



PROMOTING ACCESS, EQUITY,  
AND MUTUAL UNDERSTANDING  
FOR LINGUISTICALLY AND  
CULTURALLY DIVERSE PEOPLE  
AROUND THE WORLD



# CAL'S MISSION AND CORE VALUES

The mission of the Center for Applied Linguistics (CAL) is to promote language learning and cultural understanding by serving as a trusted source for research, resources, and policy analysis. Through its work, CAL seeks solutions to issues involving language and culture as they relate to access and equity in education and society around the globe.

**CAL's core values guide all our endeavors and help us focus our efforts most effectively.**

- ▶ Languages and cultures are important individual and societal assets.
- ▶ All languages, dialects, and cultures deserve to be respected and cultivated.
- ▶ Multilingualism is beneficial for individuals and society.
- ▶ Effective language education should be widely available.
- ▶ Accurate information should be the basis for policies and practices that involve language and culture.
- ▶ Language skills and cultural knowledge should be valued in work situations.
- ▶ Language and cultural differences should not be obstacles to personal or group success or well-being.

**CAL** CENTER  
FOR APPLIED  
LINGUISTICS



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## MESSAGE FROM THE CHAIR OF THE BOARD OF TRUSTEES

2017 was a year of accomplishment and transition for the Center for Applied Linguistics (CAL). I encourage you to read the updates within this report and to browse the CAL website to learn more about our initiatives and resources.

CAL's Board of Trustees is pleased to have selected Dr. Joel Gómez as CAL's next president. Dr. Gómez succeeds Dr. Terrence G. Wiley, who stepped down in April 2017 after seven years as CAL's leader.

The Board of Trustees would like to express our thanks to Dr. Wiley for his outstanding service to CAL. Under his leadership, CAL expanded its scholarly publications, focused on policy through initiatives such as the Language Policy Research Network, and developed innovative methods to connect our research to practice to support all language learners.

The board is delighted to have selected Dr. Joel Gómez, with his outstanding record as an educator and administrator, to serve as CAL's president and chief executive officer. Dr. Gómez is a passionate advocate for the advancement of CAL's mission and we are confident that his experience and expertise equip him well to meet CAL's current and future needs. We know you will join us in welcoming Joel Gómez to the CAL family.

On behalf of the Board of Trustees, we offer our thanks to all those who serve CAL so well, from our dedicated staff and board members, to our funders and collaborators. We look forward to entering 2018 with new leadership — with Dr. Fred Genesee serving as chair of the Board of Trustees and Dr. Gómez leading with a focus on policy, research, and practice and continuing to serve CAL's important mission of "promoting access, equity and mutual understanding for linguistically and culturally diverse people around the world."

**JoAnn (Jodi) Crandall**  
*Chair, Board of Trustees, 2016-2017*  
Center for Applied Linguistics



## MESSAGE FROM CAL'S PRESIDENT

I am honored to have been selected by the Board of Trustees to serve as CAL's president and delighted at the opportunity to build on the strong legacy of CAL's founder, Charles A. Ferguson, as well as my long associations with the organization.

Charles Ferguson's vision for CAL was "to serve as a liaison between the academic world of linguistics and the practical world of language education and language-related concerns" and "to contribute new knowledge by conducting language research to resolve social and educational problems." He was interested not only in the language but the people who use it, which remains a hallmark of all of CAL's work.

Moving forward, CAL will continue to build on Charles Ferguson's vision, connecting language theory and research with best practices to address the language, educational, and social well-being challenges facing linguistically and culturally diverse populations.

Our society is more diversified than ever, as evidenced by U.S. school demographics. Public school enrollment in 2017 shows that, for the first time ever, the largest group of students consists of majority/minority students (51%) and of students from low income settings (51%). Given the demographics in public education and the disparity in academic achievement and social well-being among majority/minority groups, CAL is committed to advancing Charles Ferguson's vision to connect linguistic theory with best practices for addressing language, education, and social issues. Around the globe, the growth of English, and the need to address home languages in education, provide unique opportunities for CAL to serve its mission.

CAL will continue to promote and support the learning of languages, biliteracy, and advancements in equity and excellence in education for linguistically and culturally diverse students through knowledge generation and best practices. CAL's initiatives will continue to emphasize the value, respect, acceptance, and integration of individual differences in language, traditions, and culture in the teaching and learning process.

I look forward to working closely with CAL's Board of Trustees and staff, as well as our funders, partners, and collaborators, to continue to bring CAL's mission to life.

**Joel Gómez**  
*President & Chief Executive Officer*

# PREK-12 ENGLISH LEARNER EDUCATION

## FOCUS ON IMPROVING EDUCATIONAL OUTCOMES FOR ENGLISH LEARNERS – PREK-12

**E**nglish learners (ELs) are students whose caregivers have identified as coming from homes in which English is not the primary spoken language or who have been assessed as not fully proficient in English.

English learners are students coming from homes in which English is not the primary spoken language or who have been assessed as not fully proficient in English.

ELs bring rich linguistic, cultural, and academic resources to classrooms and schools. The Annie E. Casey Foundation (2018) estimated that, in 2016, 22% of children in the United States spoke a language other than English in the home. The population of ELs is, in some places like California, long-standing and in others, like Georgia and Maryland, rapidly growing (Soto, Hooker, & Batalova, 2015). According to the National Center for Education Statistics, the percentage of public school students in the United States who

were ELs grew steadily from 9.1 percent (or an estimated 4.3 million students) in the 2004-2005 school year to 9.4 percent (or an estimated 4.6 million students) in 2014-2015.

ELs benefit from native language maintenance, as well as specialized instruction in specific features of the English language and the characteristics of the types of language used for academic purposes in schools. EL populations are not homogenous—they may vary substantively across groups, settings, regions, and backgrounds. For example, although some may be recently arrived newcomers, immigrants, or refugees, many ELs were born in the United States.

