

Welcome and Overview

David Francis, Director
CREATE Conference 2007
Oakbrook, IL

Who Are English Language Learners?

- Comprise one of the fastest-growing groups among the school-aged population in this nation
 - Over 9M students, roughly 5.5M classified as LEP
 - EL learner school-aged population has grown by more than 169% from 1979 to 2003 (vs. 12% growth in general)
 - Expected to be 30% of school-aged population in 2015
 - Over 400 different home languages are represented
 - Spanish is the predominant home language (70%)

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Who Are English Language Learners?

- Largest and fastest growing EL learner populations are
 - Students who immigrated before Kindergarten, and
 - U.S. born children of immigrants
- Compared to native English-speaking peers on Grade 4 NAEP:
 - EL learners were 1/4th as likely to score proficient or above in Reading and 1/3rd as likely in Math
 - EL learners are less likely to score proficient on State tests
- We'll see later that these results may be biased, but no one would argue that EL learners are not at-risk relative to their monolingual peers

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State of Research

- Two recent reviews:
 - National Literacy Panel for Language Minority Children and Youth (August & Shanahan, 2006)
 - Center for Research on Excellence and Diversity in Education (CREDE) synthesis (Genesee et al., 2006)
- Shortage of empirical research on EL learners
 - NRP (2000) found 450 studies / NLP found 17 studies using experimental or quasi-experimental designs that addressed questions about instruction
- However, this situation is changing (DELSS / IES funded studies)

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About CREATE

- CREATE
 - A National Research and Development Center
 - Funded through the U.S. Department of Education
 - Institute of Education Sciences (IES)
 - National Center for Education Research (NCER)
 - Mission is to address specific challenges in the education of EL learners in the middle grades (Grades 4-8)

About CREATE

- CREATE is a partnership of researchers from several institutions:



*Texas Institute for Measurement, Evaluation, and Statistics,
University of Houston*

David J. Francis, Coleen D. Carlson



California State University at Long Beach

Jana Echevarria, Catherine Richards



Center for Applied Linguistics

Diane August, Deborah Short



Harvard University

Catherine Snow



University of California-Berkeley

Elfrieda Hiebert



Vaughn Gross Center, University of Texas at Austin

Sharon Vaughn, Sylvia Linan-Thompson

National Advisory Panel

- Carol Sue Englert (Michigan State Univ.)
- Doug Fisher (San Diego State Univ.)
- Larry Hedges (Northwestern)
- Elizabeth Moje (Univ. of Michigan)
- Annemarie Palinscar (Univ. of Michigan)
- Aida Walqui (WestEd)

Center Mission from RFA

- Centers will conduct a focused program of education research
- Centers will conduct supplemental research within its broad topic area
- Centers will contribute to the production and dissemination of new knowledge and products
- Centers will work cooperatively with IES to disseminate rigorous evidence and information to educators and policy-makers
- Centers will work with IES to provide national leadership in defining research and development directions within its topic area.

