

CAL 2006 Projects

By division, as listed
in the 2006 Annual Report

LANGUAGE AND CULTURE RESOURCES DIVISION

The projects in this division focus on information collection, analysis, synthesis, and dissemination; development of print and online publications and resources; and professional development and technical assistance for teachers and administrators. This division hosts a library for CAL staff and public use.

Arlington Public Schools Evaluation

Funder: Arlington (Virginia) Public Schools
January 2006-October 2006

Through structured classroom observations in each of the public elementary schools in Arlington, Virginia, CAL investigated which elements of best practice were being used by teachers working with students learning English.

Center for Adult English Language Acquisition (CAELA)

Funder: U.S. Department of Education, Office of Vocational and Adult Education
October 2004–September 2007

CAELA helps states build capacity and sustainable systems to improve the skills of teachers and administrators in adult English as a second language (ESL) programs, and makes research findings and research-based resources available to practitioners working with adult English language learners. CAELA also disseminates information and resources through its Web site. Briefs, digests, toolkits, and other resources are available at www.cal.org/caela.

Cultural Orientation Resource (COR) Center

Funder: U.S. Department of State; Bureau of Population, Refugees, and Migration
October 2001–September 2007

The COR Center develops and disseminates materials that help refugee newcomers understand fundamental aspects of life in the United States: housing, community services, transportation, health, employment, and cultural adjustment. The COR Center also produces culture profiles on the people, history, and culture of different refugee groups to help U.S. service providers understand new refugee populations. The COR Center Web site was redesigned in 2006 and can be visited at www.culturalorientation.net.

Curriculum Development Work Group

Funder: Massachusetts Department of Education
July 2005-June 2006

CAL partnered with the Massachusetts Department of Education to facilitate the work of their ESL/ELD (English as a second language/English language development) Curriculum Development Work Group. With CAL's guidance, the Work Group developed a document template, exemplars, and other appropriate frameworks to guide school districts in the development of ESL/ELD curricula.

Enhancing English Language Learning in Elementary Classrooms

Funder: Massachusetts Department of Education

January 2005-June 2006

CAL conducted a series of 30-hour courses for mainstream elementary school teachers designed to teach the knowledge and skills required to shelter content instruction for and work successfully with students learning English. Completion of this training fulfilled a part of the professional development requirements for Massachusetts.

Enhancing English Language Learning in Elementary Classrooms and Enriching Content Classes for Secondary ESOL Students: Training of Trainers

Funder: Massachusetts Department of Education

July 2006-September 2006

CAL staff and consultants provided 4-day training-of-trainers workshops to prepare ESL instructional specialists to deliver training for teachers on *Enhancing English Language Learning in Elementary Classrooms* and *Enriching Content Classes for Secondary ESOL Students*. They also provided a one-day training on *Enhancing English Language Learning* for previously trained ESL specialists.

Enriching Content Classes for Secondary ESOL Students

Funder: Massachusetts Department of Education

July 2005-June 2006

CAL staff conducted three 30-hour courses for mainstream secondary school teachers to teach the knowledge and skills required to shelter content instruction for and work successfully with students learning English. Completion of this training fulfilled a part of the professional development requirements for Massachusetts.

Expanding the Reach: Technical Assistance on Scientifically Based Reading Approaches

Funder: National Center for Family Literacy (NCFL)

September 2005–August 2007

CAL is collaborating with the National Center for Family Literacy to provide schools with training and technical assistance on teaching reading to students who are learning English.

Teaching Reading and Writing in the Content Areas

Funder: Emporia State University, Kansas

September 2005-December 2005

CAL provided a series of four workshops for paraprofessionals working in school systems across the state of Kansas. These workshops, which were part of a multi-year initiative to train paraprofessionals working in Grades K-12 in Kansas, focused on the teaching of reading and writing in the content areas.

Technical Assistance for Program Planning

Funder: National Institute for Literacy

October 2004–September 2007

CAL is working with the National Institute for Literacy, MPR Associates, and World Education to convene groups of adult ESL experts, conduct a literature review on adult ESL education, participate in a review of services provided for adults learning English, and write background papers on topics in adult ESL education.

What's Different About Teaching Students Learning English?

Funder: Massachusetts Department of Education

July 2005-June 2006

CAL conducted three 20-hour courses for reading teachers and reading specialists designed to help them develop the knowledge and skills required to teach reading skills and comprehension to English language learners. Completion of this training fulfilled a part of the professional development requirements for Massachusetts.

LANGUAGE AND LITERACY DIVISION

CAL's Language and Literacy Division specializes in projects that center on literacy acquisition among learners for whom English is a second language.