As of 2013, the percentage of students born in the U.S. in grades 6-12, was 62% and those in grades pre-Kindergarten through 5th was 85% (Zong & Batalova, 2015). Regardless of migration stories, these students who are striving to understand content concepts, often in English-only settings, are doing “double the work” (Short & Fitzsimmons, 2007); they have an increased cognitive processing load and might need additional scaffolding of both content and language, including use of their first language, while they acquire “academic” English.

Furthermore, as is true in any population of students, some may have learning differences that affect the instruction they need. It is critically important that teachers acquaint themselves with the knowledge-base, backgrounds, experiences, and interests of the ELs with whom they work—which should be regarded as valuable capital for classroom learning (González, Moll, & Amanti, 2005).

It is important to keep in mind that English learners are not a homogenous group of students but vary across groups, settings, regions, and backgrounds.



## PREK-12 ENGLISH LEARNER EDUCATION (continued)

A key subgroup of this population includes students who, despite designation as ELs for many years, have not yet been identified as fluent in English. This sub-population, referred to by CAL as emergent bilinguals, is recognized in the 2015 reauthorization of the Elementary and Secondary Education Act (ESEA), now known as the Every Student Succeeds Act (ESSA). As part of the accountability requirements for ELs, states are required to report to the federal government “the number and percentage of English learners who have not attained English language proficiency within 5 years of initial classification as an English learner and first enrollment in the local educational agency” (Every Student Succeeds Act, 2015). States are also required to disaggregate reporting on the academic progress of these students, as well as ELs with disabilities and students who were formerly classified as ELs. These new policies highlight the need to provide practitioners and policy makers with up-to-date knowledge about instruction, assessment, and accountability issues related to these students.

CAL has decades of experience in developing research-based, practical solutions for educators to support the language and literacy development of ELs.



CAL has decades of experience in conducting research on second language acquisition and connecting research to practical solutions for educators to support the language and literacy development of ELs. This section provides an overview of our most recent research with information about our current professional development offerings outlined later in the report.

**Sarah C.K. Moore**, Program Director, PreK-12 English Learner Education and **Annie Laurie Duguay**, Director, Language and Literacy

\*These numbers do not include EL students who opted out of second language learner programs or students who were in such programs but achieved English language proficiency.

Visit [www.cal.org/areas-of-impact/english-learners/prek-12-el-education](http://www.cal.org/areas-of-impact/english-learners/prek-12-el-education) to learn more.

## BUILDING EDUCATOR CAPACITY TO IMPROVE OUTCOMES FOR ENGLISH LEARNERS – THE GREAT LAKES EAST COMPREHENSIVE ASSISTANCE CENTER

For the past seven years, CAL has collaborated in the operation of this Comprehensive Technical Assistance Center to provide capacity-building assistance to Michigan, Indiana, and Ohio in their efforts to improve the education of English learners.

The Great Lakes East Comprehensive Assistance Center works with the state education agency to provide technical assistance and support as the states implement programs and work to fulfill the requirements of the No Child Left Behind Act in the following areas:

Assessing the improvement needs of schools and districts

Developing solutions to address those needs

Building and sustaining systemic support for district and school improvement efforts related to closing the achievement gaps and improving achievement outcomes

Improving the tools and the systems for school improvement and accountability

For the past four years, the focus of the collaboration has been with the Ohio Department of Education. In order to develop professional development capacity in Ohio for teachers of ELs, CAL staff delivered a Training of Trainers (TOT) Model to cohorts of 50-60 educators and then co-facilitated a series of regionals throughout the state with the newly trained presenters. The content of the TOT and regionals in 2014-2015 was the CAL SIOP Model; the content of the following school year was CAL's foundational program, *What's Different about Teaching Reading to Students Learning English*. In the 2016-2017 and 2017-2018 school years, the focus has been on strengthening this capacity through an advanced face-to-face SIOP coaching workshop; two CAL literacy online courses; and a series of webinars on topics related to job-embedded coaching.

The interactive webinars included best practices on providing feedback for teachers of English learners; guiding lesson planning; using the SIOP protocol as a classroom observation and rating tool; implementing a lesson study initiative; and other coaching tips and resources. Participants in the network of previously trained coaches also shared out their implementation challenges and successes, with the goal of sustaining the practices learned in the face-to-face sessions.

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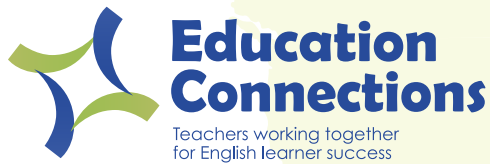
**Annie Laurie Duguay**, *Director, Language and Literacy*

Visit [www.cal.org/what-we-do/projects/great-lakes-east-comprehensive-assistance-center](http://www.cal.org/what-we-do/projects/great-lakes-east-comprehensive-assistance-center) to learn more.



## PREK-12 ENGLISH LEARNER EDUCATION (continued)

### PROMOTING TEACHER NETWORKS TO BOOST ENGLISH LEARNER SUCCESS



For the past four years, CAL has hosted Education Connections, an open network of educators promoting standards-aligned sheltered instructional methods to support the language and content learning of English learners (ELs). Education Connections is an initiative funded by three grants—one from the U.S. Department of Education and two from the Bill & Melinda Gates Foundation. Each generally addresses provision of professional development to mainstream educators with the goal of improving their implementation of sheltered instructional methods for ELs.

Education Connections is an initiative funded by three grants, one from the U.S. Department of Education and two from the Bill & Melinda Gates Foundation, to address provision of professional development to mainstream educators to improve implementation of sheltered instructional methods for ELs.

Project activities involve a broad network of educators across a range of grade levels, content areas, and settings from the United States and around the world. The projects utilize a virtual course management space for sharing resources, and promoting interaction among participants. Users are also encouraged to seek out other mechanisms for convening around the improved implementation of sheltered methods through social media, other existing groups, and informally among colleagues.



