A. M., & Lucas, T. (2007). The culturally responsive teacher. *Educational Leadership*, 64(6), 28-33.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*, trans. and ed. M. Cole, V. John-Steiner, S. Scribner, and E. Souberman. Cambridge, MA: Harvard University Press.
- WIDA (2012). *The English language development standards: Kindergarten-Grade 12*. Retrieved

from <https://www.wida.us/standards/eld.aspx>

WIDA Consortium. (2013, Spring). *ACCESS for ELLs growth reports: User guide*. Retrieved

from <https://www.wida.us/get.aspx?id=694>

Zepeda, S. J. (2015). *Job-embedded professional development: Support, collaboration, and learning in schools*. New York, NY: Routledge.

Zong, J., & Batalova, J. (2015, July). The limited English proficient population in the United States. Retrieved from the Migration Policy Institute at

<http://www.migrationpolicy.org/article/limited-english-proficient-population-united-states>

Dr. Annela Teemant, Co-Principal Investigator

Focus of Scholarship

My scholarship focuses on radically improving educational opportunities and outcomes for English Language Learners (ELLs). My scholarship interrogates what is meant by “quality” in the preparation of every teacher for culturally, linguistically, and economically diverse students. ELLs persistently have low graduation rates, high drop out rates, and fewer opportunities compared to White peers, especially in urban settings. Such systemic school realities for ELLs require radical—not minor—adjustments to notions of teacher preparation, effective teachers, and effective teaching. My research agenda is as pragmatic as it is translational. I translate critical sociocultural theory into classroom practice and employ instructional coaching as the mechanism for transforming teachers and teaching to measurable improve student achievement and English language development. I have garnered over \$8 million in federal grant funding to systematically study innovation in professional development for teachers of ELLs.

Education

Ph.D.	THE OHIO STATE UNIVERSITY	1997
	Foreign and Second Language Education; Quantitative Statistics, minor	
M.A.	BRIGHAM YOUNG UNIVERSITY	1988
	Teaching English as a Second Language; Outstanding Thesis of the Year	
B.A.	BRIGHAM YOUNG UNIVERSITY	1983
	Speech Communication, Secondary Education, Journalism minor	
	Magna Cum Laude	

Academic Appointments

<u>Indiana University-Purdue University Indianapolis, IN</u>	<u>August 2007- present</u>
Tenured Associate Professor of Second Language Education	April 2013
Literacy, Culture, and Language Education	
IUPUI School of Education Graduate Chair	October 2014-present
Outstanding Tenure Track Faculty of the Year	May 2014
<i>Trustee’s Teaching Award</i> , IUPUI School of Education,	April 2012
<i>Burton W. Gorman Distinguished Teaching Award</i> , Indiana University	April 2012
<u>University of California, Berkeley, Berkeley, CA</u>	<u>August 2005 – July 2007</u>
Visiting Associate Educational Researcher	
Center for Research on Education, Diversity & Excellence (CREDE)	
<u>Brigham Young University, Provo, UT</u>	<u>August 1998-2005</u>
Assistant Professor of Second Language Education	

Federal Grants: Principal or Co-Principal Investigator (\$8.3 million)

Plankis, B. Wakefield, D., Martin, P. A., & Teemant, A. Building a Sustainable Urban Environmental Education Collaborative in Indianapolis for High Needs K-8 Learners. Environmental Protection Agency. Co-Principal Investigator; 10% Effort; \$90,982.00. Funded May 28, 2015.

Teemant, A. IUPUI ESL Partnerships: Building Capacity Across and Within Institutions. English Language Acquisition: National Professional Development Program Grant, United States Department of Education. Principal Investigator; 50% Effort; \$1,999,935; August 1, 2011-2016.

Teemant, A. & Berghoff, B. Comprehensive Teacher Education Reform for English

Language Learners. English Language Acquisition: National Professional Development Program Grant, United States Department of Education. Principal Investigator; 50% Effort; \$1,488,812; August 1, 2007-2012.

Doherty, W., **Teemant**, A., and Stoddard, T. Improving Teacher Quality from Recruitment to Induction: Integrating Subject Matter, Language, and Diversity Pedagogy. U.S. Department of Education, Office of Innovation and Improvement. Managing Principal Investigator, under direction of P. David Pearson; 100% Effort; \$3,269,887; July 2005-July 2008.

Teemant, A. and Pinnegar, S. Bilingual/ESL Endorsement through Distance Education Program. English Language Acquisition: National Professional Development Program Grant, United States Department of Education. Co-Principal Investigators; 50% Effort; \$1,499,299; October 1, 2002 – October 2007.

Sample State/District/University Grant Funding (18 for total of \$680,927)

Teemant, A., Merchant, P., Tyra, S., Baer-Simahk, B., & Aubu, R. (2013). MATSOL Instructional Coaching Partnership: Moving Sheltered English Instruction into Practice. Massachusetts Department of Elementary and Secondary Education. Project Co-Director; Summer External Consulting; \$356,678; Funded December 30, 2013.

Teemant, A., and Tyra, S. (Co-Investigators). Scalability of coaching to the Six Standards for Effective Pedagogy. Metropolitan School District of Pike Township. Principal Investigator; \$82,150 in district funding; January 2010-May 2011.

National/International Presentations: 103 (117 Local/Regional)

American Educational Research Association, Teachers of English to Speakers of Other Languages, Council of Great City Schools, American Applied Linguistics Association, International Conference on Language Teacher Educators, Council of Europe, WIDA, Race and Pedagogy National Conference.

Sample Journal Publications (21 Total)

Teemant, A., Hausman, C.S., Kigamwa, J. C. (2016) The effects of higher order thinking on student achievement and English proficiency. *INTESOL Journal*, 13(1). Retrieved from <https://journals.iupui.edu/index.php/intesol/index>.

Haneda, M., **Teemant**, A., Sherman, B. (2017). Instructional coaching through dialogic interaction: Helping a teacher to become agentive in her practice. *Language and Education*, 31(1), 46-64. <http://dx.doi.org/10.1080/09500782.2016.1230127>

*^†**Teemant**, A., Cen, Y., & Wilson, A. (2015). Effects of ESL Instructional Coaching on Secondary Teacher Use of Sociocultural Instructional Practices. *INTESOL Journal*, 12(2), 1-29. Retrieved from <https://journals.iupui.edu/index.php/intesol/index>.

*Ω **Teemant**, A. (2015, Fall). Living critical sociocultural theory in classroom practice. *Minnesota TESOL Journal*. Retrieve from <http://minnetesoljournal.org/fall-2015/living-critical-sociocultural-theory-in-classroom-practice>.

Teemant, A., Leland, C., & Berghoff, B. (2014, April). Development and validation of a measure of Critical Stance for instructional coaching. *Teaching and Teacher Education*, 39, 136-147. Retrieved from <http://dx.doi.org/10.1016/j.tate.2013.11.008>.

Teemant, A. (2014). A mixed methods investigation of instructional coaching for teachers of diverse learners. *Urban Education*, 49(5), 574-604. DOI:10.1177/0042085913481362

- Teemant, A.** (2013). ESL university students' testing preferences. *INTESOL Journal*, 10(1), 64-83. Retrieved from <https://journals.iupui.edu/index.php/intesol/index>.
- Teemant, A., & Hausman, C. S.** (2013, April 15). The relationship of teacher use of critical sociocultural practices with student achievement. *Critical Education*, 4(4). Retrieved from <http://ojs.library.ubc.ca/index.php/criticaled/article/view/182434>.
- Teemant, A., & Reveles, C.** (2012). Mainstream ESL instructional coaching: A repeated measures replication study. *INTESOL Journal*, 9(1), 17-34.
- Harvey, L., & **Teemant, A.** (2012). Who does what and why?: ESL administrators' perspectives on the roles of ESL specialists and mainstream teachers. *INTESOL Journal*, 9(1), 35-50.
- Teemant, A., Wink, J., Tyra, S.** (2011). Effects of coaching on teacher use of sociocultural instructional practices. *Teaching and Teacher Education*, 27(4), 683-693. DOI: 10.1016/j.tate.2010.11.006
- Teemant, A.** (2010, November). ESL student perspectives on university classroom testing practices. *Journal of the Scholarship of Teaching and Learning*, 10(3), 89-105.
- Teemant, A.** (2005). Evaluating Socio-cultural pedagogy in a distance teacher education program. *Teacher Education Quarterly*, 32 (3), 49-62.
- Harris, R.C., Pinnegar, S., & **Teemant, A.** (2005). The case for hypermedia video ethnographies: Designing a new class of case studies that challenge teaching practice. *Journal of Technology and Teacher Education*, 13(1), 141-161.
- Teemant, A., Smith, M. E., Pinnegar, S. & Egan, M.W.** (2005). Modeling sociocultural pedagogy in distance education. *Teachers College Record*, 107(8), 1675-1698.
- Teemant, A., Bernhardt, E., Rodriguez-Muñoz, M., Aiello, M.** (2005). A dialogue among teachers that benefits second language learners. In D. Kauchak, P.D. Eggen, & M.D. Burbank (Ed.), *Charting a Professional Course: Issues and Controversies in Education*, (pp. 37-43). Upper Saddle River, NJ: Pearson Education, Inc.

Sample Books (32 total)

- Teemant, A., Tyra, S.** (2016). *Six standards instructional coaching: Leading pedagogical change instructional guide*. Greenwood, Indiana: Teemant & Associates.
- Teemant, A., Tyra, S., Borgioli, G., & Aube, P.** (2015). *Six Standards Instructional Coaching: Mathematics Instructional Guide*. Greenwood, Indiana: Teemant & Associates.
- Teemant, A., & Tyra, S.** (2014). *Six Standards Instructional Coaching: Literacy Instructional Guide*. Greenwood, Indiana: Teemant & Associates.
- Teemant, A., Rice, M., & Pinnegar, S.** (2013). *Content-Based Instruction for English Learners: Instructional Guide*. Provo, UT: Brigham Young University.
- Teemant, A., Harris, M., Pinnegar, S., Rice, M., & Cutri, R.** (2013). *Foundations of Bilingual Education: Instructional Guide*. Provo, Utah: Brigham Young University.
- Teemant, A., Graham, R.C., and Pinnegar, S.** (2011). *Developing Second Language Literacy: Instructional Guide* (3rd ed.). Provo, UT: Brigham Young University.
- Teemant, A., & Pinnegar, S.** (2007). *Understanding Language Acquisition: Instructional Guide* (3rd ed.). Provo, Utah: Brigham Young University.
- Teemant, A.** (2007). *Integrating Content and Language Instruction: Instructional Guide* (3rd ed.). Provo, UT: Brigham Young University.

Sample Book Chapters (6 total)

- Teemant, A.** (2010). Measuring the Effectiveness of an ESL coaching model. In C.J. Casteel & K.G. Ballantyne (Eds.), *Professional development in action: Improving teaching for English learners*, (pp. 21-23). Washington, DC: The National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs at The George Washington University.(Available at http://www.ncela.gwu.edu/files/uploads/3/PD_in_Action.pdf).
- Teemant, A.** (2005). New Conceptual Tools for Content-Area Teachers: A Programmatic Approach to Content-Based Instruction. In J. Crandall & D. Kaufman (Eds.), *Case Studies in TESOL Practice: Content-Based Language Instruction in K-12 Settings* (195-210). Alexandria, VA: Teachers of English to Speakers of Other Languages.

