

ELEVATE Project

Replication Guide

Goals & Objectives



Goal 1: Build school and system capacity within 6 selected AACPS schools and the system as a whole through comprehensive EB professional development (PD) offered to over 100 school staff members per year as well as 100 families per year to support ELs' language acquisition, literacy development and socio-emotional well-being.

- **Objective 1.1: Provide EB PD on language and literacy development to teachers and paraprofessionals in targeted AACPS schools with high EL enrollment.**
 - 1.1a: Each year, three workshops will be offered to 100 staff in AACPS school.
 - 1.1b: Create and disseminate two online modules for AACPS teachers on EB comprehension strategies for ELs using the PACT model and language and socio-emotional

- 1.2c: Create and disseminate two online modules for AACPS *paraprofessionals* on supporting EB reading instruction for ELs and providing scaffolding and support for linguistically diverse learners
- **Objective 1.2: Provide high-quality literacy materials for ELs and training to 100 AACPS staff and 100 families in targeted AACPS schools.**
 - 1.2a: Each year, literacy materials for ELs will be provided to targeted schools.
 - 1.2b: Each year, literacy materials for 100 families will be provided to support EB literacy practices at home along with training workshops, materials or modules for families.
 - 1.2c: Each year, at least 100 staff at targeted AACPS schools will be offered PD to support EB literacy instruction and use of materials, including coaching, individualized support, and collaborative observation.
 - 1.2d: Each summer, EL students at partner AACPS schools will be offered the opportunity to participate in the COE's existing Virtual Tutoring program
- **Objective 1.3: Develop a cadre of teacher-leaders with specialized expertise in ESOL and literacy within AACPS who will provide ongoing mentoring, PD and informal support to colleagues**
 - 1.3a: 32 teacher-leaders (16 per cohort) will provide mentoring, PD and informal support to at least one colleague during and after their graduate program.
 - 1.3b: 32 mentor school-based colleagues by providing workshops, support, information and modeling of best practices.
 - 1.3c: 32 complete a school-based service project to improve literacy for ELs and/or family access to literacy in their school environments.
- **Objective 1.4: TU's will build a pipeline of highly qualified special educators with expertise in ESOL, literacy, and instruction, to provide EB instruction and assessment to ELs in AACPS and surrounding districts.**
 - 1.4a: Sponsored "Ask an ESOL Teacher" event and a "Learn about ESOL" event to develop preservice teachers' awareness and interest in ESOL.
 - 1.4b: Each summer, undergraduate cohort members will complete virtual tutoring experiences with EL students.
- **Objective 1.5: TU's COE will provide preservice and inservice teachers and AACPS personnel with a free half-day annual conference focused on literacy issues for ELs.**
 - 1.5a: one half-day conference will be offered focusing on EB language and literacy instruction for ELs.

Goal 2: Train a cadre of 32 teacher-leaders within AACPS, who will become dually endorsed in ESOL and Reading and will provide direct support, leadership and peer mentoring to colleagues regarding language and literacy instruction for ELs.

- **Objective 2.1: 32 teacher-leaders will complete a 36-credit Master's in Reading with ESOL focus.**
 - 2.1a: complete 36 graduate credit hours in ESOL and literacy, including coursework on data-based decision-making, EB interventions for ELs, and engaging families in EB literacy practices
 - 2.1b: two supervised reading internships focused on ELs that include assessment/instruction of students and delivering PD for families.
 - 2.1c: complete embedded experiences in coursework including family service projects, workshops, and PD for colleagues.
- **Objective 2.2: 32 teacher-leaders will complete requirements for Maryland endorsement in ESOL by passing the ESOL Praxis exams.**
 - 2.2a: complete Praxis review activities in the final semester of their program.
 - 2.2b: pass the ESOL Praxis in order to meet MD criteria for ESOL endorsement.

Goal 3: Prepare 96 preservice special educators, who will be endorsed in ESOL alongside their special education certificate, through integrated ESOL, literacy and special education

coursework coupled with intensive practical workshops as part of a self-sustaining, permanent personnel preparation model.