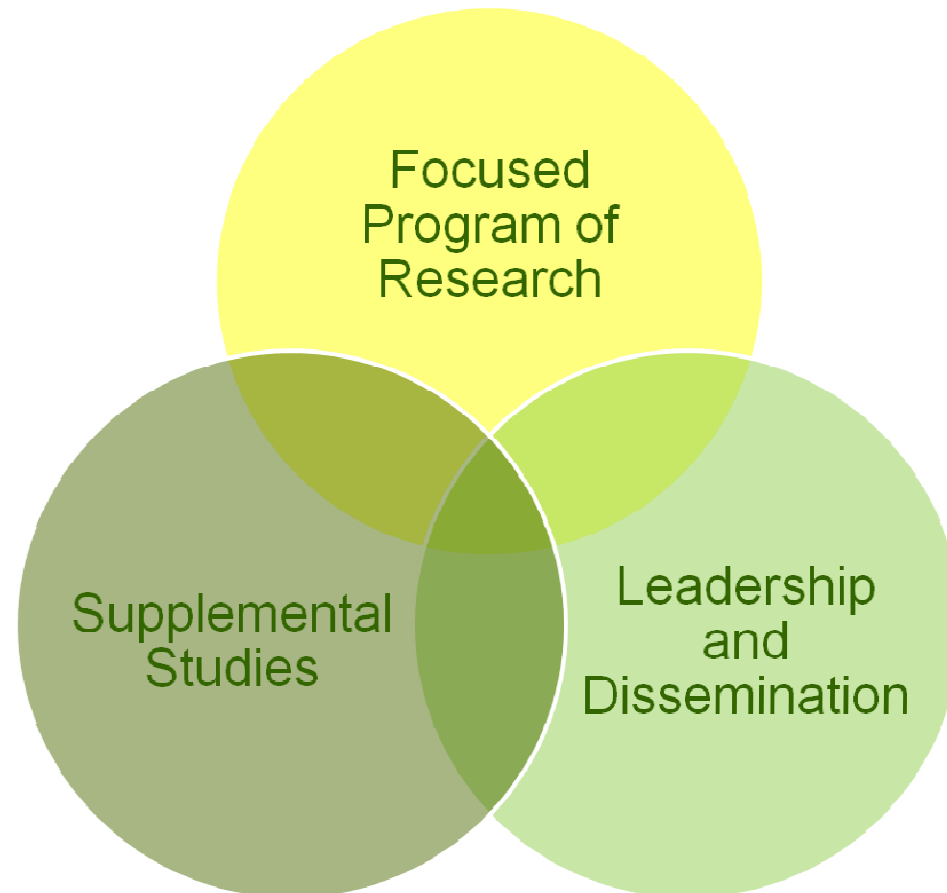


Problem Focus

- Inadequate research base on Middle School EL learners
 - Short & Fitzsimmons (2006) *Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners*
- Inadequate knowledge base on effective practices regarding comprehension and vocabulary instruction
- Limited understanding of the features of instruction that facilitate EL learners content knowledge
- Need for more effective models for delivering instruction to EL learners
- Need for the dissemination of information on Effective Practices

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Center Work Scope



Focused Program of Research

- Program of research to address challenges in the education of EL learners in the middle grades (Grades 4–8) in science and social studies.
 - Develop research-based interventions,
 - Test these interventions in controlled experiments/randomized field trials with classroom teachers
 - Combine them into a comprehensive package
 - Test effectiveness of the combined package in randomized experiments

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Focused Program of Research

- Area 1: Enhancement to Instructional Practice and Literacy Materials
- General objective is to take interventions that have proven effective with non-EL students and provide enhancements that should make them more effective for EL learners
 - Studies / Interventions are proposed in 3 areas:
 - Teacher guided methods to enhance vocabulary and comprehension (August)
 - Peer Collaborative Group Work (Thompson and Vaughn)
 - Modified Text (Snow)

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Focused Program of Research

- Area 2: Studies of SIOP
- General Objective is to rigorously test the SIOP model and develop an integrated instruction model
 - Studies 1 & 2 (Short and Echevarria)
 - Test SIOP model when implemented with real teachers provided model lesson plans in Middle School Science
 - Studies to be carried out in multiple locations
 - Outcome focus is on concept formation in science and language and literacy development

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Supplemental Studies

- Centers are expected to conduct supplemental studies
 - Expected to be short in duration
 - Expected to be responsive to input from IES and the field
 - Areas put forth by IES and the field
 - School dropout
 - Professional development for content area teachers
 - Whole school interventions and reform efforts

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Leadership and Dissemination

- Bi-monthly webcasts offered in collaboration with WestEd
- Electronic Publications
 - CREATE Website (www.cal.org/create)
 - CREATE Newsletter
- Professional Connections
 - Participation in professional meetings such as IRA, AERA, and the LEP Partnership
 - CREATE Conference



Conference Organization

- Academic Language and Content Area Knowledge and Achievement
- Provide individuals a chance to interact with researchers and with other professionals who share their interest in and motivation to improve the education of English Language Learners.
- An important goal of the conference is to stimulate interaction among participants and presenters