Acquiring Literacy in English

Funders: National Institute of Child Health and Human Development; and U.S. Department of Education, Institute of Education Sciences

September 2000–May 2007

CAL is conducting a research program focused on the acquisition of literacy by Spanish-speaking children. The program includes three research subprojects:

- **Early Childhood Language and Literacy Development** - This study looks at (1) the links between the growth of skills in Spanish and English of 4- to 6-year-old bilingual children and (2) differences in the literacy development process for monolingual and bilingual children.
- **Transfer of Reading Skills in Bilingual Children** - In order to understand the role of the mother tongue in the development of English reading competence, this study focuses on awareness of speech sounds and the structure of words among Spanish-English bilingual fourth- and fifth-grade children.
- **Spelling as an Indicator of English Literacy Development** - This study aims to explain high levels of transfer from Spanish to English spelling among bilingual children in Grades 3 to 5 and to determine the relationships between English spelling skills and English reading skills in bilingual children.
To learn more, visit www.cal.org and click on Topics/Literacy.

Comprehensive Technical Assistance - Great Lakes East

Funder: U.S. Department of Education, Office of Elementary and Secondary Education, via subcontract from Learning Point Associates

October 2005-June 2007

CAL is collaborating in the operation of this Comprehensive Technical Assistance Center to provide capacity-building assistance to Michigan, Indiana, and Ohio in their efforts to raise student achievement as they implement the No Child Left Behind Act.

English for Heritage Language Speakers

Funder: U.S. Department of Defense, National Security Education Program

September 2005–August 2010

CAL is managing the implementation of an intensive university-based program that enables heritage speakers of critical languages to develop professional proficiency in English, with a particular focus on the language of the federal workplace. The first cohort of 21 participants graduated in August 2006 from the EHLS program at the University of Washington in Seattle or the program at Georgetown University in Washington, DC. The second cohort began instruction in early 2007.

For more information, visit the EHLS Web site at www.cal.org/ehls.

LANGUAGE TESTING DIVISION

Staff in CAL's Language Testing Division (LTD) conduct a broad range of research and development projects related to the assessment of language skills in learners of all ages.

Acquiring Literacy in English

Funders: National Institute of Child Health and Human Development; and U.S. Department of Education, Institute of Education Sciences

September 2000–May 2007

LTD collaborates with staff from CAL's Language and Literacy Division by managing the development and validation of assessments used in this project, sharing the assessments with other researchers, and assisting in the analysis of data.

ACTFL Assessment for Performance and Proficiency of Languages (AAPPL)

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from the American Council on the Teaching of Foreign Languages (ACTFL)

January–May 2006

CAL served as a subcontractor in ACTFL's efforts to articulate a blueprint to assess performance and proficiency in languages on a national scale across the K-16 educational spectrum. The project involved creating a framework appropriate for a national test, conducting a survey of K-16 language educators to determine their assessment practices and needs, developing a prototype with language-specific items, and disseminating information about the project to inform the profession.

Adult English as a Second Language Assessment

Funder: U.S. Department of Education, Office of Vocational and Adult Education

October 2004–March 2006

CAL worked with MPR Associates to create a plan for the design of assessment instruments to be used to measure the English language acquisition of adult learners.

Arabic Language Network K-12

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from The George Washington University

October 2003–September 2006

CAL built on a project for K-12 Arabic language teaching that has been ongoing through the National Capital Language Resource Center. CAL developed a Web site and a network to connect K-12 Arabic language teachers across the United States to share resources and information and to develop Arabic teaching standards.

Assessment of Study Abroad

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from Georgetown University

August 2002–August 2006

CAL staff served as language and testing experts on a study of students from four institutions (Dickinson College, Georgetown University, Rice University, and University of Minnesota) that focused on the effects of study abroad on language learning, intercultural awareness, and interdisciplinary development. CAL staff examined differences in language fluency between students who stayed home and those who studied abroad.

CAPA: Georgetown Flagship Testing Project

Funder: Georgetown University

January 2006–December 2006

CAL staff worked with CAPA language faculty to develop classroom-based assessments in oral proficiency.

Commissioned Paper on Oral Proficiency Testing for the National Research Council

Funder: National Research Council

June 2006–July 2006

CAL staff wrote an overview of current practices and issues in foreign language assessment, with a focus on oral proficiency, for the National Research Council committee reviewing the Title VI and Fulbright-Hays international education programs.