Sample Multimedia Materials for Mainstream Teachers of ELLs (35 total)

- Teemant, A., Harris, C., & Stevens, S.** (2014). *The Bilingual/ESL Programs and Practices Case: A Video Ethnography of Educational Alternatives for Second Language Students* (2nd ed.). Available online through <http://creativeworks.byu.edu/tell/>.
- Teemant, A., Pinnegar, S., & Graham, R.** (2014). *The Second Language Literacy Case: A Video Ethnography of Bilingual Students' Literacy Development* (2nd ed.). Provo, Utah: Harris Video Cases. Available online through <http://creativeworks.byu.edu/tell/>.
- Pinnegar, S., Teemant, A., Mason, R., & Harris, C.** (2014). *The Adolescent Literacy Case: A Video Ethnography of Teaching Second Language Students Content Through Literacy Development* (2nd ed.). Provo, Utah: Harris Video Cases. Available online through <http://creativeworks.byu.edu/tell/>.
- Pinnegar, S., Teemant, A., & Tyra, S.** (2014). *The Early Childhood Literacy Case: A Video Ethnography of Balanced Literacy Approaches for Second Language Students* (2nd ed.). Provo, Utah: Harris Video Cases. [2 hours of audio/video content]. Available online through <http://creativeworks.byu.edu/tell/>.
- Teemant, A., Pinnegar, S., & Tharp, R.** (2014). *The Mara Mills Case: A Video Ethnography of Biological Science in a Sheltered English Classroom* (2nd ed.). Provo, Utah: Harris Video Cases. Available online through <http://creativeworks.byu.edu/tell/>.

Recent Technical Research Reports for School Districts Based on Classroom Observations

- Teemant, A., Wilson, A., Bhatena, C., & Brandt, A.**, (2013). *Avon Community School Corporation: Elementary ESL Technical Assistance Report*. Avon, Indiana: Indiana University-Purdue University Indianapolis.
- Bhatena, C., Wilson, A., & Teemant, A.** (2012). *A quality audit of secondary schools and instruction from an English as a New Language perspective*. Indianapolis, Indiana: Indiana University-Purdue University Indianapolis.

Courses Taught:

Theory, Design, & Methods in Literacy Research, Interlanguage Analysis, Language Issues in Multilingual Education, Second Language Acquisition, Second Language Literacy Development, Approaches to Instruction and Assessment, Methods and Materials for Teaching ESL, Teaching Internship in Urban Education, Assessment for Linguistically Diverse Learners.

CHARLES S. HAUSMAN BIOSKETCH

Charles.Hausman@eku.edu; (c) (b)(6)

EDUCATION: **Vanderbilt University**-Ph.D. in Education and Human Development, Specialization in Educational Leadership, June 1997

EXPERIENCE:

8/09-Present Associate Professor of Educational Leadership & Policy Studies and Doctoral Program Coordinator - Eastern Kentucky University

8/06-7/09 Associate Professor of Educational Leadership Studies - University of Kentucky

3/03 to 7/06 Associate Superintendent of Learning Services - Salt Lake City School District

7/01 to 3/03 Director of Research and Evaluation – Salt Lake City School District
Responsible for program evaluation, accountability, and data-driven decision making.

6/98 to 7/01 Founder and CEO - Data-Driven Solutions

6/98 to 7/01 Assistant Professor of Educational Leadership and Policy - University of Utah

9/96 to 6/98 Assistant Professor of Educational Leadership - University of Maine

6/95 to 9/96 Research Associate-Department of Educational Leadership, Vanderbilt University, *Parental Choice: Consequences for Families, Students, and Schools*,
Spencer Foundation grant for \$250,000

10/93 to 6/95 Administrator - East Millbrook Middle School and Broughton High School, Wake County Public School System, Raleigh, NC

3/93 to 10/93 Project Director - Center for Education and Human Development Policy, Vanderbilt Institute for Public Policy Studies, Spencer Tri-State Study of Parental Choice

3/93 to 10/93 Project Director - Center for Education and Human Development Policy, Vanderbilt Institute for Public Policy Studies, Spencer Tri-State Study of Parental Choice

8/90 to 8/93 Research Assistant - National Center for Educational Leadership (NCEL), Directed by Terry Deal and the Center for the Advanced Study of Educational Leadership (CASEL), Vanderbilt University, Directed by Philip Hallinger

5/87-9/90 Science Teacher – McCulloch Middle School, Highland Park Independent School District, Dallas, TX

SAMPLE JOURNAL ARTICLES (20 Published)

Phillips, K. J. R., Larsen, E. S. and Hausman, C. (2015). School choice & social stratification: How intra-district transfers shift the racial/ethnic and economic composition of schools. *Social Science Research*, 51, 30-50.

Chambers, J. and Hausman, C. (2014). A comparative case study of factors distinguishing between high and low-performance on reading achievement in elementary rural Appalachian schools. In Mixon, J., Alexander, M.D., Babo, G. and McNeese, R., (Eds.),

- NCPEA Educational Leadership Review of Doctoral Research*, 1(1), 220-232.
- Teemant, A., and Hausman, C. S. (2013). The relationship of teacher use of critical sociocultural practices with student achievement. *Critical Education*, 4(4). Retrieved from <http://ojs.library.ubc.ca/index.php/criticaled/article/view/182434>.
- Phillips, K. J. R., Hausman, C., and Larsen, E. S. (2012). Students Who Choose & The Schools They Leave: Examining Participation in Intra-District Transfers, *The Sociological Quarterly*, 53(2), 264-294.
- Hausman, C. and Brown, P. (2002). Curricular and instructional differentiation in magnet schools: Market driven or institutionally entrenched? *Journal of Curriculum & Supervision*, 17(3), 256-76.
- Hausman, C. and Goldring, E. (2001). Teachers' ratings of effective principal leadership: A comparison of magnet and nonmagnet elementary schools. *Journal of School Leadership*, 11, 399-423.
- Hausman, C. and Goldring, E. (2000). Parent involvement, influence, and satisfaction in magnet schools: Do reasons for choice matter? *Urban Review*, 32(2), 105-121.
- Hausman, C. (2000). Principal role in magnet schools: Transformed or entrenched? *Journal of Educational Administration*, 38(1), 25-46.
- Hausman, C. and Goldring, E. (2000). School community in different magnet program structures. *School Effectiveness and School Improvement*, 11(1), 80-102.
- Goldring, E. and Hausman, C. (1999). Reasons for parental choice of urban schools. *Journal of Educational Policy*, 14(5), 469-490.
- Hallinger, P., Murphy, J., and Hausman, C. (1992). Restructuring schools: Principals' perceptions of fundamental educational reform. *Educational Administration Quarterly*, 28(3), 314-329.

SAMPLE BOOK CHAPTERS (10 published)

- Phillips, K. J. R., Hausman, C., and Larsen, E. S. (2011). Does intra-district choice make the grade? A Case Study of the Effects of school choice on student achievement . In Berends, M., Cannata, M., and Goldring, G. (Eds), *School Choice and School Improvement*, Cambridge, MA: Harvard Education Press.
- Hallam, P., and Hausman, C. (2009). Principal and teacher relations: Trust at the core of school improvement. In Saha, L. and A. G. Dworkin, (Eds.), *The New International Handbook of Teachers and Teaching.*, New York: Springer Publications, 403-416.
- Pounder, D., King, D., Hausman, C., and Bowles, W. (2005). The complexity of gender-role stereotyping effects in high school principal selection. *Educational Leadership and Reform: Research and Theory in Educational Administration*, 4, Eds. Hoy, W. and Miskel, C. Greenwich, CT: Information Age Publishing, 265-300.
- Crow, G., Hausman, C., and Scribner, Jr., J. (2002). Reshaping the role of the school principal. In Murphy, J. (Ed.), *The educational leadership challenge: Redefining leadership for the 21st century*, pp. 189-210. Chicago: National Society for the Study of Education.
- Hausman, C. and Murphy, J. (2000). Fundamental shifts in schooling: Implications for principal leadership. In Ben-Peretz, M., Brown, S., and R. Moon (Eds.), *Routledge International Companion to Education*. London: Routledge.
- Goldring, E., Hausman, C., and Moirs, K. (1999). Magnet school teachers and their workplace. In Smrekar, C. and E. Goldring, *School choice in urban America: Magnet schools and*

the pursuit of equity, pp. 78-101. New York: Teachers College Press.

Hallinger, P. and Hausman, C. (1994). From Attila the Hun to Mary Had a Little Lamb: Principal role ambiguity in restructured schools. In Murphy, J. and K. Seashore-Louis (Eds.), *Reshaping the principalship: Insights from transformational reform efforts*, pp. 154-176. Thousand Oaks, CA: Sage Publications.

SAMPLE OTHER PUBLICATIONS (20 Published)

Hausman, C., Shaeffer, J. and Shoemaker, B. (2014). *An evaluation of academic coaches*. Prepared for the Salt Lake City School District, UT.

Hausman, C. and Shoemaker, B. (2014). *PLANTING SEEDS: Teacher Development for Engaging 21st Learning and Careers*. An evaluation report prepared for Thomas More College and Boone County School District, KY.

Hausman, C. and Castagno, A. (2014). *Horizonte School Improvement Grant Evaluation: Final Report*. Prepared for the Salt Lake City School District. Salt Lake City, UT.

Hausman, C. and McCreary, J. (2001). *Preparing Tomorrow's Teachers to use Technology (PT³): Final report*, prepared for Westminster College, Salt Lake City, Utah.

Galvin, P., White, K., and Hausman, C. (2001). *NN-RSI final report*, prepared for the Navajo Nation.

NATIONAL PRESENTATIONS:

Over 50 including presentations at the American Educational Research Association; University Council for Educational Administration; Association for the Study of Higher Education; and the American Sociological Association.

SAMPLE GRANTS/EVALUATIONS

Hausman, C., External Evaluator. (2014-2015). *IUPUI ESL Partnerships: Building Capacity Across and Within Institutions*. External Evaluator.

Hausman, C. (2011-2015). *IUPUI ESL Partnerships: Building Capacity Across and Within Institutions*. External Evaluator. Federal Grant.

Hausman, C., External Evaluator. (2013-14). *The Impact of Academic Coaches*. Salt Lake City School District. External Evaluator.

Hausman, C. and Castagno, A. (2011-2013). *Teacher Incentive Grant: Horizonte Alternative High School*. Salt Lake City School District. External Evaluator. Federal Grant.

Hausman, C. and Castagno, A. (2010-2012). *Teacher Incentive Grant: Glendale and Northwest Middle Schools*. Salt Lake City School District. External Evaluator. Federal Grant.

Hausman, C. (2010-2012). Authored the evaluation section of *Building the Biotechnician Workforce in the Bluegrass Region*. Deborah Davis, Principal Investigator, Kentucky Community and Technical College System, Awarded by the National Science Foundation.

Hausman, C. (2008-2012). *Comprehensive teacher education reform for English language learners*. External Evaluator. Federal Grant.

Hausman, C. (2008). *Kentucky CEO Superintendents Network*. Funding Sources—Kentucky Department of Education. Principal Investigator.

Hausman, C. and Rinehart, J. (2007). *Kentucky CEO Superintendents Network*. Sources—Kentucky Department of Education.

Hausman, C. and Rinehart, J. (2007). *Kentucky Principals Academy*. Funding Source—State, Sub-contracted through the University of Louisville. Principal Investigator.

Rorrer, A. and Hausman, C., *Utah Charter School Study* (2006). Funding Source-- Utah Legislature Executive Appropriations Committee. Co-principal Investigator.

Hausman, C. and McCreary, J., University of Utah. *Content methods curriculum revision: A collaborative approach to improving preservice teachers' use of technology knowledge and instructional skills* (2000). External Evaluator. Federal Grant.

