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U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Center for Applied Linguistics

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 49,160	\$ 52,110	\$ 0	\$ 0	\$ 0	\$ 101,270
2. Fringe Benefits	\$ 19,020	\$ 20,161	\$ 0	\$ 0	\$ 0	\$ 39,181
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 120	\$ 126	\$ 0	\$ 0	\$ 0	\$ 246
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 35,962	\$ 39,105	\$ 0	\$ 0	\$ 0	\$ 75,067
9. Total Direct Costs (lines 1-8)	\$ 104,262	\$ 111,502	\$ 0	\$ 0	\$ 0	\$ 215,764
10. Indirect Costs*	\$ 27,025	\$ 28,901	\$ 0	\$ 0	\$ 0	\$ 55,926
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 131,287	\$ 140,403	\$ 0	\$ 0	\$ 0	\$ 271,690

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 10/1/2008 To: 9/30/2009 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): _____
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Center for Applied Linguistics

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1235-CAL WOPA-C 2009 Abstract 4.22.09 FINAL.doc**

Web-Based Oral Proficiency Assessment Training Course for Teachers of Chinese

Abstract

The number of K-8 Chinese language programs in the United States has grown substantially in recent years. This has led to an increased demand for tools for, and professional development in, assessing progress in these languages so that instruction can more effectively address students' needs. Oral proficiency assessments are available, such as the *Early Language Listening and Oral Proficiency Assessment (ELLOPA)* and the *Student Oral Proficiency Assessment (SOPA)*. However, the cost of live workshops for teachers in use of these assessments is prohibitive for many schools and districts. In addition, there are no workshops or materials that specifically assist teachers of Chinese in the use of such assessments.

CAL proposes to develop a specialized, Web-based, oral proficiency assessment training course for K-8 Chinese teachers. The final product will be an 8-week online training course (8 modules) provided on the eCollege online learning platform. The first part of the course will familiarize participants with both the *SOPA* and the *ELLOPA* and will provide a general orientation to the principles and methods of effective oral proficiency and listening comprehension assessment. The second part, will include sample *ELLOPA* and *SOPA* interviews in English and Chinese, and will provide both generic and language-specific rubrics and support materials for Chinese.

The project activities will involve four tasks: revising, piloting, and field-testing the Chinese rating rubric; developing and piloting the course; field-testing the Chinese rating rubric and course; and operationalizing the completed course on the eCollege platform. CAL project staff and field-test teachers will collaborate to ensure that the model meets high standards of professional development. In conducting the proposed effort, CAL will be able to draw upon resources and staff expertise developed in the prior experience in Web-based *SOPA* training, thus ensuring the high quality of the final online training course.

The proposed project will result in:

- Oral proficiency and listening comprehension assessment rubrics for Chinese
- Tools for K-8 teachers of Chinese to improve their ability to assess students' oral proficiency and listening comprehension
- Availability of *ELLOPA* and *SOPA* training to a wide range of teachers who would otherwise not have access to such training and
- Enhancement of foreign language instruction by increasing teachers' understanding of the assessment of speaking proficiency and listening comprehension

CAL is uniquely qualified to carry out such a project. The *ELLOPA* and *SOPA* are among the most widely used foreign language speaking and listening tests for children in the United States, and for many years, the Center for Applied Linguistics (CAL) has offered live training in the use of these two assessments. To make such training more accessible and affordable, CAL has already developed a Web-based *SOPA* training course, available since 2006, that addresses teachers of English, French, German, Japanese, and Spanish. By expanding such training to teachers of Chinese for grades K-8, we will be addressing a critical and growing need in the field.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1239-CAL WOPA-C 2009 Narrative 4.22.09 FINAL.doc**

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1. Need for the Project

This proposal outlines a plan for the development of a Web-based training course that will enable teachers of Chinese in grades K through 8 to assess the listening and speaking proficiency of their students in relation to nationally recognized standards. The proposed Web-based Oral Proficiency Assessment Training Course – Chinese (WOPA-C) will fill a major gap in the availability of training and tools for assessing K-8 students' proficiency in Chinese, and thus will enable teachers to address their students' language learning needs more effectively. In addition, by increasing Chinese teachers' awareness of the components of language proficiency, the proposed course will give these teachers opportunities to evaluate and improve their instructional techniques and classroom practices. The proposed course will thus help to address the critical need in this country for citizens who are knowledgeable about other cultures and proficient in languages other than English, thereby contributing to U.S. security and global competitiveness.

a. Need for the Materials

As a result of China's increasing social, economic, and political influence, the number of Chinese language programs in U.S. schools has grown tremendously in recent years. The Asia Society and the College Board (2008) report a current unofficial count of 779 K-12 Chinese language programs, as compared with 263 in 2004. Of the eight programs funded by the U.S. Department of Education in the 2008 Foreign Language Assistance Program (FLAP) grant competition, five address Chinese language programs (some projects address multiple languages). All of these programs are at the K-12 level (JNCL, 2009).

The number of Chinese language programs at the K-12 level has increased much faster than the availability of assessment tools and professional development opportunities for teachers of the language. Chinese language teachers need to be able to monitor student progress over time

and evaluate the effectiveness of instruction. In particular, they need tools for assessing students' listening/speaking proficiency according to the nationally-recognized *ACTFL Proficiency Guidelines* (1986, 1999) and the *ACTFL Performance Guidelines for K–12 Learners* (1998). However, few developmentally appropriate assessment tools are available, and training in their use and in the general principles of language proficiency assessment is not easily accessible.

To address this need, CAL proposes to develop the WOPA-C. This training course will familiarize Chinese teachers with best practices in language proficiency assessment and train them to administer and rate the *Student Oral Proficiency Assessment (SOPA)* and the *Early Language Listening and Oral Proficiency Assessment (ELLOPA)* in Chinese.

The *SOPA* and *ELLOPA* are innovative assessments designed to allow young students who are learning a foreign language in a school setting to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension. Both assessments follow an interactive interview format involving one interviewer and two students; a script guides the selection of interviewer questions, and a rubric guides the evaluation of student responses. Outcomes are reported in terms of Novice, Intermediate, and Advanced levels. The *SOPA* is intended for use with students in grades 3 through 8, and the *ELLOPA* with students in grades K through 2 and others who benefit from tactile/hands-on types of activities. They are the only available oral proficiency assessment instruments for K-8 students that provide ratings aligned with the ACTFL Proficiency Guidelines.

To date CAL has developed *SOPA* and *ELLOPA* interview scripts, rubrics, sample interviews, and Web-based training for teachers of English (ESL), French, German, Japanese, and Spanish; since the Web-based training became available in fall 2006, it has had more than 422 enrollments (some teachers have participated in the training more than once). Given the lack

of developmentally appropriate assessment tools in Chinese, a number of those enrolled have been Chinese language teachers: a total of 27 Chinese teachers participated in the training in 2007, and 10 participated in the session offered in January 2008, using generic and ESL materials because rubrics and examples in Chinese were not available. These teachers indicated that they viewed the *SOPA* and *ELLOPA* as potentially valuable tools to support their instruction, but that they did not feel fully prepared to use these assessments without Chinese-specific rubrics and training materials.

Preliminary drafts of Chinese Novice and Intermediate level rating rubrics and several sample Chinese interviews were developed in early 2008. The number of Chinese teacher enrollments increased dramatically when these became available for use in the *SOPA* online training. A total of 48 Chinese teachers participated in the online training between March 2008 and the end of that year, and 22 Chinese teachers have enrolled in the first two sessions offered in 2009 (through April). These enrollment increases, along with the repeated requests that CAL has received for Chinese-specific materials and training, demonstrate that the proposed WOPA-C training course will meet a recognized need in the Chinese language teaching community.

b. Significance to National Interest

Chinese is the most commonly spoken language after English and Spanish world-wide (Encarta, 2006). It is considered a critical language by the Federal Government and has received unprecedented funding in recent years through FLAP and the President's National Security Language Initiative (NSLI). As part of the Language Flagship, NSLI has funded K-12 programs in Chinese in Portland, Oregon and in Ohio schools. These seek to create articulated, sustained programs that will produce highly proficient speakers of Chinese. NSLI has also funded STARTALK, a multi-agency initiative to promote the teaching and learning of critical languages

from kindergarten through university; Chinese was one of the program's first two focal languages. By giving Chinese language teachers an effective way to assess their students' listening and speaking proficiency and a training program that is tailored specifically to their needs, the WOPA-C will support these important government programs.

2. Potential for Use in Other Programs

Web-based training responds to the needs of schools and districts that are unable to cover the cost of bringing in a live trainer or sending language teachers to an offsite professional development workshop. The proposed Web-based course will be available to K-12 Chinese language programs nationwide where the need for professional development exists but resources or remote location preclude in-person training, including small or rural districts and districts in which teachers are dispersed across large geographic areas.

The WOPA-C will be available in both instructor-led and self-paced formats. Districts seeking to provide professional development for their Chinese teachers will be able to register them as a group for an instructor-led training that is flexible and tailored to their needs. Individual teachers pursuing professional development on their own will be able to register independently and work online according to their own schedules while receiving quick responses to their questions through bulletin boards and chat sessions. By using the Web, CAL will make this training available on demand and at low cost, while retaining the instructor presence and collegial interaction that are the hallmark advantages of live training. Thus the product of this effort is expected to have a broad impact across a wide range of programs.

3. Related Materials

a. Existing Materials: Description and Adequacy

Professional development that is specifically geared to K-8 teachers of Chinese is extremely limited in the United States. In general, teachers of less commonly taught languages improve their teaching skills through graduate programs and summer institutes designed for teachers of diverse languages. While these provide exposure to the principles of language pedagogy, they cannot address the challenges involved in teaching and assessing specific languages. Teachers may also attend language-specific presentations and workshops at language conferences, but these provide only limited opportunities because of time constraints.

This problem is particularly acute in the case of oral skills assessment. The *Standards for Foreign Language Learning in the 21st Century* (ACTFL, 2006) define communication as involving three modes: interpersonal, interpretive, and presentational. To assess students' interpersonal listening/speaking skills adequately, teachers need a test that allows them to elicit and rate student speech samples. Currently available assessments of this type in Chinese are listed in Table 1. As the table demonstrates, the existing assessments are primarily focused on secondary and adult/postsecondary education.

TABLE 1: ORAL SKILLS ASSESSMENT OPTIONS FOR TEACHERS OF CHINESE

TEST	GRADE LEVELS	DEVELOPER
Oral Proficiency Interview	Secondary & postsecondary	ACTFL
Modified Oral Proficiency Interview	Grade 9 & beyond	ACTFL
Simulated Oral Proficiency Interview	Grade 11 & beyond	CAL
Chinese Speaking Test	Grade 9 & beyond	CAL
Digital Video Oral Communication Instrument	Adults	San Diego State U./ LARC
CAL Oral Proficiency Exam	Grades 5-8	CAL
Cambridge Step-by-Step Assessment to Language Dominance	Grades K-12	Cambridge Public Schools, MA
Standards-based Measurement of Proficiency	Grade 7 & beyond	Center for Applied Second Language Studies, Univ. of Oregon

TEST	GRADE LEVELS	DEVELOPER
National Online Early Language Learning Assessment	Grades 3-6	Center for Applied Second Language Studies, Univ. of Oregon
LinguaFolio	All	National Council of State Supervisors for Languages
LinguaFolio Online	All	Center for Applied Second Language Studies

The Oral Proficiency Interview (OPI), Modified Oral Proficiency Interview, Simulated Oral Proficiency Interview (a tape-mediated assessment that mirrors the OPI), and Chinese Speaking Test are not appropriate for K-8 learners. The Digital Video Oral Communication Instrument (d-VOCI) also mirrors the OPI. Training is provided for the d-VOCI, but because this test is designed for adults, the training is not appropriate for the K-8 audience.

The CAL Oral Proficiency Exam (COPE) uses an interview and role-play format in which one interviewer assesses two students at a time. The COPE was developed as an oral proficiency test of Spanish for immersion program students in Grades 5-8 and was subsequently translated into a variety of other languages, including Arabic and Chinese. Live teacher training is available for the COPE, but the assessment is only appropriate for upper elementary immersion programs.

The Cambridge Step-by-Step Assessment to Language Dominance is designed for testing K-12 students whose home language is not English, and it includes an Oral Language Interview for assessment of students' interactional language skills. This test is available in Chinese, but since it is specifically geared to the needs of the Cambridge Public Schools bilingual program, it is limited in applicability to other Chinese programs.

The Standards-based Measurement of Proficiency (STAMP) and the National Online Early Language Learning Assessment (NOELLA) are computer-delivered assessments. The STAMP is designed for learners in grades 7 and up, and the NOELLA (currently in the field test phase of

development) for students in grades 3-6. Both tests are aligned with the ACTFL Proficiency Guidelines; they are scored by the distributor, Avant Assessment.

The LinguaFolio is a portfolio assessment instrument designed to support students in achieving their language learning goals. It includes documentation of formal assessments, students' language background and intercultural activities, sample work, and students' self-assessment of their oral and other language skills. The LinguaFolio and the LinguaFolio Online are based on the European Language Portfolio developed by the Council of Europe, and are not aligned with the ACTFL Proficiency Guidelines.

b. Duplication of Existing Materials

The proposed WOPA-C will provide both an accessible form of professional development and a method of assessment that are not otherwise available to Chinese language teachers. First, the WOPA-C will provide online training in best practices in language proficiency assessment, which many K-8 Chinese teachers lack. Of the other available assessments of Chinese that are appropriate for the K-8 audience, only the COPE and the LinguaFolio have accompanying training; however, the training content lacks the scope planned for the WOPA-C, and it is offered only as live training. The Center for Applied Second Language Studies (CASLS) plans to offer online training to help teachers understand NOELLA testing outcomes (Falsgraf & Tollefson, 2006), but this training will not enable teachers to rate tests themselves, since the NOELLA is scored remotely. Other online options for training in assessment and testing are limited to courses taught as part of a degree program; these do not provide opportunities for direct practice, and their accessibility is limited for teachers who are not pursuing advanced degrees. The proposed WOPA-C will thus be the only Web-based course that combines instruction in the

principles of assessment with hands-on application of the principles taught in the context of Chinese language learning and teaching.

Second, the WOPA-C will train Chinese language teachers to administer and score the *SOPA* and *ELLOPA*, which are aligned with the ACTFL Proficiency Guidelines and which provide a method for assessing oral proficiency that computer-based tests such as the NOELLA cannot fully emulate and an instrument such as the LinguaFolio is not intended to provide. CASLS' description of the NOELLA recommends its use in combination with the *SOPA/ELLOPA* "to provide a complete picture of proficiency" (Falsgraf & Tollefson, 2006). The WOPA-C will enable teachers to combine *SOPA/ELLOPA* ratings with the LinguaFolio's self-assessment to monitor students' growth in proficiency.

4. Likelihood of Achieving Results

The proposed project has a very high likelihood of achieving its expected outcomes since it builds upon an established foundation of experience and resources. The existing *SOPA* Web-based training course, in use since fall 2006, will provide the framework for creation of the WOPA-C. Thus, the online technology to be used is available and proven. In addition, a draft set of rubrics for Chinese has already been developed by Chinese language teachers, so the initial phase of the project is well under way. Finally, development of the WOPA-C will benefit from the expertise of CAL assessment specialists, representatives from the Chinese Flagships and the STARTALK programs, and K-12 teachers of Chinese. The course will be developed and field-tested through live workshops and online training to ensure that it is accessible and effective.

a. Objectives

The goal of the proposed project is to develop, field test, and operationalize an online *SOPA* training course specifically for K-8 teachers of Chinese. This course (WOPA-C) will train K-8

Chinese language teachers to assess their students' listening and speaking proficiency in relation to national standards. Participants will be pre-service and in-service teachers and other interested foreign language staff at the district and state levels. The course will have five main objectives:

1. To familiarize participants with basic concepts of oral proficiency and listening comprehension assessment.
2. To familiarize participants with oral proficiency levels in Chinese and with effective *ELLOPA* and *SOPA* interview techniques;
3. To provide interview scripts, rubrics, and sample interviews in Chinese at each rating level (Novice, Intermediate, and Advanced);
4. To promote connections between classroom instruction and proficiency assessment; and
5. To encourage reflection on ways to improve classroom assessment practices.

Course materials and instructional method will be structured to achieve these objectives. The course will consist of eight one-week modules and will require 3 to 4 hours per week of participants' time. It will include an orientation to the principles and methods of effective oral proficiency and listening comprehension assessment; video clips and transcripts of model Chinese *ELLOPA* and *SOPA* interviews at different levels; a description of rating procedures; Chinese-specific rating rubrics; and video clips and transcripts for use in rating practice.

Opportunities for participants to reflect on their current instructional and assessment practices will be part of each module, along with suggestions for conducting ongoing classroom-based assessment and for using assessment best practices to inform instruction. See Section 11 below for details on the eight instructional modules.

b. Methods and Procedures

The proposed effort will involve four main tasks:

1. *Revision and completion of rubric and development of Chinese-specific assessment tasks and additional interview samples*

A draft rubric for Chinese with language samples for Novice and Intermediate proficiency levels was developed in 2008 through discussions with Chinese teachers participating in online and live *SOPA* workshops sponsored by the National K-12 Foreign Language Center (Ames, IA). For the proposed project, the project team will review and revise these draft materials and will develop Advanced level descriptors and Chinese-specific assessment tasks using videotaped and transcribed K-8 language samples. The team will also collect and transcribe additional videotaped *ELLOPA* and *SOPA* interview samples as needed. The revised descriptors and the assessment tasks will be piloted with teachers in workshop sessions to be conducted at national conferences. Based on the pilot-test findings, the rubric and assessment tasks will be revised.. The rubric, assessment tasks, and other instructional materials will also be subjected to further review internally by members of CAL's Language Testing Division (LTD) to ensure comparability with rubrics and instructional materials developed for other languages. Further revisions will be made as necessary in time for the web-based course pilot.

