



DISTINGUISHED TEACHER
IN RESIDENCE

<http://www.csusm.edu/soe/collaborationandoutreach/dtir.html>

A Distinguished Teacher in Residence Program
Cover Sheet, Assigned Time Grant Proposal for AY 2019-20

TITLE OF GRANT PROPOSAL: Supporting Dual Language Teachers of Emergent Bilinguals with Special Needs through Professional Development

TO: DTiR Committee and Oceanside USD

FROM: Drs. Xochitl Archey and Ana Hernandez

Brief description of grant proposal:

Proposed project provides professional development to dual language teachers and their team partners at Reynolds Elementary in OUSD, who serve bilingual students with special needs in TK-5th grade. Project will develop effective asset-based approaches for incorporating Individualized Education Plan (IEP) goals into general/dual language education classroom. As well as, advance teachers' instructional methodologies in accommodating and modifying biliteracy instruction for EB's with special needs.

District/School Site Acknowledgement of proposal submission:

I have read and agree to partner with the School of Education at California State University San Marcos (CSUSM) for the attached Assigned Time Grant Proposal in my school or district.

Name: Juanita Hernandez

Signature: Juanita Hernandez

Date: 3/29/2019

District Representative Principal – School Site Administrator (for each site)



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District/School Site Acknowledgement of proposal submission:

I have read and agree to partner with the School of Education at California State University San Marcos (CSUSM) for the attached Assigned Time Grant Proposal in my school or district.

Name: Todd McAteer

Signature: *Todd McAteer* Date: 4/3/19

x District Representative Principal – School Site Administrator (for each site)

Distinguished Teacher in Residence Program
Checklist, Assigned Time Grant Proposal for AY 2019-20
 (Submit with Proposal)

APPLICATION IS COMPLETE WITH:

Cover Sheet(s) with all required signatures	<input checked="" type="checkbox"/>
Check List	<input checked="" type="checkbox"/>
ATG Plan Proposal (to be submitted on the DTiR Assigned Time Grant Plan Proposal Template)	
Description of this as a new or continued project.	<input checked="" type="checkbox"/>
Objectives are clearly stated, measurable, aligned with standard(s), aligned with mission, and describe the population served.	<input checked="" type="checkbox"/>
Procedures are aligned with objectives and clearly stated.	<input checked="" type="checkbox"/>
Timeline is reasonable for units requested and includes evaluations at intervals.	<input checked="" type="checkbox"/>
Evaluation measures objectives, data collection, and analysis - yields useful.	<input checked="" type="checkbox"/>
Benefits are defined by outcomes for district and School of Education.	<input checked="" type="checkbox"/>
Previous grant reports if applicable are provided with evidence of efforts and successes.	<input checked="" type="checkbox"/>



DISTINGUISHED TEACHER
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Distinguished Teacher in Residence Program

Plan Proposal, Assigned Time Grant for AY 2019-20

(Plan Proposal should not exceed 3 pages)

Title of Grant Proposal: Supporting Teachers of English Learners with Special Needs through Professional Development

Involved Faculty: Xochitl Archey, Assistant Professor and Ana Hernandez, Associate Professor

Faculty Position for Academic Year: Full Professor Associate Professor Assistant Professor FERPer

Partnering District(s): Oceanside Unified

Proposal: New Project Continuing Project Total Number of Units Requested: 12 units

Signature(s):

Ana Hernández, Ed.D.
CSUSM Faculty Member, Signature & Date
[Signature] 4/3/2019
CSUSM Faculty Member, Signature & Date

Xochitl Archey, Ph.D.
CSUSM Faculty Member, Signature & Date
[Signature]
CSUSM Faculty Member, Signature & Date

1. Type of Project Applied Scholarship in Educational Settings Conducting Research related to SOE Mission

2. Area of focus ELL STEM COMMON CORE OTHER: Special Education

3. Proposed project. Describe and connect to the SOE Mission.

Purpose:

The purpose of this project is to provide professional development to dual language (DL) and mainstream education teachers at Reynolds Elementary in OUSD who serve English learners (ELs) with special needs in TK-5th grade. Numbers of interested participants is approximately 17 of 26 teachers school wide (interest survey administered by principal on March 26, 2019). All 26 teachers indicated that they do not know how to

adequately address the needs of ELs who are at risk or have IEPs, they lack appropriate resources, and need effective use of strategies. Majority indicated a desire for a pull-out program to attend needs of students, rather than an inclusive learning environment in general education. The results of the pre-survey indicated a need to develop a critically conscious ideology for equity that is congruent with current research pertaining to academic success of ELs (Archev, 2018, 2019; Alfaro & Hernández, 2016, 2018).