Galvin, P., Principal Investigator and Hausman, C., University of Utah. *Navajo Nation Rural Systemic Initiative* (2000). Sub-contracted Evaluator. National Science Foundation grant. Vanderbilt's Institute for Public Policy and the Citizen's Commission for Civil Rights.

Goldring, E. and Smrekar, C., Principal Investigators. Hausman, C. and Saffold, W. R., Project-Directors. *Parental choice: Consequences for families, students, and schools* (1993). Funding Source—Spencer Foundation.

COURSES TAUGHT:

Program Evaluation; Research Design & Analysis in Education; Analyzing & Using Educational Data; Quantitative Research Methods; Advanced Research Methods & Design; Qualitative Methods; Leadership for School Improvement; Social & Political Leadership; Organizational Behavior & Social Justice; School Systems Administration; and Strategic Planning in Education.

Curriculum Vitae
CLEVELAND HAYES, PhD

EDUCATION

Ph.D. 2006 University of Utah, Department of Education, Culture, & Society.
Specialization in Cultural and Social Foundations of Education, History of Education, Social Justice Education, Critical Race Theory in Education, Culturally Responsive Teaching and Urban Education
Dissertation: *Why We Teach: Storying the Lives of a Black Family of Mississippi Educators*

DISSERTATION COMMITTEE AND AREAS OF SPECIALITY

Norma Gonzalez, PhD (Chair-Anthropology, Language and Ethnographic Research)
Donna Deyhle, PhD (American Indian Studies, Qualitative Research in Education, Comparative Education, Anthropology and Ethnographic Research)
Karen Johnson, PhD (African American Education, Biographies, Women Studies and Urban Education)
Octavio Villalpando, PhD (Critical Race Theory, LatCrit, Higher Education Administration, and Qualitative Research in Education)
Wilfred Samuels, PhD (African American Literature)

M.Ed. University of Utah, Department of Educational Studies, 1998
Specialization: Culture, Curriculum, and Critical Studies
B.S. Mississippi State University, Biology Education, 1991
A.A.S Community College of the Air Force, Health Services Administration, 1993

RESEARCH INTERESTS

Examinations of Race, Class, and Gender in the Sociology of Education Critical Race Theory in Education
Historical and Contemporary Issues in African American Education Storytelling as a Pedagogical Methodology
Urban Education & Teacher Education
Anti-Racist Education
Qualitative Research in Education

TEACHING LICENSES

- California Standard Certification, Biology, Integrated Science, English as a Second Language, Business Management, In Progress
- Utah Standard Certification, Biology, Integrated Science, English as a Second Language, Business Management, Expires 2020
- Mississippi Basic Certification, Biology and General Science Education Expired 1992

**SECONDARY AND POST-SECONDARY AREAS OF TEACHING
SPECIALIZATION**

Biology Chemistry Earth Science

Middle School Science English as a Second Language Business Management

PROFESSIONAL POSITIONS

- 2017- Full Professor (with tenure), Urban Teacher Education, IUPUI
- 2016 – 2017 Director, Center for Educational Equity and Intercultural Research, LaFetra College of Education, University of La Verne, La Verne, California
- 2013 – 2017 Associate Professor (with tenure), Advanced Studies in Education and Human Development, University of La Verne, La Verne, California
- 2011 – 2013 Associate Professor, Education and Teacher Development, University of La Verne, La Verne, California
- 2007 – 2011 Assistant Professor, Teacher Education, University of La Verne, La Verne, California
- Fall, 2006 Adjunct Instructor, Teacher Education, University of Utah, Salt Lake City, Utah
- Spring, 2006 Adjunct Instructor, Diversity in Education, Westminster College, Salt Lake City, Utah
- 1996 - 2007 Biology, Chemistry, Earth Systems, Reading, English Language Learner Teacher, Salt Lake City School District, Salt Lake City Utah
- 1996 – 1998 Basic Computer Literacy Teacher, Granite School District Adult Education, Salt Lake City, Utah

COURSES TAUGHT

EDUC 466, Introduction to Reading for Single Subject Candidates,
 EDUC 504, Introduction and Methods of Research, ASCD 504, Introduction and Methods of Research
 ASCD 596 Graduate Seminar,
 EDUC 390, Science for Elementary Teachers
 EDUC 475, Foundations and Introduction to Teaching: Single Subject
 EDUC 476 A – H, Teaching in the Content Single Subject: Math, English, Social Studies, Science, Physical Education, Fine Arts, Foreign Language, Music and Health

ADMINISTRATIVE POSITIONS

Lead Faculty, Teaching in the Content Single Subject, Teacher Education, College of Education and Organization Leadership, University of La Verne, La Verne, CA, 2007 - 2017

Lead Faculty, Foundations and Introduction to Teaching Single Subject, Teacher Education, College of Education and Organization Leadership, University of La Verne, La Verne, CA, 2010 - 2017

Lead Faculty, Science for Elementary Teachers, Education Studies, College of Education and Organization Leadership, University of La Verne, La Verne, CA, 2007 - 2017

Co-Director, Men of Color Initiative, University of La Verne, La Verne CA, 2015 -2017

SAMPLE PUBLICATIONS

Hayes, C., Fasching-Varner, K.J., Perry, E. & White-Smith, K. (under contract). *Through the fire: Teacher candidates share their journeys in narrative*. Boston: Sense Publishers.

Fasching-Varner, K.J., Hartlep, N.D., Martin, L.L., **Hayes, C.**, Mitchell, R.W., & Allen-Mitchell, C.A. (2015). *Assaults on communities of color: Exploring the realities of race based violence*. Lanham, MD: Rowman and Littlefield.

Hartlep, N.D. & **Hayes, C.** (2016). *Unhooking from Whiteness: Resisting the Espirit de Corp*. Boston: Sense Publishers

Hayes, C & Hartlep, N.D. (2013). *Unhooking from Whiteness: The key to dismantling racism in the United States*. Boston: Sense Publishers.

Sample Articles (Refereed)

Hayes, C., & Montoya, R. (under review). Why We Teach: An Examination of Latino Male Perceptions of Teaching. Manuscript submitted for publication.

Hayes, C. & Elderson, K. (under review). The Art in Portraiture: An Urban School Art Teacher use of Art as Critical Resistance. Manuscript submitted for publication.

Hayes, C. & Fasching-Varner, K.J. (2015). Racism 2.0 and the death of social and cultural foundations of education: A critical conversation. *Journal of Educational Foundations*, 28(1), 103 – 119.

Hayes, C. & Juarez, B.G. (2012). There is no culturally responsive teaching spoken here: A Critical Race Perspective. *Democracy and Education*, 20(1), article 1.

Hayes, C., Juarez, B.G., & Cross, P.T. (2011). What can we learn from Big Mama? *Critical Education*, 2(14).

- IUPUI School of Education, elected by colleagues in recognition of commitment to excellence in university teaching
- Outstanding Teacher in Clinical Faculty 2010
IUPUI School of Education, elected by colleagues in recognition of commitment to excellence in university teaching
- Outstanding Teacher in Clinical Faculty 2009
IUPUI School of Education, elected by colleagues in recognition of commitment to excellence in university teaching

SAMPLE REFEREED PUBLICATIONS/ARTICLES

- Borgioli Yoder, G.** (IUPUI), Willey, C. (IUPUI), Galindo, E. (IU-B) & Brown, E. (Indiana State University). (2013, spring). The status of high stakes testing: What might HAMTE do? *Hoosier Association of Mathematics Teacher Educators (HAMTE) Crossroads*, 2(1), 2-3.
- McCloskey, A. (Penn State) & **Borgioli, G.** (IUPUI). (2012). Don't move on just yet! Following up on students' successful solution strategies using "Next step, but deeper" tasks. *Indiana Mathematics Teacher*, fall 2012, p. 2.
- Borgioli, G.** (2010). A critical examination of learning disabilities in mathematics: Applying the lens of ableism. *Journal of Thought Paulo Freire Special Issue*. Retrieve at <http://www.freireproject.org/content/journal-thought-springsummer-2008>.
- Borgioli, G. M.** (2008, October). Equity for English Language Learners in mathematics classrooms. *Teaching Children Mathematics*, 15(3), 185-191.

Serena K. Tyra

(b)(6)

Education:

Doctorate of Education, Brigham Young University,
Provo, UT, 2007
Area of Concentration: Literacy

Reading Specialist, Brigham Young University, Provo, Utah,
2004

National Board Certification, 2000
Area of Concentration: Early Childhood Generalist

Reading Recovery Certification, California State University
at San Bernardino, 1997

Master of Arts, California Lutheran University, Thousand
Oaks, CA, 1996
Areas of Concentration: Curriculum and Development with an
emphasis in Reading

California Teaching Credential, California Lutheran
University, Thousand Oaks, CA 1996
Areas of Concentration: Multiple Subjects,
Spanish Bilingual/ Multicultural Emphasis (BCLAD)
Fluent in Spanish

Bachelor of Science, Brigham Young University, Provo, UT,
1990, Major: Elementary Education

**Professional
Activities:**

**Visiting Lecturer for Ministry of Education for Pedagogues
and Kindergartens**

September 2010-present

Planning and implementing courses on instructional coaching in Greenlandic preschools and kindergartens for pedagogues and school leadership.

Visiting Professor for Greenland University.

August 2010 –present

Planning and teaching courses on Studies in the kindergarten reform (coaching and counseling) and Theory and practice in coaching of kindergarten teachers and leaders for reform in Greenlandic education.

**Facilitation, Development and Coaching for Instructional
Coaches using the Standards for Effective Pedagogy (Coach
of Coaches Model)**

August 2010-present

Providing on-going facilitation and assistance in Instructional Coaching with the Standards for Effective Pedagogy for on-site coaches in the Metropolitan School District of Pike Township in Indianapolis, IN.

**Professional Development Trainer/Educational Consultant/
Instructional Coach**

January 2004-present

Clients Served:

Center for Research on Education Diversity & Excellence (CREDE) at University of California, Berkeley

Bureau of Indiana Affairs

Indianapolis University- Purdue University, Indianapolis

Indiana University, Bloomington

California State University, Stanislaus,

The Ministry of Education for the country of Greenland

National Education Association (NEA)

Consortium for Education Change in Chicago, IL (CEC)

Indianapolis Public Schools

Lower Kuskokwim School District, Bethel, AK

Mars Hill College, Asheville, NC
Modesto City Schools, Modesto, CA
Patterson Joint Unified School District, Patterson, CA
Pike Metropolitan School District, Indianapolis, IN
Provo School District, Provo, UT
Riverbank Language Academy, Riverbank, CA
Stockton Unified School District, Stockton, CA
University of Wisconsin at Milwaukee, Milwaukee, WI
Zuni Independent School District, Zuni, NM

Sample Publications:

- Teemant, A., Tyra, S. (2016). *Six standards instructional coaching: Leading pedagogical change instructional guide*. Greenwood, Indiana: Teemant & Associates.
- Teemant, A., & Tyra, S. (2016). *Six standards instructional coaching: Leading pedagogical change facilitator guide*. Greenwood, Indiana: Teemant & Associates.
- Teemant, A., Tyra, S., Borgioli, G., & Aube, P. (2015). *Six Standards Instructional Coaching: Mathematics Instructional Guide*. Greenwood, Indiana: Teemant & Associates.
- Teemant, A., & Tyra, S. (2014). *Six Standards Instructional Coaching: Literacy Instructional Guide*. Greenwood, Indiana: Teemant & Associates.
- Teemant, A., & Tyra, S. (2014). *Six Standards Instructional Coaching: Literacy Facilitator Guide*. Greenwood, Indiana: Teemant & Associates.
- Teemant, A., Wink, J., Tyra, S. (2011). Effects of coaching on teacher use of sociocultural practices. *Teaching and Teacher Education*, 27(4), 683-693. DOI: 10.1016/j.tate.2010.11.006
- Tyra, S. (2007). *The Nature of Verbal Interactions in Guided Reading Groups in First and Second Grade*, Dissertation Study, Brigham Young University, School of Education, Provo, UT.

