

CAL 2007 Projects

By division, as listed
in the 2007 Annual Report



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.

ELLOPA and SOPA Trainings

CAL staff conducted trainings on the *Early Language Listening and Oral Proficiency Assessment (ELLOPA)* and *Student Oral Proficiency Assessment (SOPA)* at various locations throughout 2007. See page X for more information.

National K-12 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 serves as a subcontractor on the NFLRC, conducting various activities related to language assessment, curriculum development, and resource dissemination that are critical to enhancing high-quality, standards-based elementary school foreign language instruction. Projects for 2006-2010 include the development of a Chinese K-5 framework and curriculum and the dissemination of early foreign language resources through a Web site and e-mail discussion group.

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

National K-12 Foreign Language Survey

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

September 2006–August 2009

CAL is replicating its 1987 and 1997 surveys of foreign language programs in elementary and secondary schools to show patterns and shifts in enrollment, changes in teaching methodologies, changes in languages and programs offered, and availability of articulated sequences of classes. Preliminary results of the survey will be posted on CAL's Web site in late 2008, and a comprehensive report, an executive summary, and a brochure with key findings are scheduled for release in spring 2009.

For more information, visit www.cal.org/flsurvey

Promising Practices Initiative

Funder: RMC Research

October 2006–January 2007

CAL identified major challenges in the fields of foreign language and English as a second language, documented evidence of the challenges, and described practices that might address them.

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 (foreign language in the elementary school) program.

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

Funder: U.S. Department of Education, International Research and Studies Program
October 2004–March 2007

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. Training included instruction in *SOPA* interviewing techniques and an overview of the language levels on the *SOPA* rating scale. Three *SOPA Online Training* courses are now available: *Introduction to SOPA*, *Moderated Introduction to SOPA*, and *Rating the SOPA*.

For more information on *SOPA Online Training*, visit www.cal.org/sopa

Student Oral Proficiency Assessment (SOPA) Workshops

CAL staff conducted *SOPA* trainings and workshops at various locations throughout 2007. See page X for more information.

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.

Alexandria City Public Schools ESL Program Evaluation

Funder: Alexandria City Public Schools (ACPS), VA
September 2007–February 2008

CAL studied the implementation of the ESL program in ACPS to determine whether the district and individual schools were implementing the program in accordance with scientifically based research. CAL's evaluation included interviews with key district stakeholders. Evaluation results were delivered to the district in a final report.

Center for Adult English Language Acquisition (CAELA)

Funder: U.S. Department of Education, Office of Vocational and Adult Education
October 2004–March 2008

CAELA is helping states that have recently begun serving adult English language learners to build their capacity to improve the skills of teachers and administrators in adult English as a second language (ESL) programs. CAELA also makes research findings and research-based resources available to practitioners working with adult English language learners across the nation. CAELA develops and disseminates information and resources through its Web site. Online resources include briefs, digests, and toolkits.

For more information, visit www.cal.org/caela

Cultural Orientation Resource Center

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

CAL develops and disseminates materials that help refugee newcomers understand fundamental aspects of life in the United States; develops and distributes materials on housing, community services, transportation, health, employment, and cultural adjustment in several Asian, European, African, and Middle Eastern languages; and produces Culture Profiles on the background, history, and culture of different refugee groups to help U.S. service providers understand new refugee populations.

For more information, visit www.culturalorientation.net

EL (English Language)/Civics Online Courses

Funder: U.S. Department of Education, Office of Vocational and Adult Education
September 2006–March 2008

In collaboration with the Adult Learning Resource Center (a project of The Center: Resources for Teaching and Learning in Des Plaines, Illinois), CAL manages this project to develop online courses and tutorials to train EL/civics teachers to deliver effective EL/civics instruction.

For more information, visit www.elcivicsonline.org

CAL Project List for 2007 (from the Annual Report)

Elementary ESOL Program Evaluation

Funder: Arlington Public Schools, VA

January 2006–November 2006

CAL investigated instructional delivery for English language learners by using the Sheltered Instruction Observation Protocol (SIOP) to conduct structured classroom observations. The purpose of the evaluation was to investigate which elements of best practice were being used by teachers in the various elementary school programs that serve English language learners. CAL also interviewed all district elementary principals for the evaluation and delivered a final report.

