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THE COMPREHENSIVE PROGRAM
FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

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TITLE PAGE

Check one: Preliminary Proposal Final Proposal

This Application should be sent to:
No. 84.116A
U.S. Department of Education
Application Control Center
Room 3633
Washington, D.C. 20202-4725

1. Application Number _____

2. D-U-N-S Number _____

3. Project Director (Name and Complete Mailing Address)

Portland State University
Department of Foreign Languages & Literatures
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http://www-adm.pdx.edu/user/fll/Fischer/

4. Institutional Information

Highest Degree Awarded: Type:
____ Two-year Public
____ Four-year _____ Private
____ Graduate
 Doctorate
____ Non-degree granting
____ Other

5. Federal Funds Requested:

1st Year only \$75,000
2nd Year (if applicable) 50,000
3rd Year (if applicable) 25,000
Total Amount: Throughout 25,000
175,000

6. Duration of Project:

Starting Date 9/98
Ending Date 7/2001
Total No. of Months 34

7. Proposal Title

From Pilot to Program: Disseminating and Establishing Standards-Based Training for Second/Foreign Language Teachers throughout Oregon

8. Brief Abstract of Proposal: (DO NOT LEAVE THIS BLANK) Extend existing basic courses in proficiency-oriented language-teacher training from local to regional audience, in part through distance learning. Develop, pilot, and transfer to regional delivery three advanced courses (childhood language learning, technology, content-based instruction). Establish the teacher-training courses as regularly offered curriculum. Move post-secondary institutions toward articulation with elementary/secondary as part of a statewide standards-based K-16 curriculum.

9. Legal Applicant (Name & Complete Mailing Address)

Portland State University
PO 751
Portland, OR 97207-0751

10. Population Directly Benefiting from the Project

K-16 schools + post-secondary statewide
national impact on language teaching

Congressional District(s) of the Applicant Institution

11. Certification by Authorizing Official

The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct, that the filing of the application has been duly authorized by the governing body of the applicant, and that the applicant will comply with the attached assurances if assistance is approved.

Print Name James R. Pratt

Title Assoc. V. Provost, Research Phone 503-725-3419

Signature [Signature]

Date 97.10.24

W. K.

From Pilot to Program: Disseminating and Establishing Standards-Based Training for Second/Foreign Language Teachers throughout Oregon

The project

The proposed project addresses the need for a university-based program of study that will provide K-12 teacher licensure candidates the knowledge, skills, and experiences they will need to teach second languages effectively within a standards-based system like that now in place in the entire state of Oregon. Our consortium of language-pedagogy and teacher-training specialists proposes: 1) to disseminate statewide, through various means including distance-learning technology, a basic second-language pre-service teacher-training curriculum (three courses) that was initially developed for and piloted in on-campus instruction; 2) to develop an advanced set of three proficiency-based pedagogical courses for similar piloting and subsequent wider dissemination; and 3) to use the courses and dissemination methods so developed to build support within the Oregon State System of Higher Education (OSSHE) to implement a “paradigm shift” in language-teacher education in an entire state that has moved to establish a unified K-16 standards-based curriculum.

Our project is supported by a healthy and progressive metropolitan school district, an urban university, the various regional teachers’ organizations, and the pertinent agencies of state government. Heretofore our work has been financed by regular institutional budgets and smaller grants. The next step — and it is the one that will make permanent the move to standards-based language-teacher education in our state — would benefit enormously from assistance of the magnitude that can be offered by FIPSE. Correspondingly, the sponsorship of our efforts by FIPSE will assure that they affect a large audience outside Oregon.

Background

In 1996 our group, supported formally by an Eisenhower Grant and informally by state government and our professional organizations, redesigned the language teacher training curriculum for Oregon in order to align it with the state's move toward a standards-based curriculum in K-12 and a corresponding redefinition of the proficiencies required from applicants for admission to public institutions of higher education in the state. Our survey of the current state of language teacher education bore out what we and our colleagues nationwide have long known (and choose here to express euphemistically): large-scale implementation of successful language instruction in our society requires a systemic change in higher education, and particularly at the departmental level. And yet the change does not require an impossibly large investment of resources, but rather a shift of already available program resources (and a change in attitude or personnel in higher-ed "language" faculty). What is needed is a way of "tipping the balance," so that solid pedagogical training and a sense of profession, rather than pedagogically untutored or literarily focused approaches to language instruction, can begin to become the norm in (at least) those institutions of higher education which are responsible for teacher education.