**DRAFT POSITION DESCRIPTION: Grant Project Manager
School of Education**

(non-tenure 10-month appointment, fully grant supported)

The Indiana University School of Education at IUPUI (Indiana University-Purdue University, Indianapolis) seeks a capable and energetic educator with K-16 teaching experience in urban settings to serve as the Project Manager of a U.S. Department of Education National Professional Development Grant. This individual should have expertise in language education, mixed methods research, and project management. This individual should also be familiar instructional coaching, knowledgeable about current best practices in teaching English to second language learners in the content areas, and competent in standards alignment and curriculum development. Individuals with instructional coaching experience and college level teaching preferred. This individual should have at least a master's degree, Ph.D. preferred.

Responsibilities:

This individual will report to the Principal Investigator of a five-year, federally-funded ESL Professional Development Grant and serve as needed in a wide variety of capacities, including:

Grant Development Activities and School Assistance

- a) Serve as the Project Manager of the federal grant, supporting the execution of all professional development and evaluation activities.
- b) Participate in Grant Advisory Board Meetings and Stakeholder Council Meetings
- c) Recruit and advise ENL Certification and Leadership Academy participants.
- d) Assist SOE faculty to incorporate current research and best practices in area of ESL education into university course work and professional development programs, updating readings for language, culture, and pedagogy competencies.
- e) Gain expertise in the Standards for Effective Pedagogy Instructional Model
- f) Participate in the development of peer and team coaching models.
- g) Shadow and gain instructional coaching expertise in use of the Standards for Effective Pedagogy Instructional Coaching Model.
- h) Provide peer and team coaching support to teachers.
- i) Support data gathering and analysis activities specified in the federal grant, including but not limited to classroom observations, focus groups, data entry, and participation in data analysis and publication.
- j) Support preparation of annual reports.

Application: Candidates should submit (a) a letter of application (b) curriculum vita, (c) samples of scholarly manuscripts if available, and (d) three letters of recommendation. Material should be sent to: Ashley Clemmons, IUPUI School of Education Room 3138, 902 W. New York Street, Indianapolis, IN 46202.

Review of candidates will start _____ and continue until the position is filled. Starting date is _____. Salary is commensurate with qualifications and experience. IUPUI employees enjoy an excellent benefits package.

Indiana University is an Affirmative Action, Equal Opportunity Employer and actively seeks applications from members of traditionally underrepresented groups.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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An

**Five Year Cumulative Budget Narrative for IUPUI Grant
Total Requested Funds by Category**

<i>Category</i>	<i>Total Request</i>
Personnel—Five Year Total	\$751,985
Annela Teemant as Project Director, IUPUI Principal Investigator, Academic, 10 month at 25% FTE (AY)—two course buy out—each year of the grant (12.50% of annual salary for each buy out). Responsible for overall grant management, annual, complete, and final annual reports, human subject review and yearly renewals, coordinating data collection for instructional coaching and ESL certification studies (quasi-experimental and correlational), leadership academy recruitment and data collection, co-developing new coaching courses (advanced, peer, and inter-rater reliability), and ensuring regular management meetings are held with university, district, and community stakeholders.	\$112,524
Annela Teemant as Project Director, IUPUI Academic, 2 SUMMER months at 100% (13 weeks) FTE each year of the grant (2.50% per week)	\$146,282
Gina Yoder as Parent-Family-Community Initiative Leader, IUPUI Co-Investigator, Academic, 10 month at 12.5% FTE (AY)—one course buy out—Year One (12.50% of annual salary). Responsible for the co-design, co-teaching, and the survey and focus group data collection associated with this Parent, Family, Community Initiative.	\$9,159
Gina Yoder as Parent, Family, Community Initiative Leader, IUPUI Co-Investigator, SUMMER (1 week) paid at 2.50% per week Years 2-5	\$31,575
Cleveland Hayes as Leadership Academy Research Mentor, Qualitative Research Expert, and IUPUI Co-Investigator, SUMMER (5 weeks) paid at 2.50% per week Years 1-5.	\$69,682
Project Manager, IUPUI, Academic, 10 month at 100% FTE each year of grant. (AY). Responsible for coordination and scheduling of all school-based activities, including ESL certification course work, recruitment of participants and control group subjects, scheduling of classroom observations, conducting peer-coaching coaching initiative and dual language school activities.	\$338,263
Regular Hourly Data Manager(s), IUPUI, @ \$25/hour across Years 1-5 of the grant: YR 1 20 hours x 20 weeks; YR2 20 hours x 10 weeks; YR 3 20 hours per week x 30 weeks; YR 4 20 hours x 17 weeks; YR 5 20 hours per week x 12 weeks. Responsible for online survey data collection, classroom observations of teaching using the Standards Performance Continuum Plus, observation data entry, flow of qualitative data transcription, management of all quantitative databases.	\$44,500
Fringe Benefits—Five Year Total	\$254,796
Annela Teemant as Project Director, IUPUI Principal Investigator, Academic at 10 month (AY), benefits are paid at 40.23% rate Years 1-5	\$45,269
Annela Teemant as Project Director, IUPUI Principal Investigator, Academic, 2 months (SUM), benefits are paid at 26.95% rate Years 1-5	\$39,423
Gina Yoder as Parent/Family/Community Initiative Leader, IUPUI Co-Investigator, Academic, 10 month at 40.23% FTE (AY)—one course buy out—Year 1	\$ 3,685

Gina Yoder as Parent/Family/Community Initiative Leader, IUPUI Co-Investigator, SUMMER (1 week), benefits are paid at 26.95% rate Years 2-5	\$8,509
Cleveland Hayes as Leadership Academy Participant Research Mentor, IUPUI Co-Investigator, SUMMER (5 weeks), benefits are paid at 26.95% rate YR 1-5	\$18,779
Project Manager, Academic, 10 months (AY), benefits are paid at 40.23% rate Years 1-5	\$136,083
Regular Hourly Data Manager(s), IUPUI, benefits paid at 6.85% rate Years 1-5	\$3,048
Travel—Five Year Total	\$18,020
Out-of-State: Ten round trip out-of state trips to annual NPD meetings for PI and Evaluator @ \$1,800/person: Flight = 600/ticket + Hotel + 800 + Food \$220 + Car = \$180 = \$1800 x 2 people = \$3,604 x 5 = \$18,020	\$18,020
Equipment—None	\$0
Supplies—Five Year Total	\$6,100
Books, flash drives, SD cards for videotaping, and activity center supplies for professional development sessions: YR1 \$1,800; YR2 \$1,200; YR3 \$2,100; YR4 \$500; YR5 \$500.	\$6,100
Contractual—Five Year Total	\$799,524
<p>- External Coach Specialist Professional Services: \$249,600 Dr. Serena Tyra co-developed the Six Standards Instructional Coaching Model with the Principal Investigator of this grant. She has 15 years of experience directly coaching teachers and 5 years of experience in preparing Six Standards instructional coaches for school districts. Daily rate of \$1300/day for on-site district coach preparation: YR1 42 days = \$54,600; YR 2 60 days = \$78,000; YR3 54 days - \$70,200; YR4 12 days = \$15,600; YR5 24 days = \$31,200.</p> <p>- Associated Non-Employee Travel: \$80,000 This includes a total of 53 weeks of work across five years of the grant: YR1 7 weeks = \$17,500; YR2 10 weeks = \$25,000; YR3 9 weeks = 22,500; YR4 2 weeks = \$5,000; YR5 4 weeks = \$10,000.</p> <p>The consultant flies from Los Angeles to Indianapolis on Southwest airlines (\$700/ticket), plus car-rental (\$350/week), gas (\$100), food = \$60/day=\$350, hotel (\$900/week), printing (\$100) = \$2,500 per trip x 32 trips= \$80,000</p> <p>\$249,600 Services + Travel \$80,000= \$329,600</p>	\$329,600
<p>- Quantitative Data Consultant Dr. Charlie Hausman, from Eastern Kentucky University, is a tenured associate professor in Educational Leadership and Policy Studies Department with expertise in quantitative data analyses. He will be involved in the formative and summative evaluation components and report development for this grant. He</p>	\$90,000

<p>will assist in establishing baseline equivalence, analyzing power, inter-rater reliability, and investigating the specified correlational, and experimental relationships among variables. Quasi-experimental and correlational designs guide the evaluation plan and evaluate teacher pedagogy, knowledge of culture, knowledge of language, and the relationships among these variables to student achievement gains in English/Language Arts and English language development (WIDA Access) as a result of (a) Six Standards instructional coaching and (b) completion of ESL certification. Rate is \$1000 per day: YR 1 = 15 days; YR2 = 15 days; YR3 = 20 days; YR 4 = 20 days; YR 5 = 20 days.</p>	
<p>Teacher Stipends for Professional Development: These stipends pay for teachers to attend four different one-week (30-hour) summer intensive workshops. Year 1 intervention is called the Six Standards for Effective Pedagogy Instructional Model (SEP). Year 2 intervention is called Six Standard Pedagogy for Differentiation (DIFF). The peer-coaching (PC) summer workshop prepares teachers to engage in paired coaching within their buildings following two years of formal coaching. The Parent-Family-Community (PFC) summer workshop prepares teachers to engage with families as social equals and invite and engage family and community members in transforming inequities in classrooms and schools. Rate: \$500 per teacher: YR1 = 62, YR2 = 62, YR3 = 98, YR4= 68, and YR 5 = 100 = 390 teachers served across five years of the grant.</p>	\$195,000
<p>Coach Stipends for Professional Development: These stipends pay for coaches to attend four different one-week (30-hour) summer intensive workshops that prepare them for the role of instructional coach: (a) Basic Coaching Course (YR 1 & YR4), (b) Advanced Coaching Course (YR 2 & YR 5), and (c) Inter-rater Reliability Course (YR 3 & 5). Rate: \$500 per teacher: YR1 = 20, YR2 = 20, YR3 = 20, YR4= 10, and YR 5 = 60 = 130 coaches served across five years of the grant = \$65,000.</p>	\$65,000
<p>Parent Stipends: Parents will be paid a \$200 stipend for approximately 13 hours of time (\$15 per hour) participating in the Parent-Family-Community Engagement (PFC) professional development and collaborative projects. Rate \$200 per parent x 40 parents= \$8,000 x 4 (YR2-5) = \$32,000 for 160 Parents.</p>	\$32,000
<p>Pearson ESL Test 019 Baseline: the 66 teachers participating in the ESL Certification program will each take the Pearson ESL test @ a cost of \$114 per teacher. They will pay for the posttest themselves at the end of the 21 credits.</p>	\$7,524
<p>ESL Certification Control Group Stipends for Evaluation: Control group teacher stipends are \$100 dollars each for the completion of an online survey and two classroom observations pre- and post- certification. A total of 66 control group teachers will be recruited for the quasi-experimental studies of teacher variables on student achievement and English development. These stipends are spread out across four of the five years of the grant: YR1 = \$1,700; YR2 = \$1,700; YR4 = \$1,600; YR5 = \$1,600.</p>	\$6,600
<p>ESL Instructional Coaching Control Group Stipends for Evaluation: Control group teacher stipends are \$100 dollars each for the completion of an online survey and two classroom observations pre- and post the coached teacher participation in the intervention. A total of 160 control group teachers will be</p>	\$16,000