2. *Development and piloting of the Web-based course*

Using the existing *SOPA* online course as a model, CAL staff will draft the eight modules for the course. The draft modules will be pilot tested with Chinese language teaching professionals in programs throughout the country and evaluated for clarity, content, navigability, and effectiveness. The findings will be used to revise the draft modules and to guide the development of the final set. The full course will be loaded into the eCollege online learning management system, and will undergo further internal and external review.

3. *Field testing of course and rubric*

Pre-service and in-service Chinese teachers will work through the eight modules as a complete Web-based course over an eight-week period. The teachers will complete assignments within each module and an evaluation at the end of each module. Teaching assistants will work with the online instructors to ensure that all assignments are completed, to monitor and note any difficulties that arise in completion of assignments, and to ensure that the module evaluations are completed. The field-test findings will inform any needed revisions to the course design and content, including the rubric LTD staff will re-examine the Chinese rubric and instructional materials in light of feedback from field test participants.

4. *Operationalization*

After the revisions prompted by the field testing have been made, the course will undergo a final review for structure, content, navigability, and other features. Any final revisions will be made, and the course will be made fully accessible on the eCollege platform.

The implementation of the tasks outlined above will incorporate sufficient time to develop high-quality supporting materials (e.g., background documentation, graphics, video samples); a tight course design that will be enhanced by thoughtful external reviews and by piloting of the materials in conjunction with live trainings and testing in multiple sites; and a carefully rendered evaluation plan with formative and summative components, which will guarantee a model that serves the targeted language and can be applied to languages that may be added in the future. Information on timeline and management are provided in Section 6 below.

c. Knowledge of Pertinent Areas

CAL's experience and expertise in language assessment and teacher training is widely recognized. The project team is composed of leading experts in K-8 Chinese language teaching,

K-8 language proficiency testing, and the use and administration of the *ELLOPA* and *SOPA*. The project director is an *ELLOPA* and *SOPA* administrator experienced in both online and live instruction, and coordinated by an assessment specialist who is a native speaker of Chinese. Their familiarity with the ACTFL Proficiency Guidelines and the generic *SOPA* rating scale will enable them to guide the development and revision of the language-specific rubrics effectively.

CAL has extensive experience in developing distance learning courses, including the *SOPA Online Training* courses; the *STAR Workshop* course, a course to teach K-16 STARTALK instructors basic principles of assessment and how to create classroom-based and end of program assessments; the *Assessment Training Online*, a course to teach high school and college teachers how to use the adult ACTFL speaking guidelines; the *ACCESS for ELLs*[®] training for item writers developing items to assess the language proficiency of K–12 English language learners; the *ACCESS for ELLs* administrator’s training course; and the *Content and Language Integration as a Means of Bridging Success (CLIMBS)* professional development course, developed to help teachers of English language learners learn how to use specific standards in their practice.

5. Expected Contribution to Other Programs

The proposed project will contribute to Chinese language teaching programs in two significant ways. First, by providing easily accessible training in oral proficiency assessment for K-8 Chinese language teachers, it will significantly increase the programs’ ability to assess students’ oral language effectively. This will strengthen Chinese language programs throughout the United States, including K-12 programs, the Chinese Flagship, and summer language study feeder programs such as STARTALK. In addition, the course will support the articulation efforts of the Chinese Flagship and STARTALK, as well as those of established Chinese language programs, by providing a consistent rubric for assessment across grade levels.

Second, Chinese language instruction at all levels around the country will be strengthened as a result of K–8 teachers’ participation in the WOPA-C oral proficiency assessment training. When teachers understand the basic concepts of oral proficiency assessment, they are more likely to apply these concepts to their instruction (Cohen, 1994). Teachers who have participated in *SOPA* training report that it has led them to make positive changes in their classrooms, such as adding communicative activities and adopting approaches that enhance oral communication skills, both of which are critical to students’ development of speaking proficiency. CAL therefore anticipates that the WOPA-C will enable Chinese language teachers to improve their instructional practices as they increase their understanding of the components of oral proficiency, preparing students better for programs at secondary and postsecondary levels.

6. Plan of Operation

a. Project Design

The four main project tasks will be carried out over a two-year period as follows:

- ◆ Task 1 (revision and completion of rubric and development of Chinese-specific assessment tasks and additional interview samples) will be carried out in Year 1. The rubric and assessment tasks will be completed in the first half of the year and pilot tested in the second half. Additional *ELLOPA* and *SOPA* interview samples will also be collected and transcribed at this time and piloted in the second half of the year. The rubric, tasks, and interview samples will be field tested in conjunction with the field testing of the Web-based course in Year 2.
- ◆ Task 2 (development and piloting of the Web-based course) will begin in the second half of Year 1. Three or four initial modules will be developed, reviewed internally, and then pilot tested in the first quarter of Year 2. Revisions will be made and the remaining

modules will be developed by the second quarter of Year 2. The full set of eight modules will be structured within the eCollege online learning management system.

- ◆ Task 3 (field testing of the course and rubric) will take place in the third quarter of Year 2. The course will be implemented in real conditions with both pre-service and in-service Chinese language teachers. Revisions will be made by the fourth quarter of Year 2.
- ◆ Task 4 (operationalization) will follow final internal and external review of the completed course modules in the fourth quarter of Year 2. CAL will then open the course to full access via the eCollege system, with all support systems (e.g., registration systems, scheduling) in place. At this point, information about the WOPA-C will be disseminated nationally through foreign language listservs such as the Ñandu listserv for K-8 language teachers and FLTeach, and through publications such as *The NCLRC Language Resource* and state association newsletters, and through Chinese language teaching conferences, summer institutes, listservs, and other resources for K-8 teachers of Chinese.

The project design is a proven model CAL has used in developing *ELLOPA* and *SOPA* trainings and the online *SOPA* training. A detailed project timeline is provided in Appendix B.

b. Management Plan

The management plan for the project will ensure that there is close oversight and coordination at all levels of the effort. The project director will provide overall direction and management, and will work with the project coordinator and the senior rating specialist to draft the course. The technology assistant will train project staff as necessary on the eCollege system and assist the project coordinator in preparing and uploading video clips, transcripts, and other materials. The project coordinator will assume day-to-day responsibility for communicating with and monitoring activities of project staff; place content on the Web-based management system;

and incorporate input from internal reviewers, the external reviewer, and the external evaluator.

The external evaluator will operate autonomously in conducting the evaluation. The external reviewer, a native Chinese speaker, will work closely with the external evaluator. The management chart is listed in Appendix B and position descriptions are provided in Appendix A.

c. Relationship of Objectives to the Purpose of the Section 605 IRS Program

The proposed project relates directly to the purposes outlined in subsection (f) of Section 605: “The development and publication of specialized materials for use in foreign language, area studies, and other international fields, or for training foreign language, area, and other international specialists.” The WOPA-C will develop specialized assessment materials for Chinese and will use Web-based delivery technology to provide assessment training for Chinese language teachers, with the ultimate goal of increasing the effectiveness of instructional practice.

d. Use of Resources and Personnel

Resources. The WOPA-C will build on a partial draft rubric for Chinese assessment that has already been developed, and will use sample resources developed for the existing online *SOPA* course. Generic content, assignments, and quizzes related to the *SOPA* will be incorporated into the WOPA-C, and work on the course will be done by experienced CAL staff and consultants who developed the *SOPA* course and other CAL online courses.

Personnel. The team for this project will include a project director; a project coordinator; a senior rating specialist; a technology assistant; a research assistant; a team of K-8 Chinese language educators and Flagship and STARTALK representatives; an external reviewer, who will review the Chinese materials; an external evaluator, who will review the processes involved in development of the rubric, training materials, and training course; two internal reviewers from CAL’s Language Testing Division who will ensure the comparability of the Chinese Rating

Rubric levels with those of rubrics developed for other languages, and a senior advisor. The project director and other key staff are highly experienced in work related to the project goals, ensuring that CAL's expertise will be used effectively. In addition, the project coordinator, research assistant, and external reviewer are native Chinese speakers; their involvement, and that of the K-8 Chinese language educators, will ensure that the rubrics and assessment tasks are culturally and linguistically appropriate.

The project management structure will facilitate clear oversight across tasks and clear communication among staff and consultants. The project director will ensure overall project quality, progress, and timeliness, working closely with the project coordinator, a native speaker of Chinese. The coordinator will work with other project staff to select language educators to participate in online forums and video conferences, plan and moderate language work, and oversee day-to-day tasks, materials development, field testing, and implementation of the operational program. The senior rating specialist will work with the project director, project coordinator, and the technology assistant to set up online forums and WEBEX video conferences for reviewing and completing the rubric and creating assessment tasks, and will also assist in piloting the language rubric and designing the course. The technology assistant will work with the project coordinator on the programmatic aspects of carrying out a distance learning project and will train project staff in the use of the learning management system. The research assistant, fluent in Chinese and English, will transcribe sample Chinese interviews and assist project staff with language-specific materials to be used for language team online forums and video conferencing, presentations, and online courses.

The external reviewer, a senior professional in Chinese language teaching, will provide feedback on the quality and appropriateness of all material developed. The external evaluator, a

senior professional in language training development and program evaluation, will conduct evaluation activities based on an approved approach that examines accountability, effectiveness, and impact and will receive critical input from the Chinese external reviewer. The senior advisor will advise on program direction and impact. Detailed position descriptions and responsibilities are provided in Appendix A.

e. Equal Access Treatment

Opportunities for participation in the operationalized WOPA-C training course will be open to all persons who are fluent in Chinese and English and wish to increase their understanding of the principles and practices of Chinese language proficiency assessment. The Web-based training course will comply fully with the provisions of the Americans with Disabilities Act. Form 427 provides CAL's plans to address the provisions of the Department of Education's General Education Provisions Act (GEPA). CAL's equal access and treatment policies and the complete GEPA statement will apply and be adhered to in all aspects of the proposed project.

7. Quality of Personnel

The proposed project team members bring a depth of experience and expertise in online course design and implementation, oral proficiency assessment, and fluency in Chinese, ensuring the development of high quality materials and training. Résumés for key staff are included in Appendix A. A letter of acceptance from the external reviewer and additional letters of support are included in Appendix B.

a. Project Director

The proposed project director, Lynn Thompson (M.A., International Relations, American University; M.S., Applied Linguistics, and postgraduate courses in sociolinguistics, Georgetown University), is a highly qualified professional who has been involved in K–12 and postsecondary

language assessment for over 20 years. As a senior member of CAL's Foreign Language Education Division, she directed the development of the *SOPA* Online Training and currently oversees CAL's self-paced and moderated *SOPA* courses offered through eCollege. She has also been involved in STARTALK program evaluation and is an instructor for the *STAR Workshop* course. She has conducted and overseen numerous professional development workshops nationally and internationally on foreign language assessment and on *ELLOPA* and *SOPA*. She has coordinated research and development of a range of oral language tests, including the *SOPA*, the *ELLOPA*, and the CAL Oral Proficiency Examination; directed the *SOPA* and *ELLOPA* validation and reliability studies; and is the author of a range of publications on assessment.

b. Quality of Other Key Personnel

The proposed project coordinator, Chengbin Yin (B.A., English Language and Literature, Ocean University of China; M.A., English Language and Literature, Shanghai International Studies University; Ph.D., Education, University of Maryland), currently serves as the Coordinator of the K-3 Chinese Curriculum Development project. In that role, she is responsible for the development and revision of a kindergarten through grade 3 standards-based, proficiency-focused Chinese language curriculum (including the draft development of Chinese proficiency level descriptors). She has also helped conduct both live and online *SOPA* trainings, working specifically with K-8 Chinese teachers. Dr. Yin will manage the day-to-day aspects of the project, oversee the work of team members, and work with other project staff to develop and prepare all materials for team forums, video conferences, and online courses. She will also elicit feedback from language team members on the materials development process at key points.

Beverly Boyson, proposed senior rating specialist (B.A., Spanish, and M.A.T., English, Andrews University; Ph.D. coursework in applied linguistics, Georgetown University) conducts

numerous *ELLOPA* and *SOPA* workshops and provides rating services for schools and districts as a senior *ELLOPA* and *SOPA* specialist for CAL. Ms. Boyson coordinated the development of the *SOPA* online training; she has written training manuals and other publications, and has presented on foreign language assessment and ESL instruction at professional conferences.

Shuhan Wang, Executive Director of Chinese Language Initiatives at the Asia Society, will serve as external reviewer for the project. In that role, Dr. Wang will review all materials developed for Chinese teachers. From 1998 to 2006, Dr. Wang was the Education Associate for World Languages and International Education for the Delaware Department of Education. She is active in the field of foreign and heritage language education and serves on various national committees, including the Board of Directors for the Chinese Language Teachers Association (CLTA) and the Editorial Board of *Foreign Language Annals* of the American Council on the Teaching of Foreign Language (ACTFL). Her research interests include heritage and foreign language education, issues related to second language acquisition, teacher education and professional development, and language planning and policy. Currently she leads an international team to develop *Flying with Chinese*, a textbook series for K-6 learners of Chinese.

Susan Barfield of EdCON International will serve as external evaluator for the project. Dr. Barfield has extensive experience as an online course instructor and language program evaluator, including evaluation of the Chinese program at the Chinese American International School. Her work will be informed by the annual feedback provided by the external reviewer, Dr. Wang.

c. Appropriate Time Commitment to the Project

CAL's experience with developing technology-based assessments and training courses informs the allocation of time commitments to ensure that all key personnel are able to meet

deadlines and manage commitments effectively. See Section 8a for details concerning time commitments for key personnel.

d. Non-Discriminatory Employment Practices

All CAL employees are recruited and selected on the basis of their qualifications and working experience and not for any reason unrelated to employment. CAL does not discriminate against any person because of race, color, religion, sex, national origin, age, handicap, sexual orientation, or veteran status, including disabled veterans and veterans of the Vietnam era. CAL takes Equal Employment Opportunity concerns seriously and strives to identify and hire qualified individuals from minority backgrounds. CAL is proactive in encouraging minorities to consider linguistics as a career; actively searching for projects that will create new positions that are attractive to minority candidates; and listing notification of CAL job openings in recently developed databases maintained by the National Urban League, the NAACP, NABE, NCELA, and other minority advocacy groups.

8. Budget and Cost Effectiveness

The total budget is adequate to support project activities over the two year duration of the project. Given prior experience with similar projects, CAL has built a budget that fairly represents anticipated levels of staff effort and equipment needs.

a. Adequacy of Budget

The main provisions of the budget are salaries for CAL project staff: project director at 20%; project coordinator at 30%; senior advisor at 2.5%; technology assistant at 20%; Chinese research assistant at 20%; and 1 day each year for Chinese rubric and materials review by two staff from CAL's Language Testing Division. These personnel loadings are optimal to ensure that all project activities are successfully carried out.

Consultant costs include a rating specialist at 20 days per year; an external reviewer at 4 days per year; and an external evaluator for a total of 25 days over two years. In addition, collaborating teachers will spend 24 days on the project in Year 1. The time allocations for these consultants are based on CAL's prior experience with development of online *SOPA* training.

b. Reasonableness of Costs

The costs in the budget are estimates based on the costs of similar projects at CAL, in particular the recent *SOPA* Online Training project funded by the Department of Education. The cost of developing the course is reasonable given that the work will build on existing frameworks and resources from ongoing CAL work. Time estimates and costs incurred to complete all designated procedures are reasonable given the professional expertise involved in the project and the quality of available resources and facilities.

9. Evaluation Plan

The proposed project includes a comprehensive evaluation plan for examining achievement of project goals and objectives on a regular basis. The evaluation plan will include periodic checks to verify that activities are carried out as proposed and in a timely manner. It will also consider the resources, techniques, procedures, and strategies employed to accomplish these goals and objectives, as well as the outcomes of the course and its impact on participants.

a. Plan for Periodic Evaluation

The evaluation plan includes both internal and external evaluation, and the use of quantitative and qualitative methodologies to provide information for both formative and summative purposes. Evaluation will occur at the completion of each task (see timeline in Appendix B).

Internal Evaluation

Project staff will incorporate internal evaluation procedures into activities for both years of the project; data collected through these procedures will be reported to the external reviewer and the external evaluator as appropriate. Formative data to monitor progress on meeting project goals will be collected by the project director through weekly meetings and conversations with project staff and consultants. The project director and project staff will also use Microsoft Office Project 2007 to stay informed on task schedules and to document the completion of project assignments. Documentation will be collected by the project director and reported to the external evaluator on a quarterly basis.

Additional formative evaluation data will be collected to ensure the accuracy and usefulness of the course. The project coordinator and technology assistant will monitor course organization to assure the effective use of eCollege's content packaging, interaction, and assessment tools. During field testing, CAL will collect formative (module-by-module) and summative (end-of-course) feedback from participants through surveys and journaling options built into the eCollege platform, in order to make changes to the course to improve its usability, effectiveness, and appropriateness.