Project objectives state measurable goals (e.g., surveys, feedback, artifacts, observations), aligned to students' IEPs, ELA/ELD Standards, dual language goals, and our SoE Mission to serve underrepresented populations in diverse settings who are underperforming in state assessments. The evaluation for each phase of the project is clearly articulated in the proposal through the collection and analysis of multiple measures administered at distinct intervals in AY 2019-2020, including the approval of an IRB to protect the rights and identity of vulnerable populations and minors.

The project objectives will provide professional development on supporting English learners with special needs in DL and mainstream program as follows:

- Develop effective asset-based approaches for incorporating Individualized Education Plan (IEP) goals of ELs into mainstream and dual language education classrooms.
- Advance teachers' instructional methodologies in accommodating and modifying literacy/biliteracy instruction for ELs with special needs participating in a mainstream and dual language.
- Increase opportunities for instructional and assessment adaptations by extending understanding on the simultaneous activation of learning modalities that include physical movement and tactile sensations, as well as distinguishing disabilities from the language development trajectory of ELs.
- Analyze curricula/lessons and artifacts through a lens of accessibility, assets, and equity to ensure maximization of learning opportunities.

Note: This ATG proposal is not related to Dr. Hernandez's Project ACCEPT (National Professional Development Grant, 2016-2021), since her grant does not include a goal or objectives for ELs with special needs in dual language and mainstream education. Dr. Hernandez's last ATG was awarded in 2014-2015, prior to her NPD.

Research questions:

- 1) What asset-based approaches are DL/mainstream teachers of ELs with special needs incorporating to support their students' Individualized Education Plan (IEP) goals?
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- 2) How are teachers advancing their instructional methodologies in accommodating and modifying biliteracy instruction for ELs with special needs in a DL/mainstream setting?

Connection to the SOE Mission:

In 2015, ELs with special needs represented 10% of the nation's K-12 student population (U.S. Department of Education, 2015). Moreover, this number has critical educational implications in states with larger percentages. In 2015, California was the state with the highest number of ELs with special needs accounting for 31% of students between the ages of 3-21 (Butterfield, 2017; U.S. Government Open Data, 2012).

As the Least Restrictive Environment (LRE), the general education environment has had a steady increase of students with special needs participating alongside their typically developing counterparts. As of 2017, 62.2% of students with special needs participated in the general class for at least 80% or more of the time, 18.9% for 40-79% of the time, and 13.7% for less and 40% of the time (U.S. Department of Education, National Center for Education Statistics, 2017). This means that 94.8% of students with special needs participated in the general education classroom.

Oceanside Unified School District operates 23 school sites serving approximately 21,000 students with only one dual language school at Reynolds Elementary. The district serves a population of 55% Hispanic/Latino, 28% White, 5% African American, and other, including Native Americans, foster youth, and migrant students. Most students qualify for free/reduced meals. At Reynolds Elementary School, ELs account for 27.1% of the total student population and students with special needs account for 12.6% of the total school population as reported in the 2017-2018 School Accountability Report Card (SARC). ELs with special needs are 114 points below standard in English Language Arts and 116 points below standard in Mathematics (CDE Dashboard, 2018). These alarming results of underperformance of state standards for their special needs population supports the urgency of this proposal, along with a pre-survey (March, 2019) indicating that teachers lack appropriate methods, resources and understanding of ELs with special needs in any program.

As part of CSUSM's SoE Mission to promote and assist in fostering diversity, equity, and social justice, this collaborative project is aligned with the SoE Mission in that, it serves to "transform education by preparing thoughtful teachers & advancing practice" that seeks to create learning spaces in which ELs with special needs are authentically included inside the general education classroom.

4. **Detailed description of the activities.**
Provide a timeline.

NOTE: The equivalent time commitment for 3 units is approximately 135 hours and for 6 units 270 hours.

Description of Timeline, Activities and Procedures:

Timeline and hours reflect the planning phases; pre-planning meetings with DL and mainstream teachers, special educator teachers, case managers, and principal; preparation of measures and IRB; implementation of professional development; observations; comprehensive data analysis (IEPs, state assessments, classroom artifacts); and reporting results. Procedures and timeline total 6 units for each faculty member on this proposal – total of 12 units (270 hours for 2019-2020). We are requesting 3 units each per semester due to the scope and complexity of the work, which includes examination of procedures, documents, policies, data sources, IEPs for all ELs identified at the school, classroom observations, tailored professional development, lesson study in differentiation, ongoing planning, and research design.