recruited for the quasi-experimental studies examining the impact of teacher variables on student achievement and English development. These stipends are spread out across the five years of the grant: YR1-32; YR2- 32, YR3-48; and YR5-48. 160 control teachers x \$100 = \$16,000 per year.	
Video Transcription Data and Editing Services for Multimedia Product Dissemination: Videotaped data will be collected capturing coaching conversations between developing coaches and the teachers they are shadowed coaching. The analysis of this data requires transcription services. Using a previously approved university transcription vendor, transcription services cost \$.16 per 65-character line. This equates to about \$90-110 per digital hour of work, depending on the speaking speed of speakers and the amount of blank space on the digital files. YR1 30 hours of transcription = \$3,000; YR2 20 hours = \$2,000; YR3 30 hours = \$3,000 plus \$12,000 for multimedia product development for dissemination; and YR4 50 hours = \$5,000.	\$25,000
Translation Services: Translators will be contracted to support PFC teacher-parent communication during PFC workshops and team meetings at a rate of \$20 per hour. YR1, YR 3, YR4, & YR5= \$1200/year or 60 hours per year.	\$4,800
Community Engagement Support: Funding is set aside in Years 1, 3, 4, & 5 to support community partners in project activities focused on Parent-Family-Community (PFC) Engagement. During YR1 three community organizations have committed to assist ESL faculty in the development of a PFC Workshop and year-long team coaching initiative. At least, two community partners will also co-facilitate the five-day workshop each year (YR1, YR3-5). For Years 3 and 5, additional funding is used to organize a Central Indiana regional event for community-based organizations to come together to rethink the purposes and types of engagement from parents, families, and community members that would transform local inequities in educational outcomes for multilingual, multicultural, and economically disadvantaged students. Each event (YR3 & YR5) will seek to deepen understandings among a broad variety of community organizations by showcasing teacher, parent, and Leadership Academy educator experiences resulting from the PFC workshop and year-long team coaching and action research projects. YR1 \$6,000; YR3 \$8,000; YR4 \$6,000; YR5 \$8,000.	\$28,000
Construction—None	\$0
Other—Five Year Total	\$10,000
In Year One , the purchase of the following items for grant work, especially data collection and analysis: Two 15 in Retina Display MAC Book Pro Laptops with 1 TB Flash Storage: \$3600 each for PI and Project Manager; One Go-Pro Hero Black Camera (\$600) for video capture of instructional conversation discussions with students; Two Canon VIXIA HF R72 Digital Camcorder (\$500 each) Five Sony ICD-UX533 Digital Voice Recorders (\$100 each) for focus group and teacher coaching recordings; HyperResearch Bundle Qualitative Research Tool (\$600) plus HyperTranscribe (\$100) for qualitative coaching data analysis.	\$10,000
Total Direct Costs —Five Year Total	\$2,601,902
Years 1 – 5 totaled for categories 1-8 above	\$2,601,902
Indirect Costs—Five Year Total	\$147,235
8% allowed for indirect costs	\$147,235
Training Stipends—Five Year Total	\$761,477

Partnering for Radical School Improvement

66 ESL Certification Scholarships for qualified teachers to complete 21 graduate credits of English as a Second Language coursework leading to ESL state certification in Indiana: YR1=17; YR2=17; YR4=16; YR5=16. Cost of attendance for 1 Scholarship is \$9,184.59. (21 Credit Hours x \$420.85/Credit Hour) + (Practicum Fees of \$346.74) \$9,184.59 x 66 = \$606,183.	\$606,183
41 ESL Leadership Academy Scholarships for qualified graduate students (9 credits Fall & Spring and 3 credits Summer). 25 teachers in Years 3 & 16	\$155,294

teachers in 4 of grant. Cost of attendance for 1 Scholarship is \$3,787.65 (9 Credit Hours x \$420.85/Credit Hour) \$3,787.65 x 41 = \$155,294.	
Total Costs—Five Year Total	\$2,749,137

Yearly Budget Narrative of Requested Funds by IUPUI

<i>Budget Narrative for YEAR ONE: IUPUI Partnering for Radical School Improvement</i>	
Category	Year One Request
Personnel	\$146,032
Annela Teemant as Project Director, IUPUI Principal Investigator, Academic, 10 month at 25% FTE (AY), a two course buy out (12.50% of annual salary for each buy out). Responsible for overall grant management, annual, complete, and final annual reports, human subject review and yearly renewals, coordinating data collection for instructional coaching and ESL certification studies (quasi-experimental and correlational), co-developing new coaching courses (advanced, peer, and inter-rater reliability), and ensuring regular management meetings are held with university, district, and community stakeholders.	\$21,195
Annela Teemant as Project Director, IUPUI Academic, 2 SUMMER months at 100% (13 weeks) FTE each year of the grant (2.50% per week). Completion of required federal reports, human subject renewals, formative and summative internal reports, co-teaching of summer workshops, data analyses, and publication of evaluation findings in appropriate venues.	\$27,553
Gina Yoder as Parent-Family-Community (PFC) Initiative Leader, IUPUI Co-Investigator, Academic, 10 month at 12.5% FTE (AY)—one course buy out—Year One (12.50% of annual salary). Responsible for the co-design of the summer workshop and year-long coaching events in collaboration with community organization support, including the selection or development of survey and focus group data associated with this initiative.	\$9,159
Cleveland Hayes as Leadership Academy Research Mentor, Qualitative Research Expert, IUPUI Co-Investigator, SUMMER (5 weeks) paid at 2.50% per week Years 1-5.	\$13,125
Project Manager, IUPUI, Academic, 10 month at 100% FTE each year of grant. (AY). Responsible for coordination and scheduling of all school-based activities, including ESL certification course work, recruitment of participants and control group subjects, scheduling of classroom observations, conducting peer-coaching coaching initiative and dual language school activities.	\$65,000
Regular Hourly Data Manager(s), IUPUI, @ \$25/hour for 400 hours or 20 hours per week for 20 weeks. Responsible for online survey data collection, classroom observations of teaching using the Standards Performance Continuum Plus, observation data entry, flow of qualitative data transcription, and management of all quantitative databases.	\$10,000
Fringe Benefits	\$50,008
Annela Teemant as Project Director, IUPUI Principal Investigator, Academic at 10 month (AY), benefits are paid at 40.23% rate Years 1-5	\$8,527

Annela Teemant as Project Director, IUPUI Principal Investigator, Academic, 2 months (SUM), benefits are paid at 26.95% rate Years 1-5	\$7,425
Gina Yoder as Parent/Family/Community Initiative Leader, IUPUI Co-Investigator, Academic, 10 month at 40.23% FTE (AY)—one course buy out—Year 1	\$ 3,685
Cleveland Hayes as Leadership Academy Research Mentor, Qualitative Research Expert, IUPUI Co-Investigator, SUMMER (5 weeks), benefits are paid at 26.95% rate.	\$3,537
Project Manager, Academic, 10 months (AY), benefits are paid at 40.23% rate.	\$26,150
Regular Hourly Data Manager(s), IUPUI, benefits paid at 6.85% rate.	\$685
Travel	\$3,604
Out-of-State: Two round trip out-of state trips to annual NPD meetings for PI and Evaluator @ \$1,800/person: Flight = 600/ticket + Hotel + 800 + Food \$220 + Car = \$180 = \$1800 x 2 people = \$3,604	\$3,604
Equipment-None	\$0
Supplies	\$1,800
Books for course redesign, flash drives, SD cards for video taping, and materials for small group activities for professional development activities	\$1,800
Contractual	\$153,138
<p>- External Coach Specialist Professional Services: \$93,000 Dr. Serena Tyra co-developed the Six Standards Instructional Coaching Model with the Principal Investigator of this grant. She has 10 years of experience directly coaching teachers and 5 years of experience in preparing Six Standards instructional coaches for school districts.</p> <ul style="list-style-type: none"> • Daily rate of \$1300/day for on-site district coach preparation: YR1 42 days = \$54,600. She will (a) co-teach our basic coaching course (6 days); (b) co-teach the YR1 SEP (6 days); (c) PFC (6 days) summer workshops; and (d) conduct 4 weeks of classroom observations for baseline data. <p>- Associated Non-Employee Travel: \$17,500 This includes 7 weeks of travel during YR1. The consultant flies from Los Angeles to Indianapolis on Southwest airlines (\$700/ticket), plus car-rental (\$350/week), gas (\$100), food = \$60/day=\$350, hotel (\$900/week), printing (\$100) = \$2,500 per trip x 10 trips= \$25,000</p> <p>\$54,600 Services + Travel \$17,500 = \$72,100 for YR1</p>	\$72,100

<p>- Quantitative Data Consultant Dr. Charlie Hausman, from Eastern Kentucky University, is a tenured associate professor in Educational Leadership and Policy Studies Department with expertise in quantitative data analyses. YR 1, he will be involved in establishing baseline equivalence, inter-rater reliability among observers, and ensuring the conditions for rigorous quasi-experimental and correlational designs are met. Analyses of baseline measures of teacher pedagogy, knowledge of culture, and knowledge of language will be calculated for ESL certification and Instructional Coaching quasi-experimental studies (control group). Support preparation of annual performance report. Rate is \$1000 per day: YR1 = 15 days = \$15,000</p>	<p>\$15,000</p>
<p>Teacher Stipends for Professional Development: The following summer workshops are offered YR1 to teachers: Six Standards for Effective Pedagogy Instructional Model (SEP) (42) and the Parent, Family, Community Engagement Workshop (PFC) (20). YR1 = 62 at \$500 per teacher = \$31,000.</p>	<p>\$31,000</p>
<p>Coach Stipends for Professional Development: These stipends pay for coaches to attend the following one-week (30-hour) summer intensive workshops that prepare them for the role of instructional coach. YR 1 the Basic Coaching Course is offered for 20 coaches x \$500 per coach = \$10,000.</p>	<p>\$10,000</p>
<p>Parent Stipends: Parents will be paid a \$200 stipend for approximately 13 hours of time (\$15 per hour) participating in the Parent-Family-Community Engagement (PFC) professional development and collaborative projects. Rate \$200 per parent x 40 parents= \$8,000</p>	<p>\$8,000</p>
<p>Pearson ESL Test 019 Baseline: The 17 teachers participating in the ESL Certification program will each take the Pearson ESL test @ a cost of \$114 per teacher. They will pay for the posttest themselves at the end of the 21 credits. YR1 17 x \$114 = \$1938.</p>	<p>\$1,938</p>
<p>ESL Certification Control Group Stipends for Evaluation: Control group teacher stipends are \$100 dollars each for the completion of an online survey and two classroom observations pre- and post- certification courses. YR1 = 17 control group subjects x \$100 = \$1,700.</p>	<p>\$1,700</p>
<p>ESL Instructional Coaching Control Group Stipends for Evaluation: Control group teacher stipends are \$100 dollars each for the completion of an online survey and two classroom observations pre- and post the experimental group instructional coaching intervention. YR1 32 control teachers x \$100 = \$3,200.</p>	<p>\$3,200</p>
<p>Video Transcription and Editing Services for Digital Data and Multimedia Product Dissemination: Videotaped data will be collected capturing coaching conversations between developing coaches and the teachers they are shadowed coaching. The analysis of this data requires transcription services and the identification of key interactions in case studies of coaching interactions. Using a previously approved university transcription vendor, transcription services cost \$.16 per 65-character line. This equates to about \$90-110 per digital hour of work, depending on</p>	<p>\$3,000</p>