- **Objective 3.1: 96 preservice teachers (32 graduating in each of Years 3-5) will complete intensive and integrated coursework in ESOL and their chosen major area of special education.**
 - 3.1a: complete 8 integrated courses (31 credit hours) addressing both ESOL and their chosen concentration in special education.
 - 3.1b: complete 2 additional courses for 6 total credit hours of intensive ESOL-focused coursework.
 - 3.1c: complete virtual practicum experience tutoring ELs at high-EL AACPS schools.
 - 3.1d: literacy access projects focused on enhancing access to literacy resources for ELs and their families embedded in coursework.
- **Objective 3.2: 96 preservice teachers will complete intensive PD in addition to coursework in preparation for completing MD endorsement requirements in ESOL.**
 - 3.2a: complete one-day workshops on language fundamentals, strategies and collaboration in their sophomore, junior and senior year.
 - 3.2c: participate in a joint half-day annual conference with AACPS personnel to explore current topics related to literacy for ELs.
 - 3.2d: pass the ESOL and Teaching Reading to Elementary Praxis examinations to gain Maryland endorsement in ESOL.
- **Objective 3.3: Coursework at TU's COE, including key required courses for the Special Education major, will be modified to incorporate TESOL standards, critical content and skills related to ELs as part of the standard, permanent major program.**
 - 3.3a: At least 8 courses in the Special Education major, including internships, will be revised to include substantial focus on ESOL content and aligned to TESOL standards and current research
 - 3.3b: Student performance on self-assessment, faculty evaluations, and performance-based assessments of knowledge and skills regarding ELs will rate at least 4 on a 5-point Likert scale following course revision.
 - 3.3c: At least eight courses in the Special Education major will include guest lectures, planning or coteaching input from ESOL-certified P-12 faculty and other experts
 - 3.3d: Graduates from the Special Education program will complete at least three Signature Assessments for graduation and licensure that reference critical skills and competencies for educating ELs.
- **Objective 3.4: ESOL Praxis review information and resources will be made available to all students completing the enhanced ESOL-focused major coursework and PD experiences.**
 - 3.4a: A set of review materials for the ESOL Praxis will be created and shared with all students and reviewed each year of the grant
- **Objective 3.5: ELEVATE staff will disseminate project findings, regarding preservice training and other model elements, for research and future replication.**
 - 3.5a: In Years 2-5, project faculty will submit at least one peer-reviewed paper and at least one peer-reviewed presentation to disseminate the project's model, goals, activities or results.
 - 3.5b: The project website will be updated at least quarterly with current information, resources, findings, activities and results.
 - 3.5c: A replication guide will be created and posted on the project's website by Year 2

ELEVATE 5 Year Timeline



Year 1: September 2021-August 2022

Key Activities	Objective	Person/s Responsible	Time frame
Hire outside Evaluator & Graduate Assistants	All	Principle Investigators	2 months
Recruit M.Ed. (Master program) cohort 1	2.1	Project Managers	3 months
Recruit UG (Undergraduate) cohort 1	3.1	Project Managers	7 months
Advice M.Ed./UG Students	2.1, 3.1	Principle Investigators, Project Managers	9 months
SPED course redesign/ revision* (carried into Year 2)	3.1, 3.3	Principle Investigators, Project Managers, Towson Faculty	ongoing