Summative internal evaluation activities will occur upon completion of the draft Chinese rubric and Chinese materials (Year 1, Quarter 4) and upon completion of the field-testing of the WOPA-C course (Year 2, Quarter 3). The Year 1 summative internal evaluation will focus on ensuring that the Chinese rating rubric and training course materials are aligned with the rubrics and materials used in assessment of other languages. Staff from CAL's Language Testing Division will compare the revised Chinese rating rubric and language-specific training materials with rubrics and materials for other languages in the existing online *SOPA* training course and assessment. The review will ensure that the Chinese rubric reflects the appropriate degree of

linguistic complexity for each proficiency level, and that the design of the Chinese training course replicates as closely as possible the objectives and methodologies of the existing online *SOPA* training course, while attending to the particular challenges involved in rating speakers of Chinese. In year 2, at the conclusion of field-testing, the staff from CAL's Language Testing Division will review participant feedback and determine if any additional revisions need to be made to the Chinese rubric or other Chinese language materials in the course. The results of the summative evaluations will be made available to the end-users of the course (including language teachers, test administrators, and those who select training programs for their institutions) in order to provide information regarding the quality of the course and the assessment.

External Evaluation

The external evaluator, Dr. Susan Barfield, is a senior professional with extensive experience in online training program design and evaluation. She will conduct a thorough review of processes and outcomes associated with rubric and course development, through use of both quantitative and qualitative data, and will review the internal evaluation procedures for accuracy and impartiality. She will work closely with the external reviewer, Dr. Shuhan Wang, a native Chinese speaker and experienced language education professional whose task will be to examine linguistic and cultural elements of the project design and products. The evaluation plan will employ an approach that examines accountability, effectiveness, and impact as follows:

Accountability is determined by asking whether the project activities were performed according to the plan of operation, carried out accurately, and tied to overall goals. Relevant data to be reviewed will include the formative and summative data collected by the project director, the qualifications of the language team convened in Year 1, the number and representative nature

of pilot and field test participants in Year 2, and documentation of the completion of course-related materials in Year 2.

Effectiveness examines the process of implementing the course to determine whether it is implemented as designed and whether and how much participants are learning according to the objectives of the course. Evaluation questions for the course pilot and field test will include whether the course is usable (clear, functional, interactive) and whether it is linguistically and culturally appropriate for Chinese language teachers. The external reviewer will provide interpretation of Chinese-language-related data to the external evaluator. Data collected will include written assignments and journals (as evidence of understanding) and feedback through journaling and surveys as to the usability of the eCollege platform and the format of the course. These data will be collected throughout the course pilot and field test phases, with a report to be submitted by the ninth month of each project year.

Impact examines the extent to which the course has made a difference in changing attitudes, knowledge, behaviors, skills, and practices. The external reviewer and external evaluator will collect data from sample rating exercises in the course that simulate real *SOPA/ELLOPA* activities, and will compare participants' ratings to expectations set by the language teams. They will also review the scores from quizzes that assess participants' understanding as they go through the course. The reviewer and evaluator will also examine participants' reflections and journals and will create survey questions that will be administered before and after participation in the pilot- and field-testing of the course to measure participants' attitudes and knowledge about oral language testing and their likelihood to adjust their teaching practices as a result of the training. In addition to relying on data furnished through the course, the external reviewer and external evaluator will survey participants within three months after the completion of the course

to see what effect their participation has had on their classroom instruction and assessment procedures. These data will be collected throughout the course pilot and field test phases; a report will be submitted by the end of the project year.

b. Time Schedule for Evaluation

Within one month of notification of funding, the external evaluator will submit a comprehensive evaluation plan, developed in consultation with the external reviewer and project staff to address key evaluation questions in the context of the approach outlined above. Quarterly reporting of internal evaluation activities will enable project staff to make regular assessments of progress toward goals and objectives. An annual evaluation report on accountability activities will be submitted to project staff for inclusion in regular reporting on the progress of the project.

Evaluation data may be available more often during the field test phase as field test participants complete journals and questionnaires regarding the course. For that reason, external evaluation activities on effectiveness and impact will primarily take place in the second project year. The external evaluator and external reviewer will review activities related to accountability at the end of each project year and will submit the Year 1 report no later than the end of the first month of Year 2, and the Year 2 report by the end of the second year.

10. Resources

a. Facilities

CAL, a private nonprofit organization with headquarters in Washington, DC, is an established leader in language education and assessment. With a mission focused on language and culture, CAL accomplishes its goals through research, information collection, and analysis; teacher training and materials development; and publications and conferences. It also serves as a liaison among public and private sector institutions, professional organizations, and government

agencies. CAL's 100-person staff is multidisciplinary and multilingual. CAL offers a full range of services and facilities to support project operations including administrative support, project accounting, materials production facilities, library, and IT services. CAL offices include conference space and internet communication capabilities to support large and small meetings.

b. Equipment and Supplies

CAL has the equipment and supplies required to carry out the proposed project. CAL utilizes eCollege's online learning platform to provide distance learning and WEBEX for video-conferencing or online meetings. CAL's computer capabilities include a networked system of Pentium-based microcomputers with software that makes it possible for staff to create and edit all graphic, sound, and text data needed for the online course, including Macromedia DreamWeaver and Photoshop for HTML authoring, SoundForge for sound editing, and iMovie, Avid Liquid Pro, and Flash Video Studio for video file editing. CAL is connected to the Internet over a Dedicated Leased-Line and protected by a firewall. The technology needed to generate the proposed Chinese materials, including software to render non-Roman scripts, is already in use in other CAL projects.

11. Final Format of the Proposed Web-based Course

The proposed project will result in an eight-module online training course provided on the eCollege online learning platform. At the beginning of the course, participants will receive instructions telling them how to access the eCollege management system and download the course syllabus. The syllabus will include course goals, objectives, and requirements. Participants will also receive a detailed schedule for the course modules, dates and times for chat sessions, and information on troubleshooting possible technical difficulties.

The course will cover eight modules over an 8-week period, requiring 3 to 4 hours per week of participants' time. As they work through the modules, participants will view sample video interviews, complete assignments (e.g., conduct practice interviews), and take quizzes on interview techniques and rating procedures. In addition, they will participate in discussion boards and chat sessions. In the first two modules, all instruction and samples will be in English. The rest of the course will have language-specific samples for additional practice in determining interview effectiveness and assigning ratings at the various levels. Table 2 outlines the content of each module and the related trainer and participant tasks.

TABLE 2: WEB-BASED ORAL PROFICIENCY ASSESSMENT TRAINING COURSE DESIGN

MODULE	TOPIC	SUB-SECTIONS	TRAINER TASKS	PARTICIPANT TASKS
1	Web-based training course procedures	1. Goals 2. Schedule 3. Procedures 4. Technical problems	Become familiar with and initiate protocol	Become familiar with and follow protocol
2	Rationale for oral proficiency assessment in K-8 foreign language classes; Background and description of <i>ELLOPA</i> and <i>SOPA</i>	1. Need for K-8 oral proficiency assessment 2. Purpose/background of <i>ELLOPA</i> and <i>SOPA</i> 3. General description of <i>ELLOPA</i> and <i>SOPA</i> 4. Assessment setting and <i>ELLOPA</i> and <i>SOPA</i> interviews	Lead discussions on purposes for oral proficiency assessment, setting and format for <i>ELLOPA</i> and <i>SOPA</i> interview, and main levels of rating scale	Learn best practices in oral proficiency assessment. Become familiar with and discuss the <i>ELLOPA</i> and <i>SOPA</i> format, interview, and generic rating rubrics
3	Chinese <i>ELLOPA</i> and <i>SOPA</i> tasks for immersion and foreign language in the elementary school contexts	1. Description of tasks for foreign language in the elementary school and immersion contexts 2. Equipment/supplies	Discuss tasks and materials for immersion and foreign language in the elementary school contexts, respond to questions	Become familiar with and discuss <i>ELLOPA</i> and <i>SOPA</i> interview tasks and materials
4	Instructions for conducting Chinese <i>ELLOPA</i> and <i>SOPA</i> interviews	1. Material preparation 2. Student selection 3. Interview techniques	Discuss interview techniques with participants, and respond to questions	Become familiar with and discuss effective interview techniques
5	Procedures for rating the Chinese <i>ELLOPA</i> and <i>SOPA</i> interviews	1. Materials used 2. Taping the interview 3. Steps for assigning a rating	Discuss rating procedures and respond to participants' questions	Become familiar with the rating procedures, practice using main levels of generic or language specific scales to assign ratings

MODULE	TOPIC	SUB-SECTIONS	TRAINER TASKS	PARTICIPANT TASKS
6	Language-specific novice sublevels and interview tasks	1. Novice-Low 2. Novice-Mid 3. Novice-High 4. Interview techniques for novice level	Discuss novice samples and respond to participants' questions on novice sublevels	Become familiar with features of novice sublevels and recognize indicators of novice sublevels in student speech samples
7	Language-specific intermediate sublevels and interview tasks	1. Intermediate-Low 2. Intermediate-Mid 3. Intermediate-High 4. Interview techniques for intermediate level	Discuss intermediate samples and respond to participants' questions on intermediate sublevels	Become familiar with features of intermediate sublevels and recognize indicators of intermediate sublevels in student speech samples
8	Language-specific advanced sublevels and interview tasks	1. Advanced-Low 2. Advanced-Mid 3. Advanced-High 4. Interview techniques for advanced level	Discuss advanced samples and respond to participants' questions on advanced sublevels	Become familiar with features of advanced sublevels and recognize indicators of advanced sublevels in student speech samples

12. Provisions for Pretesting and Revision

The project management plan includes ample provision for pretesting (piloting and field-testing) both the Chinese assessment rubric and the online course. The plan includes development, piloting and revision in Year 1, and field testing, final revision, and operationalization in year 2.

Rubric: Descriptors for the Novice and Intermediate levels of the rubric were developed and reviewed by a group of Chinese language teachers in early 2008. In the first half of Year 1 of the proposed project, the project team will work collaboratively with Chinese educators to revise and expand the draft rubric through an online, interactive forum and WEBEX video-conferencing. In addition, the draft rubric will be shared with Chinese language educators participating in CAL online courses as well as participants at national and regional conferences that take place at appropriate times of the year. A total of approximately 30 Chinese language educators will provide feedback through the online courses and conference sessions; they will also be asked to

use the rubric to rate their students and provide feedback and suggestions through an online survey. Once feedback has been compiled, the project team will revise the rubric.

In Year 2, the rubric will be field tested in live *SOPA/ELLOPA* workshops in Portland, Oregon and/or other sites that have requested live training. CAL anticipates that a total of approximately 50 Chinese language teachers will participate in the field testing. The rubric will then be revised again to reflect the feedback received in these venues. At this point it will be ready for inclusion in the operational training course.

Course: Year 1 will focus on development of course modules, collection of *ELLOPA* and *SOPA* video samples, and implementation of the basic technology. The course will be piloted online with 20 professionals from Chinese programs around the country (teachers currently teaching in both intensive and less intensive instructional programs, as well as administrators); at least one teacher and one administrator from each site will be included. Sites will be identified with the help of organizations such as the Asia Society. An evaluation will be built into each module of the pilot course; project staff will modify the course based on participant feedback, and also will be alerted to potential technical problems in the online delivery of the course.

In Year 2, the course will be field tested online with a group of 20 to 30 Chinese language teachers and administrators drawn from the same types of programs as those in the pilot. Selection criteria will dictate that participants in the pilot may not participate in the field testing. Evaluations will be built into each module and given at the end of the course. Project staff will make final modifications to the course based on participant feedback. The course will then be ready to be operationalized.

13. Competitive Preference Priority

The proposed project directly addresses the U.S. Department of Education's competitive preference priority 1: *The development of specialized instructional or assessment materials focused on any of 78 languages selected from the U.S. Department of Education's list of Less Commonly Taught Languages*. It will provide a Chinese-specific oral proficiency assessment rubric and an online training program that will enable Chinese language teachers in grades K through 8 to conduct developmentally appropriate assessment of their students' listening and speaking skills.

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Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **1237-CAL WOPA-C 2009 AppendixA 4.22.09 FINAL.pdf**

Attachment 2:

Title: Pages: Uploaded File: **1238-CAL WOPA-C 2009 Appendix B 4.22.09 FINAL.pdf**

Web-based Oral Proficiency Assessment Training Course for Teachers of Chinese

Appendix A

Curricula Vitae

- Lynn Thompson, Project Director
- Chengbin Yin, Project Coordinator
- Nancy Rhodes, Senior Advisor
- Beverly Boyson, Rating Specialist
- Susan Barfield, External Evaluator

Position Descriptions

LYNN E. THOMPSON
Center for Applied Linguistics
e-mail: lthompson@cal.org

SKILLS AND ACCOMPLISHMENTS

Training/Mentoring - Design and lead training programs for elementary, secondary, and post-secondary educators and administrators. Provide on-going support in the areas of curriculum and assessment through e-mail listservs, classroom observation and follow-up training.

Assessment/Evaluation - Design assessment instruments for the measurement of proficiency, achievement, attitudes or motivation for elementary, secondary and post-secondary populations. Conduct and evaluate surveys and needs assessments.

Research - Prepare grant proposals and reports. Create and implement data-gathering instruments. Coordinate data collection, management and evaluation.

PROFESSIONAL EXPERIENCE

TRAINER, RESEARCHER, CENTER FOR APPLIED LINGUISTICS (1994-present)

Lead Instructor, SOPA Online Courses Teach and/or oversee all online SOPA training courses. Project Director, Web-Base SOPA Course Developed and edited course materials, monitored project task completion, completed reports to the US Department of Education. Instructor, STAR Workshop course Provide instruction to Arabic, Chinese, Farsi, and Urdu teachers involved in STARTALK summer programs. Foreign Language Coordinator for Professional Services. Conduct teacher training and program evaluation for schools, school districts, and state departments of education. Direct SOPA, ELLOPA, and COPE trainings for schools and school districts. Directed district-wide program evaluation for Charlotte-Mecklenburg Public Schools. (Evaluation included development of student, parent, and teacher questionnaires, coordinating site visits, teacher training and administering of two CAL oral proficiency assessments (SOPA and COPE), and comprehensive analysis of assessment data.) Research Associate for the Foreign Language Education Division. Conducted validation and reliability studies for K-5 oral proficiency assessment instruments (SOPA, ELLOPA) to be used in immersion, bilingual, and FLES (foreign language in the elementary school) programs. Conducted international surveys on foreign language assessment materials for grades K-8. Published extensive directories (1995, 1997, 1999) of foreign language assessment materials that have been published (ERIC/CLL and Delta Publishing Systems). Project Coordinator for the performance assessment initiative of the National K-12 Foreign Language Resource Center (Iowa State University). Coordinated project designed to improve teacher knowledge of and ability to write assessment and evaluation instruments. Provided graduate-level Performance Assessment Institutes at Iowa State University, and mentored

institute participants and project staff through an e-mail listserv. Conducted *SOPA* and *ELLOPA* workshops at ACTFL (American Council on the Teaching of Foreign Languages), ALL (Advocates for Language Learning) and at the Central States Conference on the Teaching of Foreign Languages (conducted pre-conference seminar on alternative assessment), and the Southern Conference on Language Teaching (SCOLT).

INSTRUCTOR/TRAINER, ENGLISH LANGUAGE INSTITUTE, THE AMERICAN UNIVERSITY
(1988, 1993-1996)

Taught English as a Second Language to graduate and undergraduate students in a five-level certificate program at the American University. Taught courses in grammar, reading, writing and listening speaking across all levels. Also taught in special, short term, intensive English training programs for working professionals or senior university students from Japan and Turkey. Provided training in test development and alternative assessment to teaching staff (February, 1995).

TEST DEVELOPER, PRENTICE-HALL REGENTS, PUBLISHING COMPANY
(1988-1990)

Created Achievement and Proficiency Tests for the SPECTRUM and LADO series of textbooks.

TRAINER, RESEARCHER, CENTER FOR APPLIED LINGUISTICS (1985-1989)

Developed foreign languages tests for academic institutions, federal, and local agencies. Designed and implemented workshops on teaching methodologies and assessment at the state and local level for educators and administrators. Assisted in the creation and implementation of curricula for elementary, secondary and post-secondary foreign language programs. Collaborated with a research team that designed, implemented and evaluated a national attitudinal and motivational survey with extensive programmatic implications for foreign language instruction at the elementary level. Coordinated and supervised professional and support staff in the collection, management and interpretation of linguistic data from over 30 academic and government language training programs.

INSTRUCTOR USDA GRADUATE SCHOOL (1986-1989)

Taught ESL to students in USDA's Evening Program. Developed curricula and activities according to assessment of needs. Designed survey instrument to assist in updating of foreign language course descriptors and improving student placement procedures. Presented workshop on proficiency-oriented classroom teaching and testing to ESL and foreign language faculty.

ASSISTANT to the PRINCIPAL, THE WASHINGTON INTERNATIONAL SCHOOL (1982-1985)

Monitored and coordinated daily operations in multi-cultural, bilingual elementary school. Promoted school goals and activities through the creation and dissemination of illustrated announcements and posters. Acted as liaison between parents, faculty, and staff. Prepared handbooks, curriculum guides, reports and proposals.

INSTRUCTOR, THE CATHOLIC UNIVERSITY OF AMERICA, THE AMERICAN LANGUAGE ACADEMY (1982)

Taught English as a foreign language to international students preparing to enter regular American University or college programs. Developed materials for teaching reading, composition, advanced grammar and research techniques. Used computers to supplement exposure to concepts introduced in class. Prepared American cultural "modules" to promote adaptation of international students to the United States.

INSTRUCTOR, THE SWANN FOUNDATION, ENGLISH LANGUAGE DEVELOPMENT FOR THE ETHIOPIAN COMMUNITY (1981-1982)

Taught English as a Second Language to Ethiopian refugees in the Washington area. Created activities to promote language learning and acculturation. Designed basic English and survival skills and Academic English and writing skills curricula.