the speaking speed of speakers and the amount of blank space on the digital files. YR1 30 hours of transcription = \$3,000.	
Translation Services: Translators will be contracted to support PFC teacher-parent communication during PFC workshops and team meetings at a rate of \$20 per hour. YR1= \$1200/year or 60 hours per year.	\$1,200
Community Engagement Support: During YR1, three community organizations have committed to assist ESL faculty in the development and pilot a Parent-Family-Community (PFC) Engagement workshop involving both teachers and PFC member participants and year-long team coaching initiative focused on school inequities. YR1= \$6,000.	\$6,000
Construction—None	\$0
Other	\$10,000
In Year One, the purchase of the following items for grant work, especially data collection and analysis: Two 15 in Retina Display MAC Book Pro Laptops with 1 TB Flash Storage: \$3600 each for PI and Project Manager;	\$7,200
One Go-Pro Hero Black Camera (\$600) for video capture of instructional conversation discussions with students;	\$600
Two Canon VIXIA HF R72 Digital Camcorder (\$500 each) for recording of instructional coaching sessions with coached teachers.	\$1000
Five Sony ICD-UX533 Digital Voice Recorders (\$100 each) for focus group and teacher coaching recordings.	\$500
HyperResearch Bundle Qualitative Research Tool (\$600) plus HyperTranscribe (\$100) for qualitative coaching data analysis.	\$700
Total Direct Costs	\$520,720
Direct costs from categories 1-8 above	\$520,720
Indirect Costs	\$29,167
8% allowed for indirect costs	\$29,167
Training Stipends	\$156,138
17 Scholarships for qualified teachers to complete 21 credits of English as a Second Language (ESL) coursework leading to state ESL certification in Indiana: Cost of attendance for 1 Scholarship is \$9,184.59. (21 Credit Hours x \$420.85/Credit Hour) + (Practicum Fees of \$346.74) \$9,184.59 x 17 = \$156,138.	\$156,138
Total Costs for Year One	\$549,887

Budget Narrative for YEAR TWO: IUPUI Partnering for Radical School Improvement	
Category	Year Two Request
Personnel	\$142,576
Annela Teemant as Project Director, IUPUI Principal Investigator, Academic, 10 month at 25% FTE (AY), a two course buy out (12.50% of annual salary for each buy out). Responsible for overall grant management, annual, complete, and final annual reports, human subject review and yearly renewals, coordinating data collection for instructional coaching and ESL certification studies (quasi-experimental and correlational), co-developing new coaching courses (advanced, peer, and inter-rater reliability), and ensuring regular management meetings are held with university, district, and community stakeholders.	\$21,830
Annela Teemant as Project Director, IUPUI Academic, 2 SUMMER months at 100% (13 weeks) FTE each year of the grant (2.50% per week). Completion of required federal reports, human subject renewals, formative and summative internal reports, co-teaching of summer workshops, data analyses, and publication of evaluation findings in appropriate venues.	\$28,379
Gina Yoder as Parent-Family-Community (PFC) Initiative Leader, IUPUI Co-Investigator, SUMMER (1 week) paid at 2.50% per week. Responsible for the co-teaching of new summer workshop and year-long coaching events in collaboration with community organization support, including supervising the gathering of survey and focus group data associated with this initiative. Focus: Pilot with Avon Community Schools.	\$7,547
Cleveland Hayes as Leadership Academy Research Mentor, Qualitative Research Expert, and IUPUI Co-Investigator, SUMMER (5 weeks) paid at 2.50% per week Years 1-5.	\$13,519
Project Manager, IUPUI, Academic, 10 month at 100% FTE each year of grant. (AY). Responsible for coordination and scheduling of all school-based activities, including ESL certification course work, recruitment of participants and control group subjects, scheduling of classroom observations, conducting peer-coaching coaching initiative and dual language school activities.	\$66,300
Regular Hourly Data Manager(s), IUPUI, @ \$25/hour for 200 hours or 20 hours per week for 10 weeks. Responsible for online survey data collection, classroom observations of teaching using the Standards Performance Continuum Plus, observation data entry, flow of qualitative data transcription, and management of all quantitative databases.	\$5,000
Fringe Benefits	\$49,123
Annela Teemant as Project Director, IUPUI Principal Investigator, Academic at 10 month (AY), benefits are paid at 40.23% rate	\$8,782
Annela Teemant as Project Director, IUPUI Principal Investigator, Academic, 2 months (SUM), benefits are paid at 26.95% rate	\$7,648
Gina Yoder as Parent/Family/Community Initiative Leader, IUPUI Co-Investigator, SUMMER (1 week), benefits are paid at 26.95% rate	\$2,034
Cleveland Hayes as Leadership Academy Research Mentor, Qualitative	\$3,643

Research Expert, IUPUI Co-Investigator, SUMMER (5 weeks), benefits are paid at 26.95% rate.	
Project Manager, Academic, 10 months (AY), benefits are paid at 40.23% rate.	\$26,672
Regular Hourly Data Manager(s), IUPUI, benefits paid at 6.85% rate.	\$343
Travel	\$3,604
Out-of-State: Two round trip out-of state trips to annual NPD meetings for PI and Evaluator @ \$1,800/person: Flight = 600/ticket + Hotel + 800 + Food \$220 + Car = \$180 = \$1800 x 2 people = \$3,604	\$3,604
Equipment-None	\$0
Supplies	\$1,200
SD cards for videotaping, books, etc.	\$1,200
Contractual	\$167,838
<p>- External Coach Specialist Professional Services: \$124,800 Dr. Serena Tyra co-developed the Six Standards Instructional Coaching Model with the Principal Investigator of this grant. She has 10 years of experience directly coaching teachers and 5 years of experience in preparing Six Standards instructional coaches for school districts. • Daily rate of \$1300/day for on-site district coach preparation: YR 2 60 days. These days include (a) shadow coaching Six Standards Year One intervention coaches working with 32 teachers as part of our quasi-experimental study (32 control group teachers) for 42 days; (b) co-teaching a new Six Standards Differentiation Workshop (6 days); (c) co-teaching the advanced teaching course (6 days); and (d) co-teaching the peer coaching course (6 days).</p> <p>- Associated Non-Employee Travel: \$25,000 This includes a total of 10 weeks of travel in YR2. The consultant flies from Los Angeles to Indianapolis on Southwest airlines (\$700/ticket), plus car-rental (\$350/week), gas (\$100), food = \$60/day=\$350, hotel (\$900/week), printing (\$100) = \$2,500 per trip x 10 trips = \$25,000 \$78,000 Services + Travel \$25,000 = \$103,000</p>	\$103,000
<p>- Quantitative Data Consultant Dr. Charlie Hausman, from Eastern Kentucky University, is a tenured associate professor in Educational Leadership and Policy Studies Department with expertise in quantitative data analyses. For YR 2, he will complete analyses of pre-intervention measures of teacher pedagogy, knowledge of culture, and knowledge of language for quasi-experimental study #1 of coaching and study #1 of ESL Certification. Support preparation of annual performance report. Rate is \$1000 per day: YR2 = 15 days = \$15,000.</p>	\$15,000
<p>Teacher Stipends for Professional Development: The following summer workshops are offered YR1 to teachers: Six Standards for Effective Pedagogy Instructional Model (DIFF) (42) and the Peer Coaching (20). YR2 = 62 at \$500 per teacher = \$31,000.</p>	\$31,000
<p>Coach Stipends for Professional Development: These stipends pay for coaches to attend the following one-week (30-hour) summer intensive</p>	\$10,000

workshops that prepare them for the role of instructional coach. YR 1 the Basic Coaching Course is offered for 20 coaches x \$500 per coach = \$10,000.	
Pearson ESL Test 019 Baseline: The 17 teachers participating in the ESL Certification program will each take the Pearson ESL test @ a cost of \$114 per teacher. They will pay for the posttest themselves at the end of the 21 credits. YR2 17 x \$114 = \$1938.	\$1,938
ESL Certification Control Group Stipends for Evaluation: Control group teacher stipends are \$100 dollars each for the completion of an online survey and two classroom observations pre- and post- certification courses. YR2 = 17 control group subjects x \$100 = \$1,700.	\$1,700
ESL Instructional Coaching Control Group Stipends for Evaluation: Control group teacher stipends are \$100 dollars each for the completion of an online survey and two classroom observations pre- and post the experimental group instructional coaching intervention. YR2 32 control teachers x \$100 = \$3,200.	\$3,200
Video Transcription and Editing Services for Digital Data and Multimedia Product Dissemination: Videotaped data will be collected capturing coaching conversations between developing coaches and the teachers they are shadowed coaching. The analysis of this data requires transcription services and the identification of key interactions in case studies of coaching interactions. Using a previously approved university transcription vendor, transcription services cost \$.16 per 65-character line. This equates to about \$90-110 per digital hour of work, depending on the speaking speed of speakers and the amount of blank space on the digital files. YR2 20 hours of transcription = \$2,000.	\$2,000
Construction —None	\$0
Other —None	\$0
Total Direct Costs	\$520,479
Total direct costs for categories 1-8 above	\$520,479
Indirect Costs	\$29,147
8% allowed for indirect costs	\$29,147
Training Stipends	\$156,138
17 Scholarships for qualified teachers to complete 21 credits of English as a Second Language (ESL) coursework leading to state ESL certification in Indiana: Cost of attendance for 1 Scholarship is \$9,184.59. (21 Credit Hours x \$420.85/Credit Hour) + (Practicum Fees of \$346.74) \$9,184.59 x 17 = \$156,138.	\$156,138
Total Costs for Year Two	\$549,626

Budget Narrative for YEAR THREE: IUPUI Partnering for Radical School Improvement	
<i>Category</i>	<i>Year Three Request</i>
Personnel	\$156,040
Annela Teemant as Project Director, IUPUI Principal Investigator, Academic, 10 month at 25% FTE (AY), a two course buy out (12.50% of annual salary for each buy out). Responsible for overall grant management, annual, complete, and final annual reports, human subject review and yearly renewals, coordinating data collection for instructional coaching and ESL certification studies (quasi-experimental and correlational), co-developing new coaching courses (advanced, peer, and inter-rater reliability), and ensuring regular management meetings are held with university, district, and community stakeholders.	\$22,485
Annela Teemant as Project Director, IUPUI Academic, 2 SUMMER months at 100% (13 weeks) FTE each year of the grant (2.50% per week). Completion of required federal reports, human subject renewals, formative and summative internal reports, co-teaching of summer workshops, data analyses, and publication of evaluation findings in appropriate venues.	\$29,231
Gina Yoder as Parent-Family-Community (PFC) Initiative Leader, IUPUI Co-Investigator, SUMMER (1 week) paid at 2.50% per week. Responsible for the co-teaching of new summer workshop and year-long coaching events in collaboration with community organization support, including supervising the gathering of survey and focus group data associated with this initiative. Focus: Perry Township	\$7,774
Cleveland Hayes as Leadership Academy Research Mentor, Qualitative Research Expert, and IUPUI Co-Investigator, SUMMER (5 weeks) paid at 2.50% per week Years 1-5.	\$13,924
Project Manager, IUPUI, Academic, 10 month at 100% FTE each year of grant. (AY). Responsible for coordination and scheduling of all school-based activities, including ESL certification course work, recruitment of participants and control group subjects, scheduling of classroom observations, conducting peer-coaching coaching initiative and dual language school activities.	\$67,626
Regular Hourly Data Manager(s), IUPUI, @ \$25/hour for 600 hours or 20 hours per week for 30 weeks. Responsible for online survey data collection, classroom observations of teaching using the Standards Performance Continuum Plus, observation data entry, flow of qualitative data transcription, and management of all quantitative databases.	\$15,000
Fringe Benefits	\$51,005
Annela Teemant as Project Director, IUPUI Principal Investigator, Academic at 10 month (AY), benefits are paid at 40.23% rate	\$9,046
Annela Teemant as Project Director, IUPUI Principal Investigator, Academic, 2 months (SUM), benefits are paid at 26.95% rate	\$7,878
Gina Yoder as Parent/Family/Community Initiative Leader, IUPUI Co-Investigator, SUMMER (1 week), benefits are paid at 26.95% rate	\$2,095

