PROJECT STELLAR

Supporting Teachers and Educators of English Language Learners Across Rural Settings

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About

Project STELLAR is a five-year, National Professional Development grant from the US Department of Education to provide high quality professional development to teachers and educational leaders of English Language Learners (ELLs).

STELLAR focuses on rural educators of ELs. Rural educators and EL families face challenges in geographic and social isolation, lack of access to services related to education, social programs, community connections.

The grant will provide Professional Development to 96 educators from Levy County across two phases of engagement through Communities of Practice.

A main focus of the ESOL Methods course is to prepare educators for ELLs and to build WIDA into the district by preparing teacher-leaders (ESOL "specialists")

2017 District Information

ENGLISH LANGUAGE LEARNERS / ELLs

200 ELLs / 4%

5 languages

96% Spanish-speaking

78% in grades KG-Grade 5

Secondary ELLs arrive late in their educational career

Identified as "high risk" due to achievement levels of ELLs

Phases

Phase I (2017-18) includes 24 educators and leaders of ELLs who will enroll in a six-course job-embedded teacher education program. Educators will have on-site support and coaching while taking six ESOL-leadership courses in the TLSI program (Teacher Leadership for School Improvement).

Guided Inquiry (Sum 2017)
ESOL Methods (Fall 2017)* WIDA
Transforming the Curriculum*
Teaching in High Poverty Rural Settings
Instructional Coaching for Enhanced Student Learning*
Teacher Leadership and School Change

Phase II (2019-20) includes 74 additional teachers and leaders (three for each Phase I participant) who will receive coaching support.
All participants receive stipends and academic credit from UF towards a Master's or advanced degree program.

Additionally, ELL families participate in talleres en español around issues of:
Safety (food) and immigration*
Social services
English language learning
Parent engagement (learning about school, resources, roles of personnel)

Participants in STELLAR rotate in evening programs to work with families.

Project STELLAR Logic Model
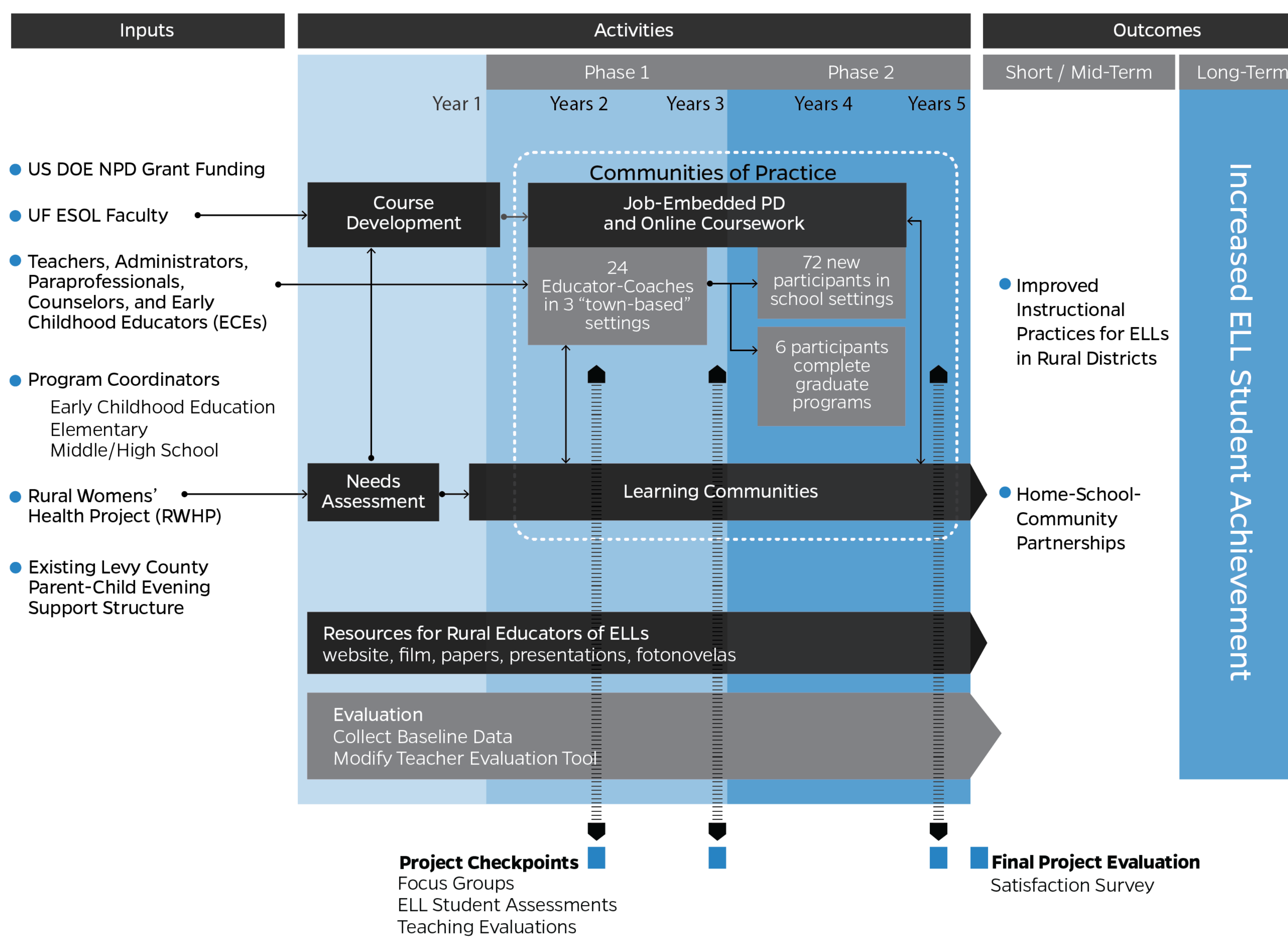
Modified Danielson-ELL Observation Rubric
(in validation process)