INSTRUCTOR, INTERNATIONAL CENTER FOR LAW ENFORCEMENT TRAINING, BERLITZ SCHOOL OF LANGUAGES (1981)

Taught English as a Foreign Language and English for Specific Purposes to Saudi and Kuwaiti police officers and firemen. Gained experience in course planning and development.

EDUCATION AND TRAINING

Phd. Program, Applied Linguistics. Related field: Sociolinguistics. Georgetown University, Washington, DC. 1989-90.

M.A. International Communication. Related fields: Cross-Cultural Communication International Development. The American University, Washington, DC. January, 1985.

M.S. Applied Linguistics. Related fields: Teaching English as a Second Language and Theoretical Linguistics. Georgetown University, Washington, DC. December, 1982.

Bacc. ès Arts, Spécialisé en Français. Université Laval, Québec, Canada. June, 1980.

SELECTED PRESENTATIONS

“Developing Instructor Proficiency in Oral Language Assessment.” This presentation focused on three resources and professional development options for Arabic instructors. The first resource is an online directory of foreign language assessments and accompanying tutorial that allows users to learn how to best select an appropriate assessment. The second resource is an online course for teachers of less commonly taught languages (specifically Arabic, Chinese and Persian), STAR Workshop. In this course, which includes both distance learning and face-to-face components, participants learn through hands-on activities, online collaboration and regular feedback from assessment researchers. The last resource was the COPI, a computer-mediated Oral proficiency Assessment for Arabic learners. Presenters: Lynn Thompson, Anne Donovan. Arabic LEARN Conference, February 19, 2009.

“Effective Long-term Professional Development for Second Language Teachers.” This session presented an innovative 5-month professional development course for second language teachers piloted by the Center for Applied Linguistics and the National K-12 Foreign Language Resource Center in 2007-2008. The professional development course uses a blend of online and face-to-face instruction to provide comprehensive training in oral proficiency assessment. ACTFL Conference, Orlando, FL November 21, 2008.

“Listening Comprehension and Oral Proficiency Assessment for K-8 Language Learners.” Participants learned about the *ELLOPA* and *SOPA*, developmentally appropriate instruments developed by the Center for Applied Linguistics for assessing the listening comprehension and oral fluency of K-8 students studying a second language. The instruments and their rating rubrics were introduced through video-taped samples, hands-on activities, and discussion. This workshop encouraged teacher reflection on current teaching and classroom-based assessment practices, and provided models for developing proficiency-based assessment instruments. Presenters included Beverly Boyson and Lynn Thompson.

“Innovations in Early Language Learning Assessment: An Update.” Two collaborative assessment projects were described: 1) National Online Elementary Language Learning Assessment (NOELLA) for early language learners in interpretive reading and listening, and presentational writing and speaking (Wyoming, CASLS, CAL); 2) a web-based

familiarization course on Student Oral Proficiency Assessment (*SOPA*) interviewing and rating procedures (CAL, NFLRC). Presenters included Nancy Rhodes and Lynn Thompson. ACTFL Conference, Nashville, TN, November 18, 2006.

“Foreign Language Assessments from CAL: Current and Future Offerings” This session described CAL foreign language assessments. Presenters included Margaret Malone, Eileen Lorenz, Lynn Thompson, and Sophia Birdas. ACTFL Conference, Baltimore, MD, November 18, 2005.

“The Quest for a Listening and Reading Comprehension Test” This presentation described CAL work on a framework and test items for a Spanish listening and reading comprehension test. Presenters included Nancy Rhodes, Lynn Thompson, Eileen Lorenz, and Ingrid Pufahl. ACTFL Conference, Baltimore, MD, November 19, 2005.

“K-8 Student Oral Proficiency Assessment Workshop.” Half-day familiarization workshop offered in conjunction with the ACTFL Conference, Baltimore, MD, November 20, 2005.

“Assessing Student Oral Proficiency K-8.” Half-day pre-conference workshop offered in conjunction with the ACTFL Conference, Chicago, IL, November 18, 2004.

“Student Oral Proficiency Assessment and Early Language Listening and Oral Proficiency Assessment Familiarization Workshop.” Two-day familiarization workshop offered in conjunction with the Northeast Conference on the Teaching of Foreign Languages, Washington, DC, April 13-14, 2003.

“Assessing Early Language Learning: What Works.” This presentation introduced the Early Language Listening and Oral Proficiency Assessment. Southern Conference on Language Teaching (SCOLT), Atlanta, GA, February 28, 2003.

“Familiarization workshop for the Student Oral Proficiency Assessment (*SOPA*).” Half-day familiarization workshop offered in conjunction with the South Conference on Language Teaching (SCOLT), Atlanta, GA, February 27, 2003.

“Early Language Learning and Cultural Awareness.” This presentation introduced the Early Language Listening and Oral Proficiency Assessment (*ELLOPA*) with a focus on its cultural awareness component. American Council on the Teaching of Foreign Languages (ACTFL), Salt Lake City, UT, November 23, 2002.

“Familiarization Workshop for the Student Oral Proficiency Assessment (*SOPA*).” Half-day familiarization workshop offered in conjunction with the Northeast Conference on the Teaching of Foreign Languages (NECTFL), New York, NY, April 18, 2002.

“Assessing the Oral Proficiency of Young Learners.” This presentation introduced the Early Language Listening and Oral Proficiency Assessment (*ELLOPA*). NECTFL, New York, NY, April 19, 2002.

“Familiarization Workshop for Student Oral Proficiency Assessment (*SOPA*): A Language Interview for Children.” This one-day familiarization workshop was jointly sponsored by the Center for Applied Linguistics and the National K-12 Foreign Language Resource Center and conducted at the Center for Applied Linguistics, Washington, DC, November 26, 2001.

“K-12 Foreign Language Assessment – What is the Picture?” Keynote for the Foreign Language Educators of New Jersey Association, New Jersey Education Association, Atlantic City, NJ, November 8, 2001.

“Oral Proficiency Assessment for K-8 Students.” This presentation introduced the *ELLOPA* and the *SOPA*. Foreign Language Educators of New Jersey Association, New Jersey Education Association, Atlantic City, NJ, November 8, 2001.

“Assessing Student Oral Proficiency, Grades K-7.” This presentation introduced the *ELLOPA* and the *SOPA*. Southern Conference on Language Teaching, Myrtle Beach, South Carolina, March 10, 2001.

"K-6 Student Oral Proficiency Assessment (*SOPA*) Training" Two-day familiarization workshop offered in conjunction with the Northeast Conference on the Teaching of Foreign Languages, Washington, DC, April 16-17, 2000.

"Alternative Assessment and Second Language Study." Two-day workshop for teacher leaders from the Southern New Jersey World Languages Professional Development Institute, West Deptford, New Jersey, March, 2000.

"World Languages: Accountability, Assessment, and Action Research." Workshop for the Delaware Department of Education and the Delaware Council on the Teaching of Foreign Languages, October, 1999.

"The Standards and Integral Assessment." Keynote address at the Southern New Jersey Professional Development Institute, West Deptford, New Jersey, July 16, 1999.

"K-8 Foreign Language Assessment: The National Picture." Presentation at the pre-conference extension workshop of the Central States Conference, Denver, Colorado, March, 1995.

"Foreign Language Assessment K-8: What's Out There". Presentation at the Advocates for Language Learning Conference, October, 1994.

"Rationale for Developing Proficiency Tests", Arlington County Public Schools, March, 1988. (Co-presented one-day workshop to develop exit tests for Spanish and French.)

"Effects of Training in Proficiency-Oriented Instructional Practices on Foreign Language Learning", a presentation at the Northeast Conference on the Teaching of Foreign Languages, April, 1987.

"A Study of the Comparability of Speaking Proficiency Interview Ratings Across Three Government Language Training Agencies", a presentation at the Pre-GURT Session sponsored the Interagency Language Roundtable, March, 1986.

"Proficiency-oriented Classroom Teaching and Testing", a workshop presented to the ESL and Foreign language instructors at the USDA Graduate School, 1986.

SELECTED PUBLICATIONS

The Student Oral Proficiency Assessment: Administrator's Manual (Thompson, Boyson, and Rhodes) The Center for Applied Linguistics, 4646 40th Street NW, Washington, DC, 20016. First published in 1999, this manual is continuously updated to reflect revisions to the ACTFL Proficiency Guidelines and other supporting materials.

"Foreign Language Assessment: 30 Years of Evolution and Change." (2001). ERIC/CLL News Bulletin, 23 (2).

On Line Foreign Language Assessment Guide (1999 to present) accessible from the National K-12 Foreign Language Resource Center pages of the Center for Applied Linguistics web site (www.cal.org/k12nflrc). This guide includes a unique, searchable, annotated database of assessments and the latest information on published and internet assessment resources.

"Assessing Student Oral Proficiency" in *Center News: A Newsletter from the National K-12 Foreign Language Resource Center* (Fall 1998) National K-12 Foreign Language Resource Center, N131 Lagomarcino, Iowa State University, Ames, IA 50011.

"Foreign Languages: Instruments, Techniques and Standards" (Thompson, Rhodes, Rosenbusch), in Handbook of Classroom Assessment: Learners, Adjustment, and Achievement, (1997) Academic Press, Inc., 525 B Street Suite 1900, San Diego, CA 93101-4495.

Foreign Language Assessment in Grades K-8: An Annotated Bibliography of Assessment Instruments (1997) Delta Systems, Inc., 1400 Miller Parkway, McHenry, IL 60050-7030.

“K-8 Foreign Language Assessment and the New Foreign Language Standards” in Creating Opportunities for Excellence through Language (1996) National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60646-1945.

"Foreign Language Instruction in the United States" (Thompson, Christian, Stansfield, Rhodes), in Foreign Language Education: Issues and Strategies, (Padilla, Fairchild and Valadez editors), Sage Publications, California, 1990.

"An Oral Assessment Instrument for Immersion Students: *COPE*" (Thompson, Rhodes), in Foreign Language Education: Issues and Strategies, (Padilla, Fairchild and Valadez, editors), Sage Publications, California, 1990.

"Listening Comprehension Written Test", a review in Reviews of English Language Proficiency Tests, (Alderson, Krahnke and Stansfield, editors), TESOL: Washington, DC 1987

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EDUCATION AND CERTIFICATION

- May, 2008 **Ph.D. in Education.** Department of Curriculum & Instruction, The University of Maryland, College Park, MD
Dissertation: *Learning Strategies in Relation to Attitudes, Motivation, and Learner Beliefs: Investigating Learner Variables in the Chinese English as a Foreign Language Context*
Dissertation Advisor: Dr. Rebecca L. Oxford
- May, 2006 **Graduate Certificate in Measurement, Statistics, & Evaluation.** Department of Measurement, Statistics, & Evaluation, The University of Maryland, College Park, MD
Coursework Advisor: Dr. Chan Dayton
- 1998 **Certification in Higher Education.** Shanghai Higher Education Committee, Shanghai, P.R. China
- February, 1997 **M.A. in English Language & Literature.** Department of English, Shanghai International Studies University, Shanghai, P.R. China
- June, 1994 **B.A. in English Language & Literature.** Ocean University of China, Qingdao, Shandong, P.R. China

HONORS, AWARDS, AND FELLOWSHIPS

- 2002 to 2004 **Graduate School Open Nomination Fellowship,** The University of Maryland, College Park, MD (This was the most competitive fellowship in the university at the time.)
- 1999 **Presidential Award for Outstanding Young Faculty,** Shanghai International Studies University, Shanghai, P.R. China
- 1990 to 1994 **Scholarship for Excellence as an Undergraduate,** Ocean University of China, Qingdao, Shandong, P.R. China

RESEARCH EXPERIENCE

- January 18, 2008 – **Curriculum Developer and Project Coordinator:** *Chinese K-3 Curriculum Project*, Foreign Language Education Division, Center for Applied Linguistics, Washington, D.C. (funded by the Department of Education)
- March 17, 2008 – **Educational Research Analyst:** Language Testing Division, Center for Applied Linguistics, Washington, D.C.
- 2006 to 2007 **Independent Research:** *Evidence-centered Design and Task-based Language Assessment*. Program in Second Language Education & Culture/TESOL, The University of Maryland, College Park, MD
With advice from: Dr. Robert J. Mislevy
- 2005 to 2008 **Dissertation Research:** *Learning Strategies in Relation to Attitudes, Motivation, and Learner Beliefs: Investigating Learner Factors in the Chinese English as a Foreign Language Context*. Program in Second Language Education & Culture/TESOL, The University of Maryland, College Park, MD
Dissertation Advisor: Dr. Rebecca L. Oxford
- 2003 to 2005 **Questionnaire Development:** *Learning Style Questionnaire for Chinese Learners of English*, Member of Dr. Rebecca Oxford's Learning Style Research Team. Program in Second Language Education & Culture/TESOL, The University of Maryland, College Park, MD
Project Director: Dr. Rebecca L. Oxford
- 2004 to 2005 **Project Research Assistant:** Teacher Leadership Program. Department of Curriculum & Instruction, The University of Maryland, College Park, MD
Project Manager: Dr. Emily Van Zee
- 2004 **Dissertation Pilot Study:** *University EFL Students' Strategy Use in the New Millennium: A Study in the Chinese Context*. Program in Second Language Education & Culture/TESOL, The University of Maryland, College Park, MD
Advisor: Dr. Rebecca Oxford
- 1999 to 2002 **Compiler and Associate Editor-in-Chief** of a Chinese-English dictionary published by Shanghai Foreign Language Education Press. Shanghai International Studies University, Shanghai, P.R. China
Editor-in-chief: Prof. Weidong Dai
- 1999 to 2000 **Co-author of the book:** *Study and practice on English for economics* (Book 5). Shanghai International Studies University, Shanghai, P.R. China
Editor-in-chief: Prof. Rongsheng Jun

- 1999 **Independent Research:** *A contrastive study of Chinese and English text structure and mode of thinking.* Shanghai International Studies University, Shanghai, P.R. China
- 1997 **M.A. Thesis Research:** *A Study of Cultural Differences in Chinese-English Translation.* Shanghai International Studies University, Shanghai, P.R. China
Thesis Advisor: Prof. Ji'an Li

PROFESSIONAL TEACHING EXPERIENCE

- Spring, 2009 **Course Instructor**, *CAL Rating the Student Oral Proficiency Assessment*, Center for Applied Linguistics, Washington, D.C.
Responsibilities:
- Responding to student discussions of the Chinese rating rubric, interview techniques, rating practices, and rating assignment
- Spring, 2008 **Teaching Assistant**, *CAL Rating the Student Oral Proficiency Assessment*, Center for Applied Linguistics, Washington, D.C.
Responsibilities:
- Editing Chinese language assessment for accuracy and appropriateness of language and cultural concepts
- Fall, 2007 **Course Instructor**, EDCI 385 *Computers for Teachers*, Department of Curriculum & Instruction, The University of Maryland, College Park, MD
Responsibilities:
- Teaching this undergraduate course required for students who are becoming elementary school teachers
- Course Teaching Assistant**, EDCI 410 *K-12 Foreign Language Methods & Technology*, Program in Second Language Education & Culture/TESOL, The University of Maryland, College Park, MD
Responsibilities:
- Teaching five classes addressing ACTFL foreign language standards and lesson planning
- Summer 2007 **Course Instructor**, EDCI 638 *Teaching ESOL Reading and Writing in Secondary School Content Areas*, The Universities at Shady Grove, Program in Second Language Education & Culture/TESOL, The University of Maryland, College Park, MD
Responsibilities:
- Teaching this required teacher preparation course for Maryland K-12 ESOL Certification
- Student Intern**, Prince George's County ESOL Summer Camp, Port Towns Elementary School, Bladensburg, MD

- Responsibilities:
- Teaching reading to elementary ESOL students in this Title 1 school where 80% of the students enrolled in the Free and Reduced Meal (FARM) program and free breakfast program
- Spring 2007 **Course Consultant**, EDCI788G Selected Topics in Teacher Education: *Learning Styles, Strategies, and Cultures: Sociocultural and Psychological Views*, Program in Second Language Education & Culture/TESOL, The University of Maryland, College Park, MD
- Responsibilities:
- Presenting dissertation research on motivation, beliefs, and learning strategies conducted most recently in P.R. China
- 2006 **Course Instructor**, EDCI 638 *Teaching ESOL Reading and Writing in Secondary School Content Areas*, Program in Second Language Education & Culture/TESOL, The University of Maryland, College Park, MD
- Responsibilities:
- Teaching this required teacher preparation course for Maryland K-12 ESOL Certification.
- 1997 to 2002 **Full-time Instructor and Lecturer**, Shanghai International Studies University, Shanghai, P.R. China
- Responsibilities:
- Teaching the following undergraduate courses numerous times
Intensive English Reading
Extensive English Reading
English Listening
English Speaking
English and Chinese Translation and Interpretation
- 1994 to 1996 **Part-time Instructor** for Units Affiliated with Shanghai International Studies University, Shanghai, P.R. China
 (while completing the Master's Program)
- Responsibilities:
- Teaching Extensive Reading course to adults in Night School
 - Teaching *Listening and Learning* course to kindergarten children in Summer School
 - Teaching *Integrated English Skills* course to middle-school students in Bilingual Secondary School
- Part-time Instructor**, Training Center, Shanghai Automobile Industrial Group, Shanghai, P.R. China
- Responsibilities:
- Teaching general *English Listening and Speaking* course to adults

OTHER PROFESSIONAL EXPERIENCE

2004 to 2007

Assistant Coordinator of K-12 Professional Development School Placements, Foreign Language, Program in Second Language Education and Culture, The University of Maryland, College Park, MD; Winter 2006 to Spring 2007

Responsibilities:

- Coordinating the online formative and summative performance-based assessment
- Coordinating the student teachers' assessment of K-12 mentor teachers and of university student-teaching supervisors

Program Assistant, TESOL M. Ed. Program, The University of Maryland, College Park, MD; 2005-2007

Responsibilities:

- Developing indicators on the TESOL Performance-based Assessment used to assess the teaching performance of TESOL student interns
- Reviewing professional teaching portfolios and literature review of TESOL M.Ed. students who were seeking K-12 ESOL certification and advising them on how to make improvements
- Assisting in writing the TESOL M.Ed. Program's report to the National Council for Accreditation of Teacher Education (NCATE) concerning all offerings for teacher preparation in the K-12 ESOL certification area
- Preparing selected materials for K-12 student-teaching workshop for TESOL M.Ed. students who were seeking K-12 ESOL Certification

Program Assistant, Doctoral Program in Second Language Education and Culture / TESOL, The University of Maryland, College Park, MD; 2004-2005.