- **May-August 2019:** Drs. Archey and Hernández of CSUSM and Principal Juanita Hernández of Reynolds Elementary will meet with teachers and SPED educators to plan and prepare workshops, data collection, and implementation of a tailored professional development that meets proposal goals and activities related to the education of ELs with special needs. Professors and teachers will analyze school test scores for subpopulations and individualized IEPs. Teachers will also identify any “at risk” students, as teachers may have uncertainties about intervention strategies or referrals. Project will assess their RTI - Tier 1, 2, 3 process and provide recommendations. We will also examine the districts process of SST referrals and how students are being served by specialized personnel and general education teachers. We will submit IRB to CSUSM and district. Prepare participant lists and send out invitations. Prepare agendas and materials for fall meetings, PDs and other data collection phases (65 hours of work for each faculty member on this proposal).
- **Fall 2019:** Send out reminders. Meet teachers of ELs with special needs to set goals for project, dates, and explain IRB (e.g., consent forms, assessments). Create a profile for types student disabilities, resources, services and instructional programs at the school. Another pre-survey will be distributed and collected for baseline information. Visit classrooms with special needs students receiving designated and integrated ELD. Review IEPs with teachers and principal – goals and performance levels to determine appropriate strategies and needed resources. Plan initial meetings with teachers and principal, review goals & expectations. Prepare trainings, PD materials and assessments. Implement PD activities and strategies through asset-based approaches. Discuss professional readings with participants during roundtable conversations. Participants develop

and implement lesson studies with modifications and accommodations. Observe classrooms. Collect and examine data related to performance levels (IEPs). Discuss and plan for needs of “at risk” students. Provide feedback and set goals for spring PDs based on outcomes. Meet with SPED teachers to document IEP student progress. Data related to each objective of the project will be collected at all project events through a mixed-methods approach (75 hours of work for each faculty member on this proposal).

- **Spring 2020:** Send out reminders. Meet with teachers of ELs with special needs to review spring goals and progress of IEPs’ performance levels. Observe modifications & communications for ELs with special needs. Prepare trainings, assessments, and materials. Discuss additional readings with participants during roundtable conversations. Implement PD activities and assessments through asset-based approaches. Participants develop and implement lesson studies with modifications and accommodations. Observe classrooms. Collect and examine data related to performance levels (IEPs). Discuss and plan for needs of “at risk” students – discuss potential referrals to SST. Meet with SPED teachers to document IEP student progress in spring. Review data and artifacts with teachers and principal. Implement PD activities based on observations and teacher feedback. Data related to research questions will be collected at all project events. A mixed-methods approach will be used to triangulate data points. Provide feedback and set goals for school to continue professional learning and monitoring of ELs with special needs post ATG (75 hours of work for each faculty member on this proposal).
- **May 2020:** Drs. Archey and Hernández provide initial support on activation of learning modalities. Post-surveys will be administered, collected, and analyzed. Categorize, code multiple measures and triangulate data sets. Presentation of outcomes to principal and teachers. Prepare final ATG report. Begin to draft manuscript for journal publication using pseudonyms to protect vulnerable population and any identifiable information about the school/district or teachers. (55 hours of work for each faculty on this proposal).
- **Summer 2020:** Submit manuscript for publication to meet RTP standards under research and creative activities. Potential journals include: Bilingual Research Journal, Journal of Multilingual and Multicultural Development, Journal of Multilingual Education Research, Journal of Special Education, Journal of Teacher Education (JTE).

5. **End result.**
Project the anticipated outcomes.

Projected Outcomes:

It is anticipated that with this individualized level of support (tailored professional learning), teachers will further understand their ideological biases (critically consciousness) and refine their strategies in providing efficacious and equitable education for ELs with special needs in mainstream/dual language classrooms. The project's intended outcome is to maximize opportunities for ELs with special needs to make progress in literacy/biliteracy skills through asset-based approaches to advance their IEP goals or help identify students who may be "at risk" due to learning/emotional disabilities vs. second language development.

Secondly, the project provides opportunity to further develop and advance the scholarship standards of faculty (Drs. Archey and Hernández) through research, creative activities, and future publications needed for professional advancement. Lastly, the project serves to advance the SoE Mission to "create community through our partnerships" in the DTiR/ATG consortium through projects that foster social justice and equity.

Implications:

This ATG proposal has strong relevance to increasing the understanding of ELs with special needs in mainstream/dual language education. Most programs tend to exclude or remove these students from bilingual opportunities, even though the research on the success of ELs with special needs in dual language education is scant and limited in scope. Opening the professional development to all teachers at the school provides consistency of articulated services for ELs with special needs, whether students are in the DL program or in regular general education/mainstream class.