Conference Organization

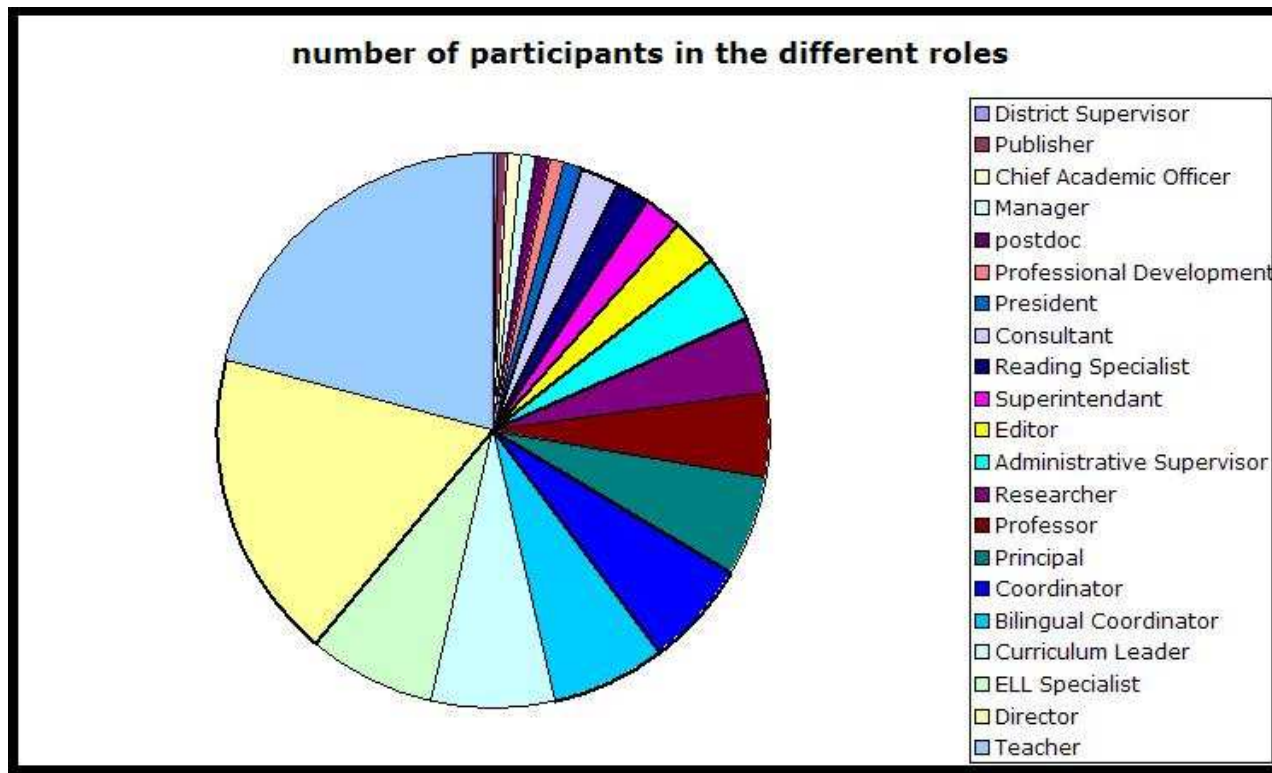
- General structure of the conference
 - hear first from an invited speaker
 - hear from CREATE researchers on related topics
 - break for small group interaction to discuss hand out materials and the presentations
 - These discussions will be aided by a group of individuals who are here to serve as facilitators