Responsibilities:

- Preparing major checklist for all Second Language Education and Culture / TESOL doctoral students
- Responding to doctoral students' inquiries about the doctoral program

2002 to 2004

Graduate School Fellow, The University of Maryland, College Park, MD.

Responsibilities:

- Taking a full load of courses with total financial support from the Graduate School
- Assisting in organizing an International L1 and L2 Literacy Conference (see Professional Activities)

CONFERENCE PRESENTATIONS

Yin, C., Rosenbusch, M. H., & Yan, W. (November, 2009). *Chinese for Children: Culturally-Rich and Proficiency-Focused K-3 Curriculum*. Session to be presented at the 2009 American Council on the Teaching of Foreign Languages Annual Convention in San Diego, CA.

Yin, C. & Rosenbusch, M. H. (May, 2009). *Understanding “Understanding by Design”: Insights from the Development of a National K-3 Chinese Curriculum*. Paper to be presented at the 2009 Language Teacher Education Conference in Washington, D.C.

Kirdendall, K., Robinson, D. W., & Yin, C. (May, 2009). *Sticky Messages on the Benefits of Language Learning*. Session to be presented at the 2009 National Chinese Language Conference, Chicago, IL.

Yin, C. (March, 2009). *A Structural Equation Model of the Effects of Motivational Orientations and Beliefs on Learners’ Strategy Use*. Paper accepted for presentation at American Association for Applied Linguistics (AAAL) 2009 Annual Conference in Denver, CO.

Mislevy, R. J., & Yin, C. (November, 2008). *If language is a complex system, what is language assessment?* Presented at “Language as a Complex Adaptive System”, an invited conference celebrating the 60th Anniversary of *Language Learning*, at the University of Michigan, Ann Arbor, MI.

Yin, C. (August, 2008). *Relationships among Attitudes, Motivations, and Learning Strategies: Findings from China*. Paper presented at Association Internationale de Linguistique Appliquée (AILA) 2008 — the 15th World Congress of Applied Linguistics in Essen, Germany.

Yin, C. (April, 2007). *Evidence-centered design and task-based language assessment*. Paper presented at the American Association for Applied Linguistics (AAAL) 2007 Annual Conference in Costa Mesa, CA.

Yin, C. & Oxford, R. L. (June, 2006). *Learning strategies in relation to attitude, motivation, and learner beliefs: Investigating learner factors in the Chinese EFL context*. Paper presented at the Joint American Association for Applied Linguistics (AAAL) and the Association Canadienne de Linguistique Appliquée/Canadian Association of Applied Linguistics (ACLA/CAAL) 2006 Conference in Montreal, Canada.

Yin, C. & Oxford, R. L. (2004). *University EFL students’ strategy use in the new millennium: A study in the Chinese context*. Paper presented at the Asia Teaching English as a Foreign Language (TEFL) 2004 Annual Conference in Seoul, Korea.

PUBLICATIONS

Mislevy, R.J., & Yin, C (2009). *If language is a complex system, what is language assessment?* Under review, to appear in *Language Learning*, 59 (1), xxxx-xxxx.

Yin, C., & Shang, Z. (2000). *Study and practice on English for economics*. Shanghai: Shanghai Foreign Language Education Press.

Yin, C. (1999). "A contrastive study of Chinese and English text structure and mode of thinking". In Wei, D. (Ed.). *Selected papers of the 27th Shanghai International Studies University Academic Research Symposium*. Shanghai: Shanghai Foreign Language Education Press.

Yin, C. (1999). "Epistemic use of English modals". In J. He et al (Eds.), *Developing top talents for business administration*. Shanghai: Shanghai Foreign Language Education Press.

MANUSCRIPTS IN PREPARATION

Yin, C. *A Structural Equation Model of the Effects of Motivational Orientations and Beliefs on Learners' Strategy Use*.

Yin, C. *Learner stories about language learning: Voices from the Chinese classroom*.

Yin, C. *Evidence-centered design and task-based language assessment*.

PROFESSIONAL ACTIVITIES

- | | |
|--------------|--|
| 2007 | <i>American Association for Applied Linguistics (AAAL) 2007 Annual Conference</i> in Costa Mesa, California
Session Chair, introduced the speaker, led discussion |
| 2006 | <i>Joint American Association for Applied Linguistics (AAAL) and the Association Canadienne de Linguistique Appliquée/Canadian Applied Linguistics (ACLA/CAAL) Conference</i> in Montreal, Canada
Session Chair, introduced the speaker, led discussion |
| 2002 | <i>International L1 and L2 Literacy Conference</i> at The University of Maryland, College Park, MD
Assisted conference logistics, coordinated volunteer work, and led discussions |
| 1999 to 2000 | International conferences in Shanghai, P.R. China
Translator and Interpreter |
| 1999 | <i>Symposium on International Business Administration</i> at Shanghai International Studies University, Shanghai, P.R. China
Volunteer interpreter |
| 1996 | <i>The 1st Asia-Pacific Special Olympics</i> in Shanghai, P.R. China
Volunteer interpreter |

PROFESSIONAL AFFILIATIONS

2005 to present	Teaching English to Speakers of Other Languages
2005 to present	American Association for Applied Linguistics
2000 to 2002	Shanghai Association for Scientific and Technological Translation, Shanghai, P.R. China
2000 to 2002	Shanghai Foreign Languages Association, Shanghai, P.R. China

PROFESSIONAL TRAINING

June, 2007	<i>IIT-ELMS W1, Getting Started with Blackboard Academic Suite.</i> Institute for Instructional Technology, The University of Maryland, College Park, MD. <i>IIT-ELMS W2, Managing Course Content/Content Collection in Blackboard.</i> Institute for Instructional Technology, The University of Maryland, College Park, MD <i>IIT-ELMS W3, Course Management in Blackboard.</i> Institute for Instructional Technology, The University of Maryland, College Park, MD <i>IIT-ELMS W4, Collaboration and Communication in Blackboard.</i> Institute for Instructional Technology, The University of Maryland, College Park, MD <i>IIT-ELMS W5, Assessment and Evaluation in Blackboard.</i> Institute for Instructional Technology, The University of Maryland, College Park, MD
August, 2006	<i>IIT-Dreamweaver 8, Tips and Tricks for Web Development.</i> Institute for Instructional Technology, The University of Maryland, College Park, MD
July, 2006	<i>IIT-SAS, Intensive Statistical Analysis.</i> Institute for Instructional Technology, The University of Maryland, College Park, MD
June, 2006	<i>IIT-MS powerpoint, Powerpoint is More Than Bullets.</i> Institute for Instructional Technology, The University of Maryland, College Park, MD

LANGUAGE SKILLS

Chinese	Native proficiency
English	Near-native proficiency
Japanese	Basic interpersonal communication skills

NANCY C. RHODES

Center for Applied Linguistics

e-mail: nrhodes@cal.org

EDUCATION

- M.S. Sociolinguistics, Georgetown University, Washington, DC. 1981. Major research paper, "Attitudes Toward Guaraní and Spanish: A Pilot Study in Paraguay."
- B.A. with honors, Latin American Area Studies, Denison University, Granville, Ohio, concentration in anthropology. 1977.
- Semester of accredited study, Centro de Artes y Lenguas, Cuernavaca, Mexico. 1976.

PROFESSIONAL EXPERIENCE

2000-present **Director, Foreign Language Education, Center for Applied Linguistics, Washington, DC**

1995 – 2000 **Co-Director, Foreign Language Education and Testing, Center for Applied Linguistics, Washington, DC**

1992 - 1995 **Associate Director, English Language and Multicultural Education, Center for Applied Linguistics, Washington, DC**

Project Director, Center for Applied Linguistics

- 1994-present: Serve as the Associate Director for the Iowa State University/CAL National K-12 Foreign Language Resource Center, conducting research on distance learning for elementary school language programs and coordinating language test development projects.
- 1995-present: Direct the Foreign Language Project of the Northeast and Islands Regional Laboratory at Brown University (LAB), providing resources and teacher training for K-8 language teachers.
- 1995-1998: Directed the U.S. Department of Education-funded National Survey of K-12 Foreign Language Programs, providing a national portrait of foreign language education at the elementary and secondary levels.
- 1993 - 1996: Directed project of the National Center for Research on Cultural Diversity and Second Language Learning investigating the development of academic language skills of language minority students.
- 1989-92: Directed federally-funded teacher training project to improve the training of elementary school foreign language teachers at universities in North Carolina.

Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics 1991 - 2003. Founding Member and Chair, 1987-91

Organized national network of elementary foreign language teachers, program supervisors, administrators, and teacher trainers for the purpose of promoting the teaching of foreign languages in elementary schools. Publish journal *Learning Languages* three times a year.

Project Coordinator, Center for Applied Linguistics 1989 - 1995

Coordinated in-service training project for elementary and middle school teachers in Maryland, Virginia, and the District of Columbia in the integration of language and content instruction, with focus on science and mathematics.

Program Evaluator 1986 - present

Conducted evaluations of elementary school foreign language programs, two-way bilingual programs, and immersion programs across the country.

Research Associate, Center for Language Education and Research (CLEAR), CAL 1985-1989

Conducted national survey of elementary and secondary school foreign language programs; developed, pilot tested, and validated a Spanish oral proficiency test for 5th and 6th grade immersion students and a Spanish listening and reading test for the same grades.

Research Assistant/Project Coordinator, Center for Applied Linguistics 1984-86

With a grant from the Fund for the Improvement of Postsecondary Education, investigated the role that language plays as a barrier to mathematics achievement, especially for Hispanics and other minority students.

1980-84

Coordinated a nationwide study, funded by the U.S. Department of Education, comparing foreign language proficiency attained through three teaching approaches: immersion, partial immersion, and FLES. Conducted the first national study of innovative foreign language programs in elementary schools. Wrote practical guide (published in 1983) on how to start a foreign language program in the elementary school.

Instructor, English as a Second Language, Montgomery County (Maryland) Adult Education 1983-1996

Taught English as a second language, including intensive advanced, writing workshops, and pronunciation and conversation classes to foreign-born adults.

Spanish Teacher for Children, Arlington County, VA, Public Schools. Summer Enrichment Program; Summer Laureate Program.

Spanish Instructor, Children's Hospital, Washington, DC 1985

Developed curriculum and taught medical Spanish course for doctors.

Editor and Abstractor/Indexer, ERIC Clearinghouse on Languages and Linguistics
1978-1985

Wrote and edited abstracts of documents in the fields of English as a second language and bilingual and foreign language education for national information system.

Group Director, The Experiment in International Living Summer 1980

Directed and accompanied U.S. high school students on an exchange program to Spain -- organized and taught Spanish cultural orientation, coordinated "homestays" with Spanish families, taught Spanish, and arranged travel.

Instructor, English as a Second Language, Paraguay-U.S. Binational Center, Asuncion 1977-78

Taught English as a second language (beginning, intermediate, and advanced) to children and adults from Paraguay, Argentina, Brazil, Italy, and Korea.

Anthropology Intern, Smithsonian Institution, Washington, DC 1976

Worked with Curator of Meso-American Anthropology in compiling data for book on ethnobotany of Mayan community.

Assistant Director, The Experiment in International Living, Washington Office
1974

Served as liaison between the Experiment's national and Washington offices both for American students going abroad and for groups of foreign students coming to the U.S.

PUBLICATIONS

Language by Video: An Overview of Foreign Language Instructional Videos for Children (in press), with I. Pufahl. Washington, DC and McHenry, IL: Center for Applied Linguistics and Delta Systems.

Elementary Schools Turn to Video-Based Foreign Language Instruction: New Study Draws Out Best Approaches, with I. Pufahl (2003). *Curriculum Technology Quarterly* 13. Available online: <http://www.ascd.org/publications/ctq/2003/Rhodes.html>

Foreign Language Education: An International Perspective, with D. Christian, in *Perspectives: Encouraging the Growth of Foreign Language Study*, 2002. *Modern Language Journal*, v86 n 4.

Foreign Language Teaching: What the U.S. Can Learn from Other Countries, with I. Pufahl and D. Christian. 2000. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. Available online: www.cal.org/ericcll/countries.html (2000).

Teaching Foreign Languages to Children: Is Video a Viable Option? Preliminary Comments on a Study in Progress, with Ingrid Pufahl. (2001) In TechKnowLogia, an International Journal of Technologies for the Advancement of Knowledge and Learning. (www.techknowlogia.org). In special issue on Technology and Language Acquisition, Wadi D. Haddad, Ed.

Establishing High-Quality Foreign Language Programs in Elementary School, with Doug Gilzow. Perspectives on Policy and Practice. Northeast and Islands Regional Educational Laboratory at Brown University, 2000.

The Performance Assessment Initiative: An Update of CAL's Collaboration with the NFLRC, with L. Thompson. Center News: A Newsletter from the National K-12 Foreign Language Resource Center. Fall 2000.

Foreign Language Instruction in the United States: A National Survey of Elementary and Secondary Schools, with L. Branaman. Washington, DC and McHenry, IL: Center for Applied Linguistics and Delta Systems, 1999.

Which Languages Should Young Students Learn? in Critical Issues in Early Second Language Learning: Building for Our Children's Future. M. Met, Ed. Glenview, IL: Scott Foresman-Addison Wesley, 1998.

The Student Oral Proficiency Assessment - SOPA, with B. Boyson and L. Thompson. The ACIE Newsletter, Vol. 1, No. 4. University of Minnesota, American Council on Immersion Education. Minneapolis, MN: The Center for Advanced Research on Language Acquisition, May 1998.

Update of Immersion Programs Across the U.S, with Toya Lynch. The ACIE Newsletter, Vol. 1, No. 2. University of Minnesota, American Council on Immersion Education. Minneapolis, MN: The Center for Advanced Research on Language Acquisition, 1998.

Assessment Instruments for Immersion Students and Programs. Research and Practice in Immersion Education: Looking Back and Looking Ahead. Selected Conference Proceedings. C.A. Klee, A. Lynch, and E. Tarone, Eds. CARLA Working Paper Series #10. Minneapolis, MN: The Center for Advanced Research on Language Acquisition, 1998.

Innovative Second Language Education in North America, with D. Christian. Encyclopedia of Language and Education, Volume 4: Second Language Education, G.R. Tucker and D. Corson, Eds. Dordrecht, The Netherlands: Kluwer Academic Publishers, 1997.

Foreign Languages: Instruments, Techniques, and Standards, with M.H. Rosenbusch and L. Thompson. Handbook of Classroom Assessment: Learning, Adjustment, and Achievement. G.D. Phye, Ed. Academic Press, 1997.

Innovations in Immersion: The Key School Two-Way Model, with D. Christian and S. Barfield. Immersion Education: International Perspectives. R.K. Johnson and M. Swain, Eds. Cambridge University Press, 1997.

Response to *Foreign Language Education and the Education-Reform Movement: Opportunity or Threat?* by Christine Brown. ADFL Bulletin, Vol. 26, No. 3, 1995.

Teacher Training with a Twist: A Collaborative Project in North Carolina, with A. Heining-Boynton. Foreign Language Annals, Vol. 26, No. 2, 1993.

Elementary School (K-8) Foreign Language Teacher Education Curriculum, with G. Toussaint, Eds. ERIC Clearinghouse on Languages and Linguistics, 1992.

Elementary School Foreign Language Instruction: Priorities for the 1990s, with M. Met. Foreign Language Annals, Vol. 23, No. 5, 1990.

Child Development and Academic Skills in the Elementary School Foreign Language Classroom, with H. Curtain and M. Haas. Northeast Conference on the Teaching of Foreign Languages: Shifting the Instructional Focus to the Learner. S. Magnan, Ed., 1990.

Foreign Language Instruction in the United States, with L. Thompson, D. Christian, and C. Stansfield. Foreign Language Education: Issues and Strategies. Padilla, Fairchild, and Valadez, Eds. Sage, 1990.

An Oral Assessment Instrument for Immersion Students: COPE, with L. Thompson. Foreign Language Education: Issues and Strategies. Padilla, Fairchild, and Valadez, Eds. Sage, 1990.

"Key Amigos": A Partial Immersion Program, with J.A. Crandall and D. Christian. Foreign Language Education: Issues and Strategies. Padilla, Fairchild, and Valadez, Eds. Sage, 1990.

English Skills for Algebra, with J.A. Crandall, T.C. Dale, and G.A. Spanos. Prentice Hall, 1989.

U.S. Foreign Language Instruction: Assessing Needs and Creating an Action Plan, with R. Oxford. ERIC/CLL News Bulletin, Vol. 11, No. 2, March 1988.

A National Profile of Foreign Language Instruction at the Elementary and Secondary School Levels, with R. Oxford. Center for Language Education and Research Technical Report, 1988.

