A Model for *P*reparing *A*cademic *L*eaders (Project PAL) for Teachers of English Learners Building Instructional Capacity Within a Socially-Responsible Principal Preparation Program

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The purpose of this paper is to share a model of a principal preparation program that is socially responsible. The program is collaborative with two departments at the Texas A&M University College of Education and Human Development: Educational Administration and Human Resource Development and Educational Psychology (Bilingual Education). The program is being tested as (a) a four-semester program for 36 credit hours, (b) a year-long residency with an intensive summer residency, (c) a randomized control trial study with the treatment students receiving virtual mentoring and coaching, and (d) an analysis of family-community involvement program and dual language program development by the candidates. How we are evaluating the project is also shared.

Keywords: educational leadership preparation program, bilingual education, program development.

*P*reparing *A*cademic *L*eaders: Project PAL is a funded national professional development (NPD, U.S. Department of Education, Office of English Language Acquisition, #T365Z170073) grant for 120 certified in-service teachers (three cohorts of 40 teachers each), who serve on campuses with large numbers of English learners (ELs), with the intent to prepare campus leaders who can improve instruction to increase ELs' academic achievement and enroll in the Texas A&M Univeristy (TAMU), Department of Educational Administration and Human Resource Development (EAHRD) Principal Preparation Program. These in-service teachers meet high professional standards as they receive dual (two) advanced professional certifications in bilingual or English as second language (ESL) education and leadership. The 800 total hours of PD is divided as follows: 540 hours of professional development (PD) and 260 hours of practicum throughout the year (100 hours) and an intensive summer leadership campus residency or a traditional leadership practicum course (160 hours) on a campus that serves ELs supported via a joint program with *Educational Administration and Bilingual Education* in the College of Education and Human Development (CEHD). The intent is to train bilingual/ESL teacher leaders to *"lead"* efforts to increase instructional capacity on such campuses; in this way, the efforts of this project multiplies beyond the 120 participants. Project PAL includes participants from across Texas. Project PAL is supported by EAHRD, the Department of Educational Psychology, the Center for Research and Development in Dual Language and Literacy Acquisition (CRDLLA) and the Education Leadership Research Center (ELRC) at TAMU.

Project PAL (PAL) responds to the NPD use of the grant under two items: (a) the development of program curricula appropriate to the needs of the consortia participants involved and (b) provide financial assistance to pay for tuition toward the certification trainings. PAL meets the requirements of What Works Clearinghouse (WWC, 2014) without reservations by including a rigorous external evaluation with random assignment at the individual level—randomized to either treatment or control, thus, a randomized controlled trial (RCT). Treatment teachers receive Virtual Mentoring and Coaching (VMC) with the TAMU CRDLLA/ELRC Applied Pedagogical Extra Imaging System (APEXIS; Figure 1); however, all 120 candidates receive the same PD and information inclusive of leading bilingual/ESL programs for improving instruction of ELs' achievement. The treatment teachers receive a practicum experience different from control teachers. First, practicum (residency) experiences have been embedded throughout the year for both conditions, making this a year-long residency-practicum. However, in the designated summer, there are specified campus residency requirements for the treatment group; such allows the teacher leader to work with curriculum and other campus leaders in planning for the academic year for implementation with other teachers. The control group receives a typical practice practicum course with the same number of hours of commitment, but without VMC and specific planning for implementation and work with the campus team over the summer months. For control teachers there is no continuous bi-monthly mentoring/coaching on the bilingual or ESL teaching standards and leadership or training on specific types of family/parent/community involvement strategic planning and implementation or dual language (DL) specific strategic planning and implementation.
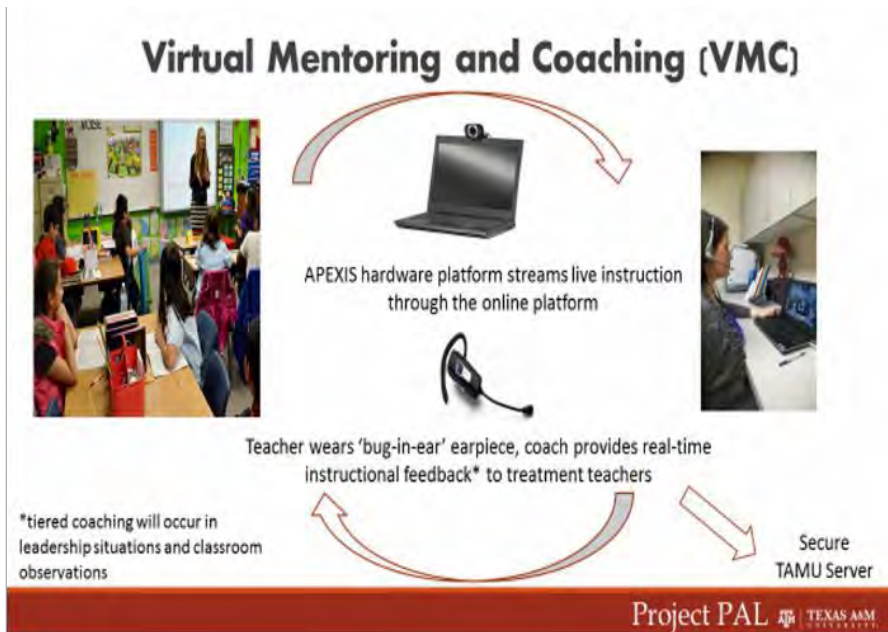
Figure 1. VMC with the TAMU CRDLLA APEXIS