Education Connections' activities involve both in-person and live, virtually streamed, professional development sessions. Sample topics include sheltered instruction for newcomer students, supporting the needs of culturally and linguistically diverse exceptional (CLDE) students, and fostering teacher leadership skills. All Education Connections activities fundamentally honor and build on teachers' pedagogical and content area expertise, with the goal of facilitating collaboration, through both informal interaction and formal teacher leadership responsibilities.

#### ► Highlights from CAL's Education Connections activities in 2017 include

- **Hosting an Annual Virtual Summit of Educators** from Fitchburg, Massachusetts and the Albany region of New York, during which representatives from both sites reflected around their engagement in leadership activities for promoting sheltered instruction for ELs in mainstream settings.
- **Hosting Four Informative Webinars** including a series on supporting Newcomer ELs and a presentation on college and career readiness for ELs.
- **Creating a Video Highlighting the Project's Impact** on teachers and students in Fitchburg, in which three key educators and the district's Title III Coordinator share their experiences. View the video on the CAL website: [www.cal.org/what-we-do/projects/edconnections](http://www.cal.org/what-we-do/projects/edconnections).





► **Promoting Educator Networks: Standards-Based Instruction for English Learners**

*U.S. Department of Education, Office of Innovation and Improvement*

CAL is working in partnership on this project with the University of Oregon's Global and Online Education Department, the TESOL International Association, a team of Local Education

Agencies, and SRI International, who oversees the evaluation of the project. This four-year project addresses the competition's Absolute Priority of Improving Academic Outcomes for English Learners (ELs) – aligning and implementing the curriculum and instruction used in grades K-12 for language development and content courses.

The project customizes the ObaVerse online platform, created by the University of Oregon, to facilitate teacher networks as an enhancement to traditional approaches to professional development. The Education Connections website within ObaVerse houses core project activities (including forums, a resource repository, live events with subject matter experts, online courses, and access to online lesson planning) with the goal of improving teachers' standards-based, EL-relevant instruction.

► **Enhanced Education Connections: Supporting Teacher Leaders in Local and Virtual Networks**

*The Bill & Melinda Gates Foundation*

Funded by the Bill & Melinda Gates Foundation, in collaboration with the Center for the Future of Teaching and Learning (CFTL) at WestEd, under its Teacher Practice Networks initiative, CAL's Enhanced Education Connections project addressed two challenges faced by today's schools—improving the educational achievement of EL students in the context of Common Core State Standards (CCSS), and advancing teachers' capacity for meeting the content and language learning needs of ELs in mainstream classrooms.

In order to address these needs, Enhanced Education Connections promoted teacher leadership to better support ELs through Common Core – aligned instruction; invested in community-based, local relationship building as the basis for leveraging teachers as leaders; and identified and cultivated new Teacher Leaders to shape and accelerate CCSS implementation that is EL relevant.

Enhanced Education Connections built on the pre-existing Education Connections network of over 3,000 educational practitioners from the initial Gates-funded project, and expanded to increase emphasis on growing Teacher Leaders. CAL provided support to two cohorts of Teacher Leaders who, in turn, engaged in teacher-to-teacher support by creating their own networks and sharing strategies for Common Core – aligned instruction for ELs. On-the-ground, local, face-to-face, as well as intermediary collaboration and support was provided to the Teacher Leaders and their own extended networks by Questar III RBERN in New York's Capital District and Confianza in Fitchburg, Massachusetts.

A video highlighting the impact of the Enhanced Education Connections initiative on teachers and students in Fitchburg featured three elementary educators and the district's Title III Coordinator discussing the importance of the project content and how it was utilized in their classrooms. The video highlights four focal areas that were presented in professional development sessions with participants: using content and language objectives; making complex text more accessible; incorporating students' native languages; and developing oral argumentation skills as a foundation for literacy.

CAL's organizational partners in the project included Confianza; Questar III RBERN, NY; and Global and Online Education, University of Oregon. CAL's Local Educational Agency (LEA) partners included Fitchburg Public Schools, MA; City School District of Albany, NY; and Greater Amsterdam School District, NY. The Enhanced Education Connections project activities came to completion in fall 2017.

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**Sarah C.K. Moore**, Program Director, PreK-12 English Learner Education, with **Joanna Duggan**, **Lindsey Massoud**, and **Christopher Frederick**

Visit [www.cal.org/what-we-do/projects/edconnections](http://www.cal.org/what-we-do/projects/edconnections) to learn more.

# ADULT LANGUAGE AND LITERACY

## HELPING ADULT LEARNERS SUCCEED

According to the Coalition on Adult Basic Education, more than 36 million adults in America do not have basic literacy skills, and more than 60 million do not have basic math skills. The detriment of this lack of skills extends beyond their personal lives and reverberates throughout the U.S. economy in many forms—lost productivity, increased crime and incarceration, and increased health risks, among others.

CAL provides resources to support the millions of adults in America that do not have basic literacy or math skills, helping them prepare for success in the classroom and the workplace.

CAL has a long-standing repertoire of publications and workshops on the language and cultural skills needed by adults to succeed in the community, continuing education, and careers, focusing on the education of nonnative speakers of English. Increasingly, CAL is using these same approaches to effectively work with all populations of adult learners in programs from financial literacy to college transitions. In this section, we highlight current initiatives for adult learners in a variety of programs. Our support for practitioners working with adult learners includes a wide array of effective professional development services as well as the widely used adult English proficiency assessments – BEST Plus and BEST Literacy.

**DeAnna Coon**, *Director, Adult Language and Literacy Education*

Visit [www.cal.org/areas-of-impact/english-learners/adult-english-language-education](http://www.cal.org/areas-of-impact/english-learners/adult-english-language-education) to learn more.

## PROJECT SPOTLIGHTS

**English for Heritage Language Speakers (EHLS):** CAL successfully led the EHLS program through its 12th year of operation in 2017, graduating a class of 16 speakers of Russian, Mandarin Chinese, Arabic, Persian Farsi, Hausa, and Turkish. While the scholars were immersed in their program of study, CAL concentrated on program administration, including recruitment for the class of 2018, and representing the program at national conferences, including ACTFL, TESOL, and the National Immigrant Integration Conference (NIIC).