Computerized Oral Proficiency Instrument (COPI) Test Administration Project

Funder: U.S. Department of Education, International Research and Studies Program
December 2003–December 2006

CAL is operationalizing the Arabic and Spanish versions of the *COPI*, which involves making the tests available on CD-ROM, developing a CD-ROM-based *COPI* rater training course for each language, and developing a *COPI* module to enhance an existing online distance learning course for rater training.

Database for Foreign Language Assessment

Funder: U.S. Department of Education, International Research and Studies Program
October 2005–October 2008

CAL is merging its two existing databases of foreign language assessments and updating the presentation of materials for users. In 2006, CAL staff conducted focus groups with over 30 current and potential users to improve the database interface. In addition, CAL is developing a tutorial for users on test selection.

Diagnostic Assessment of Reading Comprehension

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston

July 2005–May 2009

Working with researchers from the University of Houston and Harvard University, CAL is developing a reading comprehension test battery for English language learners and native English speakers in Grades 4 and 5. The test battery will include measurements of decoding, word fluency, central comprehension processes, and children's sensitivity to linguistic variation in the text. The subtest on central comprehension processes has been piloted and is being prepared for validation; CAL staff are writing an article on children's reasoning based on the pilot study. The development of the sensitivity to linguistic variation subtest is also underway.

Enhanced Assessment Instruments for English Language Learners (WIDA Consortium Project)

Funders: Wisconsin Department of Public Instruction; University of Wisconsin, Wisconsin Center for Educational Research

May 2003–December 2007

CAL developed and maintains assessments used annually to measure the English language proficiency of English language learners in Grades K-12 as mandated by the No Child Left Behind legislation. CAL plays the lead role for the WIDA Consortium in developing items and analyzing item performance for the *ACCESS for ELLs*[®] test. This test of English language proficiency for students in Grades K-12 is currently administered annually to about 450,000 English language learners in the 15 states in the WIDA Consortium. CAL also supports test development and administration through innovative computer-based training classes for item writers and test administrators. In addition, CAL has developed a computer-based professional development course under the acronym CLIMBS, which focuses on helping teachers of English language learners interweave the WIDA English language development standards with sheltered instruction methods. CAL is also developing a computer-based test of science and math for students with low levels of English proficiency. This alternative test, *ONPAR*, will allow students to demonstrate their content knowledge with a test instrument sensitive to their lower proficiency in English.

National Capital Language Resource Center (NCLRC)

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from Georgetown University

August 2002–August 2010

CAL is working with Georgetown University and The George Washington University to operate the NCLRC, a foreign language resource center. CAL develops tests, provides information on materials for teaching the less commonly taught languages, trains teachers, and uses multimedia to provide learning materials about testing.

STARTALK

Funder: U.S. Department of Education, via subcontract from the National Foreign Language Center

September 2006–June 2007

CAL staff serve as advisors for the implementation of the STARTALK project, which will provide students and teachers with summer immersion experiences, academic courses, curricula, and other resources for foreign language education in less commonly taught languages. STARTALK is part of a presidential initiative to enhance the national capacity for critical languages.

Work Readiness Oral Language Test

Funder: National Work Readiness Credential Partnership, via subcontract from SRI International February 2005-May 2006

NIFL launched the EFF Work Readiness Credential project in response to state and national workforce partners who identified the need for a credible, portable national work readiness credential. Work to develop the credential is funded jointly by the National Institute for Literacy and state partners. Development is guided by a Policy Oversight Council made up of representatives of participating states and by national partners invested in the development of skill standards and workforce excellence. Work is carried out by the EFF Assessment Consortium, led by SRI International, and staffed by a team of technical experts from BMC Associates, HumRRO, University of Tennessee, and WestED. CAL developed a test of listening and speaking skills in English based on the Equipped for the Future (EFF) adult learning standards, which identify the abilities needed to hold entry-level positions. The oral English test is one of four tests required for an EFF Work Readiness Credential, which measures the test taker's ability to listen actively and to speak so that others can understand. Test takers include both English language learners and native English speakers. The EFF Work Readiness Credential gives employers a tool for certifying that job applicants have the skills needed to work and learn effectively on the job. Over 1,000 examinees have taken the test since it was operationalized in the fall of 2006.

LANGUAGE EDUCATION AND ACADEMIC DEVELOPMENT DIVISION

Staff in this division conduct research and offer professional development on issues related to English as a second language, bilingual education, sheltered instruction, two-way immersion, and program design for English language learners and their teachers in K-12 settings.

Academic Literacy Skills for Algebra

Funder: Carnegie Corporation of New York
July 2005–September 2006

CAL conducted a review of research and gathered information on how schools teach algebra to English language learners. Project staff prepared a report integrating the findings from the various sources and pointing to the importance of studying the process of teaching and learning in classrooms.