We are assessing then, in the evaluation, the (a) type of standards-based practicum in leadership on campuses with large numbers of ELs and broader impact on the campuses, (b) VMC for improved instruction with teaching and leadership standards, (c) family/parent/ community involvement/engagement strategic planning and implementation with training and broader impact with families, and (d) DL programming strategic planning and implementation with training and broader impact and adoption within the school. There are RCTs with moderate levels of evidence that have been conducted by the Directors of the project related to ongoing PD and observation feedback and student improvement, and the information learned from these projects will be included in the NPD. There is, from our own prior longitudinal RCTs sponsored by the Intitute for Education Sciences (IES) and the National Science Foundation (NSF) and currently i3 validation, moderate evidence that are recognized in the WWC (one without reservations- https://ies.ed.gov/ncee/wwc/study/81604, Tong et al., 2014; and one with reservations- https://ies.ed.gov/ncee/wwc/study/81605, Tong et al., 2010). Such information is provided in the content of the NPD as it supports the bilingual/ESL teaching standards. *PAL* works with 120 in-service teacher candidates who are in progress of being or who will be trained as systemic instructional leaders for teachers of ELs and who will be able to develop and implement parent and family engagement systematic plans and DL plans that will be utilized on their campuses and that will be placed into the Massive Open Online Professional Individualized Informal Learning (MOOPIL) on the TAMU Continuing Professional Education Development (CPED) in Canvas to be shared with other teachers who work to improve the instruction for ELs, thereby, multiplying the effect of PAL. Further, PAL provides professional learning for *DL implementation models* with the PD coursework to support effective instruction for ELs on scientifically-based approaches that are aligned to standards in the strands of (a) bilingual education, DL curriculum models, (b) instructional strategies, (c) assessment of ELs, (d) social-emotional health via full service capacity schools, (e) culturally- responsive leadership, (f) legal and policy issues, (g) improvement via differentiated data, and (h) parent/family/community engagement. Additionally, PAL also improves the quality and effectiveness of the early learning level (PK-3) teachers, so that they have the

necessary knowledge, skills, and abilities to improve ELs' cognitive, health, and social-emotional PD approaches whereby theory is heavily linked to leadership practice. By 2022, PAL will have prepared 120 in-service teachers with advanced dual certifications in (a) bilingual and/or ESL certification and in (b) leadership over 5 years who can meet the needs of ELs via improving instruction and in leading such bilingual school improvement efforts. (We call the schools that serve ELs--- bilingual schools-- as a shortened language denoting that ELs are present and are *bi*-lingual.)

Related Review of Literature

Even though the principal's role has evolved from being a school manager to that of being an instructional leader (Lynch, 2012), we have found that it is difficult for the principal to be in classrooms every day and support the teachers; therefore, teacher leaders become even more critical for building instructional capacity. The role of instructional leaders is to demonstrate a knowledge of complexities in teaching diverse learners and learning as they build instructional capacity of teachers. To that end, campus teacher leaders influence student learning by shaping the classroom conditions and aiding in and building quality teachers. According to the Council of Chief State School Officers (2012), we should ensure that the leader we produce is:

> … *ready on day one* … to *transform school learning environments* … they craft the *school's vision, mission, and strategic goals to focus on and support high levels of learning for all students* and high expectations for all members of the school community… transform schools… lead others in using *performance outcomes and other data to strategically align people, time, funding, and school processes…* continually improve student achievement and growth, and to nurture and sustain *a positive climate and safe school environment…* work with others to develop, implement, and refine processes to select, induct, support, evaluate, and retain quality personnel to serve in instructional and support roles… nurture and support professional growth in others and appropriately share leadership responsibilities…lead *and support outreach to students' families* and the wider community to respond to community needs and interests and to integrate community resources into the school. (p. iv)

PAL engages this framework and the bilingual and ESL and principal frameworks from Texas, along with conceptual bases from the Administrator's [Leader's] Roles in Programs for Linguistically and Culturally Diverse Students, by Education Northwest (2010) and the National Center for Education Evaluation and Regional Assistance (Grady & O'Dwyer, 2014). In 2014, the National Center for Education Evaluation and Regional Assistance observed leaders who have training develop a familiarity with research-based guidelines and standards for educating English language learner students that allows them to lead their school in implementing effective programs for these students. Indeed, it is critical to build a group of academic leaders on campuses, because they are responsible for articulating their school's policies on ELs to school staff and community and families, modeling the behaviors and attitudes they expect teachers to adopt, designating the staff that oversee their school's program for ELs, and ensuring that the staff receive adequate training and PD (Hill & Flynn, 2004; Horwitz et al., 2009; Tung et al., 2011; Wrigley, 2000). We argue *PAL candidates in training* who wish to serve on such campuses should be provided PD with such behaviors.

Since bilingual/ESL education is an educational reform effort aimed at improving schooling, lessons learned from the literature on educational change and reform in general should also be used to put bilingual programs (DL and ESL programs) into place at the campus or district

level. Even so, in reviewing the educational reform literature, there were relatively few studies that included bilingual programs as part of the reform movements sweeping through school systems in recent years. We plan in our program to work with an *at promise* mentality and not one of *at risk* and to assist these future instructional leaders in becoming collaborators and implementers and leaders of bilingual education programs as they build instructional capacity. Barriers to bilingual program implementation are expressed by Lara-Alecio, Tong, Irby, and Mathes (2009) suggesting the inconsistency in starting bilingual programs and in defining the specific type of bilingual program have traditionally held back the advancement of the field and students' achievement. Therefore, our blending of leadership and bilingual education information and practice for our participants makes sense in producing those who can transform lives.