Develop SPED 400 course	3.1, 3.3 P, M, D,	Principle Investigators, Project Managers, Towson Faculty	5 months
Design and refine program strand infusion in grad and undergrad coursework* (repeated in Year 2)	3.1, 3.2, 2.1, 3.3	Principle Investigators, Project Managers, Towson Faculty	10 months
Develop and pilot ESOL Praxis prep	2.2, 3.2	Project Managers	4 months
Initial meetings with schools and AACPS Research Office	1.1, 1.2	Principle Investigators, Project Managers, Evaluators	3 months
Plan and begin PD at ELEVATE schools*	1.1, 1.2, 1.3	Project Managers	10 months
Coordinate inservice PD activities, observations and workshops*	1.1, 1.2, 1.3	Principle Investigators, Project Managers	10 months
Provide and update literacy materials to schools; offer support and training in use as needed*	1.2, 1.3	Project Managers, Graduate Assistants	9 months
Develop training workshops, modules or materials for families in evidence-based literacy practices at home*	1.2	Project Managers, Graduate Assistants	9 months
Plan half-day annual conference*	1.5	Project Managers, Towson Faculty, Graduate Assistants	10 months
Maintain website including evaluation and replication resources*	3.5	Project Managers, Graduate Assistants	ongoing
Supervise M.Ed. students in planning school-based service and PD projects*	1.3, 2.1	Project Managers, M.Ed. Cohort Members	3 months
Plan UG practicum, family literacy and networking activities*	3.1, 3.2, 1.4	Project Managers	5 months
Plan and offer Jan. workshops to UG cohort/s*	3.2	Project Managers	3 months
Plan and offer virtual COE Tutoring*	3.1	Project Managers	5 months
Draft and submit conference press and papers*	3.5	Project Managers, Principle Investigators	4 months
Design evaluation instruments, submit to IRB	All	Evaluators, Graduate Assistants	6 months
Collect/ analyze data*	All	Evaluators	7 months

Establish, maintain website and contact lists*	3.5	Project Managers, Graduate Assistants	1 month
Convene advisory board*	All	All	2 months
Manage budget*	All	Project Managers	ongoing
Supervise GAs*	All	Project Managers, Evaluators	ongoing
Attend annual PD's meeting*	All	Principle Investigator, Evaluators	1 month
Submit quarterly and annual reports*	All	Principle Investigator, Evaluators	ongoing

Year 2: September 2022-August 2023

Activity	Outcome	Person/s Responsible	Time Frame
Recruit M.Ed. cohort 2*	2.1	Project Managers	2 months
Coordinate school PD *	1.1, 1.2, 1.3	Project Managers, M.Ed. Cohort Members	Ongoing
Continue undergraduate program revisions	3.1, 3.3	Project Managers	Ongoing
Recruit UG2	3.1, 3.2	Project Managers	4 months
Identify UG/ M.Ed. guest lecturers*	3.1, 2.1	Project Managers	5 months
Continue to offer UG Cohort 1, 2 classes*	2.1, 3.1	Project Managers, Towson Faculty	2 months (Summer)

Year 3: September 2023-August 2024

Activity	Outcome	Person/s Responsible	Time Frame
Recruit MEd cohort 2	2.1	Project Managers	4 months
Begin and continue MEd cohort 2 classes*	2.1	Project Managers, Towson Faculty	7 months
Recruit UG	3.1, 3.2	Project Managers	4 months
Offer UG 2, 3 classes	3.1, 3.2	Project Managers	2 months (summer)
Offer UG Praxis preparation*; register completing UG students for Praxis*	3.4	Project Managers, Graduate Assistants	6 months
Coordinate and offer school PD at Cohort 2 schools*	1.1, 1.2	Project Managers	ongoing
Remain available to Cohort 1 schools and participants for questions and just in time support as well as tutoring*	1.1, 1.2	Project Managers	ongoing

Year 4: September 2024-August 2025

Activity	Outcome	Person/s Responsible	Time Frame
Offer UG2, 3 classes and workshops	3.1, 3.2	Project Managers	3 months
Continue M.Ed. Cohort Classes*	2.1	Project Managers, Towson Faculty	10 months
Offer PD to Cohort 2 schools*	1.1, 1.2	Project Managers	ongoing
Follow up with UG completers*	3.1, 3.2, 3.3, 3.4	Evaluators	4 months

Year 5: September 2025-August 2026

Activity	Outcome	Person/s Responsible	Time Frame
Draft final summative project evaluation	All	Evaluators	6 months
Offer Praxis prep to M.Ed. Cohort 2	2.2	All	5 months
Offer UG 3 classes and PD	3.1, 3.2	Project Managers	2 months