This research has the potential to impact the instruction and outcomes of ELs with special needs through better understanding of modifications and accommodations in lessons and assessments, and progress in performance levels that can advance their academic success (IEPs). ELs with special needs are identified as "lacking clearly defined English language skills necessary to succeed in school and college readiness" (CDE, 2018) due to biased ideologies and inappropriate practices in schools (Archey, 2018, 2019; Alfaro & Hernández, 2016, 2018). This proposal will also allow teachers to engage in collaborative conversations about their ELs with special needs (knowing students through their assets) to plan effectively for instruction and assessments aligned to their IEPs. This project also has the potential to embark other future DTiR/ATG grants for similar populations at other districts or serve as a pilot to an external grant.

**Final Report (May 15, 2015)
DTiR/ATG 2014-2015**

**Phase II: Integrating ELD Standards into Common Core Content Writing, Gr. K-5
2014-2015**

Project Coordinator: Ana Hernández, Assistant Professor, ahernand@csusm.edu

Assigned Time: 3 units of assigned time in 2014-2015 for implementation of this project during fall and spring semesters

Purpose of Project

The overarching goal of this project is for SMUSD's K-5 teachers to integrate the 2012 CA English Language Development (ELD) Standards into the Common Core (CCSS) writing across content areas. The project will assist teachers to develop content lessons using the ELD Standards in tandem. This continuous ATG will help teachers implement the ELD standards in the project's second phase. Teachers will learn how to align the ELD standards into writing lessons that focus on academic vocabulary, the use of evidence to support statements, and development of language functions and fluency in content areas, beyond ELA. The project was approved by CSUSM's Institutional Review Board, summer 2014.

The inquiry questions for this project:

- 1) How are teachers integrating the 2012 ELD Standards into content instruction?
- 2) How are EL students (emerging, expanding, bridging proficiency levels) acquiring the ELD standards?

Activities Completed during Project

Teachers learned how to align the 2012 ELD standards into writing lessons with a focus on academic vocabulary, the use of evidence to support statements, and development of language functions and fluency. This knowledge has helped guide curriculum, instruction, and assessment of ELs who are developing the English language skills necessary to engage with and master next generation standards, including college- and career-readiness standards.

Teachers attended 2 full day trainings through substitute release days, and will do one more PD on June 4. In addition, the district has added 1 week for the development of lesson plans and will pay their teachers a stipend during summer to continue the work after the grant concludes June 22-26. Ana coordinated all sessions with Tracy Garcia, Director of Elementary Education at SMUSD and her team, including former DTiR - Sandra Orozco.

During the sessions we examined the 2012 ELD Standards and best practices for ELs. The team developed modeled lessons for the teachers. Sessions included topics such as scaffolding for differentiated instruction, developing language objectives, close reading activities and analyzing writing samples. Professional development allocated time for lesson planning and development in grade level groups.

Project coordinator and team facilitated trainings and collected teacher reflections, EL students' surveys and work samples, as well as sample lesson plans from teachers. After examination of EL student work samples, teachers worked on instructional plans in their grade level groups. Instructional strategies were shared with all participants at meetings and uploaded to training website.

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In phase I of the project (2013-2014), coordinators (Ana & Sandra) created a website for dissemination of ELD resources, session materials, and information about training sessions, and ELD standards. These resources assisted teachers with the planning and development of lessons. Website is also a repository of resources for teachers, including data collection proposes. The website link is <https://sites.google.com/site/integratingeldintoccwriting/>

Discussion of Data Analysis and Results

The inquiry for this project is discussed in this section. The overarching questions for the research included:

1. How are teachers integrating the new ELD Standards into their ELA CCSS lessons? Teachers attended 3 professional development meetings in which they engaged in activities related to the new ELD standards. Part of the trainings included the examination of student work samples at the meetings. Teachers analyzed linguistic needs and goals of students at various Proficiency Level Descriptors (PLDs). Groups shared how they integrated strategies and the ELD standards into their lessons. During their dialogues, teachers shared photographs from their lessons, activities and student work. They also uploaded lessons developed during the training to the website.
2. How are EL students (emerging, expanding, bridging proficiency levels) acquiring the ELD standards? We will address this question at our June 4 meeting.

The following sub-objectives of the grant for integrating the new ELD Standards into their ELA CCSS lessons were met through: 1) academic language development, 2) evidence from text, and 3) language functions and fluency.