Teacher Support

Villareal (2001) emphasized that campus leaders should know how to improve the climate for ELs by setting high expectations and validating diverse language and cultures, establish and nurture human relationships, provide opportunities for collaborative planning and designing of curriculum or ELs, provide staff development on effective teaching strategies with topics evolving around highly interactive classrooms, program-solving, and discovery (also noted by Collier and Thomas, 2014; and Tong, Irby, Lara-Alecio, and Koch, 2014), recruit teachers who are culturally responsive, provide guidance to new teachers, map assets represented by the community, organize instruction with flexibility in instructional design, align curriculum both horizontally and vertically, establish a program that capitalizes on the linguistic strengths of students and families and the community, ensure and deliver grade-level content, and promote instructional approaches that foster biliteracy development and content acquisition.

One of the major contributions that we will provide is the information on instructional strategies and *how PAL in-service teachers can aid not only themselves, but also other bilingual/ESL teachers* to better serve and teach ELs. Current existing variations within bilingual/ESL classrooms do not lend themselves to universalizing a one-size-fits-all in all campuses. For instance, bilingual/ESL classroom settings are usually identified through program-level implementation. For example, the field of bilingual education recognizes the following programs for the acquisition of English as a second language: (a) late-exit, (b) early-exit, (c) maintenance, (d) the 50/50 or 90/10 classroom model, (e) English immersion, (f) one-way immersion, (g) two- way immersion or DL, (h) English as a second language support. The Every Student Succeeds Act (ESSA) of 2015 does not specifically support states' development of bilingual and DL programs, but it does indicate that there must be via such a grant as the NPD and PAL, PD activities that will improve classroom instruction for ELs and assist educational personnel working with ELs to meet high professional standards, including standards for certification and licensure as teachers who work in language instruction educational programs or serve ELs. Knowledge is needed in the toolkit of new leaders to be able to deliberately move the campus, families, and community toward a consensus and program decisions. This is critical in that there are large numbers of ELs in schools and not all of them are performing well in academics. In 2015- 2016 (the year prior to initiation of this project) per TEA (2016), 69% of third grade ELs passed the STAAR reading (this was the lowest passing rate alongside those served in Special Education--51%) and in 2018-2019, 39% of ELs per TEA (2020), met grade level or above in reading. Since language skills are so important in reading, and writing and all the other content subjects that involve reading, it is not surprising to see that ELs are placed at a disadvantage in

learning content area domains when compared with their native English-speaking peers (August & Shanahan, 2006; Tong, Luo, Irby, Lara-Alecio, & Rivera, 2015).

Leaders' Influence

A teacher's classroom instruction is the most influential factor in student achievement (Hattie, 2009; Skourdoumbis, 2014; Stronge, Ward, & Grant, 2011;Waters, Marzano, & McNulty, 2003), but several researchers have indicated that the campus leader is also a critical influence in improving student achievement (Branch et al., 2013; Hattie, 2009; Leithwood, Seashore-Louis, Anderson, & Wahlstrom, 2004; Robinson, Lloyd, & Rowe, 2008; Waters, Marzano, & McNulty, 2003). It is critical that the in-service teachers in PAL get instructional and leadership training via the PD—instructional leadership is not just about the principal only; we advocate it is all leaders on the campus. Hattie (2009) also concluded in his meta-synthesis of a meta-analysis of 800 studies on student achievement that the instructional leadership role has the most influence on student outcomes by "promoting and participating in teacher learning and development, planning, coordinating, and evaluating teaching and the curriculum, strategic resourcing, establishing goals and expectations, and insuring an orderly and supportive environment both inside and outside the classroom" (pp. 83-84). The researchers in these studies highlighted that there is a definitive and impactful relationship between the *instructional leader and student achievement*. This means theoretically if PAL can build strong instructional leaders in bilingual/ESL education, then there will be a positive impact in student achievement.

<center>**Logic Model**</center>

The Logic Model for PAL is presented in Figure 2. The Logic Model is a comprehensive conceptual framework beginning with the Situation, then moves to Priorities and Intended Outcomes and is accomplished via Inputs leading to Outputs of Activities and Participation. Such yields Impact Outcomes -- Short, Medium, and Long Term. Such processes, strategies, practices, and products are undergirded by Assumptions, External Factors, and Evaluation.
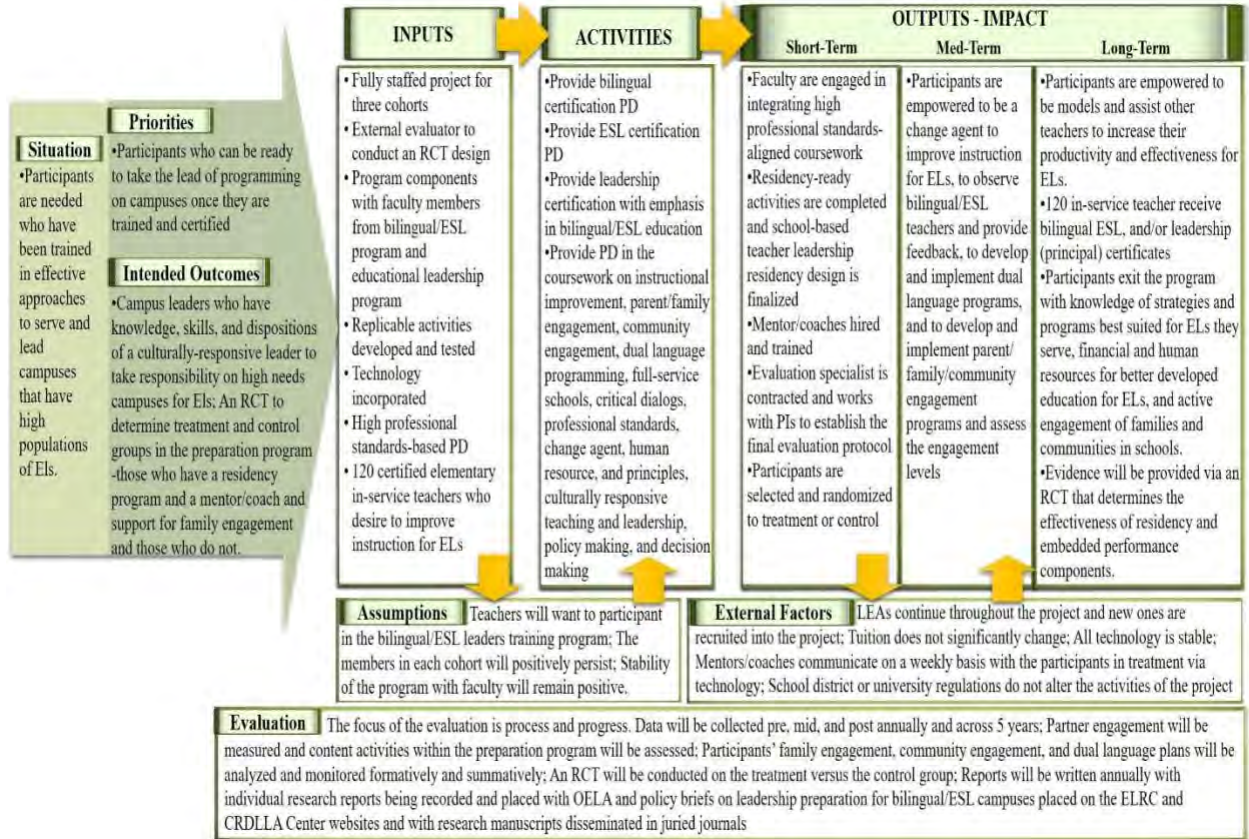
Figure 2. Logic model for Project PAL.

