

**California State University San Marcos
COLLEGE OF EDUCATION**

Distinguished Teacher in Residence Program
Assigned Time Grant Proposal submitted for AY 2011-12

COVER SHEET
(Submit with Proposal)

Title of Grant Proposal: English Learner Master Plan

Involved Faculty: Annette Daoud

Partnering District(s): Escondido Union High School District

Number of units requested: 6 units (3 additional units for Spring 2012 if available)

SIGNATURE(S):



CSUSM Faculty Member

CSUSM Faculty Member

CSUSM Faculty Member

CSUSM Faculty Member

ACKNOWLEDGEMENT OF PROPOSAL SUBMISSION:



DTIR Consortium District Representative
(See District Listing for eligible signatures)

**California State University San Marcos
COLLEGE OF EDUCATION**

Distinguished Teacher in Residence Program
Assigned Time Grant Proposal submitted for AY 2011-12

**Checklist
(Submit with Proposal)**

Objectives are clearly stated and appropriate	X
Procedures are clearly stated and achievable	X
Clear explanation of how involved parties will benefit from the proposed assigned time in accordance with the COE mission statement	X
Timeline demonstrates a match between units requested and depth of work proposed	X
Clear description of an evaluation process that is likely to yield useful information about the project's effectiveness	X
Letters of support from teachers and/or administrators	X
If this is a continuing project, is there a clear explanation of why this grant should be refunded?	X

DTiR grant for 10-11?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, is interim or final report attached?	<input type="checkbox"/> Interim <input type="checkbox"/> Final
DTiR grant for 09-10?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, has final report been submitted to Donna Matanane?	<input type="checkbox"/> Yes <input type="checkbox"/> Attached
This is a new project	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
This is a continuing project	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Signature of acknowledgment from district representative is included	<input checked="" type="checkbox"/> Yes

**District ELD Master Plan
Escondido Union High School District
Proposal for the Distinguished Teacher in Residence (DTiR) Assigned Time Grant, 2011-2012**

Annette M. Daoud, Associate Professor
College of Education
410 University Hall / (760) 750-8519
adaoud@csusm.edu

Dr. Daoud is requesting six (6) units of reassigned time for the 2011-12 academic year to complete this DTiR grant project. If three (3) additional units of reassigned time are available, then Dr. Daoud will provide more professional development workshops during the spring 2012 semester (both Lesson Design and Teaching ELs in Mainstream Classes).

A. Objectives

The overarching goal of this project is to revise and enhance the English Learner Master Plan of the Escondido Union High School District (EUHSD), and to institutionalize pilot and current efforts to improve the educational opportunities of English learners. To achieve this goal, we have identified four areas of the English Learner (EL) Master Plan that need to be revised and/or added to the plan. These areas are; 1) revise the guidelines for English learners in Special Education (dual identified students), 2) include a section on Long Term English learners in the district, 3) revise the section on English learners in content area classes, and 4) revise the identification and reclassification of Reclassified Fluent English Proficient (R-FEP) students.

Aligned with the overarching goal, the following objectives for this project have been identified: 1) work collaboratively with EUHSD stakeholders to revise the English Learner Master Plan; 2) evaluate the programs implemented during the 2010-11 academic year specifically designed for Long Term English learners; 3) provide professional development workshops for teachers to effectively teach English learners in their content area classes (Science, Social Studies, Mathematics and English Language Arts); and 4) evaluate the R-FEP process to determine how to best support English learners once they have been reclassified.

Over the past few years, EUHSD administrators and teachers have comprehensively analyzed English learner achievement data as well as the programs and practices available for English learners in the district. Subsequently, the district has revised and restructured their instructional programs and practices so that they represent “best practices” for English learners. At this point in the restructuring process, pilot programs need to be evaluated and professional development needs to be expanded to all teachers in the district so that the EL Master Plan can be revised accordingly. The objectives of this project have been designed so that this can be accomplished during the 2011-12 academic year. For example, our work with teachers through the professional development workshops (Objective 3) will focus on integrating the California ELD Standards into teachers’ lessons across all content area classrooms. This will give English learners in content area classes the opportunity to develop their English proficiency while having equitable access to content curriculum.

B. Justification

This project has been designed collaboratively with key EUHSD personnel who have spent the past few years designing programs and professional development opportunities for teachers to improve the educational opportunities for English learners. As a result of the activities outlined in this project, the EUHSD will benefit having a revised and enhanced English Learner Master Plan and by implementing effective instructional programs and practices that are rooted in “best practices” for English learners.

This project promotes the College of Education's mission statement in several ways. First, the project provides an opportunity for the teachers in the Escondido Union High School District and Dr. Daoud to transform the teaching of high school English learners in various educational settings – ELD, sheltered and content area classrooms. Through this project, we will provide professional development to high school teachers to provide English learners in their content areas classrooms access to the core curriculum in ways that are both comprehensible and academically rigorous. EUHSD content area teachers will have the opportunity to advance their practice through learning, while implementing and refining new methods regarding effective instruction for English learners. Dr. Daoud will benefit from the opportunity to learn from the work with content area teachers and from the students in their classes. The district's English learners will benefit from this project by increasing their opportunities for academic success through our commitment to diversity and educational equity for all students.

