

Excellence in Undergraduate Education (EUE) Proposal

Project ID# (leave blank)

26-5

Project Title

Integración: Building a Stronger Understanding of Addressing Diverse Student Needs

Project Director	ID Number	Telephone	Email
	800570985		

Department	Campus Box	School College
Teaching and Learning	1128	SEHHB

Course or Program

Elementary Education

Project Co-Director	ID	Department	Email
	800688104	Teaching and Learning	

Student Impact: 200

Priority Rating (If Submitting Multiple Proposals):

Project Budget

Salary	Wages	Travel	Equip.	Comm	CServ	Auto	Tele	Awards	Total
			\$2,813.25						\$2,813.25

Cost-Sharing

Salary	Wages	Travel	Equip.	Comm	CServ	Auto	Tele	Awards	Total
	18.5/hr x 7 hours= \$ 199.5								8.5/hr x 7 hours= \$ 199.5

Prior EUE Support

Project Director	Project Number	Award Amount	Project Dates
none			

Applicable 2024-2025 Priorities (check all your proposal fits, if any):

- ☐ Course redesign project that uses inclusive, student-centered pedagogies to address equity gaps, improve student learning outcomes, & enhance retention
- ☒ Project involves courses that have high number of sections, a high ratio of D/F/W grades, or key required courses with high enrollments and opportunities to improve equitable student success
- ☐ Development or revision of IS courses with alignment to a specific Changemakers Pathway, integration of high-impact teaching practices, and either collaborative learning or community-engaged learning component.

Integración: Building a Stronger Understanding of Addressing Diverse Student Needs

[REDACTED]

[REDACTED]

Course program: SIUE Elementary Education Program

Student Impact: All SIUE Elementary Ed Majors ~200 per year

Budget and Cost Sharing Summaries:

EUE ESL Materials 2025 – Total Cost of All Items: \$2,813.25

Cost sharing budget for OSS ordering materials: \$28.5/hr x 7 hours= \$ 199.50

Materials + OSS Costs= \$3012.75

Prior (past 5 years) EUE Support: none

Project ID #

Section 2: Project Narrative Summary (500 word limit)

A longstanding opportunity gap persists between multilingual learners and their English proficient peers. This gap has been characterized as “a persistent and seemingly intractable educational problem” (Leider et al., 2021, p. 3). In response, the SIUE Elementary Education teacher preparation program has been working to integrate mainstream teacher preparation with the minimum content knowledge and pedagogical expertise necessary to meet the needs of multilingual learners. Curriculum infusion includes theoretical grounding, literacy instruction and assessment strategies, and field experiences nurturing culturally responsive dispositions.

In a recently published article, [REDACTED] shared important implications for policy and practice, including integration of Culturally Responsive Teaching and Learning Standards (CRTLs Illinois State Board of Education, n.d.) and the Illinois Comprehensive Literacy Plan (see 2024 Illinois Comprehensive Literacy Plan, <https://www.isbe.net/Documents/IL-Comp-Literacy-Plan-2024.pdf>). The article titled “Infusing Illinois Educator Preparation for the Education of Multilingual Learner” describes strategies for integrating literacy based supports for diverse learners into content rich lessons to provide learning opportunities for students from differing backgrounds.

This EUE Project proposes support for the continued work towards integrating CRTLs and the IL Comprehensive Literacy plan through purchase of ready made materials for hands-on planning and instructional support for teachers in preparation. Proposed materials will support current candidates in training by providing tools for building lesson plans which meet diverse learner needs and can be used in experiential learning exercises within partnership schools.

Narrative file (file upload with a limit of 6 double-spaced pages)

The number of instructors with specialized credentials for teaching multilingual learners decreased by over 10 percent between 2018 and 2020 (Najarro, 2023). Currently, only around 2% of all elementary and secondary teachers are credentialed in English language development (ELD) or bilingual instruction (NCES, 2013, 2020). These are troubling statistics given the pervasive opportunity gap that persists between one of our country's fastest growing student populations, multilingual learners, and their English proficient peers (Leider et al., 2021). Moreover, these gaps are associated with longstanding disparities in academic achievement that continue despite ample research finding that a majority of mainstream educators are insufficiently prepared in content and pedagogical expertise to work effectively with multilingual learners (Haas et al., 2016; Kim & Morita-Mullaney, 2020; Kolano et al., 2014).