PAL Outcomes

PAL's *outcome* is that 120 in-service teachers over the 5-year period will receive certification training in bilingual or ESL education and will receive certification (and a Master's Degree) to be prepared to lead campuses and influence policy in districts that serve Els (Please note that in Texas, there is only one leadership campus certification and that is at the campus principal, but it allows teachers to be an instructional specialist, assistant principal, coordinator, or principal. Therefore, we include the principal certification along with bilingual or ESL certification training which will be included in the 800 PD hours. The in-service teachers hold a basic elementary teaching certificate, but may not hold a bilingual/ESL certificate or a leadership certificate, and PAL is for those latter teachers. The 120 teachers, by cohort, will be prepared to build instructional capacity within an intensive 12-month PD as they will have a deeper understanding of high professional standards as bilingual or ESL certified teachers, and all will be certified in campus leadership. Among the 3 cohorts of participants, 20 of the 40 members out of each cohort group (total 60 over the 5 years) will be randomly assigned to the treatment group of mentoring/coaching and summer instructional improvement leadership residency program and a strategic planning and implementation of family/community engagement and DL program development at a bilingual school. The other 20 members of the 40 from each cohort (total of 60 over 5 years) will be randomly assigned to the control group of a traditional leadership practicum (generalized leadership on similar type campuses), without specific mentoring/ coaching for embedded

residency activities and without the summer residency or strategic planning and implementation of family/community engagement and DL programming.

PAL Goals

The goal of PAL is to prepare 120 in-service teacher candidates for leading at the education of ELs via PD (three cohorts over the five years of the grant). To that end, we will recruit, identify, and certify 120 in-service teachers who desire to be leaders (78 have been recruited for the first two cohorts), and who will obtain a leadership position, in bilingual/ESL education at the campus level. One cohort began Fall, 2018, another will begin Fall, 2019, and a final one Summer, 2021. The candidates will complete certification in bilingual, including the Texas Bilingual Target Language Proficiency Test (BTLPT) exam- two exams; ESL, and/or principal certification (In Texas, this is the only campus-level leadership certification available) with PD focused on becoming a culturally and linguistically responsive leader who is ready to lead instructional improvement and develop programs on campuses that serve ELs—use a disposition scale (to be developed) for analysis between groups.

PAL is about providing PD and developing leaders. Campus leaders do not always emerge from graduate programs in school administration fully prepared to lead a school (Gray, Fry, Bottoms, & O'Neill, 2007); however, PAL plans to have its candidates come out of the program with a campus-level leadership position in hand serving campuses with ELs—for instructional improvement and impact on the campuses.

PAL builds (with the university faculty and successful practicing leaders of bilingual campuses) a replicable (as determined effective a randomized control trial) standards-aligned and competency-based 12-month modular PD and degree program-- testing campus-level practicum intern residency, mentoring/coaching for aspiring instructional leaders, and family/community engagement plans and implementation with leaders who will be competent in the high standards of bilingual/ESL education on campuses that serve ELs. A replicable standards-aligned 12-month, modular bilingual/ESL leadership preparation program. (Faculty-driven and developed curriculum for instructional leaders that is modular and not bound by three-hour credits; rather, it is standards-aligned [Texas Bilingual, ESL, and Principal Standards- Note- Principal standards are the only campus level leadership standards in Texas] and developed in an integrated manner). From this objective will come a leadership PD curriculum that is targeted for leadership on high needs, campuses that serve ELs that can be replicated. The curriculum will be shared via the Centers (CRDLLA and ELRC) and will be accessible nationwide beginning the third year of the grant. Following are the Texas bilingual standards, the ESL standards, and the principal standards from the Texas Administrative Code §149.2001 to which the culturally and linguistically-responsive PD coursework will be aligned. First are the bilingual teacher standards (abbreviated) for the first bilingual exam Bilingual Supplemental Certification (164 TExEs exam):

- Standard (ST) I. The bilingual education teacher (BET) has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2);
- ST II. The BET has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism;
- ST III. The BET knows the process of first- and second-language acquisition and development;
- ST V. The BET has a comprehensive knowledge of the development and assessment of literacy in the primary language;

- ST V. The BET has a comprehensive knowledge of the development and assessment of biliteracy;
- ST VI. The BET has a comprehensive knowledge of content-area instruction in L1 and L2. (Bilingual Target Language Proficiency Test (BTLPT) -Spanish (190) will also be included in the certification for bilingual education as it is required to pass two exams).

