



### **ACT-ESL Participant Implementation Scholarship Application**

**Opportunity:** There are six (6) available scholarships for implementation of ESL strategies. Each scholarship is \$300.

**Who is eligible for the scholarships?** ACT-ESL Summer Institute participants from any year are eligible to apply.

**Purpose:** The purpose of the scholarship is to encourage teachers to use their new ESL methods in their classrooms and actively monitor student progress. Teachers propose a simple research project, such as tracking a strategy or intervention. See application and sample projects below.

**Procedure:**

- 1) Teachers submit proposals to Leslie Bohon at [ACTESL@vcu.edu](mailto:ACTESL@vcu.edu) by the deadline of October 30, 2009.
- 2) An ACT-ESL Review Board reviews and decides on acceptances with notification to the teachers by November 15, 2009. Start up money will be awarded at this time.
- 3) Teachers submit a final paper of 3-5 pages by March 1, 2010 (plenty of guidance from ACT-ESL).

Requirements of scholarship: All the recipients submit a final paper and report. Half of the money is awarded at the beginning of the project and the final half money is awarded with the report. An additional optional opportunity is full financial support to present at local conferences. If a teacher presents, he or she receives an additional \$100.

Professional Development Opportunity #2 of 3 – **Implementation of ESL strategies project**  
Fall 2009

**ACT-ESL Scholarship Proposal Form (for implementation project)**

Name:	
School:	
Attended ACT-ESL Summer Institute in summer of _____	
Discipline:	Grade level:
Purpose of your study (what you hope to achieve through this study):	
Research methods (how you will collect data and analyze it):	
Contact info (best way to reach you, email, phone):	

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Sample: **ACT-ESL Scholarship Proposal Form (for implementation project)**

Name: Leslie Bohon	
School: x HS, Chesterfield	
Attended ACT-ESL Summer Institute in summer of 2008	
Discipline: English 10	Grade level: 10
<b>Purpose of your study</b> (what you hope to achieve through this study):  The purpose of my study is to incorporate <b>group learning</b> to improve the quality of work of ESL students.	
<b>Research methods</b> (how you will collect data and analyze it):  In four consecutive units, students will engage in interactive activities. The kinds of interactive activities I will use will be peer editing and think-pair-share.  My data will include classroom involvement and test and essay scores of the four units. Also, I will give the students a simple survey to ask them if they believed group activities helped them learn the material.	
Contact info (best way to reach you, email, phone): cell phone xxx-xxx-xxxx	

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Sample: **ACT-ESL Scholarship Proposal Form (for implementation project)**

Name: Barbara G. Lange	
School: xxxx Middle School	
Attended ACT-ESL Summer Institute in summer of <u>  2009  </u>	
Discipline: Secondary Math	Grade level: 8
Purpose of your study (what you hope to achieve through this study):  The purpose of the study is to monitor the progress of students that use games and “real life” examples to learn calculating percentage skills. Observations will last one month.	
Research methods (how you will collect data and analyze it):  Students will find the percent of a number and the savings of an item on sale. The matching game of equivalent values and retail ads will be used.  Quiz scores will be compiled.	
Contact info (best way to reach you, email, phone):	

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Sample: **ACT-ESL Scholarship Proposal Form (for implementation project)**

Name: Barbara G. Lange	
School:	
Attended ACT-ESL Summer Institute in summer of <u>2009</u>	
Discipline: <b>Secondary Math</b>	Grade level: 9- 10
Purpose of your study (what you hope to achieve through this study):  The purpose of the study is to notice the value of <b>think, pair, share</b> . Observations will last one month.	
Research methods (how you will collect data and analyze it):  Students will graph an equation in the form $y = mx + b$ .  Follow up <b>discussion</b> with students (may stay with partner) will be directed toward using the slope and the y intercept to graph a line.  Using <b>think, pair, share</b> , have students graph several lines.  Scores on quizzes where students can use one life line one time This is my adaptation of the <b>think, pair, share</b> for testing.  Compare these quiz scores where students are not able to use a life line.  Data will be collected by using the following method: Hand out to a pair of students a set of 3x5 index cards. Half of the cards will have equations written in the $y = mx + b$ form and half will have a drawing of the graphs. Then the students will match the equation with the graph. Lastly, each student given $y = 4x - 3$ will explain in writing the meaning of 4x and the meaning of -5.	
Contact info (best way to reach you, email, phone):	

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**ACT-ESL Scholarship Proposal Form (for implementation project)**