For example, educators report feelings of low self-efficacy and lack of support in meeting the instructional needs of multilingual learners (Najarro, 2023; Polat, 2011). Empirical research has documented that mainstream teachers who lack specialized knowledge duplicate their schools' curricular goals without accommodating the language proficiency levels of multilingual learners (Kim & Morita-Mullaney, 2020). Research has also documented mainstream educators' tendency to hold deficit views of multilingual learners, resulting in lessening the content rigor in response to low expectations (Faltis & Valdes, 2016). Not surprisingly, multilingual learners have been found to be misrepresented in special education and under-represented in academically talented programs (Haas et al., 2016; Wei et al., 2022). Moreover, these conditions deny multilingual learners their civil rights guarantee and contradict a federal mandate for equal opportunity, equity, and access for historically marginalized populations (ESSA, 2015a, 2015b; OCR, 1970). The Every Student Succeeds Act (ESSA) clearly

articulates provisions to ensure multilingual learners are able to participate meaningfully and equally in educational programs. However, the federal government does not prescribe specifically how states should meet these provisions. Rather, states are responsible for developing respective plans of action (Leider et al., 2021).

It has been argued that these troubling conditions can be attributed to this decentralization in setting policy for credentialing teachers of multilingual learners, and to the relative inconsistency of general educator preparation across the U.S (Goodson et al., 2019; Villegas & Pompa, 2020). For example, professional teaching standards are highly variable within and between states (Muniz, 2019). Only 21 states make any reference to multilingual learners in the language of their professional standards (Leider et al., 2021). In states that require a credential beyond Initial Licensure for educators to be designated teachers of multilingual learners, the standards are of highly variable quality, and they sometimes create an unequal financial burden (Leider et al., 2021).

Given the complexities discussed here, it would be unrealistic to expect a majority of mainstream educators to seek a specialized credential in multilingual learner instruction. However, even multilingual learners who receive sheltered and bilingual instruction with a credentialed teacher are phased into the mainstream classroom as English proficiency develops. Thus, multilingual learners are necessarily spending considerable time in mainstream classrooms with educators who have either no specialized credentials, or credentials of highly variable quality (Leider et al., 2021). These complex dynamics reveal an urgency to infuse mainstream educator preparation with the minimum content knowledge and pedagogical expertise necessary to provide multilingual learners equal access to curriculum and support content-area literacy development (Kim & Morita-Mullaney, 2020; Wei et al., 2022). Indeed, research has demonstrated that multilingual learners can benefit from infusion of

specialized knowledge and teaching strategies into mainstream teaching standards (e.g. see, Faltis & Valdez, 2016; Lopez & Santibanez, 2018; Lucas et al., 2018).

In a recently published article, [REDACTED] shared important implications for policy and practice, including integration of Culturally Responsive Teaching and Learning Standards (CRTLs Illinois State Board of Education, n.d.) and the Illinois Comprehensive Literacy Plan (see 2024 Illinois Comprehensive Literacy Plan). The article titled “Infusing Illinois Educator Preparation for the Education of Multilingual Learner” describes strategies for integrating literacy based supports for diverse learners into content rich lessons to provide learning opportunities for students from differing backgrounds.

This EUE Project builds off this article and proposes support for the continued work towards integrating CRTLs and the IL Comprehensive Literacy plan through purchase of materials for hands-on planning and instructional support for teachers in preparation. Proposed materials will support current candidates in training by providing tools for building lesson plans which meet diverse learner needs and can be used in experiential learning exercises within partnership schools.

References

ESSA (2015b). Actions – S. 1177 – 114th Congress (2015-2016).

<https://www.congress.gov/bill/114th-congress/senate-bill/1177/all-actions>

Faltis, C. J. & Valdes, G. (2016). Preparing teachers for teaching in and advocating for linguistically diverse classrooms: A vade mecum for teacher educators. In Handbook of research on teaching (pp. 549-592). <http://dx.doi.org/10.3102/978-0-935302-48-6>

Goodson, B., Caswell, L., Dynarski, M., Price, C., Litwork, D., Crowe, E., Meyer, R., & Rice, A. (2019). Teacher preparation experiences and early teaching effectiveness (NCES 2019-