Second, is the English as second language teacher standards (ESL TExEs 154 exam):

- ST I. The ESL teacher (ESLT) understands fundamental language concepts and knows the structure and conventions of the English language;
- ST II. The ESLT has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment;
- ST III. The ESLT understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English;
- ST IV. The ESLT understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction;
- ST V. The ESLT has knowledge of the factors that affect ESL students' learning of academic content, language, and culture;
- ST VI. The ESLT understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction;
- ST VII. The ESLT knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Third, is the principal campus leadership campus standards (Principal TExES exam 068):

- ST 1. Instructional Leadership. The principal (PR) is responsible for ensuring every student receives high-quality instruction;
- ST 2. Human Capital. The PR is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school;
- ST 3. Executive Leadership. The PR is responsible for modeling a consistent focus on and commitment to improving student learning;
- ST 4. School Culture. The PR is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students;
- ST 5. Strategic Operations. The PR is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

The process of developing modular course content and aligning it to the Texas Principal Standards has resulted in increased communication between the Bilingual Education and Educational Administration. Faculty have produced seamless integrated modules in syllabi with new Texas requirements for practice in the state examinations of #268 and the Performance Assessment for School Leaders (PASL) that are available for continuous use.

PAL will determine, via an RCT, the effectiveness of a standards-aligned and competency-based 12- month modular training program that is inclusive of a focus on bilingual/ESL education with bilingual campus practicum residency and mentoring/coaching for aspiring school leaders who will lead on campus instructional improvement that serves Els (compared to a 12-month month modular training program that is inclusive of a focus on bilingual/ESL education without residency with a traditional practicum on a bilingual campus, and mentoring/coaching for aspiring school leaders who will lead on bilingual campuses).

Residency includes an intensive 160 hours of active engagement of digging deep into the bilingual program data field-based on the assigned campus; coming to an understanding of

strengths and weaknesses based on the data and critical dialogues with the curriculum leaders and the administration on the campus; determining the alignment of the curriculum for bilingual/ESL students with state standards and district and campus missions; planning and developing with a strategic plan a family/community engagement project (with a planning committee of teachers and parents) and planning for the assessment of that project, and planning and developing a DL program for the campus (based on data, interviews with teachers, central and campus administrators, and parents) and planning an action research project to determine effectiveness. The other practicum for control participants only include projects they develop that are aligned with leadership/principal standards. The RCT will demonstrate if such a summer campus practicum residency is a replicable model or if a traditional practicum internship without a mentor/coach is equally as effective—both completed on campuses serving Els.

PAL assesses the competency of the teacher leadership candidates to observe a teachers' instruction based on a low-inference teacher observation scale and to determine the quality level of outcome-based instructional feedback for the observed teachers via differences between treatment (who have mentors/coaches) and control candidates (without). Trained PAL candidates observe bilingual/ESL classrooms and provide feedback to improve instruction of teacher of Els. This activity is assessed and shared as the observation scale that can assist in providing specific feedback to teachers as it relates to the pedagogy in a bilingual instructional environment. Researchers (e.g. August & Shanahan, 2006; Cheung & Slavin, 2005; Irby, Tong, Lara-Alecio, Meyer, & Rodríguez, 2007; Lara-Alecio, Tong, Irby, & Mathes, 2009) have affirmed that within fields such as bilingual education there still an ever-increasing need to develop more instruments that can measure various facets of the bilingual classrooms such as instructional events, daily observation and language of instruction and to test such instruments. As a result, there "continues to be a lack of research on the knowledge base and empirical studies on teachers' pedagogical delivery, as well as the documented quality of teaching as shaped by instructional intervention" (Lara-Alecio et al., 2013, p. 1130). In the past few years, there have been newly developed studies (Echevarria, Vogt, & Short, 2012; Foorman, Goldenberg, Carlson, Saunders & Pollard- Durodola, 2004; Freedson, et al., 2009; Halle, Whittaker, & Anderson, 2010; Hamre, et. Al, 2012; Holland-Coviello, 2005; Pianta, La Paro, Hamre, 2009; Rivera & Tharp, 2004; Rivera, Waxman, & Powers, 2012; Waxman & Padron, 2004) that reiterate the importance of effective classroom observation instruments as they evaluate classroom activities, quality of instruction, language and literacy, as well as social, behavioral, cognitive and linguistic development of students. We will use a low-inference assessment, the TBOP (Transitional Bilingual Observation Protocol – renamed as the Pedagogical Observation Protocol in 2020; See Appendix), which was developed and validated from the four-dimensional bilingual pedagogical classroom theory (Lara-Alecio & Parker 1994) to encompass major instructional domains will be employed by the candidates; it has had numerous validations since that time and has been tested in a variety of EL settings, such as DL, developmental classrooms, and ESL classrooms; additionally, it has been suggested as yielding outcomes for teachers of Els and Els' achievement (Garza, 2012; Goldenberg, 2013; Montalvo, Combes, & Kea, 2014 ; Murphy, 2015). There are four domains we will observe: Language of Instruction and Language of Response, Language Content, Communication Mode, and Activity Structures. Physical grouping and content area are also observed. Additionally, Bilingual/ESL strategies are observed.