Cleveland Hayes as Leadership Academy Research Mentor, Qualitative Research Expert, IUPUI Co-Investigator, SUMMER (5 weeks), benefits are paid at 26.95% rate.	\$3,753
Project Manager, Academic, 10 months (AY), benefits are paid at 40.23% rate	\$27,206
Regular Hourly Data Manager(s), IUPUI, benefits paid at 6.85% rate.	\$1,028
Travel	\$3,604
Out-of-State: Two round trip out-of state trips to annual NPD meetings for PI and Evaluator @ \$1,800/person: Flight = 600/ticket + Hotel + 800 + Food \$220 + Car = \$180 = \$1800 x 2 people = \$3,604	\$3,604
Equipment—None	\$ 0
Supplies	\$2,100
SD cards for videotaping, materials for professional development activities, books, etc.	\$2,100
Contractual	\$208,700
<p>- External Coach Specialist Professional Services: \$108,000 Dr. Serena Tyra co-developed the Six Standards Instructional Coaching Model with the Principal Investigator of this grant. She has 10 years of experience directly coaching teachers and 5 years of experience in preparing Six Standards instructional coaches for school districts. • Daily rate of \$1300/day for on-site district coach preparation: YR3 54 days. This includes (a) coach shadowing new coaches learning Six Standards DIFF (42 days); (b) co-teaching a peer-coaching summer course for teachers completing two years of instructional coaching (6 days); and (c) co-teaching the SEP summer workshop (6 days).</p> <p>- Associated Non-Employee Travel: \$25,000 This includes a total of 10 weeks of travel during YR3. The consultant flies from Los Angeles to Indianapolis on Southwest airlines (\$700/ticket), plus car-rental (\$350/week), gas (\$100), food = \$60/day=\$350, hotel (\$900/week), printing (\$100) = \$2,500 per trip x 9 trips= \$22,500 \$70,200 Services + Travel \$22,500 = \$92,700</p>	\$92,700
<p>- Quantitative Data Consultant Dr. Charlie Hausman, from Eastern Kentucky University, is a tenured associate professor in Educational Leadership and Policy Studies Department with expertise in quantitative data analyses. YR 3, he will be involved in establishing inter-rater reliability among coaches, ensuring the conditions for rigorous quasi-experimental are met for observation data. Analyses of baseline and post-intervention measures of teacher pedagogy, knowledge of culture, and knowledge of language will be calculated for ESL certification cohort #1 as well as YR2 instructional coaching study. Impact of ESL certification and coaching will be investigated on state ELA student achievement (ISTEP) and WIDA Access. Support preparation of annual performance report. Rate is \$1000 per day: YR3 = 20 days.</p>	\$20,000
Teacher Stipends for Professional Development: The following	\$49,000

summer workshops are offered YR1 to teachers: Six Standards for Effective Pedagogy Instructional Model (SEP) (48 Pike and Perry); PFC Workshop (20 Perry Township), and Peer Coaching Workshop (30 Pike and Dual). YR3 = 98 at \$500 per teacher = \$49,000.	
Coach Stipends for Professional Development: These stipends pay for coaches to attend the following one-week (30-hour) summer intensive workshops that prepare them for the role of instructional coach: (a) Six Standards SEP (YR3, 11 coaches), (b) Inter-rater Reliability Course (YR 3, 20 coaches). Rate: \$500 per teacher: YR3 = 20 = \$10,00.	\$10,000
Parent Stipends. Parents will be paid a \$200 stipend for approximately 13 hours of time (\$15 per hour) participating in the Parent-Family-Community Engagement (PFC) professional development and collaborative projects. Rate \$200 per parent x 40 parents= \$8,000	\$8,000
ESL Instructional Coaching Control Group Stipends for Evaluation: Control group teacher stipends are \$100 dollars each for the completion of an online survey and two classroom observations pre- and post the experimental group participation in the instructional coaching intervention. YR3 48 control teachers x \$100 = \$4,800.	\$4,800
Video Transcription and Editing Services for Digital Data and Multimedia Product Dissemination: The analysis of coaching conversation data requires transcription services and the identification and preparation of digital case studies. Case studies will be created to be part of an online multimedia library of teacher learning through instructional coaching conversations. Digital library materials will be linked to publications as well as ESL coach preparation professional learning materials. Using a previously approved university transcription vendor, transcription services cost \$.16 per 65-character line. This equates to about \$90-110 per digital hour of work, depending on the speaking speed of speakers and the amount of blank space on the digital files. Online web work and video production \$30/hour. YR3 60 hours = \$6,000 + Video productive for online format \$9,000.	\$15,000
Translation Services: Translators will be contracted to support PFC teacher-parent communication during PFC workshops and team meetings at a rate of \$20 per hour. YR3= \$1200/year or 60 hours per year.	\$1,200
Community Engagement Support: Funding is set aside each year to support community partners in project activities focused on Parent-Family-Community (PFC) Engagement. For Year 3, our community partners will organize and cohost a Central Indiana regional event for community-based organizations to come together to rethink the purposes and types of engagement from parents, families, and community members that would transform local inequities in educational outcomes for multilingual, multicultural, and economically disadvantaged students. YR3 begins the conversation with community partners. Leadership Academy program completers also present at this conference. Funding supports the cost of advertisement (\$300), registration for community organization representatives (\$50 x 34 = \$1,700), and a keynote speaker	\$8,000

stipend (\$2,500) = \$4,500. The remaining \$3,500 dollars supports two community partners in co-teaching the Perry Township hosted PFC workshop in and participating in the seven PFC project team meetings across the school year.	
Construction—None	\$0
Other—None	\$0
Total Direct Costs	\$516,140
Total direct costs for categories 1-8 above	\$516,140
Indirect Costs	\$33,716
8% allowed for indirect costs	\$33,716
Training Stipends	\$94,691
25 ESL Leadership Academy Scholarships for qualified graduate students (9 credits Fall & Spring and 3 credits Summer): Cost of attendance for 1 Scholarship is \$3,787.65 (9 Credit Hours x \$420.85/Credit Hour) \$3,787.65 x 25 = \$155,294.	\$94,691
Total Costs for Year Three	\$549,856

Budget Narrative for YEAR FOUR: IUPUI Partnering for Radical School Improvement	
Category	Year Four Request
Personnel	\$153,095
Annela Teemant as Project Director, IUPUI Principal Investigator, Academic, 10 month at 25% FTE (AY), a two course buy out (12.50% of annual salary for each buy out). Responsible for overall grant management, annual, complete, and final annual reports, human subject review and yearly renewals, coordinating data collection for instructional coaching and ESL certification studies (quasi-experimental and correlational), co-developing new coaching courses (advanced, peer, and inter-rater reliability), and ensuring regular management meetings are held with university, district, and community stakeholders.	\$23,160
Annela Teemant as Project Director, IUPUI Academic, 2 SUMMER months at 100% (13 weeks) FTE each year of the grant (2.50% per week). Completion of required federal reports, human subject renewals, formative and summative internal reports, co-teaching of summer workshops, data analyses, and publication of evaluation findings in appropriate venues.	\$30,108
Gina Yoder as Parent-Family-Community (PFC) Initiative Leader, IUPUI Co-Investigator, SUMMER (1 week) paid at 2.50% per week. Responsible for the co-teaching of new summer workshop and year-long coaching events in collaboration with community organization support, including supervising the gathering of survey and focus group data associated with this initiative. Focus: Pike Township	\$8,007
Cleveland Hayes as Leadership Academy Research Mentor, Qualitative Research Expert, and IUPUI Co-Investigator, SUMMER (5 weeks) paid at 2.50% per week Years 1-5.	\$14,342
Project Manager, IUPUI, Academic, 10 month at 100% FTE each year of grant. (AY). Responsible for coordination and scheduling of all school-based activities, including ESL certification course work, recruitment of participants and control group subjects, scheduling of classroom observations, conducting peer-coaching coaching initiative and dual language school activities.	\$68,979
Regular Hourly Data Manager(s), IUPUI, @ \$25/hour for 340 hours or 20 hours per week for 17 weeks. Responsible for online survey data collection, classroom observations of teaching using the Standards Performance Continuum Plus, observation data entry, flow of qualitative data transcription, and management of all quantitative databases.	\$8,500
Fringe Benefits	\$51,787
Annela Teemant as Project Director, IUPUI Principal Investigator, Academic at 10 month (AY), benefits are paid at 40.23% rate	\$9,317
Annela Teemant as Project Director, IUPUI Principal Investigator, Academic, 2 months (SUM), benefits are paid at 26.95% rate	\$8,114
Gina Yoder as Parent/Family/Community Initiative Leader, IUPUI Co-Investigator, SUMMER (1 week), benefits are paid at 26.95% rate	\$2,158

Cleveland Hayes as Leadership Academy Research Mentor, Qualitative Research Expert, IUPUI Co-Investigator, SUMMER (5 weeks), benefits are paid at 26.95% rate.	\$3,865
Project Manager, Academic, 10 months (AY), benefits are paid at 40.23% rate	\$27,750
Regular Hourly Data Manager(s), IUPUI, benefits paid at 6.85% rate.	\$582
Travel	\$3,604
Out-of-State: Two round trip out-of state trips to annual NPD meetings for PI and Evaluator @ \$1,800/person: Flight = 600/ticket + Hotel + 800 + Food \$220 + Car = \$180 = \$1800 x 2 people = \$3,604	\$3,604
Equipment—None	\$0
Supplies	\$500
Books, flash drives, and SD cards for video taping	\$500
Contractual	\$108,024
<p>- External Coach Specialist Professional Services: Dr. Serena Tyra co-developed the Six Standards Instructional Coaching Model with the Principal Investigator of this grant. She has 10 years of experience directly coaching teachers and 5 years of experience in preparing Six Standards instructional coaches for school districts. • Daily rate of \$1300/day for on-site district coach preparation: YR4 12 days = \$15,600. She will (a) teach the basic coaching course for new coaches in our participating districts (6 days); and (b) co-teach Six Standards DIFF (6 days).</p> <p>- Associated Non-Employee Travel: \$20,000 This includes a total of 2 weeks. The consultant flies from Los Angeles to Indianapolis on Southwest airlines (\$700/ticket), plus car-rental (\$350/week), gas (\$100), food = \$60/day=\$350, hotel (\$900/week), printing (\$100) = \$2,500 per trip x 1 trips= \$5,000. \$15,600 Services + Travel \$5,000 = \$20,600</p>	\$20,600
<p>- Quantitative Data Consultant Dr. Charlie Hausman, from Eastern Kentucky University, is a tenured associate professor in Educational Leadership and Policy Studies Department with expertise in quantitative data analyses. For YR 4, he will analyze pre- and post-intervention ESL certification Cohort #2 and instructional coaching study #1 data, establish baseline equivalence for cohorts #2 & #3 for ESL certification, and preparing methods sections for publications. Baseline data will be analyzed for ESL certification Cohort #3 and #4 and instructional coaching quasi-experimental studies. Pre- and Post-intervention data as well as one-year post intervention data will be analyzed for impact on state ELA student achievement (ISTEP) and WIDA Access. Support preparation of annual performance report. Rate is \$1000 per day: YR 4 = 20 days.</p>	\$20,000
Teacher Stipends for Professional Development: The following summer workshops are offered YR4: Six Standard Pedagogy for Differentiation (DIFF) (48 Pike and Perry); PFC workshop (20 Pike). YR4 = 68 at \$500 per teacher = \$34,000.	\$34,000