Foreign Language in Elementary and Secondary Schools: Results of a National Survey, with R. Oxford. Foreign Language Annals, Vol. 21, No. 1, 1988.

Linguistic Features of Mathematical Problem Solving: Insights and Applications, with G.A. Spanos, T.C. Dale, and J.A. Crandall. *Language Perspectives on Mathematical Learning*. R. Cocking and J. Mestre, Eds. Lawrence Erlbaum, Inc., 1988.

The Language of Mathematics: The English Barrier, with J.A. Crandall, T.C. Dale, and G. A. Spanos. *Proceedings of the Delaware Symposium on Language Studies VII*. R.J. DiPietro, Ed. University of Delaware Press, 1988.

Foreign Language in the Elementary School: A Comparison of Achievement, with M. A. Snow. *Children and Languages: Research, Practice, and Rationale for the Early Grades*. R. Benya, Comp., K. Muller, Ed. NCFLIS, 1988.

National Survey Profiles FLES, FLES NEWS, Vol. 1, No. 1, Fall 1987.

The Many Faces of Foreign Language in the Elementary School, with G. Lipton, H. Curtain, Eds. AATF, 1985.

Milwaukee Follows the Canadian Example: U.S. Immersion Programs, with H. Anderson-Curtain. *More French, s'il vous plait!* W.R. McGillivray, Ed. Canadian Parents for French, 1985.

Foreign Language Learning in the Elementary Schools: A Comparison of Three Language Programs, with R.N. Campbell, T.C. Gray, and M.A. Snow. *Modern Language Journal*, Vol. 69, No. 1, 1985.

Immersion and Other Innovations in U.S. Elementary Schools, with H. Anderson. *Initiatives in Communicative Language Teaching: A Book of Readings*. S.J. Savignon and M.S. Berns, Eds. Addison-Wesley Publishing Co., 1984. Also in *Communicative Language Teaching: Where Are We Going?* University of Illinois/Urbana-Champaign, Vol. 4, No. 2, Fall 1983.

Foreign Language in the Elementary School: A Practical Guide, with A.R. Schreiberstein. Center for Applied Linguistics, 1983.

Are Languages Making a Comeback? PRINCIPAL, Vol. 66, No. 4, National Association of Elementary School Principals, March 1983.

Elementary School Foreign Language: Key Link in the Chain of Learning, with M. Met, H. Anderson, and E. Brega. *Northeast Conference on the Teaching of Foreign Languages*. R.G. Mead, Ed., 1983.

Elementary School Foreign Language Instruction in the United States: Innovative Approaches for the 1980's. Final Report, with G.R. Tucker and J.L.D. Clark. Submitted to the U.S. Department of Education, 1981.

Foreign Language in the Elementary School: A Status Report, ERIC/CLL News Bulletin, September 1981.

Attitudes Toward Guaraní and Spanish: A Pilot Study, Linguistic Reporter, February 1981.

Innovations in the Teaching of French: Curriculum Modules, ERIC/CLL News Bulletin, March 1980.

PRESENTATIONS/WORKSHOPS/SEMINARS

The State of Foreign Language Teaching after 9/11. Paper presented at the Education Writers Association Conference, March 15, 2003.

National K-12 Foreign Language Survey: Final Results, with Lucinda Branaman. Northeast Conference on the Teaching of Foreign Languages, New York City, April 18, 1998.

The Foreign Language Initiative of the Northeast and Islands Regional Educational Laboratory at Brown University, with Jennifer Locke. Northeast Conference on the Teaching of Foreign Languages, New York City, April 18, 1998.

Alternative Assessment for Immersion Students: The Student Oral Proficiency Assessment (SOPA). III European Conference on Immersion Programmes, Barcelona, September 1996.

Immersion After Two Decades: Where are We? Keynote speaker, Advocates for Language Learning Conference, Marina del Rey, CA, October 1992.

Two-Way Bilingual Immersion Programs. California State University, Los Angeles, October 1992.

The Reality: The Status of Elementary School Language Programs. Goethe Institute Colloquium on FLES: The State of the Art with a Focus on German. New York City, September 1991.

Foreign Language Learning in the Elementary School, Pre-departure orientation lecture for Eastern European ESL Fellow Program, USIA, August 1991.

Teacher Training in North Carolina -- University-Elementary School Collaborations, with G. Toussaint. Second/Foreign Language Acquisition by Children Conference, Raleigh, NC, March 1991.

Integrated Social Studies Lessons with ESL Students as Multicultural Resources, with D. Short. TESOL Convention, New York City, March 1991.

CAL Oral Proficiency Exam (COPE): A Rating for Elementary School Language Immersion Students, with M.A. Snow. American Association of Applied Linguistics, Colloquium on Immersion, Content-based Instruction, and Study Abroad. New York City, March 1991.

Starting at the Top: Training the Trainers, with G. Toussaint. American Council on the Teaching of Foreign Languages Conference, Nashville, TN, November 1990.

Hands-on Experience: A North Carolina Training Model for Teacher Trainers. Advocates for Language Learning, Portland, OR, October 1990.

ESL in the Classroom (Research). VANAS Conference, Colegio Internacional de Caracas, Venezuela, January 1990.

FLES and Immersion Students: How Does Their Spanish Rate? Advocates for Language Learning Conference, San Francisco, October 1988; Northeast Conference on the Teaching of Foreign Languages, New York City, April 1989; and Second/Foreign Language Acquisition by Children Conference, Boston, November 1989.

FLES Networking Sessions. Advocates for Language Learning Conference, San Francisco, October 1988, and Annual Convention of the American Council on the Teaching of Foreign Languages, Monterey, CA, November 1988.

Assessment and Evaluation of Immersion Programs. Advocates for Language Learning Teacher Symposium on Immersion Education, San Francisco, October 1988.

Foreign Language in the Elementary Schools: Where Is the Nation Going? Texas Conference on Coordinating Second Languages, invited speaker, Austin, TX, May 1988.

Foreign Language in the Elementary Schools: Directions for the Future. Oklahoma Foreign Language Conference, Oklahoma City, April 1988.

Resources for FLES and Immersion Programs. Symposium on Second Language Instruction, Santa Barbara, CA, July 1986.

Resources and Research on Immersion Education. Montgomery County PTA, Oakview School, Silver Spring, MD, March 1986.

Using Dialogue Journals with College Students Learning English. The Chinese University of Hong Kong, Graduate Seminar Series, November 1985.

The Language of Mathematics: The English Barrier. TESOL Summer Meeting, Washington, DC, July 1985.

An Update of the American Scene: Innovative Ways of Teaching Foreign Language in the Elementary School. Keynote speaker, International Conference on Second/Foreign Language Acquisition by Children, Oklahoma City, OK, March 1985.

Teaching Italian in U.S. Elementary Schools. National Conference of the American Association of Teachers of Italian, Washington, DC, December 1984.

An Update of the American Scene. Keynote speaker, Advocates for Language Learning, Culver City, CA, November 1984.

A Comparative Evaluation of Elementary School Foreign Language Programs, with M.A. Snow. Annual Conference of the American Council on the Teaching of Foreign Languages, San Francisco, CA, November 1983.

FLES in the 1980's: An Update. Georgetown University Round Table on Languages and Linguistics, Washington, DC. Association to Cure Monolingualism, March 1981, 1982.

What's Happening with Foreign Language in the Elementary Schools? Second Annual Washington Area Teachers of English to Speakers of Other Languages Conference, Baltimore, MD, October 1981.

The Status of Foreign Language in the Elementary School. Fairfax County, VA, Public Schools, Elementary Foreign Language Teachers Liaison Meeting, October 1981.

Elementary School Foreign Language Instruction: Innovative Approaches for the 1980's. Keynote speaker, Texas Conference on Coordinating Second Languages, Texas Education Association, Austin, TX, April 1981.

A National Survey of Foreign Language in the Elementary School. Conference on Bilingual/ Multicultural Education: Excellence in the 80's, Austin, TX, April 1981.

SELECTED CONSULTANCIES

King's British College, San Luis Potosi, SLP, Mexico. Seminar on *Key Concepts in Immersion Education*, June 26-28, 1996.

Advanced Creative Educational Systems, Webberville, MI. National Science Foundation. Advisor, *Interactive Videodisc Science through Foreign Language Project*, 1992.

MICHFLES Teacher Training Program, Michigan State University, East Lansing, Michigan. Workshop on *How to Evaluate Your FLES Program*, June 1991.

Arizona State University, College of Liberal Arts and Sciences. Consultant, *Foreign Language in the Elementary School Teacher Training*, December 1990.

Escuela Campo Alegre, Caracas, Venezuela. Inservice on *The Integration of Language and Content Instruction*. January 1990.

Bank Street College of Education Summer Language Institute, New York City. Lecturer, *How Children Learn Foreign Languages*. July 1986, 1987, 1988.

Mellon Series, Denison University, Granville, OH. Visiting professional, *Using Your Foreign Language in Your Career*, April 1982.

HONORS

- Award for "outstanding leadership and dedicated services to the elementary world language profession," *Advocates for Language Learning* (1994)
- Sigma Delta Pi, National Spanish Honorary
- Latin American Senior Fellow, Denison University
- Visiting Professional, Mellon Series (1982), Denison University
- President's Associate, *World Learning/The Experiment in International Living*
- Elected by colleagues to serve on the Grievance Review Committee at CAL, 1994-96, 2002-03
- Manuscript reviewer, *Foreign Language Annals*

PROFESSIONAL AFFILIATIONS

- Advocates for Language Learning, Former Advisory Board Member
- American Council on the Teaching of Foreign Languages
- Global Nomads International
 - Joint National Committee for Languages, Member, Board of Directors, 1999-00; 02-04; Chair, Nominating Committee, 2001
- National Network for Early Language Learning, Executive Secretary, 1991 - 2003
- Teachers of English to Speakers of Other Languages
- Washington Area Teachers of English to Speakers of Other Languages
- Washington Area Tennis League

INTERCULTURAL AND LANGUAGE EXPERIENCE

- Lived in Sudan, Brazil, Paraguay, Spain, and Mexico.
- Fluent in Spanish, knowledge of Portuguese and Guaraní.

BEVERLY A. BOYSON

Center for Applied Linguistics

bboyson@cal.org

SKILLS AND SUBJECT AREA EXPERTISE

Second language acquisition, language instruction, oral proficiency assessment. Spanish fluency. Database user skills and Web course development skills in the Desire 2 Learn and eCollege systems.

PROFESSIONAL EXPERIENCE

Research and Project Coordination

2006-present Online Course Instructor Center for Applied Linguistics
Washington, DC

Teach online *Student Oral Proficiency Assessment (SOPA)* courses for K-8 second language teachers.

2006 Workshop Developer Center for Applied Linguistics
Trainer Washington, DC

Development of materials for 2-day live workshops on rating the *SOPA* in English and Spanish for school districts across the United States

2004–2006 Project Coordinator Web-based *SOPA* course funded by the
U. S. Dept. of Educ: International Research
and Studies, Award Number: P017A040008

General design and coordination of the online *SOPA* courses for K–8 English, French, German, Japanese, and Spanish teachers. Development of video clips to illustrate speaking proficiency levels of English and Spanish learners. Coordination with Japanese teachers to adapt the *SOPA* rating rubric for Japanese learners and develop video examples of Japanese language students at the speaking proficiency levels.

2003–2004 Project Coordinator/
Trainer Minneapolis Public Schools
Minneapolis, MN

Staff development on the Sheltered Instruction Observation Protocol (SIOP) Model

2001–present Workshop Trainer Center for Applied Linguistics
Washington, DC

Ongoing staff development on the SIOP Model in school districts across the United States for teachers of English and Spanish

1995–present Workshop Trainer Center for Applied Linguistics
Washington, DC

Ongoing professional development on *Student Oral Proficiency Assessment (SOPA)* and *Early Language Listening and Oral Proficiency Assessment (ELLOPA)* administration in school districts and at conferences across the United States for language teachers

2001–2003 Project Coordinator Center for Applied Linguistics
Washington, DC

First National Conference for Educators of Newcomer Students sponsored by Center for Research on Education, Diversity & Excellence (CREDE), University of California, Santa Cruz, CA and Office of English Language Acquisition (OELA) United States Department of Education, Washington, DC; and Pilot Research Study for OELA

2001–2003 Project Coordinator/
Trainer Department of Education
New York City

Staff development on SIOP Model for the Accelerated Academic English Language Model (AAELM) Program, NYC Department of Education & Center for Applied Linguistics

1997–2003 Project Coordinator Center for Applied Linguistics
Washington, D.C.

CREDE research project - Newcomers: Language and Academic Programs for New Immigrants, Website: www.cal.org/crede/newcomer.htm

1997–2001 Research Assistant Center for Applied Linguistics
Washington, DC

CREDE research project - The Effects of Sheltered Instruction on the Academic Achievement of Limited English Proficient Students (middle school sites), Website: www.cal.org/crede/si.htm

1993–95 Project Coordinator Center for Applied Linguistics
Washington, DC

Development of rater training kits for the *Spanish Speaking Test* and *Japanese Speaking Test*

OTHER RELEVANT EXPERIENCE

Online Instructor, Rating the *SOPA* course for English and Spanish dual language teachers, Center for Applied Linguistics Online Courses, Washington, DC, February 2006

Program Evaluator, Arlington Public Schools Elementary ESOL/HILT Program, Arlington, VA, 2006

Program Evaluator, White Plains Public Schools Secondary School ESOL Program, White Plains, NY, 2004

Instructor, English Language Institute, American University, Washington, D.C., 1995–96

Instructor, Adult Education ESOL, Montgomery County Public School, Bethesda, MD, 1993–95

Assistant professor, English Language Institute, Andrews University, Berrien Springs, MI, 1992–93

Adjunct Spanish Instructor, Lake Michigan College, Benton Harbor, MI, for the Sundstrand Corporation and Berrien County Fifth District Court 1986–88

EDUCATION

- | | | |
|---------|-------------------------------|--|
| 2006 | Training in <i>OPI</i> | ACTFL- <i>OPI</i> Workshop, Nashville, TN
Training provided by the American Council on the Teaching of Foreign Languages in the administration of the <i>Oral Proficiency Interview</i> with interviewees from Vanderbilt University |
| 2001 | Post-graduate course | Andrews University, Berrien Springs, MI
Literacy Intervention Strategies [including practicum in tutoring, Fairplain Elementary] |
| 1993–96 | Ph.D. coursework | Georgetown University, Washington, DC
Applied Linguistics |
| 1990 | Post-graduate studies | Michigan State University, Lansing, MI
TESOL Summer Institute |
| 1989 | Bachelor of Arts, Spanish | Andrews University, Berrien Springs, MI |
| 1988 | M.A.T., English | Andrews University, Berrien Springs, MI |
| 1986 | Bachelor of Arts, English | Andrews University, Berrien Springs, MI |

SELECTED PUBLICATIONS

- Thompson, L. E., Boyson, B. A., & Rhodes, N. C. (2006) *Administrator's manual for CAL foreign language assessments, Grades K–8: Early Language Listening and Oral Proficiency Assessment (ELLOPA), Student Oral Proficiency Assessment (SOPA), and CAL Oral Proficiency Exam (COPE)*. Washington, DC: Center for Applied Linguistics and Iowa State University National K–12 Foreign Language Resource Center: Ames, IA.
- Short, D. J. & Boyson, B. A. (2004). *Creating access: Language and academic programs for secondary school newcomers*. McHenry, IL: Delta Systems and Center for Applied Linguistics.
- Boyson, B. A. & Short, D. J. (2003). *Secondary school newcomer programs in the United States*. Research report No. 12. Santa Cruz, CA & Washington, DC: Center for Research on Education, Diversity & Excellence.
- Boyson, B.A., Coltrane, B., & Short, D.J. Eds. (2003) *Proceedings of the First National Conference for Educators of Newcomer Students*, Washington, DC: Center for Applied Linguistics.
- Thompson, L., Boyson, B., & Rhodes, N. (2001). *Student Oral Proficiency Assessment (SOPA): A foreign language listening and speaking assessment for children Grades K–7: Administrator's manual*. Washington, DC: Center for Applied Linguistics and Iowa State University National K–12 Foreign Language Resource Center: Ames, IA.
- Short, D. J. & Boyson, B. A. (2000). *Directory of secondary newcomer programs in the United States: Revised 2000*. Washington, DC: Center for Applied Linguistics.
- Short, D. J. & Boyson, B. A. (2000, November). Newcomer programs for linguistically diverse students, *National Association of Secondary School Principals Bulletin*, 48(619), 34–42.

- Boyson, B., Rhodes, N.C., Thompson, L. (1998, May). The Student Oral Proficiency Assessment—SOPA! *The American Council on Immersion Education Newsletter*, 1(3), 9–13.
- Collaborated publication of the *Japanese Speaking Test Rater Training Kit Manual, Reference Guide, Workbook, and Audio Cassette Tapes*. (1996) Washington, D.C.: Center for Applied Linguistics.
- Collaborated publication of the *Spanish Speaking Test Rater Training Kit Manual, Reference Guide, Workbook, and Audio Cassette Tapes*. (1995) Washington, D.C.: Center for Applied Linguistics.
- Jourdenais, R., Ota, M., Stauffer, S., Boyson, B., & Doughty, C. (1995). Does Textual Enhancement promote noticing? A Think-aloud Protocol Analysis. In Richard Schmidt (Ed.), *Attention and Awareness in Foreign Language Learning and Teaching*. Honolulu: National Foreign Language Research Center.
- Boyson, B., (1995, Winter). Book Review of *Face to Face: Communication, Culture and Collaboration* by Virginia Vogel Zanger. *TESOL Quarterly* 29(4), 786–787.