- 4007). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- <https://files.eric.ed.gov/fulltext/ED598665.pdf>
- Haas, E., Huang, M., Tran L., & Yu, A. (2016). The achievement progress of EL students in Nevada (REL 2016-154). Regional Educational Laboratory Program.
- <http://ies.ed.gov/ncee/edlabs>
- Illinois State Board of Education. (n.d.). Culturally Responsive Teaching and Learning Standards. <https://www.isbe.net/Pages/Culturally-Responsive-Teaching-Leading-Standards.aspx>
- Kim, S. & Morita-Mullaney, T. (2020). When preparation matters: A mixed method study of in-service teacher preparation to serve English learners. *Mid-Western Educational Researcher*, 32(3), 231-254. <https://scholarworks.bgsu.edu/mwer/vol32/iss3/4>
- Kolano, L. Q., Davila, L. T., LaChance, J., & Coffey, H. (2014). Multicultural teacher education: Why teachers say it matters in preparing them for English language learners. *The CATESOL Journal*, 25(1), 41-65.
- Leider, C. M., Colombo, M. W., & Nerlino, E. (2021). Decentralization, teacher quality, and the education of English learners: Do State education agencies effectively prepare teachers of ELs? *Education Policy Analysis Archives*, 29(100), 1-44.
- <https://doi.org/10.14507/epaa.29.5279>
- Lopez, F. & Santibanez, L. (2018). Teacher preparation for emergent bilingual students: Implications of evidence for policy. *Education Policy Analysis Archives*, 26(36), 1-41.
- <https://doi.org/10.14507/epaa.26.2866>

Lucas, T., Strom, K., Bratkovich, M., & Wnuk, J. (2018, April). Inservice preparation for mainstream teachers of English language learners: A review of the empirical literature.

In *The Educational Forum* (Vol. 82, No. 2, pp. 156-173). Routledge.\

Muniz, J. (2019). *Culturally responsive teaching: A 50-state survey of teaching standards*. New America.

Najarro, I. (2023, February 21). The English learner population is growing: Is teacher training keeping pace? *Education Week*. <https://www.edweek.org/teaching-learning/the-english-learner-population-is-growing-is-teacher-training-keeping-pace/2023/02#:~:text=And%20teachers%20generally%20seem%20to,and%2061%20percent%20said%20no>.

National Center for Education Statistics, U.S. Department of Education. (2020).

English language learners in public schools.

https://nces.ed.gov/programs/coe/indicator_cgf.asp

Polat, N. H. (2011). A comparative analysis of pre-and in-service teacher beliefs about readiness and self-competency: Revisiting teacher education for ELLs. *System*, 38(2), 228-244. doi: 10.1016/j.system.2010.03.004

Villegas, L., & Pompa, D. (2020). The patchy landscape of state English learner policies under ESSA. Migration Policy Institute. <https://www.migrationpolicy.org/research/state-english-learner-policies-essa>

Wei, Y., Hovey, K. A., Gerzel-Short, L., Hsiao, Y. J., Miller, R. D., & Kelly, J. H. (2022). Culturally responsive and high-leverage practices: Facilitating effective instruction for English learners with learning disabilities. *TESOL Journal*, 14(e697), 1-15. doi: 10.1002/tesj.697

- Project Budget, Budget Justification and Cost-Sharing summary (included in Narrative file, but not counted in page limits)

EUE ESL Materials 2025 – Total Cost of All Items: \$2,813.25

Cost sharing budget for OSS ordering materials: \$25/hr x 2 hours= \$50

Educational Material	Cost	Quantity	Total Cost	Location
Richardy Quantity Flashcards Math AIF4 Game Within 20 Speech Therapy Materials And ESL Teaching Materials Educational “I have” game	\$17.00	1	\$17.00	Walmart
Lakeshore Parts Of Speech Grab & Play Game - Gr. 1-2	\$24.00	1	\$24.00	Lakeshore Learning
Bilingual Flash Cards Value Pack - Spanish and English (Includes Alphabet, Colors & Shapes, First Words, and Numbers) (Set of 4 Decks) by Peter Pauper Press	\$14.99	X 4	\$59.96	Amazon
AGO QnA Yellow ESL Card Game - Level 2.5. A Fun English Language Learning Game for EFL/ESL Students - Build Vocabulary, Grammar and Conversation Skills!	\$14.95	X 2	\$29.90	Amazon
Decorably 20 Spanish Math Posters - 11x17in Spanish Posters for Classroom Elementary, Spanish Classroom Posters, Spanish Classroom Decorations, Spanish Teacher Classroom Decor	\$6.99	1	\$6.99	Amazon
Spanish Feed The Spiders - Shapes Match Numeracy Center Grades K-2	\$15.99		\$15.99	Discount school supplies
Really Good Stuff Spanish Fence the Puppies Subitizing Numeracy Center	\$15.99		\$15.99	Discount school supplies
192 Spanish Time Telling Flash Cards	\$16.99		\$16.99	