Dr. Daoud will share our findings with the College community so that we can better prepare credential candidates in our teacher education programs to effectively teach English learners. Dr. Daoud hopes to work collaboratively with district administrators and teachers to present our findings from this project at local, state and national conferences, as well as in relevant education journals.

C. & D. Procedures / Timeline

The activities for this project are aligned to the four identified objectives: 1) work collaboratively with EUHSD stakeholders to revise the English Learner Master Plan; 2) evaluate the programs implemented during the 2010-11 academic year specifically designed for Long Term English learners; 3) provide professional development workshops for teachers to effectively teach English learners in their content area classes (Science, Social Studies, Mathematics and English Language Arts); and 4) evaluate the R-FEP process to determine how to best support English learners once they have been reclassified.

Specific project activities are described in detail in the Timeline presented below.

May / June 2011

- Work with district administrative team to write a draft of the revised / enhanced English Learner Master Plan. The team will ensure that the plan is aligned to LEAP (Title I), Title III and Board Goals.

August / September 2011

- Convene the first collaborative meeting with stakeholders to present the draft EL Master Plan and to solicit feedback on draft plan.
- Begin the evaluation of the programs implemented during the 2010-11 academic year for long-term English learners.
- Begin the evaluation of the district's R-FEP process.

October 2011

- Convene the second collaborative meeting with stakeholders to present the draft EL Master Plan and to solicit feedback on draft plan.
- Provide Lesson Design professional development workshops for Science and Social Sciences teachers at each of the school sites (integrating ELD standards into content lessons).
- Provide Teaching ELs in Mainstream Classes professional development workshops for Math and English Language Arts teachers.

November 2011

- Provide Lesson Design professional development workshops for Science and Social Sciences teachers at each of the school sites (integrating ELD standards into content lessons).

- Provide Teaching ELs in Mainstream Classes professional development workshops for Math and English Language Arts teachers.
- Continue evaluation of the programs implemented during the 2010-11 academic year for long-term English learners.

December 2011

- Convene the third collaborative meeting with stakeholders to present the draft EL Master Plan and to solicit feedback on draft plan.
- Continue the evaluation of the district's R-FEP process.

January 2012

- Continue evaluation of the programs implemented during the 2010-11 academic year for long-term English learners.
- Continue the evaluation of the district's R-FEP process.

February 2012

- Revise and enhance the EL Master Plan based on the feedback from the collaborative meetings held in the fall, as well as the evaluations from the long-term English learner programs and the district's R-FEP process.
- Provide Lesson Design professional development workshops for Math and English Language Arts teachers at each of the school sites (integrating ELD standards into content lessons).

March 2012

- Complete the revisions of the EL Master Plan based on the feedback from the collaborative meetings held in the fall, as well as the evaluations from the long-term English learner programs and the district's R-FEP process.
- Provide Lesson Design professional development workshops for Math and English Language Arts teachers at each of the school sites (integrating ELD standards into content lessons).

April 2012

- Modify long-term English learner programs and the district's R-FEP process based on the evaluation done throughout the academic year.
- Provide Lesson Design professional development workshops for Math and English Language Arts teachers at each of the school sites (integrating ELD standards into content lessons).

E. Evaluation Process

The activities aligned to each objective have evaluation components embedded in them. An evaluation of the pilot programs and current efforts by the district will be part of the process to revised and enhance the EL Master Plan. Artifacts such as teacher reflections and reports, re-designed lesson plans and student achievement data will serve as evaluation of the programs designed for long-term English learners and the professional development workshops. These artifacts will be evaluated continuously throughout the academic year, and modifications made accordingly based on the analysis of our data. Additionally, Dr. Daoud will design a research study as an overall evaluation of the project. This research study will include a literature review on programs and effective practices for high school English learners and methodology for systematically collecting and analyzing data throughout the project. The study will identify the "best practices" the EUHSD is using to address the academic needs of their English learners.



Escondido Union High School District

District Service Center

302 North Midway Drive • Escondido, CA 92027-2741
Telephone (760) 291-3200 • FAX (760) 480-3163
Edward J. Nelson, Superintendent

BOARD OF EDUCATION

Randy Garcia
Dr. Kurt Marler
George McClure
Jon Petersen
Tina Pope

March 15, 2011

DTiR Committee
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

Re: DTiR Grant Proposal
English Learner Master Plan
Dr. Annette Daoud

Dear DTiR Committee:

The Escondido Union High School District is eager to work with Dr. Daoud on our "English Learner (EL) Master Plan DTiR proposal". Based on significant changes made in our EL program over the past few years, our district is in the process of revising our EL Master Plan. The revisions need to include our present practices associated with Special Ed/ EL students, Long-Term English Learners (LTEL) students, EL students in core content classes and the criteria for Reclassification. Additionally, Dr. Daoud will help us evaluate the changes we made in our instructional program for the 2010-11 school year, and continue our professional development and support for teachers in the areas of content literacy.

The DTiR grant proposal would allow teachers, administrators, and support staff to collaborate with Dr. Daoud to revise the EL Master plan. Her expertise would further our thinking and help bring to life the research-based strategies outlined in our plan.

We have met with Dr. Daoud and are confident that our collaboration will result in enhancing professional practice, resulting in improved student achievement for our English Learner students.

Sincerely,

Karen Rizzi, Ed.D.
Assistant Superintendent, Education Services

Sharon von Maier
Director