Academic Literacy Through Sheltered Instruction for English Language Learners in Secondary Schools

Funders: Carnegie Corporation of New York and the Rockefeller Foundation
June 2003–June 2007

CAL is conducting research on the SIOP (Sheltered Instruction Observation Protocol) Model and providing professional development to secondary teachers in two New Jersey school districts.

Adolescent ELL Literacy Policy

Funder: Carnegie Corporation of New York
April 2005–August 2006

CAL convened a panel of researchers to discuss issues related to literacy for adolescent English language learners and prepared a policy document, *Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners*.

For more information, visit www.cal.org/projects/adolescentell.html.

Assimilating Hispanic Students into the Mainstream

Funder: The Georgia Project

June 2001–May 2007

CAL is working with The Georgia Project to provide professional development to high school math and science teachers in Whitfield County, Georgia, on improving the academic achievement of English language learners.

Buhrer Elementary Two-Way Immersion Project

Funder: Cleveland (Ohio) Public Schools

September 2002–September 2006

CAL provided an elementary two-way immersion school with technical assistance related to program design and implementation, professional development, and program evaluation.

Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE)

(formerly known as National Center for Research on English Language Learners)

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston

July 2005–July 2010

CAL is conducting research on an intervention model, Project QuEST, to develop science content and language and literacy skills in middle school second language learners. CAL staff are also investigating the impact of the SIOP (Sheltered Instruction Observation Protocol) Model on student achievement in middle school science and carrying out dissemination activities for CREATE.

For more information, visit www.cal.org/projects/create.html.

Enhancing Secondary Education in the Central Valley: Success and Access for English Language Learners

Funder: Irvine Foundation

June 2006–May 2008

CAL is developing and studying implementation of a program to promote English language learners' high school graduation and postsecondary school enrollment.

Evaluation of the Bilingual/ESL Endorsement Through Distance Education Program

Funder: U.S. Department of Education, Office of English Language Acquisition, via subcontract from Brigham Young University

May 2006–August 2006

CAL conducted an evaluation of a district-based teacher development program. CAL's evaluation focused on the ways in which the program had implemented recommendations from a previous evaluation.

International Charter School Technical Assistance

Funder: Rhode Island Foundation

March 2005–November 2005

CAL conducted an evaluation of benchmarks and assessments for language and literacy development in Spanish and Portuguese for a dual language program in Providence, Rhode Island.

New York City Guiding Principles Project

Funder: New York City Board of Education

January 2006-July 2007

CAL is working with school-based teams of teachers and administrators in the New York City Public Schools to use *Guiding Principles for Dual Language Education* to reflect on current practices and to improve in targeted areas.

Guiding Principles for Dual Language Education can be downloaded at www.cal.org/twi.

Professional Development and Technical Assistance

Funder: New York City Board of Education

August 2004-July 2007

CAL responds to requests from New York City schools related to the education of English language learners, including requests for technical assistance for dual language schools and for professional development related to Spanish and English literacy instruction.

Professional Development on the SIOP Model

Funder: Clark County (Nevada) Public Schools

January 2006–May 2006

CAL staff led SIOP workshops and provided classroom coaching for teachers, literacy coaches, and site administrators from K-12 schools in the northwestern region of Clark County, Nevada.

Regional Educational Laboratory – Appalachia

Funder: U.S. Department of Education, Institute for Education Sciences, via subcontract from CNA Corporation

April 2006–March 2011

CAL is conducting rapid-response research studies on issues related to serving new and rapidly expanding enrollments of English language learners in the Appalachian states (Kentucky, Tennessee, Virginia, and West Virginia).

Success Through Academic Intervention in Language and Literacy

(formerly known as Optimizing Educational Outcomes for English Language Learners)

Funder: U.S. Department of Education, Institute for Education Sciences, via subcontract from the University of Houston

October 2003–September 2008

CAL is conducting research on interventions being used in two approaches to educating English language learners—structured English immersion and transitional bilingual education—to determine the impact of the interventions on the performance of Spanish-speaking English language learners in Grades K–3. Researchers have developed and are working with teachers to implement enhanced versions of language and literacy curricula to help students develop their language and literacy skills. Other researchers are helping teachers implement the SIOP Model to make math content accessible to English language learners.

Two-Way Immersion Outreach and Information Dissemination

Funder: Illinois Resource Center

July 2004-June 2009

The Illinois Resource Center provides support for CAL's nationwide two-way immersion (TWI) outreach and public relations efforts, such as developing and maintaining TWI Web pages and directories, preparing and distributing an email bulletin, and responding to questions from the public.