Carpets for Kids Bilingual Paint by Numero Oval Classroom Rug	\$280.46		\$280.46	Carpets for Kids bilingual paint by numero oval classroom rug offers durable nylon fiber construction. Colorful graphics feature the alphabet, numbers 1 through 10, and various colors named in both English and Spanish Digitalbuyer.com
Scholastics Conversation Starters: Bulletin Board Set (SC-823624)	\$22.59	X5	\$112.95	Quill.com/scholastic
Scholastic English-Spanish Photo Word Wall Bulletin Board Set	\$24.99	X5	\$124.75	Immerse students in a foreign language with this bilingual resource for early learners. Features 42 photo cards of common school items with English and Spanish labels. Perfect for ESL, ELL, and dual-language classrooms. Orientaltrading.com/scholastic
Bilingual Flash Cards Set	\$19.99	X5	\$99.95	See it, say it, learn it! Ellos ven, ellos dicen, y ellos aprenden! Help your child take the first steps toward reading with these bilingual Sight Words Flash Cards. This set includes 5 packs of cards, 280 cards total size 3-3/8" x 6-3/8". These two-sided cards are fun and easy Reallygoodstuff.com

English Language Development Activity Cards - Complete Set	\$199.00	X3	\$597.00	<p>Help English language learners develop key skills in reading, writing, speaking and listening! Ideal for individual, small-group or whole-class instruction, each leveled set includes 50 double-sided cards that have a step-by-step language lesson on one side...and a corresponding write & wipe activity to help students master the concept on the other.</p> <p>Lakeshorelearning.com</p>
English Language Development Writing Center	\$39.99	X3	\$119.97	<p>Packed with engaging hands-on activities, our center helps students build critical English language skills! Children just follow the simple directions on each write & wipe activity card to complete and write sentences—learning about parts of speech as they go.</p> <p>Lakeshorelearning.com</p>
English Language Learner Games Library	\$179.99	X3	\$539.97	<p>Students master the basics of written and spoken English—with 8 different excitement-filled games! Each game targets a specific skill in grammar, vocabulary or usage...and features a super-simple format that students can easily pick up and play in pairs or small groups</p> <p>Lakeshorelearning.com</p>

Hello Around the World Flashcards Multicultural Language Resources	\$5.88	X5	\$29.40	<p>This set of flashcards features twenty-eight lovingly hand-painted watercolour children from around the world wearing the national costume or traditional dress, each card shows the word</p> <p>Etsy.com</p>
<p>Welcome to Teaching Multilingual Learners!:</p> <p>An Illustrated Guide 1st Edition by Douglas Fisher (Author), Nancy Frey (Author), Valentina Gonzalez (Author)</p>	\$39.95	X3	\$119.85	<p><i>Engage, Empower, Educate: Unleash the Potential of Multilingual Learners</i></p> <p>What's your "why" for being a teacher? Unlike other professionals, teachers often have strong reasons for why they teach and a clear sense of purpose. Acknowledging and understanding this purpose helps educators to not just do what they do but do it well.</p> <p>This illustrated guide was designed for all classroom teachers to emphasize the unique challenges and opportunities that arise in multilingual learner education. Using Simon Sinek's Golden Circle theory to understand and elevate that sense of purpose, the book is organized into three parts: the why, the how, and the what of teaching multilingual learners.</p> <p>Amazon.com</p>