The Plan

Our project envisions a three-year evolution of courses and the means of delivering them. But this our "FIPSE" three-year plan is actually part of a larger plan already begun. During the past two years we have defined the second-language pedagogical proficiencies and then piloted the basic courses. Our proposal for the next three years aims at putting the new curriculum on a permanent footing and then expanding it to offer not just the bare essentials but a solid competence in language teaching. The scope and schedule are as follows:

- **Year 1 (1998-1999 academic year):** a) transform the existing basic courses from local pilots to a core curriculum delivered throughout the state by distance education and, possibly, on-site instruction; b) working with teacher-education faculty and in-service K-12 teachers, create a cadre of trainers and a collection of training materials to illustrate the teaching methods and the student performances that document satisfactory implementation of the new curriculum; c) assemble resources (materials and people) to develop the advanced pedagogical curriculum that would fully serve the second-language needs of a large standards-based educational system (and maybe function as a resource for programs elsewhere).
- **Year 2 (1999-2000 academic year):** a) basic pedagogical courses now part of regular on-campus offering of teacher-training institutions, but available region-wide by distance learning; b) three advanced pedagogy courses (childhood language learning, technology in language instruction, and language across the curriculum) taught conventionally on campus as FIPSE pilots.
- **Year 3 (2000-2001 academic year):** a) advanced pedagogy courses offered region-wide by distance learning, and local institutions assume responsibility for maintaining indefinitely the full pedagogical curriculum, as would be stipulated in the terms of the grant.

The description for Year 3 may seem rather terse, but behind it lies a world of difference. By that time, with inducements and strictures that can be included in the terms of the FIPSE grant and at the instance of OSSHE, the Oregon Depart-

ment of Education, and Portland Public Schools, the participating institutions will have transformed their language-teacher training curricula from haphazard, ill-supported, marginalized activities into the core areas of their certification and post-bac programs. At the same time, the Oregon state requirements for second-language proficiency in K-12 programs and for admission to state institutions of higher education will have come into force. Those movements coalescing should be able to effect major change in the content and structure of programs throughout Oregon, and may then serve as models nationwide.

The extent to which that change takes place will be the chief criterion of our evaluation. In effect, our project itself is a standards-based and -evaluated undertaking. To provide a second and in-progress means of evaluation (and to ensure project quality before evaluation), we also intend to recruit and pay outstanding K-12 teachers to serve a co-equals with university faculty in team-teaching the pilot courses. But we will also establish smaller-scale evaluation processes, including outside evaluators who will review course proposals and syllabuses, participant selection, delivery of instruction, and institutional implementation of the new curriculum.

The larger context

The project is designed to add a key component to the development of proficiency-based language instruction as a core subject area in American education, as it now is by law in Oregon. Information about the legislative and pedagogical foundations of the new Oregon curriculum can be obtained by visiting the web site <http://pass--osshe.uoregon.edu/>, or from:

Dr. Carl Falsgraf
Oregon State System of Higher Education
Office of Academic Affairs
PO Box 3175
Eugene, OR 97403-0175 (541) 346-5799

Co-directors

William B. Fischer (Portland State University) and Mary Bastiani (Portland Public Schools) – Both have extensive experience in teacher training, curriculum development, production of instructional materials, development of standards, and grant administration.

Budget: \$175,000 over 3 years

Year 1: \$75,000 (single-staff three basic courses [\$25,000]; develop three advanced courses [\$50,000])

Year 2: \$50,000 (double-staff three advanced courses [\$50,000])

Year 3: \$25,000 (refine three advanced courses (\$10,000)); prepare for wider dissemination [\$10,000]; formal evaluation [\$5000]

Throughout: \$25,000 (support staff & clerical expenses)

Overview of Outcomes

- 1) 3 advanced courses in proficiency-oriented language teacher education, with instructional materials;
- 2) transfer of the 6 basic and advanced language pedagogy courses from local to regional audiences;
- 3) major stage in systemic change in higher education