SELECTED PROFESSIONAL DEVELOPMENT PRESENTATIONS

ELLOPA/SOPA/COPE WORKSHOPS

- Student Oral Proficiency Assessment (SOPA) Familiarization Workshop*, Spanish/English Dual Language Immersion, Winston-Salem, NC, January 9–10, 2007.
- Student Oral Proficiency Assessment (SOPA) Familiarization Workshop*, Hmong, Russian, and Native American Lgs, Missoula, MT, October 10 –11, 2006.
- Student Oral Proficiency Assessment (SOPA) Familiarization Workshop*, Spanish FLES and Immersion, Lincoln, NE, September 21–22, 2006.
- Early Language Listening and Oral Proficiency Assessment (ELLOPA) and Student Oral Proficiency Assessment (SOPA) Familiarization Workshop*, English, French, Japanese, and Spanish Immersion, Tacoma, WA, August 23–24, 2006.
- Early Language Listening and Oral Proficiency Assessment (ELLOPA) and Student Oral Proficiency Assessment (SOPA) Familiarization Workshop*, Spanish FLES and Immersion, Ogden, UT, August 7–8, 2006.
- Early Language Listening and Oral Proficiency Assessment (ELLOPA) and Student Oral Proficiency Assessment (SOPA) Familiarization Workshop*, Japanese Partial Immersion and Spanish Immersion and Partial Immersion, Seattle, WA, April 3, 2006.
- Student Oral Proficiency Assessment (SOPA) Rater Training Workshop*, Spanish FLES, Greenwich, CT, February 7–8, 2006.
- Student Oral Proficiency Assessment (SOPA) and CAL Oral Proficiency Exam (COPE) Rater Training Workshop*, with America Pinal, Spanish Immersion, St. Louis Park, MN, January 27, 2006.
- Student Oral Proficiency Assessment (SOPA) Familiarization Workshop*, with Lynn Thompson, American Council on the Teaching of Foreign Languages Conference, Baltimore, MD, November 2005.

Early Language Listening and Oral Proficiency Assessment (ELLOPA), Familiarization Workshop, Hebrew Partial Immersion, LAUSD-Bureau of Jewish Education, Los Angeles, CA, March 21–22, 2005.

Early Language Listening and Oral Proficiency Assessment (ELLOPA) and Student Oral Proficiency Assessment (SOPA) Familiarization Workshop, Spanish FLES and Immersion, Louisville, KY, March 7, 2005.

Student Oral Proficiency Assessment (SOPA) Familiarization Workshop, with Martie Semmer, Spanish FLES, Crete, NE, February 28 and March 1, 2005.

CAL Oral Proficiency Exam (COPE) and Student Oral Proficiency Assessment (SOPA) Familiarization Workshop, with Lynn Thompson, Spanish Immersion, St. Louis Park, February 10–11, 2005

Student Oral Proficiency Assessment (SOPA) Familiarization Workshop, Spanish FLES, Walnut, CA, November 30 and December 1, 2004.

Student Oral Proficiency Assessment (SOPA) Familiarization Workshop, with Lynn Thompson, American Council on the Teaching of Foreign Languages Conference, Chicago, IL, November 2004.

Student Oral Proficiency Assessment (SOPA) and Early Language Listening and Oral Proficiency Assessment (ELLOPA) Familiarization Workshop, with Lynn Thompson, Northeast Conference on the Teaching of Foreign Languages, Washington, DC, April 13–14, 2003.

Student Oral Proficiency Assessment (SOPA) Administration Workshop, with Lynn Thompson, Charlotte Country Day School, Charlotte, NC, February 13–14, 2003.

Student Oral Proficiency Assessment (SOPA) Training Workshop, West Windsor-Plainsboro Regional School District, West Windsor, NJ, August 22–23, 2002.

Familiarization Workshop for Student Oral Proficiency Assessment (SOPA): A Language Interview for Children, with Lynn Thompson, Center for Applied Linguistics and the National K–12 Foreign Language Resource Center, Washington, DC, November 26, 2001.

K–6 Student Oral Proficiency Assessment (SOPA) Training, with Lynn Thompson, Northeast Conference on the Teaching of Foreign Languages, Washington, DC, April 16–17, 2000.

SIOP WORKSHOPS

Teaching for Effective Sheltered Instruction in Spanish: *The SIOP Model*, Virginia Beach, VA, November 9, 2006.

Teaching for Effective Sheltered Instruction: *The SIOP Model*, with Dennis Terdy, Owatana, MN, August 9–11, 2005.

Using the *Sheltered Instruction Observation Protocol (SIOP)* to Plan Effective Instruction for English Language Learners, with Arie Sherris, Boca Raton, FL, January and February 2004

Teaching and Coaching for Effective Sheltered Instruction, Waterloo and Marshall Town School Districts, Waterloo, IA, October 6–7, 2003.

Teaching and Coaching for Effective Sheltered Instruction, with Arie Sherris and Bronwyn Coltrane, Minneapolis Public Schools, St. Paul, MN, August 11–13, 2003.

Teaching for Effective Sheltered Instruction: *The SIOP Model*, with Deborah J. Short, University of Hawaii at Manoa, Honolulu, HI, July 21-25, 2003.

Teaching and Coaching for Effective Sheltered Instruction: *The SIOP Model*, with Deborah J. Short and Thomas Bauder, AAELM Professional Development Workshops, New York City Department of Education, New York, NY, ongoing September 2002 through May 2003.

What Teachers Should Know About Integrating Language and Content Instruction, National Council of Teachers of English Conference, Atlanta, GA, November 24, 2002.

SCHOLARSHIP

Title VII Bilingual Education Fellowship, Georgetown University, Washington, D.C., 1993–1995.

PROFESSIONAL ORGANIZATION MEMBERSHIPS

American Council on the Teaching of Foreign Languages (ACTFL)

Teachers of English to Speakers of Other Languages (TESOL)

Susan C. Barfield

SUMMARY

Over thirty years of success in every facet of teaching, counseling, and school/community relations at the elementary, secondary, and college levels. Includes sixteen years of independent multicultural-bilingual education/evaluation consulting. Demonstrated success in:

- | | |
|-----------------------|-------------------|
| ✘ Teaching/Counseling | ✘ Supervision |
| ✘ Research | ✘ Evaluation |
| ✘ Creativity | ✘ Human Relations |

ACCOMPLISHMENTS

Evaluation

Completed numerous school or program evaluations for such organizations as the U.S. Department of Education Office of Bilingual Education and Minority Languages Affairs (currently the Office of English Language Acquisition), the National Endowment for the Humanities (NEH), and independent districts.

Research

Conducted several studies on the assessment and evaluation of language minority students in addition to studies on teaching over the internet and use of electronic syllabi.

Teaching

Fulbright Scholarship to Chile in Summer of 2007. Outstanding Faculty Achievement Award 2004-2005. Nine years successful teaching in the Departments of Curriculum and Instruction (now Educational Theory and Practice) and Music at university level. In public schools, achieved teacher merit status for exemplary performance in shortest allowable time. Collected merit pay during guidance counseling positions at two different school districts.

Supervision

Two years Project Director and one year Principal Investigator of two Title VII Bilingual Education Grants totaling 2.2 million dollars. Supervised student teachers at university level. In public schools, assumed administration responsibilities in absence of principal.

Creativity

Developed a new assessment instrument for screening critical thinking skills of language minority elementary school students. Created a program and training system for foreign students attending U.S. universities. In collaboration with Education

Testing Services, helped develop the Micronesian Achievement Test. Designed an original problem-solving curriculum for elementary students.

Human Relations Successfully counseled teachers and administrators as well as students. Particularly effective motivating at-risk students or students with special needs and working with their families. Promoted a positive climate in the working environment.

WORK HISTORY Professor **1997-present**

Educational Theory and Practice, College of Education
Department of Music, College of Arts and Sciences
Montana State University-Billings

- Teaching curriculum core, music education, educational technology, educational psychology, and multicultural/bilingual education courses
- Integration of multicultural/bilingual concepts into teacher education courses
- Student teacher and junior field experience university supervisor
- Principal writer/Director/Principal Investigator of 4 Title VII Grants (\$4 million)

Education Consultant **1991-present**

EdCon International; Center for Applied Linguistics

- Program assessment and evaluation
- Educational testing, articulation with schools, school visitations, teacher inservices, presentations for parents
- Short-term intervention and educational counseling
- Grant proposal reader for Office of Bilingual Education and Language Minority Affairs (OBEMLA) and Dept. of Education in Washington, D.C.

Guidance Counselor **1979, 1983-1992**

Truk, Micronesia; Kaiserslautern, Germany; Fairfax
County Public Schools, Virginia

- Secondary school guidance counseling which included individual counseling and development and implementation of Student Abroad Card preparing high school seniors for study in American colleges.

- Elementary school guidance counseling which included individual and group counseling, classroom presentations, parent workshops including parent orientation, Active Parenting, and Project IMPACT.
- Participated in committees such as human relations, gifted and talented screening (chairperson), Child Study Committee, the Army Community Services drug and alcohol abuse program, and Special Education qualification.
- Educational and cognitive testing for special education evaluation.

Teacher **1974-1978, 1983**
 Rifle, Colorado; Yokota, Japan; Misawa, Japan;
 San Mateo, California

- Taught vocal, instrumental, and general music grades K-12
- English as a Second Language (ESL) teacher to Japanese adults and children

State Testing and Evaluation Coordinator **1979-1980**
 Truk, Micronesia

- Tested, collected, and analyzed student data for Federal funding projects
- Developed the Micronesian Achievement Test (consulted Education Testing Services)

EDUCATION

Ph.D. in Education
 Multicultural/Bilingual/ESL emphasis (Special Scholarship - Psychology)
 George Mason University (3.942 GPA)

M.A. in Guidance and Counseling
 University of Colorado (4.0 GPA)

B.M. in Music Education (with Distinction)
 Colorado State University

AFFILIATIONS

National Association for Bilingual Education (NABE)
 Teachers of English to Students of Other Languages (TESOL)
 Montana Educators' Association (MEA/MFT)
 Montana Association for Bilingual Education (MABE)-2000 and 2003 Conf. Co-Dir.
 Northwest Association of Teacher Education (NWATE)-Board Member, Co-Editor
 Montana Indian Education Association

American Federation of Teachers
National Music Educators Association
Montana Music Educators Association

PRESENTATIONS (*refereed)

University Student Retention: A Faculty Advisor's Dos and Don'ts. National Indian Education Association, Anchorage, Alaska, October 2006.*

Banks' Five Dimensions of Multicultural Education. Warriors in Education Institute, Big Horn Teacher Projects, Montana State University-Billings, Billings, Montana, July 2006.

Sustaining American Indian Education through Culture. Second International Conference on Environmental, Cultural, Economic and Social Sustainability, Hanoi, Vietnam, January 2006.*

Networking Session for Native American and Alaska Native Children in School Programs. U. S. Department of Education Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students Celebrate Our Rising Starts Summit III, Washington, DC, October 2004.

Cultural Considerations for American Indian Students. Montana Indian Education Association Conference, Missoula, Montana, April 2004.*

Cultural Considerations for American Indian Students. National Association of Bilingual Education, Albuquerque, New Mexico, February 2004.*

Quality Teaching with Integration of Culturally Relevant Curriculum that meets Local, State, and National Standards. Education of American Indian Students Symposium, Billings, Montana, September 2003.

Teaching in Cyberspace: Teaching Education Classes Online. Northwest Association of Teacher Educators Conference, Spokane, Washington. April 2003.*

Electronic Syllabi in the Traditional Classroom: Myths and Facts. National Association of Teacher Educators Conference, Jacksonville, Florida, February 2003.*

Preparation and Recruitment of Teachers and Paraprofessionals in a Two-Way Immersion Program: A Winning Combination to Ensure Success for All. National Association of Bilingual Education Conference, New Orleans, Louisiana, January 2003.*

Implementation of the Big Horn Teacher Projects. MABE/MWIEA strand of MEA/MFT Conference, Belgrade, Montana, October 2001.*

Overview of Multicultural/Bilingual Internet Resources, Montana MEA/MFT Educators' Conference, Billings, Montana, October 2000.*

Designing a Classroom Model for Second Language Acquisition. Montana State University-Billings, Billings, Montana, July 2000.

The Skinny on Two-Way-Restructuring. National Association of Bilingual Education Conference, San Antonio, Texas, February 2000.*

An Update on Bilingual Education. Lodge Grass Public Schools, Lodge Grass, MT. February 2000.

Teaching Over the Internet-Is It for You? Northwest Association of Teacher Education Conference, Coeur D'Alene, Idaho, April 1999.*

Project UNIDAD: Accelerated Two-Way Restructuring. National Association of Bilingual Education Conference, Denver, Colorado, January 1999.*

Teaching Over the Internet: First Impression. National Association of Bilingual Education Conference, Denver, Colorado, January 1999.*

Two-Way Immersion 101, panelist for National Association of Bilingual Education Conference, Denver, Colorado, January 1999.

Teaching Students to Use PowerPoint Through the Use of Outlining, Montana State University-Billings Office of Professional Development Teacher Inservice, Billings, Montana, October 1998

Collaboration Within the University Family: Integration on Multiculturalism and Technology into Curriculum. Northwest Association of Teacher Education Conference, Coeur D'Alene, Idaho, April 1998.*

Assessment Issues in Two-Way Bilingual Education, panelist for International Bilingual/Multicultural Education Conference, Albuquerque, New Mexico, February 1997.

Evaluation Issues, an interactive workshop at the Advocates for Language Learning Conference, Detroit, Michigan, October 1996.

PAPERS UNDER REVIEW (*refereed)

Barfield, S. & Kelker, K. Electronic Syllabi in the Traditional Classroom: Myths and Facts. Submitted for review to *TechTrends* (accepted August 2004 with modifications to be made)*

Barfield, S. & McEnany, J. Assessing the Success of New Alumni: Inspiration Teachers or Information Speakers. To be submitted to *Montana's Professor**

Barfield, S. (2007-accepted to be published). Music educators' October 2005 survey. *Cadenza*.

PUBLICATIONS

Barfield, S. (2004) Eight Mini-Lessons in Grant Budgeting. *Northwest Passage* (NWATE Journal of Educational Practices), 3(1), 71-74.*

McEnany, J. & Barfield, S. (2003) The Collective Wisdom of the Principals. *2004 Job Search Handbook for Educators*. Columbus, OH: American Association for Employment in Education, Inc.

McEnany, J. & Barfield, S. (2003). Insights to increase employment outlooks. *Aaee Connections*, Summer 2003. Columbus, OH: American Association for Employment in Education.

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James Gladstone in *Magill's Choice: American Indian Biographies*. (1999). Pasadena, CA: Salem Press

Innovations in Two-Way Immersion: The Key School Model, *Immersion Education: International Perspectives*. In Swain, N. & Johnson, K. (eds.). 1997. Cambridge: Cambridge University Press.

Review of the Eighth Year of the Partial Immersion Program at Key Elementary School, Arlington, Virginia. (1995)

Review of the Seventh Year of the Partial Immersion Program at Key Elementary School, Arlington, Virginia. (1993). ED362070.

Review of the Sixth Year of the Partial Immersion Program at Key Elementary School, Arlington, Virginia. (1992). ED350865.

Review of the Fifth Year of the Partial Immersion Program at Key Elementary School, Arlington, Virginia. (1991). ED339235.

Evaluation of Two-Way Immersion Programs, a presentation at the California Two-Way Bilingual Immersion Conference, Long Beach, California, August 1994.*

Survey of the Dominos Corporation to Determine the Literacy Needs of Employees (administration and analysis), Center for Applied Linguistics (CAL), Washington D.C., 1991.

PROFESSIONAL POSITIONS/BOARDS

Co-Editor, *Northwest Passage* (NWATE Journal of Educational Practices), 2003-2004, 2004-2005, 2005-2006.

Milken Educator Awards 2003 Blue Ribbon Panel, Milken Foundation, August 2003.

Co-Chair, MEA/MFT Conferences, Montana Association Bilingual Education, 2000, 2003

AWARDS

Fulbright Scholar (2007) Ministry of Education, Chile.

Montana State University-Billings Faculty Achievement Award (2005-2006)

Position Descriptions

The project director, Lynn Thompson, will have supervisory responsibility for all matters pertaining to the project. She will oversee the hiring and training of project staff and will collaborate with them to draft the course. She will also oversee formative evaluation procedures and data collection, handle communication with the Department of Education, monitor internal administrative functions and the budget, collaborate in the writing of reports and all project materials, and prepare materials for dissemination about the project.

The project coordinator, Dr. Chengbin Yin, will implement day-to-day tasks and procedures. She will plan and schedule subtasks, coordinate collaborative course development, oversee the production of final task materials, coordinate and implement field testing, and coordinate implementation of the operational program.

The senior rating specialist, Beverly Boyson, will work with the project director, project coordinator, and technology assistant to plan the online team meetings. Ms. Boyson will facilitate these meetings and ensure follow-through on meeting work. She will also assist in piloting the language rubrics, creating assessment tasks, and designing the course.

Dr. Shuhan Wang, the external reviewer, will provide feedback and direction at critical stages of rubric and course development, including strategy for the selection of sample interviews, shaping of the training program, and structure of the program evaluation framework. The external evaluator, Dr. Sue Barfield will lead the evaluation activities based on an approved approach that examines accountability, effectiveness, and impact.

A Chinese research assistant will transcribe *ELLOPA* and *SOPA* interviews for the language teams and assist project staff with language-specific materials to be used for language team meetings, presentations, and online courses.