Component	Unsatisfactory "ELL"	Developing/NI "ELL"	Effective "ELL"	Highly Effective "ELL"
3a: Communicating with students	Teacher does not communicate with ELLs. Examples include unclear communication or no communication of expectations for ELL learning; directions and procedures are unclear, confusing or nonexistent for ELLs; teacher language contains errors and/or is inappropriate or not adapted for ELLs' culture or linguistic background; does not seek out language support so that miscommunication and student misconceptions occur	Teacher infrequently or sometimes communicates/sometimes communicates effectively with ELLs. Examples include inconsistent and/or ineffective communication of expectations for ELL learning; directions and procedures are limited and/or sometimes unclear; explanations of content are clarified after initial confusion; typically does not seek out language support so that miscommunication and student misconceptions occur.	Teacher generally and effectively communicates with ELLs. Examples include clear expectations for ELL learning, including clear directions, and procedures; explanations are generally clear to ELLs and reflect students' cultures and linguistic development; teacher seeks out language support, which is generally responsive to learner needs/abilities, to ensure smooth communication; r generally seeks to reduce student miscommunication and misconceptions after problems occur.	Teacher consistently and effectively communicates with ELLs. Examples include clear expectations for ELL learning, including clear directions, and procedures for ELLs and the use of multiple languages; teacher seeks out language support to ensure smooth communication and proactively seeks to reduce student miscommunication and misconceptions.
3b: Using questioning and discussion techniques	Teacher does not use appropriate questioning and/or discussion techniques appropriate to ELLs' linguistic and cultural backgrounds. Examples include little to no use of questions, wait time, sentence frames or starters, visual aids or grouping strategies	Teacher infrequently or sometimes uses limited questioning and/or discussion techniques appropriate to ELLs' linguistic and cultural backgrounds. Examples include yes/no questions, known answers, one- word answers for all ELLs without considering linguistic proficiency; some/limited use of wait time, sentence frames/starters, visual aids and grouping strategies	Teacher generally and effectively uses questioning and/or discussion techniques appropriate to ELLs' linguistic and cultural backgrounds. Examples include general use of questions across the stages of proficiency, wait time, sentence frames, visual aids, grouping. Techniques may align with WIDA (Can Do Descriptors, ELD levels).	Teacher consistently and effectively uses questioning and/or discussion strategies for ELLs. Examples include consistent use of questions across proficiency levels, wait time, modeling, sentence frames, visual aids, grouping, meta-linguistic and/or meta-cognitive techniques; techniques are aligned with WIDA (Can Do Descriptors, ELD levels).