ELL Learning for Toyota Family Literacy Project

Funder: National Center for Family Literacy

June 2007

CAL staff gave a talk about young students learning English to the Toyota Family Literacy Project team.

National Institute for Literacy (NIFL) Technical Assistance for Program Planning

Funder: U.S. Department of Education, via subcontract from MPR Associates

October 2005–September 2008

CAL is convening groups of adult ESL experts, conducting a literature review and environmental scan, reviewing the literature on topics in adult ESL education, and commissioning background papers on topics related to the education of adults learning English.

Pedestrian and Bicycle Safety Program

Funder: National Highway Transportation Safety Administration, via subcontract from the ASPIRA Association

November 2006–September 2008

In collaboration with ASPIRA, CAL is developing a curriculum and teacher's guide on pedestrian and bicyclist safety for use in education programs with immigrant adults and youth.

Training for Publishers Based on CAL Professional Development Materials

Funder: Words and Numbers, Inc.

June 2007

CAL provided 2 days of professional development for textbook publishers to examine best practices in ESL and how they can be infused into K-12 textbooks. The training was based on two CAL professional development tools: *Enhancing English Language Learning in Elementary Classrooms* and *Enriching Content Classes for Secondary ESOL Students*.

Working With Literacy-Level Learners

Funder: University of Maine

April 2007

CAL conducted workshops for adult educators in Maine on teaching strategies for adult literacy-level English language learners.

LANGUAGE AND LITERACY DIVISION

CAL's Language and Literacy Division specializes in projects that center on literacy acquisition in the elementary and secondary grades, particularly 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 Services
September 2000–June 2007

CAL conducted a research program focused on the acquisition of English literacy by Spanish-speaking children. The program was composed of three research subprojects, an administrative core, and a research core focused on assessment. The research core of this project was managed by CAL's Language Testing Division.

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

Comprehensive Technical Assistance Center – Great Lakes East

Funder: U.S. Department of Education, Office of Elementary and Secondary Education, via subcontract from Learning Point Associates
October 2005–June 2010

CAL is collaborating in the operation of this Comprehensive Technical Assistance Center to provide capacity-building assistance to Indiana, Michigan, and Ohio in their efforts to raise student achievement.

For more information, visit www.cal.org/greatlakes

Content-Based Vocabulary Instruction: Using Cognates to Promote the Vocabulary Development of Native Spanish Speakers

Funder: U.S. Department of Education, Institute of Education Sciences
June 2007–May 2011

CAL is developing and testing the efficacy of two cognate-based interventions on the vocabulary development, morphological awareness, and reading comprehension of native Spanish speakers in the middle school grades.

Development of Literacy in Spanish-Speaking Children (DeLSS)

Funder: National Institute of Child Health and Human Development

July 2007–May 2012
CAL received a second 5-year grant to continue to study the development of literacy in Spanish-speaking English language learners (ELLs). This is a continuation of the Acquiring Literacy in English project described above. The grant consists of three subprojects. The first studies the literacy development of ELLs through seventh grade; the other two examine the effects of interventions designed to build the language and literacy skills of ELLs in the early grades. The project includes a research and assessment core, managed by the Language Testing Division, and an administrative core.

English for Heritage Language Speakers

Funder: U.S. Department of Defense, National Security Education Program
September 2005–August 2010

CAL is administering and overseeing the development and implementation of the English for Heritage Language Speakers pilot program, in which native speakers of critical languages will raise their English proficiency to a professional level that qualifies them for positions in the federal government.

For more information, visit www.cal.org/ehls

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.

Improved Quality and Access to Basic Education in Ghana

Funder: U.S. Agency for International Development, via subcontract from the Education Development Center
May 2004–May 2009

CAL is leading a pilot on implementing standards and milestones for literacy in primary schools and strengthening the culture of literacy. .