PAL has identified and trained two mentors per cohort, through a web-based workshop so that they may mentor the treatment group during residency-ready activities and the summer residency program and during parent engagement and dual language programing to determine,

qualitatively, differences in residency and internship experiences between the treatment group with a mentor/coach and the control group without a mentor/coach. A mentoring and coaching program for 60 of the treatment teacher leadership candidates in treatment in residency-ready activities and the summer residency program, and a qualitative report on the differences between the treatment and control group related to experiences in the residency or internship programs. A mentoring/coaching manual will be posted in the third year of PAL on the ELRC and CRDLLA websites that will give guidance for assisting teacher leader candidates in residency-ready activities that are aligned to bilingual, ESL, and leadership standards for a summer residency program, all for serving as a leader on a high needs campus that serves Els. The manual will delineate specifics for our mentors/coaches.

PAL, at the end of the full 5 years, will determine to what extent differences exist between the 60 treatment and 60 control participants on the following: (a) parents and families engage based on 120 candidates developed and implemented parent and family engagement systematic plans during the residency-ready annual activities or the summer residency program and (b) community members in community engagement plans developed and implemented in the semester of the developing school- community partnerships. There will be120 parent and family and community systematic engagement plans that are developed, implemented, assessed based on a developed quantitative rubric, and posted on the Education Leadership Research Center (ELRC) and Center for Research and Development for DL and Literacy Acquisition (CRDLLA) websites. The 120 parent/family and community engagement plans that will be implemented and assessed will be posted on the ELRC and CRDLLA websites. These research- based field-tested engagement plans may be used by other leaders of such campuses.

PAL will determine differences between the 60 treatment and 60 control teachers on their *DL models* that they develop and implement (in conjunction with their practicing principals and campus teams) as analyzed by candidates' action research projects via qualitative data from teachers and practicing principals and by quantitative data from students' test scores on state exams. There will be 120 developed, adapted, and implemented DL models on campuses that serve EL students and 120 action research projects written and posted to the ELRC and the CRDLLA websites and analyzed for differences (qualitative differences are noted from the action research projects). There will be 120 action research project reports that on DL models the candidates develop or adapt and implement and assess will be posted on the ELRC and CRDLLA websites to be used by other such campuses. Findings from the analyses will also be posted on the websites for furthering implications for practice.

Evaluation of the PAL Project

The focus of the evaluation for PAL will be the formative and summative evaluation by collecting internal, external, and contextual information pertaining to the participants and training. Participants will be observed in simulated leadership situations on bilingual/ESL campuses. Field notes, program portfolios, interview data, and case studies will be collected per participant. To allow flexibility both formal and informal evaluation activities will be conducted by the university PIs and ultimately, the external evaluator. The informal evaluation procedures will include observations, interviews, open-ended examinations, and written and verbal reports to describe the process of the project activities, such as curriculum content, field practicum residency, curriculum, parent/community involvement, DL implementations. Formal procedures will be Bilingual TExES and BTLPT exam, ESL TExES exam, Texas Principal Exam (campus leadership). Beginning each

academic year, there will be a faculty meeting addressing the gains or results from the previous year and discussions of areas that require reinforcement. To evaluate PAL, an experimental design will be implemented in the following steps. First, a power analysis (Faul, Erdfelder, Lang & Buchner, 2007) using G*Power 3.1 was performed to determine the minimum number of participants that will yield sufficient statistical power and strong validity of the results, so as to address the confirmatory research questions (presented below). Given the criteria of alpha level at .05, power of .80 and a medium effect size of .30 (Cohen, 1988) for a repeated measure design with 3 time points (on the sample test from the state exam), the required sample size is calculated to be 110. As a result, we over-sample a total of 120 to account for possible attrition along the project. Second, each cohort of 40 participants will then be randomly assigned into treatment (n=20) and control (n=20) groups, for a total of 3 cohorts of participants. The treatment group will receive the residency program with residency ready activities throughout the project and the support from mentors, supported family and community engagement strategic planning and implementation, and the control group will participate in a traditional practicum, without specific mentoring/coaching for embedded targeted work to improve schools that serve ELs. More specifically, we will evaluate number of program completers/graduation rate will be documented each year, and a comparison will be conducted to identify any difference in the number of completers/graduation rate between treatment and control. We will evaluate and test the effectiveness of the standards- aligned, competency-based 12-month modular leadership preparation program inclusive of an intensive mentored/coached campus-based residency program, a comparison will be conducted between treatment and control based on (a) course GPA, (b) their performance on the sample test of state exam on principalship at the beginning and end of the program, (c) the bilingual or ESL state exam score [participants may take that exam after they complete the courses], and (d) the campus English proficiency rating (taken due to the potential impact of the leader in training). In addition, program completers /graduates will be asked to complete a survey rating the effectiveness of the program in increasing their knowledge and skills related to parent, family, and community engagement. We will determine differences between the treatment and control groups on the participant results of their scoring (we have developed an interrater reliability measure for the TBOP). All teachers will be trained, but the treatment group will have VMC to assist in observing and giving feedback. We will use a questionnaire with the treatment participants during mid and end of the project asking them annually the experiences about being provided support from a mentor/coach campus-based leadership residency phase of the program, and the two mentors will also document qualitative data on how VMC is carried out. We will evaluate the number of parent and family and community systematic plans, as well as plans for DL model and action research projects will be documented throughout the project with rubrics to be developed to assess differences between treatment and control groups. We have an Evaluation Specialist who has overall responsibility for evaluation and running of the RCT. In addition to analyzing the PAL with the RCT and qualitatively, the evaluator will also evaluate PAL internally to determine if it meets the objectives, the evaluator will also conduct scientifically-based research. She will also assess overall the objectives-based and management-oriented evaluation plan which, like the management plan, is presented under four main categories: (a) Program Management, (b) Academic Program, (c) School & District Relations, (d) Project Director *(Is the PI)*. The plan is a series of overall evaluation questions, with five elaborations for each question: (a) What evaluative criterion will be used?; (b) Who has direct responsibility for answering the question? (ES=evaluator; PD=project director/principal investigators; M=mentors; P=professors; PC=Post-doc coordinator; BA=bilingual teacher leadership students); (c) What

