



# PROJECT STELLAR

**Supporting Teachers And Educators Of  
English Language Learners Across Rural Settings**

**School Board of Levy County**

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# ENGLISH LANGUAGE LEARNERS IN LEVY

- DEMOGRAPHICS

- small / rural
- 5 learning communities
- 5,296 students
- vast land coverage
- high poverty
- mobile student population
- increasing mobility of teacher population
- new and out-of-field
- limited funding sources



- ENGLISH LANGUAGE LEARNERS / ELLs

- 185 ELLs
- 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
- Overall achievement scores in ACCESS went down due to increased difficulty of test



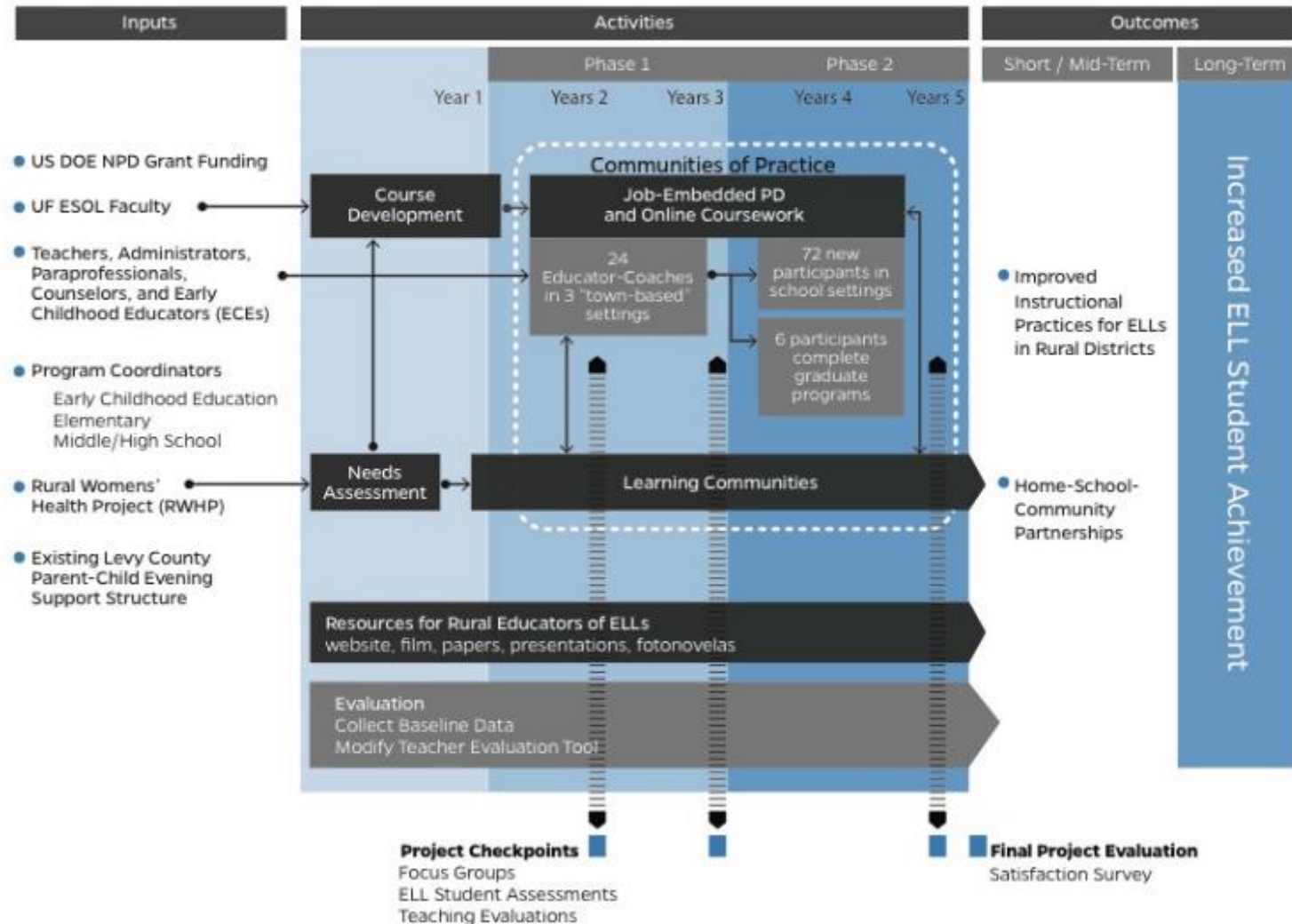
# WHAT IS PROJECT STELLAR?

