



Understanding the Context of Teaching English Learners: Evaluating a National Professional Development Project in a Teacher Education Program

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National Professional Development Program

- Projects are designed to increase the pool of highly qualified teachers prepared to serve English Learners (ELs) and increase the skills of teachers already serving them
- Office of English Language Acquisition – U.S. Department of Education



¡Listo! Sharp and Ready: Strategies for ELL Student Success

- Project at Texas A&M University-Commerce, Department of Curriculum and Instruction
- District partners:
 - Garland ISD
 - Greenville ISD
 - Navarro Partnership
- Texas Education Agency: Region X Service Center



¡Listo! Sharp and Ready: Strategies for ELL Student Success

Project Components

- Professional Development
- Demonstration Classrooms
 - Two-Way Immersion (TWI)
 - Sheltered Instruction Observation Protocol (SIOP)
- Graduate Level Cohort



Project Participants

- University faculty
- Pre-Service teachers
- PK-12 students and parents
- In-Service teachers
- Building and district administrators



Evaluation Plan

- Internal/External evaluation activities
 - Mixed-method design
 - Process
 - Outcomes
 - Impact
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Data Collection

- On-line surveys
 - Focus groups
 - Interviews
 - Reflection protocol
 - Observations
 - Assessment scores
 - Document review
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One More Layer of Context

- Working with English Learners...
 - Faculty
 - Pre-Service Teachers
 - In-Service Teachers
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“With regard to teaching English Learners, I used to think...now I know”



Finding What Works

- Communication strategies
 - Between partners
 - Client/Evaluator
 - Data collection strategies
 - Pre-Service teachers
 - Faculty
 - In-Service teachers
 - Reporting strategies
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Lessons Learned

- Developing relationships
 - Evaluator/Client
 - New partnerships
 - Working from a distance
 - Off-campus sites
 - Adjunct faculty
 - External evaluator
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Questions

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