Visit [www.cal.org/what-we-do/projects/ehls](http://www.cal.org/what-we-do/projects/ehls) to learn more.

**Center for Advanced Proficiency in English (CAPE):** CAL entered into a new three-year contract cycle with George Mason University to continue providing technical assistance and assessments for the Center for Advanced Proficiency in English (CAPE), a Language Training Center funded by the Defense Language and National Security Education Office. In addition to the ongoing original course offering, CAL designed a second course to be piloted and offered through CAPE. The pilot cohort took the course in 2017, and CAL made revisions for future enhancements based on learning from the pilot. Approximately 60-80 total participants from U.S. Department of Defense agencies complete the courses each year.

Visit [www.cal.org/what-we-do/projects/online-professional-english-writing-program](http://www.cal.org/what-we-do/projects/online-professional-english-writing-program) to learn more.

## FEATURED WORKSHOPS

### IS YOUR LEXEME EXTREME? WRITING FOR YOUR AUDIENCE

This two-and-a-half-hour training focuses on how to write for audiences with low levels of literacy and non-native speakers of English. The training covers the characteristics and abilities of these audiences, the various ways in which reading publications challenges them, and guidelines for writing for them. Participants practice applying the guidelines to a variety of text samples throughout the workshop and leave with a communication strategy for their own work involving low literacy populations.

## CRITICAL THINKING & PROBLEM SOLVING IN CONTEXT: WORKFORCE DEVELOPMENT IN YOUR COMMUNITY

Workforce development has been abuzz with “soft skills” for some time now, and even Google has confirmed they’re first and foremost among the characteristics of its successful employees, but what are soft skills? How do we teach them? How do they fit within our already over-extended curricula? This workshop uses the theme of civic engagement to teach two soft skills that are also integral in academic instruction—critical thinking and problem solving. By practicing these approaches with our learners, we can position them not only to seek higher education and/

or participate more fully in their communities, but also to transfer these valuable strategies successfully to the workplace.

Additional workshops include:

- ▶ From Words to Stories: Reading Comprehension vis-à-vis Vocabulary Instruction
- ▶ Creating Safe Spaces for Diverse Populations: How to be Culturally Humble
- ▶ Amplifying the Voices of Refugees
- ▶ The Use of the Mentoring with English Learners

Visit [solutions.cal.org](http://solutions.cal.org) to learn more.

## SPOTLIGHT ON GLOBAL LANGUAGE POLICY

Decisions around language policy and planning are made around the globe every day, both formally by institutions, governments, and others and informally in families, schools, and communities. These pronouncements and choices influence how languages are used, maintained, or compromised, and serve to legitimize or stigmatize particular languages and their speakers. Language policy and planning plays a pivotal role in its impact on language vitality and, ultimately, on the rights of individual speakers and communities.

CAL facilitates the Language Policy Research Network (LPRn), an international network of scholars, researchers, and stakeholders in the field of educational language policy.

LPRn’s mission is to promote the development of networks and rich collaboration around issues of language policy worldwide.

In January 2018, LPRn was notified by the International Association of Applied Linguistics (AILA) Research Network Coordinator (ReN) that its application for renewal of affiliation as a ReN of AILA was approved for an additional three-year term. ReNs seek to promote research and dissemination in all academic areas of AILA, with a particular focus on areas that have the potential for new cross-disciplinary research.

**Sarah C.K. Moore**, *Program Director, PreK-12 English Learner Education*

Visit [www.cal.org/lpren](http://www.cal.org/lpren) to learn more or to join the listserv.



# DUAL LANGUAGE EDUCATION

## SPOTLIGHT

Dual language programs promote bilingualism, biliteracy, academic achievement, and sociocultural awareness for all students. Dual language education refers to programs that provide grade-level content and literacy instruction to all students through two languages—English and a partner language.

Dual language programs promote bilingualism, biliteracy, academic achievement, and sociocultural awareness for all students.

Successful dual language programs typically begin in kindergarten or first grade and continue for a minimum of 5 years and have the goals of promoting bilingualism and biliteracy, high levels of academic achievement, and sociocultural competence.

CAL believes that all students, both native English speakers and English learners, receive long-term benefits from dual language education, in the classroom

and beyond. Participation in dual language education is associated with improved academic, linguistic, and emotional outcomes. For English learners, dual language programs offer a positive alternative to monolingual English instruction and transitional bilingual education, which often do not provide the support English learners need to achieve academically and graduate at the same rates as their English-fluent peers. For all students, dual language education provides opportunities to gain valuable multilingual and cross-cultural skills that prepare them to thrive in today's global society.

Many students in U.S. schools have been negatively impacted by restrictive language education policies, which had the effect of limiting the use of students' home languages in instruction. Recent years have seen changes in these restrictive language policies. For example, California Proposition 58 was approved by voters in November 2016. The proposition implements the California Multilingual Education Act of 2016, which gives California public schools more control over dual language acquisition programs. Under the new law, for example, students can learn English through multiple programs outside of English immersion classes. Proposition 58, in effect, repeals

the bilingual education restrictions of Proposition 227, approved by California voters in 1998.

The number of schools offering dual language education has grown rapidly over the past five years and CAL continues to support dual language education through research, information dissemination, and services for states, school districts, and schools seeking to start or enhance dual language programs.

CAL conducts research and offers a wide range of professional development and technical assistance services to support the introduction and implementation of dual language programs in schools in the United States and around the globe. CAL also is the convener of the National Dual Language Forum, collaborating with organizations committed to supporting dual language education. We invite you to review this update of our current work and to learn more about our services in the professional development section.

**M. Beatriz Arias**, Senior Research Scientist

Selected information adapted from the CAL Practitioner Brief – *Dual Language Education: Answers to Questions From the Field*, Barbara Kennedy & José Medina, Center for Applied Linguistics

Visit [www.cal.org/areas-of-impact/english-learners/bilingual-and-dual-language-education](http://www.cal.org/areas-of-impact/english-learners/bilingual-and-dual-language-education) to learn more.