- ❖ 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.
- ❖ This presentation is an update and list of accomplishments upon the end of year 2.



# PROJECT STELLAR LOGIC MODEL

Project STELLAR Logic Model





# PROJECT STELLAR 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 from their Project STELLAR Program Coordinators while taking six ESOL-leadership courses in the TLSI program (Teacher Leadership for School Improvement).

- Guided Inquiry (Sum 2017)
- ESOL Methods (Fall 2017)
- Teaching in High Poverty Rural Settings (Spring 2018)
- Transforming the Curriculum (*Sum 2018 - ongoing*)
- Instructional Coaching for Enhanced Student Learning
- Teacher Leadership and School Change





# PHASE 1: TEACHER PROFESSIONAL DEVELOPMENT

- **Some highlights from the first courses:**
  - STELLAR participants receive instructional feedback from classroom observations by STELLAR program coordinators
  - Visit from UF Law School Professor and Immigration specialist Evan George
  - STELLAR participants tour farm owned and operated by local immigrant family
  - “11 Things All Rural Educators of ELs should know”  
(document collaboratively produced by STELLAR educators and available online)



*Eleven Things Educators Working with English Learners in High Poverty, Rural Settings Should Know*

*by the Levy County Educators of Project STELLAR*



# KEY ACCOMPLISHMENTS: DANIELSON RUBRIC

PROJECT STELLAR – LEVY COUNTY  
Classroom Teacher Observation Rubric -- ELL  
Aug 1, 2017 FIN **FOR INTERNAL USE ONLY**

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_

Component	Unsatisfactory "ELL"	Developing/NI "ELL"	Effective "ELL"	Highly Effective "ELL"
2a: Creating an environment of respect and rapport	Teacher does not create an atmosphere of respect and/or support for ELLs. Examples include not affirming the linguistic and cultural backgrounds of ELLs; not showing respect; lack of general warmth, caring and sensitivity appropriate to cultural and linguistic differences of groups of students. L1 is ignored or de-valued as resource for learning.	Teacher infrequently or sometimes creates an atmosphere of respect and/or support for ELLs. Examples include inconsistent and/or ineffective attempts affirming the linguistic and cultural backgrounds of ELLs; inconsistent and/or ineffective show of respect, general warmth, caring and sensitivity appropriate to cultural and linguistic differences of groups of students. L1 typically not integrated as resource for learning.	Teacher generally and effectively creates an atmosphere of respect and/or support for ELLs. Examples include affirming the linguistic and cultural backgrounds of ELLs; showing respect, general warmth, caring and sensitivity appropriate to cultural and linguistic differences of groups of students. L1 may be used as a resource for learning.	Teacher consistently and effectively creates an atmosphere of respect and/or support for ELLs. Examples include affirming the linguistic and cultural backgrounds of ELLs; acknowledging students and families with respect, genuine warmth and caring, and sensitivity to students' cultures; L1 is used as resource for learning.
2b: Establishing a culture for learning	Teacher does not establish a culture for EL learning. Examples include not recognizing or validating differences, challenges, and/or strengths of ELLs.	Teacher infrequently or sometimes establishes a culture for ELL learning. Examples include inconsistent and/or ineffective expectations for ELL achievement and inconsistent and/or ineffective pride in ELL work.	Teacher generally and effectively establishes a culture for ELL learning. Examples include high expectations for ELLs and demonstration that students' L1 interacts with English, which is a natural progression of language learning; linguistic risk-taking; encouragement and/or validation of ELL work.	Teacher consistently and effectively establishes a culture for ELL learning. Examples include teacher passion to create a classroom culture of advancing all language learning (English and students' L1); ELLs are encouraged to communicate and reflect on ideas about their learning; encourages linguistic risk-taking; encouragement and validation of ELL work.