LANGUAGE EDUCATION AND ACADEMIC DEVELOPMENT DIVISION

Staff in the Language Education and Academic Development 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 Through Sheltered Instruction for English Language Learners in Secondary Schools

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

CAL conducted research on the SIOP Model and provided professional development to secondary teachers in two New Jersey school districts.

Appalachian Regional Education Laboratory

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from CAN Corporation
April 2006–March 2011

CAL is participating in applied research and rapid response to school districts on issues concerning the education of English language learners in the Appalachian states (Kentucky, Tennessee, Virginia, and West Virginia). The research is focused on addressing the needs of districts with emerging ELL communities and the challenges that states, school districts, and schools confront in building capacity to serve this new population. The first report released outlines naming conventions for eight languages represented among English language learners in the region and discusses database and registration alternatives that can accommodate cultural differences in naming. The goal of the report is to help districts and schools ensure consistency in the use of international student names in district student information systems.

For more information, see page X or visit www.cal.org/projects/rel_appalachia.html

Assimilating Hispanic Students Into the Mainstream Curriculum

Funder: U.S. Department of Education, via subcontract from The Georgia Project
June 2001–August 2007

CAL worked 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.

Center for Advanced Research on Language Acquisition (CARLA): Dual Language Education Conference

Funder: U.S. Department of Education, via subcontract from the University of Minnesota
September 2007–November 2008

CAL and CARLA will co-sponsor the International Conference on Immersion Education in St. Paul, Minnesota, in October 2008.

For more information, visit www.cal.org/about/conferences.html

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

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

August 2005–July 2010

CAL is a partner in the only National Research and Development Center focused on English language learners (ELLs). CREATE's program of research is designed to enhance the empirical research base for Grade 4-8 readers by developing and testing effective interventions that promote content knowledge and language and literacy development; by investigating the features of instruction and types of text modifications that facilitate learning for ELLs; by designing, testing, and delivering professional development that will help teachers implement effective classroom practices; and by disseminating findings and information about effective practices. CAL is conducting two major research studies as part of this effort. In the first, *Project QUEST*, CAL staff are researching the efficacy of an intervention model that aims to develop science content knowledge concurrently with language and literacy skills in middle school second language learners. In the second, CAL staff are investigating the impact of the SIOP Model on student achievement in middle school science classrooms. CAL also leads dissemination activities for CREATE. In the past year, CREATE has taken an active leadership role in the field through the organization of the inaugural CREATE conference, *Academic Language and Content: A Focus on English Language Learners in the Middle School*, in October 2007, and through a series of free webcast seminars by CREATE investigators on topics related to the center's work. **For more information, visit www.cal.org/create**

Developing a Diagnostic Assessment of Reading Comprehension

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

July 2005–June 2009

This project involves the development, validation, and norming of a reading comprehension assessment battery called the *Diagnostic Assessment of Reading Comprehension*.

Enhancing Secondary Education in the Central Valley

Funder: Irvine Foundation

July 2006–June 2008

CAL is conducting a 2-year project aimed at improving instruction and preparation for postsecondary education in high schools with high enrollments of English language learners in California's Central Valley. The project involves a parent empowerment component to encourage postsecondary enrollment.

Promoting the Development of Spanish Literacy Skills Among Bilingual Students by Enhancing Vocabulary

Funder: Arlington Public Schools, VA

November 2006–December 2006; May 2007–June 2007

CAL provided Spanish immersion teachers from Key and Claremont immersion schools training in the use of strategies that enhance vocabulary knowledge of Spanish among immersion students in Grades K-5.

SIOP Model Professional Development Services

See page X for information about SIOP Model professional development and other services provided by CAL staff.

Success Through Academic Interventions in Language and Literacy

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

October 2003–September 2008

CAL is conducting research on interventions for two approaches to educating English language learners—structured English immersion and transitional bilingual education—to determine the impact of the models on the performance of Spanish-speaking English language learners in Grades K-3. Researchers are developing enhanced versions of language and literacy curricula and are working with math teachers to help them make math content accessible to English language learners.