Two-Way SIOP

Funder: Goldman Sachs Foundation

June 2005–August 2006

In collaboration with experienced classroom teachers, CAL developed a handbook, *Adapting the Sheltered Instruction Observation Protocol (SIOP) for Two-Way Immersion Education: An Introduction to the TWIOP*, that summarizes key modifications to the SIOP Model for the TWI context and provides examples of lessons that use this modified approach in TWI classrooms.

Download the report at www.cal.org/twi/twiop.htm.

FOREIGN LANGUAGE EDUCATION DIVISION

The work of CAL's Foreign Language Education Division, which includes research, professional development, program evaluation, test design, and materials development, focuses on foreign language teaching and assessment at the elementary and secondary school levels.

Foreign Language in the Elementary Schools (FLIES)

Funder: U.S. Department of Education, Office of English Language Acquisition, via subcontract from the District of Columbia Public Schools (DCPS)

June 2006–September 2006

CAL conducted a preliminary evaluation of the DCPS Foreign Language in Elementary Schools project, which is funded through a grant from the U.S. Department of Education's Foreign Language Assistance Program.

K-12 National Foreign Language Resource Center (NFLRC)

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from Iowa State University

August 2002–August 2010

CAL conducts a variety of activities for the Iowa State University NFLRC, all focusing on the improvement of the nation's capacity for teaching and learning languages by building a strong foundation in elementary and secondary schools. Specific projects from 2002-2006 included the development of a framework and test items for an elementary school Spanish listening and reading assessment, the updating of an online directory of K-12 foreign language assessments, and the development of a training manual for CAL K-8 language assessments. Projects for 2006-2010 include the development of a Chinese K-5 curriculum, the development of an online elementary school foreign language test, and the dissemination of early foreign language resources through a Web site and e-mail discussion group.

National K-12 Foreign Language Survey

Funder: U.S. Department of Education, International Research and Studies Program
September 2006–August 2009

CAL conducts a national K-12 survey of foreign language instruction every decade. In 2007, we will be replicating our 1987 and 1997 surveys to show trends in foreign language education at three points in time. The goal is to conduct a comprehensive national survey of foreign language teaching in elementary and secondary schools.

South Carolina Student Oral Proficiency Assessment

Funder: South Carolina Department of Education

April 2004–June 2008

CAL is administering the *Student Oral Proficiency Assessment (SOPA)* annually in French and Spanish in Rock Hill School District, South Carolina, to provide longitudinal data on the listening and speaking skills of elementary school children who are part of a new content-enriched FLES program.

Student Oral Proficiency Assessment (SOPA): A Web-Based Course

Funder: U.S. Department of Education, International Research and Studies Program

October 2004–September 2006

This project entailed the development and delivery of a Web-based *SOPA* familiarization training course for foreign language educators wanting to assess the speaking and listening skills of K-8 students studying a second language. The training course is in English with video samples in English, French, German, Japanese, and Spanish. *SOPA Online Training* is now available, starting with the *Introduction to SOPA* course launched in November 2006 and a *Rating the SOPA* course launched in February 2007.

Visit www.cal.org/topics/ta/sopaonline.html for more details about *SOPA Online Training*.

LANGUAGE IN SOCIETY DIVISION

Language in Society staff conduct research on language use and apply the findings of sociolinguistic research to the resolution of social and communication problems.

***Do You Speak American?* Teacher Development Materials**

Funder: Carnegie Corporation of New York, via subcontract from MacNeil Lehrer Productions

July 2004–March 2006

CAL developed materials on dialects and registers for use in teacher professional development activities involving the PBS video, *Do You Speak American?*

Ghana - Improved Quality and Access to Basic Education

Funder: U.S. Agency for International Development, via subcontract from the Education Development Center

May 2004–April 2009

CAL staff train teachers to implement an introduction to English for non-formal education, guide teachers and administrators in implementing literacy standards, lead development of a reading assessment instrument in 12 languages, and introduce strategies for creating a culture of reading in schools.

Northeast and Islands Regional Educational Laboratory at Brown University – Two-Way Immersion Toolkit

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from Brown University

January 2001–December 2005

As a partner in this Regional Educational Laboratory, CAL prepared an online toolkit on instruction and parental involvement in two-way immersion programs.

The Last Speakers: High School Curriculum Materials

Funder: Ironbound Films

August 2005–August 2006

CAL developed background materials for teachers to support the use of this PBS program on language endangerment in high school social studies classes.