Coach Stipends for Professional Development: These stipends pay for coaches to attend the following one-week (30-hour) summer intensive workshops that prepare them for the role of instructional coach: Basic Coaching Course. YR4= 10 = \$5,000.	\$5,000
Parent Stipends: Parents will be paid a \$200 stipend for approximately 13 hours of time (\$15 per hour) participating in the Parent-Family-Community Engagement (PFC) professional development and collaborative projects. Rate \$200 per parent x 40 parents= \$8,000	\$8,000
Pearson ESL Test 019 Baseline: The 17 teachers participating in the ESL Certification program will each take the Pearson ESL test @ a cost of \$114 per teacher. They will pay for the posttest themselves at the end of the 21 credits. YR4 16 x \$114 = \$1,824.	\$1,824
ESL Certification Control Group Stipends for Evaluation: Control group teacher stipends are \$100 dollars each for the completion of an online survey and two classroom observations pre- and post- certification courses. YR4 = \$1,600.	\$1,600
ESL Instructional Coaching Control Group Stipends for Evaluation: Control group teacher stipends are \$100 dollars each for the completion of an online survey and two classroom observations pre- and post the experimental group participation in the instructional coaching intervention. YR4 48 control teachers x \$100 = \$4,800.	\$4,800
Video Transcription and Editing Services for Digital Data and Multimedia Product Dissemination: Videotaped data will be collected capturing coaching conversations between developing coaches and the teachers they are shadowed coaching. Editing and video production of multimedia library case studies of instructional coaching will continue the cost of \$30/hour. YR5 167 hour of work = \$5,000.	\$5,000
Translation Services: Translators will be contracted to support PFC teacher-parent communication during PFC workshops and team meetings at a rate of \$20 per hour. YR4= \$1200/year or 60 hours per year.	\$1,200
Community Engagement Support: For YR4, funding supports two community partners in co-teaching the Pike Township hosted PFC workshop in and participating in the seven PFC project team meetings across the school year. These partners will also contribute to the planning of the YR 5 PFC Conference.	\$6,000
Construction—None	\$ 0
Other—None	\$ 0
Total Direct Costs	\$524,565
Total direct costs for categories 1-8 above	\$524,565
Indirect Costs	\$25,361
8% allowed for indirect costs	\$25,361
Training Stipends	\$207,556
16 Scholarships for qualified teachers to complete 21 credits of English as a Second Language (ESL) coursework leading to state ESL certification in Indiana: Cost of attendance for 1 Scholarship is \$9,184.59. (21 Credit Hours x \$420.85/Credit Hour) + (Practicum Fees of \$346.74)	\$146,953

$\$9,184.59 \times 16 = \$146,953$	
16 ESL Leadership Academy Scholarships for qualified graduate students (9 credits Fall & Spring and 3 credits Summer): Cost of attendance for 1 Scholarship is \$3,787.65 (9 Credit Hours x \$420.85/Credit Hour) $\$3,787.65 \times 16 = \$60,602.$	\$60,602
Total Costs for Year Four	\$549,926

Budget Narrative for YEAR FIVE: IUPUI Partnering for Radical School Improvement	
Category	Year Five Request
Personnel	\$154,243
Annela Teemant as Project Director, IUPUI Principal Investigator, Academic, 10 month at 25% FTE (AY), a two course buy out (12.50% of annual salary for each buy out). Responsible for overall grant management, annual, complete, and final annual reports, human subject review and yearly renewals, coordinating data collection for instructional coaching and ESL certification studies (quasi-experimental and correlational), co-developing new coaching courses (advanced, peer, and inter-rater reliability), and ensuring regular management meetings are held with university, district, and community stakeholders.	\$23,855
Annela Teemant as Project Director, IUPUI Academic, 2 SUMMER months at 100% (13 weeks) FTE each year of the grant (2.50% per week). Completion of required federal reports, human subject renewals, formative and summative internal reports, co-teaching of summer workshops, data analyses, and publication of evaluation findings in appropriate venues.	\$31,011
Gina Yoder as Parent-Family-Community (PFC) Initiative Leader, IUPUI Co-Investigator, SUMMER (1 week) paid at 2.50% per week. Responsible for the co-teaching of new summer workshop and year-long coaching events in collaboration with community organization support, including supervising the gathering of survey and focus group data associated with this initiative. Focus: Dual Language School	\$8,247
Cleveland Hayes as Leadership Academy Research Mentor, Qualitative Research Expert, and IUPUI Co-Investigator, SUMMER (5 weeks) paid at 2.50% per week Years 1-5.	\$14,772
Project Manager, IUPUI, Academic, 10 month at 100% FTE each year of grant. (AY). Responsible for coordination and scheduling of all school-based activities, including ESL certification course work, recruitment of participants and control group subjects, scheduling of classroom observations, conducting peer-coaching coaching initiative and dual language school activities.	\$70,358
Regular Hourly Data Manager(s), IUPUI, @ \$25/hour for 240 hours or 20 hours per week for 12 weeks. Responsible for online survey data collection, classroom observations of teaching using the Standards Performance Continuum Plus, observation data entry, flow of qualitative data transcription, and management of all quantitative databases.	\$6,000
Fringe Benefits	\$52,874
Annela Teemant as Project Director, IUPUI Principal Investigator, Academic at 10 month (AY), benefits are paid at 40.23% rate	\$9,597
Annela Teemant as Project Director, IUPUI Principal Investigator, Academic, 2 months (SUM), benefits are paid at 26.95% rate	\$8,357
Gina Yoder as Parent/Family/Community Initiative Leader, IUPUI Co-Investigator, SUMMER (1 week), benefits are paid at 26.95% rate	\$2,223

Cleveland Hayes as Leadership Academy Research Mentor, Qualitative Research Expert, IUPUI Co-Investigator, SUMMER (5 weeks), benefits are paid at 26.95% rate.	\$3,981
Project Manager, Academic, 10 months (AY), benefits are paid at 40.23% rate	\$28,305
Regular Hourly Data Manager(s), IUPUI, benefits paid at 6.85% rate.	\$411
Travel	\$3,604
Out-of-State: Two round trip out-of-state trips to annual NPD meetings for PI and Evaluator @ \$1,800/person: Flight = 600/ticket + Hotel + 800 + Food \$220 + Car = \$180 = \$1800 x 2 people = \$3,604	\$3,604
Equipment—None	\$0
Supplies	\$500
Books, flash drives, poster paper, etc.	
Contractual	\$161,824
<p>- External Coach Specialist Professional Services: Dr. Serena Tyra co-developed the Six Standards Instructional Coaching Model with the Principal Investigator of this grant. She has 10 years of experience directly coaching teachers and 5 years of experience in preparing Six Standards instructional coaches for school districts.</p> <p>• Daily rate of \$1300/day for on-site district coach preparation: YR5 24 days = \$31,200. This includes (a) teaching the basic coaching course (6 days); (b) teaching the advanced coaching course (6 days); (c) co-teaching the peer-coaching course (6 days); and (d) co-teaching Six Standards SEP (6 days) = 24 days.</p> <p>- Associated Non-Employee Travel: \$22,500 This includes a total of 9 weeks of work. The consultant flies from Los Angeles to Indianapolis on Southwest airlines (\$700/ticket), plus car-rental (\$350/week), gas (\$100), food = \$60/day=\$350, hotel (\$900/week), printing (\$100) = \$2,500 per trip x4 trips= \$10,000. \$31,200 Services + Travel \$10,000 = \$41,200</p>	\$41,200
<p>- Quantitative Data Consultant Dr. Charlie Hausman, from Eastern Kentucky University, is a tenured associate professor in Educational Leadership and Policy Studies Department with expertise in quantitative data analyses. For YR 5, he will analyze pre-, post-intervention data on ESL certification and instructional coaching study data. Pre- and Post-intervention data will be analyzed for impact on state ELA student achievement (ISTEP) and WIDA Access. Support preparation of final performance report. Rate is \$1000 per day: YR 5 = 20 days = \$20,000.</p>	\$20,000
<p>Teacher Stipends for Professional Development: The following summer workshops are offered YR5: PFC workshop in district (20 Dual); peer coaching workshop (20 Perry); and Six Standards SEP (60. YR5 = 100 at \$500 per teacher = \$50,000</p>	\$50,000
<p>Coach Stipends for Professional Development: These stipends pay for coaches to attend the following one-week (30-hour) summer intensive workshops that prepare them for the role of instructional coach: (a) Basic</p>	\$30,000

Coaching Course (20); (b) Advanced Coaching Course (20), and (c) Inter-rater Reliability Course (20). Rate: \$500 per teacher: YR 5 = 60 = \$30,000.	
Parent Stipends: Parents will be paid a \$200 stipend for approximately 13 hours of time (\$15 per hour) participating in the Parent-Family-Community Engagement (PFC) professional development and collaborative projects. Rate \$200 per parent x 40 parents= \$8,000	\$8,000
Pearson ESL Test 019 Baseline: The 17 teachers participating in the ESL Certification program will each take the Pearson ESL test @ a cost of \$114 per teacher. They will pay for the posttest themselves at the end of the 21 credits. YR5 16 x \$114 = \$1,824.	\$1,824
ESL Certification Control Group Stipends for Evaluation: Control group teacher stipends are \$100 dollars each for the completion of an online survey and two classroom observations pre- and post- certification courses. YR5 = 16 x \$100 = \$1,600.	\$1,600
Translation Services: Translators will be contracted to support PFC teacher-parent communication during PFC workshops and team meetings at a rate of \$20 per hour. YR5= \$1200/year or 60 hours per year.	\$1,200
Community Engagement Support: Funding is set aside in Year 5 to support community partners in project activities focused on Parent-Family-Community (PFC) Engagement. For YR5, the Central Indiana regional event focused on PFC engagement continues with PFC and school stakeholders participating in roundtable discussions and teacher/parent teams making presentations on how improved collaborative relationships transformed their identified inequities. Leadership Academy program completers also present at this conference. Funding supports the cost of advertisement (\$300) and registration for community organization representatives, community members, and local presenters (\$50 x 74 = \$3,700) = \$4,000. The remaining \$4,000 dollars supports two community partners in co-teaching the Dual Language School hosted PFC workshop in and participating in the seven PFC project team meetings across the school year.	\$8,000
Construction—None	\$0
Other—None	\$0
Total Direct Costs	\$519,998
Total direct costs for categories 1-8 above	\$519,998
Indirect Costs	\$29,844
8% allowed for indirect costs	\$29,844
Training Stipends	\$146,953
16 Scholarships for qualified teachers to complete 21 credits of English as a Second Language (ESL) coursework leading to state ESL certification in Indiana: Cost of attendance for 1 Scholarship is \$9,184.59. (21 Credit Hours x \$420.85/Credit Hour) + (Practicum Fees of \$346.74) \$9,184.59 x 16 = \$146,953.	\$146,953
Total Costs for Year Five	\$549,842