measurement method will be used? (IQ=interview/questions; D=documentation; QC=Quality check; LR=log record of events; DO=Direct Observation; S=standardized measure); (d) What main purpose will S=standardized measure); (d) What main purpose will be served by the evaluation? (I=improve; V=verify; D=document; P=planning; Dis=dissemination); (e) On what schedule the evaluation will take place (C=continuous; Pre=prior to project; Post=end of project; M=monthly; W=weekly; S=semester; 2y=two times per year)? After each question, there are answers to the questions above abbreviated as indicated above with "/" separating questions b, c, d, and e.

Program Management

1. Are teachers successfully recruited in a fair and unbiased manner and are they recruited with respect for traditionally under-represented students to join in the PAL program? (PD;PC/D/D/Pre;S) 2. Are individual campuses utilized for field-based research and are the projects efficiently conducted and maintained? (PD;P;PC/QC/D;I/ S) 3. Are Mentors successfully oriented to program? (PD;PC;P/DO/I/Pre) 4. Are effective accounting / purchasing / payroll procedures established in a timely manner? (PD/D/D/Pre) 5. Is high morale and collaborative spirit maintained in PAL? (PD;PC/DO/I/C) 6. Are reasonable Monthly program goals set by PI (Program Director), and is goal progress assayed, monitored and publicized? (PD;PC/D/I;P/M).

Academic Program

1. Do participants maintain high academic achievement in program courses? (PD;PC;P;BA/D/D/C) 2. Do participants demonstrate skills in key program content objectives: transfer of effective theory and practice into field-based experiences, classroom-based and language application, study skills / learning/ leadership/ instructional feedback strategies for developing learning communities? (PD;PC; P;BA;M/S/DO;D) 3. Do participants demonstrate skills in collaboration / consultation with regular, bilingual/ESL teachers, students, and parents? (PD;PC;M/D;DO;QC/D/S) 4. Do participants demonstrate skills in action research and conference presentations? (P/DO/D; DIS/S) 5. Do project leadership candidates demonstrate sensitivity to the participants? (PD; PC; M/I;DO/I;V/C) 6. Do the leaders in training on campuses demonstrate peer-supervision or coaching skills? (PD; PC; M/ I; DO/I; V/C) 7. Do graduates have an impact on the student achievement scores and on parent/ family/community involvement on the campus through efforts they made in leadership? (PD; PC; M/ I; DO/I; V/C) 8. To what extent do participants pass the state certification exams and how quickly are they placed into leadership positions, particularly within one year from graduation? (ES; PC; M/ I; DO/I; V/C) 9. Is all PD aligned to state standards? (PD; PC; M/ I; DO/I; V/C).

School & District Relations

1. Does PAL respect and follow school and district procedures? (PD;PC;P/D;LR/D/S) 2. Does PAL help support school and district program goals? (PD;PC;P/D;LR/D/S) 3. Is effective and timely communication established and maintained with school principal, mentors, project participants, and faculty ?(PD;PC;P;M/D;LR/D/S) 4. Do school programs benefit from collaboration with University on-site training/mentoring as part of the campus residency program? (PD;PC;P/D;LR/D;P/S) 5. Are all campus curricula aligned with the state standards on which the

PAL student works and did the PAL students work in that alignment to improve education for the EL students? (ES;PC;P/D;LR/D;P/S).

Project Director

 1. Are program existence, design, and accomplishments effectively publicized throughout Texas? (ES/D/V;DIS/2Y) 2. Is PAL existence, design, and accomplishments effectively publicized throughout region and nation? (ES/D/V;DIS/2Y) 3. Do participants become more successful and influential bilingual/ESL leaders and advocates for the EL child? (ES;PD;PC/IQ; D/V;DIS/S) *4.* Is each objective accomplished in the grant? (ES;PD;PC/IQ; D;DO;LR/V;D;DIS/Post—after each objectives timeline). Again, the formal activities will include the following the objective performance measures: (a) quantitative procedures on the recruitment, curriculum, and retention and absenteeism records of administrator candidates and mentors, and (b) the candidate's performance on state standards-based examinations, (c) 120 dual language program action research project results, (d) 120 parent-family-community involvement modules, and (f) participants' TExES exam standards aligned to coursework and standards, course GPA, and campus English proficiency ratings and state campus ratings.