## RESEARCH SPOTLIGHTS

### FEATURES OF DUAL LANGUAGE IMMERSION IN HIGH ACHIEVING PROGRAMS

CAL was recently awarded a grant from the International Research & Studies program of the U.S. Department of Education to conduct a three-year research study to identify successful Spanish/English dual language (DL) programs by analyzing state-wide longitudinal data in the two program languages and document characteristics of DL in high achieving programs based on case studies.

After a successful two-year collaboration with the Oregon Department of Education (ODE) in the *K-12 Biliteracy Pathways* project, CAL continues to work with Oregon DL programs in this project. Currently in Year 1, CAL researchers have been working on analyzing data obtained from ODE on all DL programs in the state that have been collecting student achievement data in the two program languages for the past three years. Data come from nineteen programs (all Spanish/English two-way immersion programs) in eleven different school districts. Analyses are being carried out on three years of English and Spanish language arts data from 1,063 students who were in Grade 3 in 2014-2015 to identify the two programs that consistently show the highest adjusted average scores in academic achievement measures in both languages. These programs will then be studied in depth in Year 2 through classroom observations and focus group interviews with relevant stakeholders. Results of the qualitative analyses will reveal program and instructional features found in programs with high levels of academic achievement in the two program languages.



By focusing on a large sample of Spanish/English DL programs across the state of Oregon that have consistently shown high achievement in both languages and documenting effective programmatic and instructional practices, findings from the *Features of Dual Language Immersion in High Achieving Programs* project will provide a much needed basis for replication of successful programs. Findings from the project will be disseminated through the CAL website, conference presentations, publications, and workshops for educators and school administrators.

*The project is led by CAL Research Scientist **Igone Arteagoitia**, with support from CAL staff members **Yu-Chia Wu** and **Shu Jing Yen**. **Kathryn Lindholm-Leary** and **Soria E. Colomer** serve as external evaluators.*

Visit [www.cal.org/what-we-do/projects/features-of-dli](http://www.cal.org/what-we-do/projects/features-of-dli) to learn more.

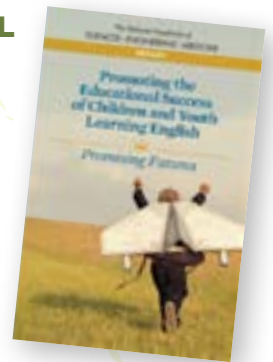
### PROMOTING THE EDUCATIONAL SUCCESS OF CHILDREN AND YOUTH LEARNING ENGLISH: PROMISING FUTURES

*The National Academies of Sciences, Engineering, and Medicine*

With contributions by CAL Board of Trustees members **Eugene García**, Arizona State University (emeritus) and **Fred Genesee**, McGill University (emeritus), this report, published by the National Academies of Sciences, Engineering, and Medicine, examines the evidence on the developmental progress and school success of English learners, who live in homes in which a language other than English is spoken, from birth through grade 12.

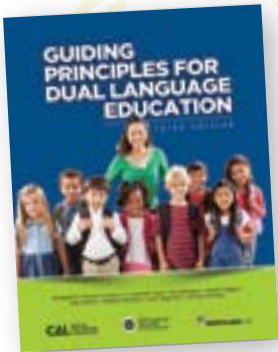
*Promoting the Educational Success of Children and Youth Learning English: Promising Futures* examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. Edited by Ruby Takanishi and Suzanne Le Menestrel, this report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12.

Visit [www.cal.org/resource-center/publications/promoting-the-educational-success](http://www.cal.org/resource-center/publications/promoting-the-educational-success) to learn more.



# DUAL LANGUAGE EDUCATION (continued)

## RESOURCE CORNER



### GUIDING PRINCIPLES FOR DUAL LANGUAGE EDUCATION – THIRD EDITION

*Published by the Center for Applied Linguistics, Dual Language Education of New Mexico, and Santillana*

*The Guiding Principles for Dual Language Education* has been used for over a decade by dual language programs and educators across the United States as an effective tool for

planning, self-reflection, and continual improvement. The third edition of this widely-used resource has been updated to reflect new knowledge, practices, and policies in the arena of dual language education.

Reflecting the experience and expertise of a broad range of dual language experts, including practitioners, researchers, administrators, professional development specialists, and others, this new edition includes enhancements to the principles reflecting learning from research and practice supported by updated literature reviews. Improvements were also made to the organization and formatting of the publication to increase its usability. Self-evaluation templates in the appendix now include space to record evidence to support the ratings given.

Each strand is composed of two primary components. The first component of each strand is a review of relevant literature on research and best practices in dual language education. The second component of each strand consists of a series of guiding principles, each of which is broken down into several key points. Each key point includes progress indicators and the literature reviews for each strand have been updated. Changes were also made throughout the strands to put greater focus on the importance of the third pillar of dual language education—the development of sociocultural competence.

The new edition is designed for educators, researchers, policymakers, and all who are interested in effective dual language education.

Visit [www.cal.org/gp3](http://www.cal.org/gp3) to download a free copy or to purchase a print copy for ease of use and reference.

## CAL PRACTITIONER BRIEF

### DUAL LANGUAGE EDUCATION: ANSWERS TO QUESTIONS FROM THE FIELD

*Barbara Kennedy & José Medina, Center for Applied Linguistics*

This brief was written to respond to some of the most frequently asked questions the authors encountered as they travel across the country providing services to dual language educators and administrators. These include questions about program structure, assessment and accountability, curriculum and instruction, teacher quality and professional development, and family and community involvement. Recommended readings support program leaders and teachers as they design and enhance dual language education programs in their communities.

Visit [www.cal.org/briefs](http://www.cal.org/briefs) to download a free copy.