Name: Dexter	
School: James River High School	
Attended ACT-ESL Summer Institute in summer of <u>08</u>	
Discipline: Social Studies – World History I	Grade level: 9
Purpose of your study (what you hope to achieve through this study): <ol style="list-style-type: none"><li>1. Increase knowledge of various ancient empires by comparing the strengths and weaknesses of each.</li><li>2. In pairs, fill out a chart that shows the characteristics of some of the great empires that existed by the time of the birth of Christ. (Alexander’s Empire, Persian Empire, Roman Empire, Han China, or Gupta India)</li></ol>	
Research methods (how you will collect data and analyze it): <ol style="list-style-type: none"><li>1. Ordinary tests, quizzes, benchmark tests.</li><li>2. Anecdotal information from student interviews/surveys.</li><li>3. Performance on the Semester exam.</li><li>4. Data collection will go through the semester.</li></ol>	
Contact info (best way to reach you, email, phone):	

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**ACT-ESL Scholarship Proposal Form (for implementation project)**

Name: Dexter	
School: James River High School	
Attended ACT-ESL Summer Institute in summer of <u>  08  </u>	
Discipline: <b>Social Studies – World History I</b>	Grade level: Grade 9
Purpose of your study (what you hope to achieve through this study):  <ol style="list-style-type: none"><li>1. Students will develop a basic familiarity with maps of important historical areas in world history as well as how to read maps.</li><li>2. Require students to label selected countries, rivers, cities, battles, mountains, bodies of water, and lines of latitude and longitude on outline maps. They use the atlases in their textbooks and specific historical maps as references. (These map exercises are used at the beginning of most units during the year.)</li></ol>	
Research methods (how you will collect data and analyze it): Tests and quizzes throughout the year. Anecdotal information from student interviews/surveys.	
Contact info (best way to reach you, email, phone):	

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**ACT-ESL Scholarship Proposal Form (for implementation project)**

Name: Peggy Stevens	
School: VCU	
Attended ACT-ESL Summer Institute in summer of _____	
Discipline: All disciplines	Grade level: All grades
Purpose of your study (what you hope to achieve through this study):  The purpose of this study is to increase the comprehension level of the ESL student by having students produce an anticipatory set based on instructional material. It has been said that you never truly learn a subject until you teach the subject. The proposal incorporates this philosophy into a classroom setting.	
Research methods (how you will collect data and analyze it):  After the first month in class, all students should be comfortable with the structure of this class and the methods that the teacher employs. This teacher has provided anticipatory sets on a daily basis for the first month. <b>For the coming months, each student is required to choose a date on the calendar and present an anticipatory set that they created based on the previous day's instructional material.</b> This will be presented orally as well as written on the overhead projector. The student must also have the answers to the set and be prepared to defend their answers.  The teacher will observe each student and note the correctness of the answers to the questions and the ease with which the ESL student handles the anticipatory set presentation.	
Contact info (best way to reach you, email, phone):	

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**ACT-ESL Scholarship Proposal Form (for implementation project)**

Name: MJ Weatherford	
School:	
Attended ACT-ESL Summer Institute in summer of _____	
Discipline: English	Grade level: middle school
Purpose of your study (what you hope to achieve through this study):  Students will recognize author's methods of developing characters in fiction. To help students develop this skill, they will use a character chart that requires them to look for character traits in what characters say, how they act, and what other characters say about them. Chart attached.	
Research methods (how you will collect data and analyze it):  Answers to questions about characters on quizzes and in class discussion.  At the end of the novel or short story, completion of the "List of Character Traits" item on the chart. Students' lists will be specific and show a depth of understanding of well developed characters. Data collection will be for the unit.	
Contact info (best way to reach you, email, phone):	

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**ACT-ESL Scholarship Proposal Form (for implementation project)**

Name: MJ Weatherford	
School:	
Attended ACT-ESL Summer Institute in summer of	
Discipline: Reading/Language Arts	Grade level: all grades
Purpose of your study (what you hope to achieve through this study):  In order to improve comprehension, students will use a T chart (Cornell note taking) as they read a novel or short story.	
Research methods (how you will collect data and analyze it):  Observe student using strategy and the actual student T chart notes  Note student contributions to class discussions and/or small group discussions about the novel.  Assess student comprehension through individual discussions with student  Scores on tests and quizzes about the novel/short story	
Contact info (best way to reach you, email, phone):	

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**ACT-ESL Scholarship Proposal Form (for implementation project)**

Name: MJ Weatherford	
School:	
Attended ACT-ESL Summer Institute in summer of _____	
Discipline: Reading/ language arts	Grade level: all grades
<b>Purpose of your study (what you hope to achieve through this study):</b>  Students will improve both fluency and comprehension by participating in paired reading (if teacher is already using paired reading, add use of T chart notes to the pairs.)	
<b>Research methods (how you will collect data and analyze it):</b>  Listen to students reading in pairs in class and note changes  Note students' participation in class or small group discussion of material read  Use scores on quizzes, tests after the paired reading.  Collect data for one unit.	
Contact info (best way to reach you, email, phone):	