 The evaluation will be a thorough, careful consideration of internal, external, and contextual information and project activities will be evaluated and modified if necessary to ensure that the project's objectives are realized. A summative report of the project will be submitted at the end of each year and as reporting periods require. As outlined above, the evaluation combines both qualitative and quantitative methodologies. The qualitative data will be gathered through the use of survey, field report by the mentors/coaches, and rubrics. The quantitative data will be collected from: (a) state certification exams (bilingual/ESL/principal); results are reported as a score in the range of 100-300, with a total test scaled score of 240 as the minimum passing score. Minimum passing standards for the tests were established by SBEC with input from committees of Texas educators]; (b) state English proficiency test, i.e, Texas English Language Proficiency Assessment System (TELPAS), (c) number of program completers, (d) ratings of campus by the state, (e) rubric scores for the action research projects on DL programs, (f) number of hits on the website, and (g) number of disseminations. TELPAS is a state-wide teacher rating scale aligned with state standards and English language proficiency standards (ELPS) to measure ELs' language skills in speaking, listening, reading and writing. A composite rating is also designated in each of these four areas to each individual ELs, as well as an overall rating inclusive of all ELs on campus, as well as all these four areas for each campus. In this project, we will use the school-level Texas English Language Proficiency Assessment System (TELPAS) rating as one outcome measure. Furthermore, evaluation procedures will take place through the collection of internal, external, and contextual data pertaining to the participants and the program. In order to receive a certificate in principalship (the only campus leadership certificate) in Texas, there are five requirements and those will be followed and checked by the evaluators with TAMU: (a) must hold a master's degree from a university that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board (THECB), (b) hold a valid classroom teaching certificate, (c) have two years of creditable teaching experience as a classroom teacher, (d) successfully complete an approved principal educator preparation program, and (f) successfully complete the required exam.

Research Questions

In this paper, we are giving the entire overview of the project. We are providing how the questions we are asking and how we will collect and analyze data for the project. In PAL, in addition to the process evaluation questions presented in D.2., we propose to address the following exploratory and *confirmatory questions* in the RCT evaluation (see Appendix) for the alignment between research questions and objectives and the reliability and validity of performance measures): *Exploratory Question (EQ) 1 (Objective 1).* What is the total number of certified completers in the PAL program?; *EQ 2. (Objective 2).* Based on a document analysis of the curriculum for PD, is it developed as an integrated standards-aligned curriculum and is it completed prior to delivering the PAL program?; *EQ 3. (Objective 3 and 5)* What is treatment teachers' perceived effectiveness of the residency program or the typical practicum program?; *EQ 4. (Objective 5)* How do treatment teachers perceive the quality of the university supervisor, and open-ended questionnaires of the participants, as well as rub coaching/mentoring feedback in the treatment group?; *EQ 5. (Objective 6)* What is treatment teachers' perceived effectiveness of the planning and implementation of family/community engagement? *EQ 6. (Objective 7)* Do in-service teachers' performance between treatment and control condition differ on their DL action research projects as measured by developed qualitative rubrics (to be developed)? *Confirmatory Questions 1-6 (Objectives 3 and 4): 1. a.* Do in-service teachers' performance between treatment and control condition differ as measured by their performance on the sample test developed from the state exam by the end of year 5?*; 1.b.* Do in-service teachers' performance in the treatment condition progress over time as a result of project PAL by the end of year 5?; *2.* Do in-service teachers' performance between treatment and control condition differ as measured by their course GPA by the end of year 5?; *3.* Do in-service teachers' performance between treatment and control condition differ as measured by campus English proficiency rating by the end of year 5?*; 4.* Do in-service teachers' performance between treatment and control condition differ as measured by their observation reports of other teachers for building instructional capacity by each cohort?*; 5.* Do in-service teachers' performance on a disposition scale (researcher developed based on culturally-responsive bilingual/ESL leadership training) differ between treatment and control condition? The same questions will also be answered at the end of each cohort participation, independently, as well as accumulatively, as a means of formative assessment and exploratory analysis, and by year 5 a confirmatory analysis with 5-year accumulative data will be appropriate as the statistical power becomes sufficient.

Data Collection and Analysis

To answer confirmatory question 1, prior to the initiation of PAL, baseline data will be collected that includes teachers' years of teaching, background knowledge, and experiences in working on bilingual campuses, as well as sample items on the TExES exam. The same measure will be administered during the mid and end of the program so as to establish a trajectory of growth, and to compare between treatment and control groups. Analysis of Covariance (ANCOVA) will be conducted to examine the difference on the outcome of sample test items with their initial performance as a covariate. To answer confirmatory question 2, baseline data collected from question 1 will be used as covariate, and participants' course GPA will be used as the outcome measure to allow for analysis of covariance and to control for initial difference, if there is any, between treatment and control condition. Data collected in the mid of the program will also be investigated explanatorily to provide formative feedback regarding the implementation of the

project. To answer confirmatory question 3, ANCOVA will be conducted with school TELPAS rating from the previous school year as covariate to control for any possible initial difference between treatment and control groups. To answer confirmatory question 4, a chi-square test of independence will be conducted with TBOP (TBOP is a frequency count low-inference observation instrument) principal candidate ratings between treatment and control groups. To answer confirmatory question 5, ANCOVA will be conducted to compare treatment and control teachers on their performance on disposition scale at the end of their cohort participation, using their scores collected at the beginning of the cohort as covariate. The descriptive or qualitative data to answer the exploratory questions 1-6 will be collected from each cohort toward the end of their participation through survey and questionnaire, which will be analyzed using constant comparative method and will be coded according to themes for identifying trends or patterns. Data, researcher, and method triangulation and low inference descriptors will address credibility (internal validity) and reliability of our data.

Conclusion

We hope that this overview of Project PAL may serve as a guide to other program faculty who wish to work on socially responsible programs serving high-needs students. Additionally, as a postscript, we have positive results (100% pass rates on our first group of test takers on the new Texas 268 principals' exam, and we are hoping to have more data published shortly on a Master's Degree Program that is inclusive of bilingual/ESL courses and leadership courses and completed within four semesters with three courses per semester and with practicum/residency being a year-long (three semesters) and an intense summer residency included.

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