Conference Organization

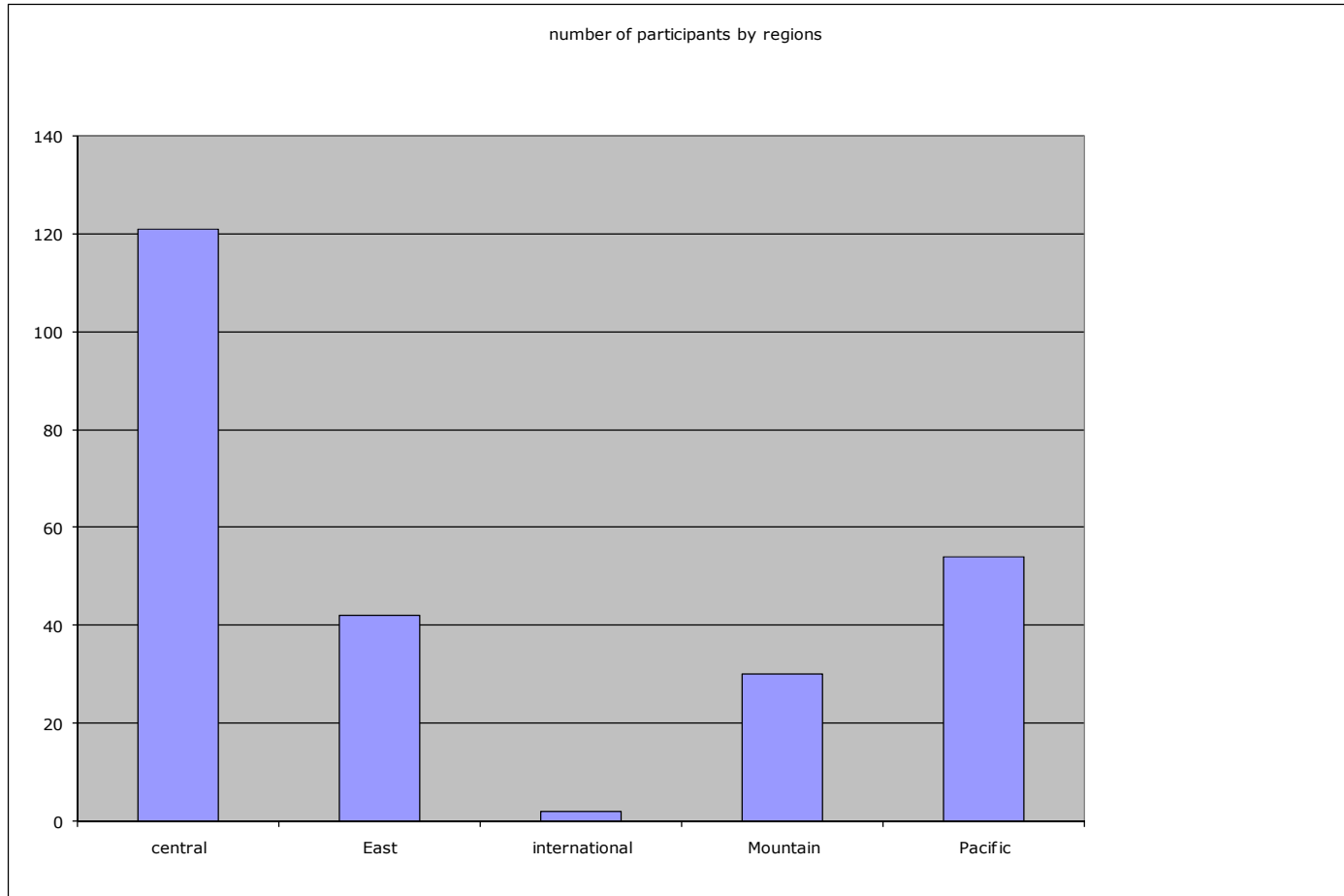
- What we're hoping to accomplish in the conference presentations and breakout sessions
 - How can we ensure that America's English Language Learners have the vocabulary they need to be successful lifelong learners?
 - What specific actions might we take in our educational units as a result of the information presented at this conference?

Conference Participation

- Total Registrants – 232



Conference Participation



Conference Planning

- Elfrieda (Freddy) Hiebert (UC Berkeley)
- Alice Folkins (UC Berkeley)
- Ann Brown (TIMES / UH)
- Cate Coburn (CAL)

Contact CREATE

- Find out more about CREATE's projects and activities at www.cal.org/create.
- Subscribe to the email announcement list to receive regular updates from CREATE: www.cal.org/create/join.