*A sampling from the EL-modified Danielson Rubric*



# KEY ACCOMPLISHMENTS: DANIELSON RUBRIC

## PROJECT STELLAR – LEVY COUNTY

### Classroom Teacher Observation Rubric -- ELL

Teacher's Name/Initials: [REDACTED] Date: 2018/04/18

		their own words. The EL sat quietly the entire class. I don't think she spoke a word.
3b: Using questioning and discussion techniques	1	There was a lot of potential for great discussion, as the teacher had chosen a very challenging activity and an important, if quite abstract, vocabulary word to focus on ("official"). However, the students were given no opportunity to discuss these words or, most significantly, to relate these words to their own experiences. They were also given no supports for such a discussion.
3c: Engaging students in learning	1	The teacher worked in a small group with the EL, which was great to see. She also used some instructional materials she had created to simplify the activity for the students at her teacher table. However, the interactions the teacher had with the EL, and the other students at the teacher table, were very superficial. Again, she did not engage the students in a meaningful discussion to probe their misunderstandings or relate the activity to their experiences. At the conclusion of the activity, there was still a table of four confused students sitting in front of four blank sheets of paper.
3d: Using Assessment in Instruction	1	The teacher directly supervised and directed the EL in completing the activity. However, this guidance was limited to a superficial effort to

*A sampling from a completed observation using the rubric*



# KEY ACCOMPLISHMENTS: FAMILY ENGAGEMENT

In a contested immigration environment

- Monthly adult ESL classes offered in three communities
- Monthly parent workshops or “talleres” in all three rural communities – some topics addressed: socio-emotional issues, health, bullying, accessing child’s grades online





# **KEY ACCOMPLISHMENTS: TEACHERS**

- **After three completed courses, feedback has been strongly positive**
- **Some teacher comments:**
- “I love the camaraderie and atmosphere it creates. Too often teachers are only talking about the negative, but this allowed for some positivity and positive problem solving to take place”
- “The collaboration with others throughout the district, the presentation from the attorney on immigration, and the collaboration with UF overall. I also appreciate the differentiation for teachers and counselors/admin” and “Support for everything we are doing.”
- **Teacher-initiated school transformation**
- **Teachers ahead of schedule in course completion**



# KEY ACCOMPLISHMENTS: ESTABLISHING A NATIONAL PRESENCE

<https://education.ufl.edu/stellar>



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## WELCOME, BIENVENIDOS, BEM VINDA, 欢迎 TO STELLAR!

We are teachers, educators, administrators, and community service organizations who work in rural educational settings with English learners and their families. We recognize that rural educational settings have been largely overlooked in the landscape and literature on educational excellence in the US. Rural settings face unique challenges but also make important contributions to education.

Our aim is to Support Teachers of English Language Learners Across Rural settings through dissemination of information, materials, research findings, and resources for rural educators in order to build partnerships and collaborations across the US.





# PROJECT STELLAR NEXT STEPS



## Phase II (2019-20)

- 60 additional teachers and leaders (three for each Phase I participant) will join and receive specialized support.
- Observation data on participating and matched teachers will be collected using the EL-modified Danielson Rubric
- Families of ELLs will participate in academic, social services support at one of the town-based schools, one evening per week. Participants in STELLAR rotate in evening programs to work alongside families.
- Fotonovelas and film projects
- Academic papers and presentations



**Thank you!**  
**Drew and Maria**



**PROJECT  
STELLAR**

**LEVY COUNTY SCHOOL BOARD**

<http://www.levyk12.org>

**PROJECT STELLAR (Website and resources)**

<https://education.ufl.edu/stellar/>