Vocabulary Development Photo Card Libraries - Complete Set	\$119.99	X3	\$359.97	<p>Help children build their English vocabulary one word at a time—with full-color cards that make it easy to integrate students' native languages! Perfect alone or for expanding on classroom themes, each library has 50 cards with a photo on front...and the word on back in English and 13 other languages—from Spanish to Vietnamese.</p> <p>Lakeshorelearning.com</p>
Las cartas de sonidos complejos	\$25.00	X3	\$75.00	<p>This card pack includes 27 beautifully illustrated letter sound cards for teachers to use with a whole or small group when teaching the Letter Naming or Alphabet Knowledge activity with consonant combinations and diphthongs. This complete set of cards aligns to the activities included in the Heggerty Phonemic Awareness Spanish Primary curriculum, and the Spanish Kindergarten curriculum in Weeks 24-32.</p> <p>Shop.heggerty.org</p>
Tarjetas de trabajo: Construcción de palabras (Spanish Word Building Task Cards) - 21 cards	\$15.73	X3	\$47.19	<p>Give Students A Hands-On Ways To Build And Change Words In Spanish Two-sided-for-differentiation, these cards provide systematic practice in word building. Target instruction for consonant and vowel sounds in 40 numbered activities.</p> <p>Discountschoolsupply.com</p>

English Language Development Vocabulary Center	\$39.99	X3	\$119.97	Description Packed with engaging hands-on activities, our center helps students build critical English language skills! Children just follow the simple directions on each write & wipe activity card to write words using the correct prefix or suffix...sort objects by category...find synonyms and antonyms...and more. Lakeshorelearning.com
--	---------	----	----------	--

- Biographical Sketch or CV (2 page limit per applicant)

██████████, is an Assistant Professor of Elementary Education in the School of Education, Health, and Human Behavior at Southern Illinois University Edwardsville. ██████████ joined SIUE in 2019 after obtaining her Ph.D. in Curriculum and Instruction from Southern Illinois University Carbondale. ██████████ teaches courses in literacy, differentiated instruction, and second language acquisition and learning. Before coming to SIUE, ██████████ supervised the America Reads Challenge literacy program at SIUC, and taught elementary and middle school in Springfield, Illinois.

Research Profile

██████████ recent research revolves around federal literacy policy and the history of educational policy making. ██████████ also studies the process of preparing teacher candidates to be culturally responsive and differentiate for the needs of diverse learners.

Education:

Ph.D., 2020, Southern Illinois University Carbondale
English Language Learners Endorsement, 2012, Western Illinois University
Master of Education, 2002, Loyola University Chicago
Bachelor of Business Administration, 1996, Loyola University Chicago
Specialization: Language, Literacies and Culture, Literacy Policy, English Learners

██████████ is an Associate Professor of Teaching and Learning in the School of Education, Health, and Human Behavior at Southern Illinois University Edwardsville (SIUE). She began her professional career with a degree in Elementary Education from the University of Missouri-Columbia. Her time at Mizzou sparked her interest in higher education so upon graduation she

began her MS.ED degree in Curriculum and Instruction with an emphasis in Literacy Instruction. She was an Elementary Education teacher for 7 years and then decided to complete her Ed.D. at Illinois State University in Curriculum and Instruction with an emphasis on technology integration. [REDACTED] has worked at SIUE since 2013 in the Elementary Education program and is now the Elementary Education Program Director.

Research Profile

[REDACTED] research has specialized in the area of technology integration, math instruction as well as STEM integration in the elementary setting. [REDACTED] has published and presented on the following topics: technology integration in classrooms, higher education and teacher preparation programs, virtual learning environments, mathematics instruction in teacher preparation and STEM in the elementary classroom.

Section 3: Support Statement from Chair and Dean

- Memos from Chair and Dean (attached)

Section 4: Results from Prior EUE Support (if applicable)

- Project description and outcomes (1000 word limit)



December 17, 2024

To: EUE Grant Review Committee

FROM: Nate Williams
Chair

A handwritten signature in blue ink, consisting of a circular flourish followed by a horizontal line.

Subject: Chair Support for EUE Grant Application

I am writing to express my enthusiastic support for the EUE grant application for [REDACTED]. Their recent book publication, "Preparing Culturally Informed Educators" has positioned them to leverage the discoveries of their research by building a repository of English Language Learning materials to be used by SIUE education students.

This grant will allow our faculty to obtain relevant and current teaching materials to help in the preparation of lesson plans and assignments, which our SIUE students will employ in our partnering schools. The resources of this grant will allow [REDACTED] to bridge their research to the courses they teach, while simultaneously having an impact in classrooms across our region.

Please do not hesitate to reach out if there is an additional way to show my support.

School of Education, Health and Human Behavior
Department of Teaching & learning
Founders Hall, Room 1133, Campus Box 1122, Edwardsville, Illinois 62026-1122, 618.650.3082