Academic Language Development

- Practice how to write language objectives through PD activities
- Developed academic language through CCSS and ELD model lessons
- Wrote lessons based on analysis of students' data
- Shared lesson plans and activities for academic language

Evidence form Text

- Demonstrated text-based lessons
- Modeled a performance task on how to incorporate ELD/CCSS to text-based reading /writing, writing questions, finding evidence, and supporting statements with appropriate reasons
- Included multiple resources: digital text, learning professional videos (differentiated videos K-12), sentence starter bookmarks, graphic organizers, accountability sheets and cooperative learning
- Debriefed lesson with teachers. Teachers developed text-based lesson.
- Shared reading strategies

Development of Language Functions and Fluency

- Read new ELD/ELA Framework and ELD Standards for their grade levels
- Examined language functions and fluency in reading and writing
- Provided examples of language objectives
- Used their EL student writing samples to analyze sentence structure and develop language objectives

Results of Best Practices Learned

26 participant reflections at end of session 2 indicated the success of the trainings:

- Having time to collaborate with teachers from same grade from different sites.
- The most helpful part of today's lesson was learning how to write language objectives. I have always been confused about this.
- The flip book on scaffolding strategies with clear scaffolding examples.
- All of the modeling from all of the presenters.
- It was great to see another lesson in action after being taught about language objectives. This really brought them to life.
- I learned how to effectively align the content standards to the ELD standards.
- Each presentation provided a component to creating a lesson. I appreciate having it all broken down into parts.
- The scaffolding review and the reminder that we need to support our students where they are at.
- The model lesson about determining whether key details support the main idea of the Turtles/Tortoises passage.
- Power points, handouts and collaborative work time
- The website sources are extremely helpful. Thank you for taking the time to ensure we have access to so many valuable resources

Data Results from 26 Participants - very successful!

- 68% of the participants understood the aspects of aligning their lessons to the CA ELD Standards
- 52% of the participants are ready to implement the CA ELD Standards into their lessons
- 92% of the participants found scaffolding strategies for content lessons for ELs to be useful
- 80% of the participants felt the strategies for developing language objectives in their lessons were useful
- 64% of the participants found the lesson development/planning component of the trainings helpful in understanding and implementing the CA ELD standards

Unexpected Outcomes

- Engagement of additional district administrators and coaches in the training component of the grant. The training was a collaborative effort between CSUSM and SMUSD leaders. High evidence of district commitment to project.
- District's commitment to go beyond the grant to provide 5 additional days during the summer to extend the participation of teachers in lesson planning during professional development days. High evidence of district commitment to project.
- Development of Website for teachers yielded the following data sources:
From 405 sessions viewed (2013-2014) to **1,368 sessions viewed (2014-2015)**
 - o From 1,484 pages viewed (2013-2014) to **3,502 pages viewed (2014-2015)**
 - o From 98 users (2013-2014) to 897 users (2014-2015)
 - o 2013-2015 website users from SMUSD, Encinitas, San Diego, El Cajon, Carlsbad, La Mesa, Los Angeles, Murrieta, San Jose, Santa Barbara, Oceanside, Vista, and New York!

FINAL REPORT ATG, HERNANDEZ, 2015

- o 81% returning visitors to website (2014-2015 to 34% returning visitors and 65% new visitors (2014-2015))
- o Our CA Intro standards video that we made for the training has 2,067 views. Positive comments have been posted on video, such as:
"Thank you for sharing!"
"This will help me explain much better during my next PD"
- o It's nice to see how our PD with integrating the ELD standards extended beyond San Marcos.

Publication - drafting a manuscript this summer to disseminate information to teachers and educators. Perhaps a teacher magazine or accessible journal to most educators such as:

- CA Reading Association
- Language Magazine
- CABE - Multilingual Educator
- ASCD

Conclusion

Coordinator felt the project met the outlined objectives and was highly effective in facilitating teacher dialogue about the integration of the ELD Standards and the CCSS writing standards. Goals/objectives of ATG were accomplished by modeling lessons, examining student work, and developing their own lessons. The project supported teachers' professional development in the implementation of the new ELD/CCSS Standards in writing through development of academic language, text-based evidence, and language structures/fluency. Project provided the opportunity for district's participation in assigned time grants. The project reached out to a larger audience than anticipated, since it included the dissemination of resources through a project website. Implications - ATG provided teachers an opportunity to explore the CA ELD/CCSS writing standards through content instruction and make decisions on how to best develop lessons for ELs in K-5 settings. District was highly committed and involved in the project. Website has been reaching ELD teachers across the USA.