

**Montana Teachers of English Language Learners (MontTELLs)
2016 OELA National Professional Development Program Abstract**

1) IHE: Montana State University-Bozeman

2) Partners: The following public school districts: Arlee, Box Elder, Browning, Great Falls, Hardin, Heart Butte, Lame Deer, Lodge Grass, Rocky Boy, and Wyola, as well as Northern Cheyenne Tribal School (BIE) and St. Labre Indian Catholic School District (Private).

3) Title of the Proposed Project: **Montana Teachers of English Language Learners**

4) Priorities: Competitive Priority 1: Moderate Evidence of Effectiveness: My Teaching Partner-Secondary WWC Intervention Report retrieved from ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=635 Also see Allen, J. P., Planta, R. C., Gregory, A., Mikami, A.Y., & Lun, J. (2011). An interaction-based approach to enhancing secondary school instruction and student achievement. *Science*, 333, 1034-1037: Competitive Priority 2: Parent, Family and Community Engagement will be addressed using the Circles of Trust approach and the Family Education Model to honor American Indians (AI) heritage languages and cultures.

5) Brief Description: The primary purpose of the MontTELLs project is to improve the capacity of general secondary school teachers who teach English Language Learners (ELLs) in high-density American Indian schools to increase academic English language proficiency, academic achievement in content areas, and college readiness for these Montana ELL students.

Approximately 76% of ELLs in Montana are AI. A secondary purpose of this proposal is to demonstrate the efficacy of an innovative professional development program through a Clustered Randomized Clinical Trial design. The innovative program synthesizes specific teaching methodologies to improve academic English mastery among students with limited English proficiency, increase positive teacher-student interactions by providing teachers one-on-one coaching and biweekly feedback, and nurturing family and community engagement using Circles of Trust and by replicating the extended Family Education Model which defines most reservation communities.

6) Number and type of Participants to be served each year: **Year 1:** 40 teachers(t)/26 administrators(a)/≥40 family/community members (f/c m); **Year 2:** 30 t/26 a/≥30 f/c m; **Year 3:** 30 t/26 a/≥30 f/c m; **Year 4:** 70 t/26 a/≥30 f/c m; **Year 5:** 100 t/26 a/≥30 f/c m. **End of project:** 100 teachers/26 administrators/≥100 family/community members.

7) Project Goals: (1) To provide professional development for 80-100 Montana general secondary teachers serving significant proportions of AI students and others identified as ELLs thereby improving the pedagogical capacity of these teachers facilitating the academic achievement of these students. (2) Increase family/community engagement and trust between secondary school educators and AI communities. (3) Rigorously demonstrate the efficacy of an intervention for AI ELLs.

Objectives: Demonstrate increased (1) knowledge and pedagogical skills of participants, (2) positive interaction between teachers and ELL students, and (3) trust between AI community members and schools through quantitative measures using validated instruments.

Performance Outcomes: (1) Provide professional development to improve instruction for ELLs for up to 100 teachers with potential for certifying 50 teachers in Culturally and Linguistically Diverse Education doubling the current number of qualified ELL teachers in MT; (2) generate recommendations for improving instructional strategies for educators who work in schools with high AI ELL populations; (3) increased family/community engagement in schools.

8) Project Director: **Dr. Jioanna Carjuzaa, 406-994-4941, carjuzaa@montana.edu**