The senior advisor, Nancy Rhodes, will advise on matters of program direction and impact. The technology assistant will train project staff on the eCollege system, and assist in the administration of Web-based content.

A Chinese review team consisting of K-8 Chinese language educators will participate in online forums and videoconferences, and ensure that language specific rubrics and training materials are drafted, reviewed, and finalized.

Web-based Oral Proficiency Assessment Training Course for Teachers of Chinese

Appendix B

Letters of Support

- Dr. Shuhan Wang, Asia Society
- Dr. Carl Falsgraf, Center for Applied Second Language Studies
- Michael Bacon, Portland Public Schools

Project Timeline

Project Management Chart

April 8, 2009

Lynn Thompson
Foreign Language Education Division
Center for Applied Linguistics
4646 40th Street NW
Washington, DC 20016

Dear Lynn,

I am writing in support your proposal, *Web-based Student Oral Proficiency Assessment Course for Teachers of Chinese*, being submitted to the Office of Postsecondary Education: International Research and Studies Program of the U.S. Department of Education.

The ELLOPA and SOPA are oral language proficiency measures that meet an important need for increased proficiency assessment of students in K-8 foreign language programs. For children studying less commonly taught languages (LCTLs) such as Arabic and Chinese, there is an even greater need for assessment measures such as the ELLOPA and SOPA. The development of rubrics and ELLOPA and SOPA training courses will be key in meeting the need for assessment training for the rapidly increasing numbers of teachers of these languages. This testing will generate important data on the current level of the language proficiency of Arabic and Chinese learners and be instrumental in documenting student progress in language learning, and ultimately assist in program articulation K-16. This information will also help teachers and curriculum planners focus on performance outcomes. In terms of the Asia Society's Chinese Language Initiatives, we would especially benefit from the proficiency data that can be obtained as a result of the adaptation of this test for Chinese learners.

I am also willing to serve as an External Reviewer of the rubric, curriculum, and lesson modules developed as part of this web-based training course.

Sincerely,



Shuhan C. Wang, Ph.D.
Executive Director
Chinese Language Initiatives
Asia Society
725 Park Avenue
New York, NY 10021-5088





UNIVERSITY OF OREGON

April 10, 2009

Lynn Thompson
Center for Applied Linguistics
4646 40th St NW
Washington, DC 20016

Dear Lynn,

I write to support your proposal, "Web-based Student Oral Proficiency Assessment Course for Teachers of Chinese," being submitted to the International Research and Studies Program.

With the increased demand to accurately measure students' language proficiency and provide program accountability, SOPA and ELLOPA meet an important need in the field of K-8 language education. For students studying less commonly taught languages such as Chinese and Arabic, there is an even greater need for such assessment measures. This testing will not only help educators focus on performance outcomes in their teaching but will also generate important data on the current picture of the language proficiency of Chinese and Arabic learners. In relation to the Oregon Chinese Language Flagship, the Center for Applied Linguistics' efforts outlined in this proposal could help provide program accountability and document the program's successes in helping students achieve oral proficiency.

As a National Foreign Language Resource Center with experience in developing Web-based assessments and curriculum tools, the Center for Applied Second Language Studies (CASLS) looks forward to partnering with CAL and to combining the expertise of our organizations. CASLS representatives would participate in online Chinese materials development meetings during the crucial development stages of the SOPA and ELLOPA online course. We would also invite and encourage Chinese Flagship teachers to participate in the field test of the Chinese version of this course.

Sincerely,

Carl Falsgraf
Director



PORTLAND PUBLIC SCHOOLS

6941 N. Central Portland, OR 97203
Telephone: (503) 916-6525 • FAX: (503) 916-2429

ESL Bilingual Program

April 10, 2009

Lynn Thompson
Foreign Language Education Division
Center for Applied Linguistics
4646 40th Street NW
Washington, DC 20016

Dear Lynn,

As the project director for the K-12 portion of the NSEP funded Oregon Chinese Flagship program and Portland Public Schools' Immersion Education Coordinator, I am writing in full support of your proposal, *Web-based Oral Proficiency Assessment Training Course for Teachers of Chinese*, to the Office of Postsecondary Education: International Research and Studies Programs of the U.S. Department of Education.

One of our greatest challenges in developing high quality K-12 language programs, especially in Chinese, lies in developing or identifying standards based proficiency assessments that measure our younger learners' language skills. Without this critical feedback mechanism for teachers, students, and programs, we will continue to struggle with meeting our targeted outcomes. In our immersion programs in particular, high-level language development for all students becomes absolutely essential to teach the content with the rigor for developmentally appropriate cognitive engagement. We need a tool that guides and informs our instruction.

Three years ago we were fortunate to work with you and others from CAL to begin training teachers and administering the ELLOPA, SOPA, and COPE assessments K-8 in our Chinese, Spanish, and Japanese programs. However, as a rapidly expanding program with new teachers being hired each year, we constantly need more training and review. Furthermore, the number of K-12 Chinese programs in the US is growing exponentially and as a model program many look to us in the areas of curriculum, instruction, and assessment. As part of our outcomes we plan to incorporate these assessment tools as an integral part of our language portfolios for students to help better our program as well as provide meaningful feedback to our learners.

Specifically we are committed to having core members of our Chinese teaching team and our curriculum specialists work collaboratively with CAL in revising the rubric. We are thrilled to participate in the Chinese language team work as well as in the pilot of the WOPA-TC and believe strongly that we can make a strong contribution to the success of this project.

Sincerely,

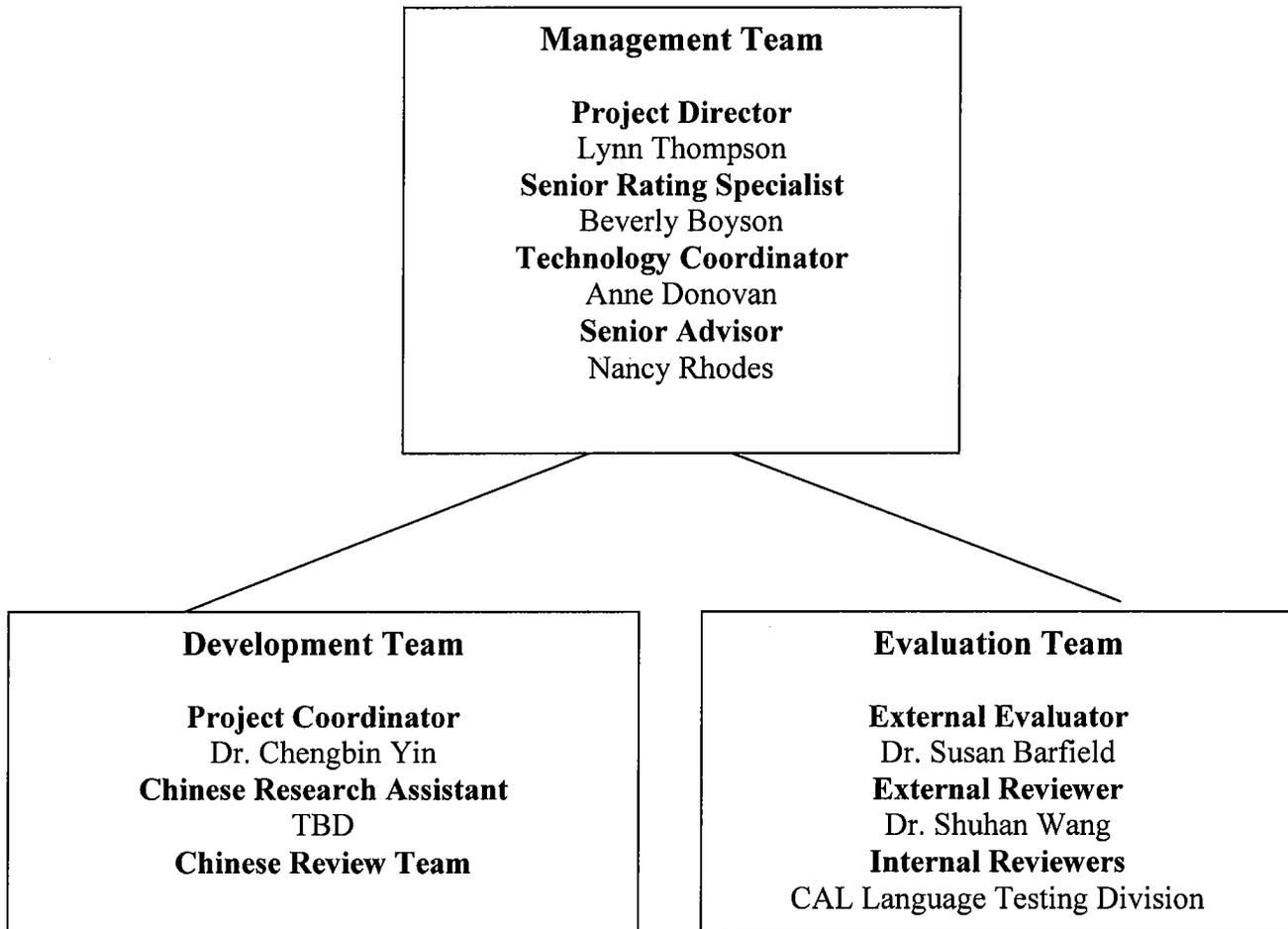
Michael W. Bacon
PPS Immersion Education Coordinator

WOPA-C Project Timeline Year 1					
	Q1	Q2	Q3	Q4	STAFF RESPONSIBLE
Task 1 Revision and completion of rubric and development of Chinese-specific assessment tasks and additional interview samples	Task 1.1 Select and transcribe <i>ELLOPA</i> and <i>SOPA</i> interview samples				Project Director; Project Coordinator; Chinese Research Assistant
	Task 1.2 Set up online forum for Chinese Review Team work				Project Director; Project Coordinator; Technology Assistant; Chinese Review Team
	Task 1.3 Revise and complete Chinese rating rubric and assessment tasks through online forum				Project Director; Project Coordinator; Technology Assistant; Chinese Review Team
	Task 1.4 Pilot rubrics at conferences				Project Director; Project Coordinator; Senior Rating Specialist
Task 2 Develop and Plan the Web-based Course			Task 1.5 Convene Chinese Review Team to revise rating rubric		Senior Rating Specialist; Chinese Review Team
			Task 1.6 Summative internal evaluation of rubric and Chinese materials; Chinese Review Team revisions		LTD staff; Chinese Review Team; Rating Specialist; Chinese Research Assistant
			Task 2.1 Draft Web-based course		Project Director; Project Coordinator; Rating Specialist; Technology Assistant
			Task 2.2 Select and review <i>ELLOPA</i> and <i>SOPA</i> samples for use in online course		Project Coordinator; Rating Specialist; Chinese RA; External Reviewer
			Task 2.3 Train staff in eCollege use; Select and design text and samples to deliver course via eCollege		Technology Assistant; Project Coordinator
			Task 2.4 Review design of Web-based course		Project Director; Project Coordinator; Technology Assistant; External Reviewer
				Task 2.5 Evaluation through surveys, interviews, other feedback	External Evaluator; External Reviewer

WOPA-C Timeline Year 2

		Q1	Q2	Q3	Q4	STAFF RESPONSIBLE
Task 2 (Cont'd)	Task 2.6 Pilot online course with Chinese instructors					Technology Assistant; Project Coordinator; Chinese Research Assistant and other project staff as needed
	Task 3.1 Locate field-test teachers and instructors; Prepare materials for field test					Project Director; Project Coordinator; Technology Assistant; Chinese Research Assistant
Task 3: Field testing of course and rubric	Task 3.2 Develop evaluation materials; Collect feedback through eCollege					External Evaluator; Project Coordinator; Technology Assistant
	Task 3.3 Conduct field test of Web-based course					Project Director; Project Coordinator; Technology Assistant; Chinese Research Assistant and other project staff as needed
				Task 3.4 Conduct follow-up evaluation		External Evaluator
Task 4: Operationalization				Task 4.1 Revise Web-based training course, and live workshops (Chinese rubric, and Chinese materials) based on consultation with and feedback from field test participants, Internal Reviewers, External Reviewer, and External Evaluator		Project Director; Project Coordinator; Technology Assistant; Chinese Research Assistant; Internal Reviewers (Language Testing Division)
				Task 4.2 Make Web-based training options available through CAL and through University of Oregon		Project Director
				Task 4.3 Complete evaluation of project; Final revision of project		External Evaluator; External Reviewer; Project Director, Project Coordinator

WOPA-C Project Management Chart



Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1234-CAL WOPA Budget Narrative 4.22.09 FINAL.pdf**

CFDA No.: 84.017A (03)

			Year 1 9/1/09-8/30/10	Year 2 9/1/10-8/30/11
		FTE		
1. Personnel	Yr 1	Yr 2	Federal	Federal
Project Director (Thompson)	0.200	0.200	\$13,905	\$14,740
Project Coordinator (Yin)	0.300	0.300	\$16,854	\$17,865
Senior Advisor (Rhodes)	0.025	0.025	\$2,977	\$3,156
Technology Assistant (Donovan)	0.200	0.200	\$7,420	\$7,865
Research Assistant (Chinese -TBA)	0.200	0.200	\$7,420	\$7,865
Internal Reviewer (Malone)	0.004	0.004	\$414	\$439
Internal Reviewer (Nier)	0.004	0.004	\$170	\$180
Total Personnel			\$49,160	\$52,110
2. Fringe Benefits				
Fringe Benefits @ 38.69% of Total Personnel	38.69%		\$19,020	\$20,161
3. Staff Travel			\$0	\$0
4. Equipment			\$0	\$0
5. Supplies				
Project related office supplies			\$120	\$126
6. Contractual			\$0	\$0
7. Construction			\$0	\$0
8. Other		Days		
a) Consultants	Yr 1	Yr 2		
Rating Specialist (Boyson)	20	20	\$9,450	\$9,923
Teachers for Language team (4)	24	0	\$6,300	\$0
External Evaluator (Barfield)	8	17	\$3,780	\$8,434
Chinese External Evaluator (Wang)	4	4	\$2,520	\$2,646
b) Consultant Travel				
<i>Travel to collect additional Chinese samples</i>				
Travel all local or interviews will be sent to CAL on disk by schools			\$0	\$0
<i>Travel to ACTFL Conference in Boston, MA (1 person)</i>				
Airfare to Boston, MA for Rating Specialist			\$0	\$500
Hotel and Meals for Rating Specialist (3 days)			\$0	\$750
Local transportation for Rating Specialist			\$0	\$100
c) Other				
Course Registration Fee			\$500	\$2,500
Telephone @\$30/month in base year			\$360	\$378
Postage and Shipping @ \$10/month in base year			\$120	\$126
Project Related Duplication			\$150	\$200
d) Facilities Allocation			\$12,782	\$13,549
Total Other			\$35,962	\$39,105
9. Total Direct Costs (lines 1 - 8)			\$104,262	\$111,502
10. Indirect Costs (25.92% of Total Direct Costs)	25.92%		\$27,025	\$28,901
11. Training Stipends			\$0	\$0
12. Total Costs (lines 9-11)			\$131,287	\$140,403

Center for Applied Linguistics
Web-Based Oral Proficiency Assessment Training Course for Teachers of Chinese

Lynn Thompson, Project Director
CFDA No.: 84.017A (03), Performance Period: September 1, 2009 – August 30, 2011

Budget Notes/Justification

1. Personnel

Salaries are based on current salaries for these staff classifications, with a 6% annual estimated escalation factor. In addition to the project director and project coordinator, other staff include a senior advisor, a research assistant fluent in Chinese to aid in the course development, two internal reviewers, and a technology assistant to facilitate the smooth flow of the overall project.

2. Fringe Benefits

CAL's fringe benefit rate is 38.69% of salaries and wages. CAL's current provisional rate was approved March 26, 2009 by the U.S. Department of Education. Fringe benefits include sick leave, vacation expense, holiday expense, medical, life and disability insurance, retirement, employer FICA expense, worker's compensation, etc.

3. Staff Travel (n/a)

4. Equipment (n/a)

5. Supplies

Supplies include office supplies necessary for carrying out the tasks of the project. Costs are estimated based on experience with similar projects.

6. Contractual (n/a)

7. Construction (n/a)

8. Other costs

a) *Consultants.* Beverly Boyson, an experienced *SOPA* trainer, will serve as the Rating Specialist; she will devote 20 days in Years 1 and 2 to the project. The External Reviewer will devote 4 days per year, reviewing project materials. The External Evaluator, Dr. Susan Barfield, will dedicate 8 days in Year 1 and 17 days in Year 2 for data gathering and analysis for the evaluation. Four teachers participating in the language review teams to assist in the development of the Chinese courses will participate for 6 days each in Year 1.

b) *Consultant travel.* The Rating Specialist will travel to the ACTFL Conference (the national language teachers' conference) in Boston, MA for 3 days in Year 2 to present the draft rubrics and course. Travel costs include airfare, lodging, meals, and local transportation.

c) *Other costs.* The budget includes course registration fees for the online forum at \$50 per person. Ten persons will have access to the online forum in Year 1 (4 teachers, external evaluator, external reviewer, 2 internal reviewers, project coordinator, and project director). In Year 2, at least 50 registrations will be needed for pilot and field testing. Expenses are also

budgeted for duplication of handouts and certificates, as well as postage, and telephone based on experience with similar projects.

d) *Facilities*. CAL uses the direct allocation method to distribute facility costs on the basis of actual program staffing requirements. Facility costs include rent, utilities, depreciation of furniture and equipment, and building operation and maintenance costs.

10. Indirect Costs

CAL's provisional overhead rate, approved by the U.S. Department of Education on March 26, 2009, is 25.92%.