## IN DEVELOPMENT

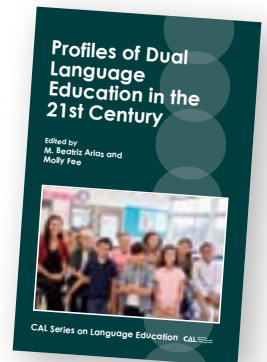
### PROFILES OF DUAL LANGUAGE PROGRAMS IN THE 21ST CENTURY

*Edited by M. Beatriz Arias and Molly Fee*  
*Co-published by the Center for Applied Linguistics and Multilingual Matters*

The last two decades have witnessed a sea change in the field of Dual Language Education (DLE). The popularity of DLE has been validated through increased student enrollment and states have stepped up to support funding and legislation for the implementation of DLE programs.

In this upcoming volume, three case studies will present DLE implementation at the school, district and city level. The increasing demand for DLE programs to span the entire pre-K through 12 curriculum is highlighted, with two chapters addressing the expansion of DLE models to pre-school and secondary school. Because DLE is at the nexus of education and language policies, final chapters review DLE teacher preparation and elucidate the spaces that policy creates for DLE.

Visit [www.cal.org/profiles21](http://www.cal.org/profiles21) for updates.



## DUAL LANGUAGE PROGRAM DIRECTORY

The CAL Dual Language Program Directory was developed to provide a repository to capture and quantify the number and types of dual language programs currently implemented in the United States, connect leaders of dual language programs from across the country, and facilitate networking among and between them. Led by M. Beatriz Arias and Barbara Kennedy, this directory was updated in 2017.

Visit [www.cal.org/DLdirectory](http://www.cal.org/DLdirectory) to search or add a program to the directory.



## PROMOTING THE BENEFITS OF DUAL LANGUAGE EDUCATION – THE NATIONAL DUAL LANGUAGE FORUM

In a mission-driven activity supported our Board of Trustees, CAL facilitates activities of the National Dual Language Forum (NDLF) with members from a growing cadre of organizations committed to dual language and bilingual education and supporting high-quality effective programs.

The mission of the NDLF is to promote the benefits of dual language education and foster collaboration among key organizations and individuals dedicated to dual language and bilingual education across the country.

### NDLF WEBSITE

Visit the NDLF website to browse information and resources on dual language education by our member organizations.



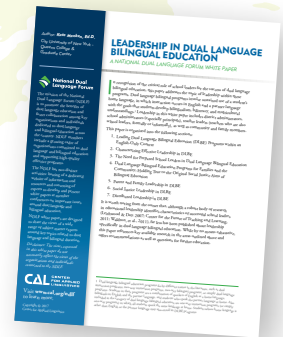
### NDLF WHITE PAPERS

NDLF white papers are designed to share the views of a wide range of subject matter experts around key topics related to dual language and bilingual education. NDLF members are developing further white papers on key topics of interest in dual language education.

## LEADERSHIP IN DUAL LANGUAGE BILINGUAL EDUCATION

This free downloadable white paper highlights the need for prepared school leaders for DLBE and outlines the characteristics demonstrated by leaders of successful programs.

Visit [www.cal.org/ndlf](http://www.cal.org/ndlf) to learn more.



## PARTNERING TO PROMOTE DUAL LANGUAGE EDUCATION



CAL is pleased to partner with Santillana USA on a wide range of activities designed to promote dual language education across the U.S., including publication of the third version of the *Guiding Principles for Dual Language Education*, the development of an online course (outlined below) and periodically offering a joint dual language education fundamentals workshop around the country.

CAL and Santillana are also sponsors of the National Dual Language Forum website, a portal to a growing array of resources to help educators understand the essential components of dual language and bilingual education.

### FEATURED RESOURCE

#### INTRODUCTION TO DUAL LANGUAGE EDUCATION: KEY FEATURES AND BEST PRACTICES

This affordable, self-paced online course outlines fundamental components and goals of dual language programming and instruction with a focus on the three pillars of dual language education used by successful programs: Bilingualism and Biliteracy; Grade Level Academic Achievement; and Sociocultural Competence

Visit [www.cal.org/cal-susa](http://www.cal.org/cal-susa) to learn more and register.

CAL is pleased to partner with Santillana USA on a wide range of activities to promote the benefits of dual language education.

# LANGUAGE PRIORITIES FOR NATIONAL DEFENSE AND SECURITY

The National Security Agency (NSA), in its effort to lead the U.S. Government in cryptology, is committed to fostering a nation-wide effort in learning critical-need foreign languages. It does so by funding a wide variety of internship programs and K-12 summer camps for students and educators of these languages. Among the language related programs funded by NSA, CAL plays an important part through its role in STARTALK.



STARTALK was created in 2006 to provide learning opportunities in critical-need foreign languages for students (K-16) and professional development opportunities for teachers of these languages. These objectives are reached mainly through programs offered during the summer. The overall goal of the summer programs is to exemplify best practices in language education and in language teacher development.

The Office of the Director of National Intelligence (ODNI) launched STARTALK in 2006 and delegated executive oversight of the program to the National Security Agency (NSA). The NSA in turn awarded a contract to the National Foreign Language Center (NFLC) at the University of Maryland (UMD) to act as its subject matter expert in the implementation and administration of the program. Since the inception of the STARTALK program, CAL has been partnering with the NFLC to support the STARTALK mission to expand and improve the teaching and learning of critical-need foreign languages. CAL's work includes assisting in the evaluation of STARTALK's summer programs, offering professional development to STARTALK teachers and program staff, and developing a database of instructional programs for heritage language speakers.

## EVALUATION

Since 2006, CAL has worked with the NFLC to evaluate the STARTALK initiative using a survey-based approach, providing valuable information to individual programs and to the NFLC on the program monitoring process, program administration, and teacher trainees' and students' backgrounds, attitudes, and likes and dislikes about the program. Evaluation findings are used to improve communication, refine common program forms and processes, and provide insight into successes and areas for improvement across STARTALK programs. In 2017, CAL also conducted a longitudinal analysis on all the survey data collected

over 10 years (from 2006 to 2016), with the goal of examining changes in stakeholder perceptions about STARTALK programs as STARTALK matured over time.