*Activities are carried out throughout the project

Key project milestones associated with activities and outcomes:

2021-2022: Fall: Initial meetings at ELEVATE schools; develop IRB and submit protocol and instruments for AACPS and TU approval. Evaluation activities begin and continue. Recruit Master's candidates for Cohort 1. Undergraduate course revisions begin. Plan for guest lecturer's for Master's cohort. Initial advisory board recruitment and meeting. Undergraduate cohort 1 January workshop planned and implemented. COE Virtual Tutoring planned. **Spring:** Master's cohort 1 takes 6 credit hours (16 students). Begin Master's program and continue to plan for guest lectures and integration with PD experiences. Undergraduate (UG) course revisions continue. ELEVATE PD planning and implementation at target schools. Develop and modify integrated undergraduate courses. Recruit undergraduate cohort 1. Annual Half-Day Conference. **Summer:** 1st summer classes (3 credits) offered to 32 undergraduate students in Cohort 1. COE Virtual Tutoring begins in UG coursework. Drafting and submission of conference presentation and paper for dissemination purposes. Advisory board meeting. UG course revisions continue.

2022-2023: Fall/ Spring: Master's courses continue (6 credits in spring and 6 credits in fall for 16 students) School-based PD occurs in three target schools including workshops, coaching, supportive observations, etc. Advisory board meeting (January). UG cohort 1 January workshop. (January) Annual Half-Day Conference. UG course revisions continue. **Summer:** Summer classes (3 credits) offered to 32 UG students in Undergraduate Cohort 1 and 32 cohort students

in UG Cohort 2. 3 credits for Master's cohort 1. Drafting and submission of conference presentation and paper for dissemination purposes. COE Virtual Tutoring continues in UG coursework. Substantive undergraduate course revisions complete; continued formative assessment and adjustment as needed. Advisory board meeting.

2023-2024: Fall: M.Ed. classes continue Cohort 1 (6 credits). Recruit spring master's cohort 2. School-based PD continues in Cohort 1 schools. Initial meetings with Cohort 2 schools to plan recruitment and PD. Advisory board meeting (January). Undergraduate cohort 1 January workshop. Support UGs in internship with EL students. **Spring:** Med classes continue Cohort 1 (6 credits) Spring PD continues. Recruitment and planning with Cohort 2 schools. Support UGs in internship with EL students. **Summer:** Continued formative assessment and adjustment of UG course revisions. Summer classes (3 credits) offered to 32 UG students in Cohort 2 and 32 cohort students in Cohort 3. UG Cohort 1 completes Praxis prep and exam. MEd Cohort 2 begins classes (6 ch). COE Virtual Tutoring continues in UG coursework. Drafting and submission of conference presentation and paper for dissemination purposes. Advisory board meeting.

2024-2025: Fall: M.Ed. classes continue Cohort 2 (6 credits). PD at targeted schools. Advisory board meeting (January) Support UGs in internship with EL students. **Spring:** Spring PD. Master's classes continue Cohort 2 (6 credits). Support UGs in internship with EL students. **Summer:** Summer classes (3 credits) offered to 32 UG students in Cohort 2 and 32 cohort students in Cohort 3. UG Cohort 2 completes Praxis prep and exam. Master's classes to M.Ed. Cohort 2 (3 credits). COE Tutoring continues in UG coursework. Drafting and submission of conference presentation and paper for dissemination purposes. Advisory board meeting.

2025-2026: Fall: Master's classes continue C2 (6 credits). Advisory board meeting (January). Support undergraduates in internship with EL students. **Spring:** Spring PD at target schools. Master's classes continue C2 (6 credits). C2 Praxis preparation. Support UGs in internship with EL students. **Summer:** MEd Cohort 2 takes Praxis. Summer classes (3 credits) offered to 32 UG students in UG Cohort 3; UG Cohort 3 completes Praxis prep and exam. COE Virtual Tutoring continues in UG coursework. Drafting and submission of conference presentation and paper for dissemination purposes. Advisory board meeting.