For more information, visit www.cal.org/saill

Two-Way Immersion and Two-Way SIOP Services

See page X for more information.

Two-Way Immersion Outreach and Information Dissemination

Funder: Illinois Resource Center, Des Plaines

July 2004–June 2009

The Illinois Resource Center provides support for CAL's nationwide two-way immersion (TWI) outreach and public relations efforts, including TWI Web pages and directories, an e-mail bulletin, and question-answering services.

For more information, visit www.cal.org/twi

LANGUAGE TESTING DIVISION

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

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 2006–May 2008

CAL is working with ACTFL to articulate a blueprint to assess performance and proficiency in languages on a national scale from kindergarten through postsecondary education; to create a framework appropriate for a national test; to develop a prototype with language-specific items; and to disseminate information on the project to inform the profession.

CAPA: Georgetown Flagship Testing Project

Funder: Georgetown University

January 2006–July 2007

CAL worked with instructors at Georgetown's Arabic Flagship program to integrate ongoing oral proficiency assessment into instruction to help students attain high levels of proficiency.

Computerized Oral Proficiency Instrument (COPI)

Funder: U.S. Department of Education

December 2004–December 2007

CAL is putting the *COPI*, a computer-based, semi-adaptive test of Arabic and Spanish, into operation. The tests, the rating system, and a rater training program will be available on CD-ROM.

For more information, see page X or visit www.cal.org/copi

Defense Language Aptitude Battery (DLAB) Test Revisions

Funder: Center for Advanced Study of Language, University of Maryland College Park, via subcontract from Second Language Testing, Inc.

January 2007–December 2007

CAL collaborated in the development of four parallel forms of the DLAB.

Foreign Language Assessment Directory

Funder: U.S. Department of Education

October 2005–September 2008

CAL is updating its online *Foreign Language Test Database* and the *Foreign Language Assessment Database for Grades K-12* and is consolidating them into a single directory, the *Foreign Language Assessment Directory*, with an added tutorial.

For more information, visit www.cal.org/flad

National Capital Language Resource Center (NCLRC)

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

August 2006–August 2010

CAL collaborates with Georgetown University and The George Washington University to operate the NCLRC, one of 15 federally funded language resource centers. CAL develops tests, provides information on materials for teaching less commonly taught languages, and delivers professional development on language assessment for language instructors.

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

Professional Development Curriculum for Arabic Teachers in Grades K-12

Funder: U.S. Department of Education, via subcontract from The George Washington University

October 2006–September 2009

CAL is adapting and expanding the popular NCLRC Web site, *The Essentials of Language Teaching*, to include materials specifically for K-12 teachers of Arabic .

RIDE ONPAR

Funder: U.S. Department of Education, via subcontract from the Rhode Island Department of Education

April 2007–June 2008

CAL is working with WIDA Consortium states to develop a science test for beginning English language learners that can be used for state accountability purposes to meet the requirements of federal law.

STARTALK

Funder: U.S. Department of Education, via subcontract from the National Foreign Language Center
September 2006–June 2007

CAL staff served as advisors for the implementation of the STARTALK project, which provided 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.

STARTALK Summer Language Programs

Funder: U.S. Department of Defense, National Security Language Initiative, via subcontract from The George Washington University

September 2006–August 2007

CAL worked with the National Foreign Language Center to develop evaluation systems and provide advice about assessments for summer language programs in Chinese and Arabic.

WIDA Consortium Partnership

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

May 2003–December 2007

CAL collaborates with the 15-state WIDA Consortium in its work to provide standards-based assessments for English language learners. CAL supports ongoing development and administration of the *ACCESS for ELLs*[®] test through innovative computer-based training classes for item writers and test administrators. CAL has also developed for the Consortium a blended computer-based and face-to-face professional development course under the acronym CLIMBS. Participants in a CLIMBS course learn to embed the WIDA English language proficiency standards in their classroom practice using sheltered instruction approaches. The goal is to build and maintain a community of educators similarly focused on the needs of English language learners in their schools. 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 that is sensitive to their lower proficiency in English.

See page X for more information or visit www.cal.org/wida