## PERFORMANCE ASSESSMENT TRAINING PROGRAM

Since 2008, CAL has been one of the organizations selected to provide summer STARTALK professional development workshops for language educators. Through both the online and face-to-face modes, CAL's annual workshop for STARTALK educators has focused on language assessment, particularly assessment for less commonly taught languages. This professional development program emphasizes the importance of increasing foreign language instructors' assessment literacy and helps participants plan for conducting assessment in their programs while considering the stakeholders involved, their goals, and their resources.

## HERITAGE LANGUAGE PROGRAMS DATABASE

Since 2009, CAL has worked to increase STARTALK's heritage language resources by developing and maintaining a database of instructional programs for heritage language speakers. The Heritage Language Programs Database is free, searchable, and publicly accessible. It is updated every two years with continuous support from the NFLC.

## BENEFICIARIES FOR CAL NSA FUNDED SERVICES

CAL has provided benefits to a wide range of foreign language educators and students through its work with the NFLC on the STARTALK program in the areas of program evaluation, teacher professional development, and heritage language programs database. From the inception of STARTALK to the present, CAL has surveyed 973 program directors; 1,932 program instructors; 433 program site visitors and 203 team leaders. The results of these surveys have been taken into consideration by the NFLC as they make continuous improvement to the management and implementation of the STARTALK programs. Through the teacher professional development workshops, CAL has enhanced the assessment literacy of hundreds of language educators across the nation. The heritage language programs database contributes to the knowledge of heritage language programs in the United States and creates a network for practitioners to share ideas and resources.

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**Jing Wei**, Senior Research Associate

Visit [www.cal.org/what-we-do/projects/startalk](http://www.cal.org/what-we-do/projects/startalk) to learn more.



# LANGUAGE ASSESSMENT



## LANGUAGE ASSESSMENT AS A KEY COMPONENT IN LANGUAGE EDUCATION

Assessment is a critical element in language education. Well-crafted assessments provide valid, reliable, and relevant information about student progress. Assessment data can be used to inform program evaluation and instructional design to better meet the needs of language learners and the educators who serve them. Information from assessments can be used to make meaningful changes to curriculum and instruction — all with the goal of boosting student success in the classroom and beyond.

CAL's assessment expertise enables us to create all types of assessments across all grade levels, whether that is a paper-based test for high school students, a computerized assessment for elementary school students, or a hybrid of the two for the youngest learners.

In addition to our program initiatives, CAL also offers assessment products, such as our widely-used adult English proficiency assessments — BEST Plus and BEST Literacy — and our CAL English Proficiency Tests for students and teachers in Latin America and beyond.

Visit [www.cal.org/assessment](http://www.cal.org/assessment) to learn more.

## THE CRITICAL ROLE OF QUALITY CONTROL IN LANGUAGE ASSESSMENTS

Quality control is integral to CAL's work in assessment, and is at the heart of our work on high-stakes assessment for English learner students.

For example, CAL collaborates with the 39-state WIDA Consortium in its work to provide standards-based assessments for English language learners, most prominently on the Consortium's assessment of English language proficiency, ACCESS for ELLs®. CAL's work is divided into three main areas: Developing new test items, field-testing the new items, and using them to refresh ACCESS for ELLs every year. The test is currently taken by over 1,800,000 students annually.

Student performance on ACCESS for ELLs is used to make decisions about whether students are or are not deemed ready to be reclassified as "English proficient," a decision which can impact the education services that a student may access, and the funding that schools and districts receive to support students.

CAL's test development and psychometric work on ACCESS for ELLs is subject to external quality control review by representatives of WIDA states. The consequences of the assessment and the high degree of external accountability results in day-to-day work that incorporates diligent attention to detail, multiple internal and external rounds of review and checking, and an organizational culture of unwavering commitment to quality.

CAL was pleased to welcome four state representatives to our quality control review meeting in November 2017, at which CAL's test development processes and procedures were evaluated. The report from the review panel found that *"Overall, the evaluations of CAL's test development process from the SEA reviewers were very positive. The majority of categories and items evaluated were awarded the highest possible rating."*

The review of the test development processes and procedures was exhaustive, and covered item and test development documentation; item development; training materials; test construction; proofs and special populations; test development overall systems; and psychometric research. A range of documentation is produced and used annually at CAL in support of this rigorous quality control system, including written processes and procedures, design requirement documents, item specifications, clear specification of staff roles, and the delineation of named responsible parties for numerous quality control checks.

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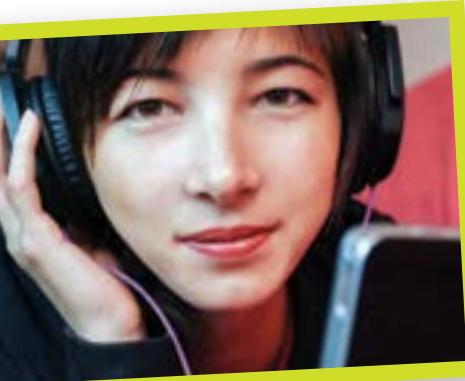
**Keira Ballantyne**, *Manager, Psychometrics and Quantitative Research*

Visit [www.cal.org/assessment](http://www.cal.org/assessment) to learn more.



## LANGUAGE ASSESSMENT (continued)

### THE NEXT GENERATION OF CAL'S TECHNOLOGICALLY-MEDIATED APPROACH TO ORAL LANGUAGE TESTING



The Center for Applied Linguistics (CAL) has been a leader in technologically-mediated performance-based oral language assessment since the 1980's. CAL's history with this type of assessment evolved from the Simulated Oral Proficiency Interview (SOPI),

which used tape-recorders, to the Computerized Oral Proficiency Instrument (COPI), introduced in the 2000's. Through its work with the WIDA Consortium, CAL developed the online Speaking test of WIDA ACCESS 2.0, with scenario-based prompts to which examinees respond. Their responses are recorded and scored later at a central location.

As an alternative to scenario-based testing, CAL has also been involved assessing oral language with the "scripted oral interview." In this face-to-face approach, examiners read test questions from a script, and score each response immediately. CAL's first scripted oral interview was the oral skills section of the Basic English Skills Test (BEST), developed to assess oral skills of immigrants and refugees in the 1980's for appropriate placement into language training programs. In the early 2000's, CAL used technology to develop the next generation of this assessment, called BEST Plus. Instead of testing every student with the same long list of scripted questions, BEST Plus used technology to tailor testing to each examinee. Examiners read the scripted questions, this time from the computer screen, and score each response. Now, however, the computer uses the inputted scores to calculate a measure of the examinees' ability and to select the most appropriate question to ask next from an underlying pool of questions. This "on-the-fly" adaptive testing approach shortened the testing time significantly, as only questions targeting the examinee's ability were used. One drawback with this approach was the complicated psychometrics of the underlying engine powering the assessment.

Building on its combined expertise in psychometrics and language testing, CAL is moving into the next generation of oral testing using scripted interviews. First, CAL has developed the CAL Test System, comprised of three integrated parts: the CAL Test Platform (a test delivery app); the CAL Test System Web Portal, (for building tests and retrieving scores); and a cloud-based storage system. Second, it is using Multistage Adaptive Testing (MST) as the underlying psychometric model supporting the new system. This approach offers many of the same benefits for tailoring tests to an examinee's ability as the "on-the-fly" approach; however, it is easier to implement psychometrically and thus more flexible in test design. In Multistage Adaptive Testing, questions are organized in sub-groups. After an initial common locator, examinees proceed through the test in "stages" comprised of questions grouped at different ability levels (e.g., Easy, Medium, or Hard). As scores are entered into the computer, the computer determines which group of questions will be most appropriate in the next stage. This approach allows test developers greater control over the flow of the interview than the "on-the-fly" approach, and makes the psychometric work more straight-forward and flexible.

The CAL Test System is extremely flexible and allows for greater control of significant variables to achieve the targeted purpose of a specific test.

The CAL Test System is extremely flexible and allows for greater control of significant variables to achieve the targeted purpose of a specific test. It is already in use operationally for the Speaking section of the *CAL English Language Proficiency Test for Students*, an English-as-a-Foreign-Language test used in Latin America, and is being used for BEST Plus 3.0, scheduled to be released in 2019. CAL looks forward to applying this new tool to help build practical solutions in other oral language testing situations.

**Dorry M. Kenyon**, Vice President, Language Assessment Division

Visit [www.cal.org/assessment](http://www.cal.org/assessment) to learn more.

# ONLINE LEARNING SUPPORTS KNOWLEDGE BUILDING FOR EDUCATORS WORKING WITH LANGUAGE LEARNERS

Online education offers many benefits for busy educators, providing convenient access to a wide range of topics and information, the opportunity to earn professional development credits, and the ability to learn at your own pace. To meet the growing demand for online learning, CAL offers a growing cadre of self-paced online courses to help educators learn while they earn credit. CAL also offers many of these courses in a blended learning environment, combined with our face-to-face workshops.

CAL offers a growing cadre of self-paced online courses to help educators learn while they earn credit.

CAL's online courses are based on decades of research on how language is learned and extensive experience in working with educators to help language learners succeed. Each course provides an introduction to the research base of the topic, focuses on strategies and information to enhance educator knowledge, and shares practical tools that can be used in the classroom.

At the end of each course, participants receive a CAL Certificate of Completion that can often be used to obtain continuing educational credits from schools or districts.

## ACADEMIC LITERACY DEVELOPMENT FOR ENGLISH LEARNERS

Provides teachers and administrators with an overview of research-based approaches to academic literacy development for English learners in the mainstream classroom.

## APPROACHES TO INSTRUCTION FOR ENGLISH LEARNERS

Learn effective approaches to instruction that support English learners (ELs) in K-12 settings, with a focus on secondary grades.

## FOUNDATIONS OF INSTRUCTION FOR ENGLISH LEARNERS: THE NATURE OF READING

Provides teachers and administrators with research on how English learners learn to read in a second language and the supports they need to be successful at decoding and comprehending.

## FUNDAMENTALS OF SHELTERED INSTRUCTION FEATURING THE SIOP MODEL

Increase knowledge about how language is learned in the content area classroom and explore the characteristics and benefits of sheltered instruction.

## INTRODUCTION TO DUAL LANGUAGE EDUCATION: KEY FEATURES AND BEST PRACTICES

*From CAL and Santillana USA*

Provides a comprehensive introduction to dual language education with a focus on the Three Pillars of dual language education used by successful programs.

**Sarah C. K. Moore**, Program Director, PreK-12 English Learner Education

Visit [www.cal.org/online](http://www.cal.org/online) to learn more.



# EFFECTIVE PROFESSIONAL DEVELOPMENT BUILDS EDUCATOR KNOWLEDGE AND IMPROVES STUDENT OUTCOMES



Educators seek effective program models and instructional strategies to serve the growing need for language instruction, both in the United States and around the globe. Supported by our ongoing research and drawing on our decades of experience in the classroom, CAL provides educators with effective strategies and practical tools they can use to help language learners succeed in school and beyond.

CAL provides educators with effective strategies and practical tools to help all language learners succeed in school and beyond.

The experts at CAL Solutions specialize in providing effective, research-based solutions for educators and practitioners working with language learners of all ages. Our professional development services and materials incorporate a wide range of effective methods and techniques. These include a principles-to-practice approach to teacher training; a standards-based approach to language and literacy development,

academic instruction, and assessment; and innovative instructional models, such as sheltered instruction (e.g., the SIOP Model) and dual language education.

We offer a wide range of workshops and services that can be customized to meet your needs. We provide services onsite at your location and also provide a growing number of CAL Institutes in Washington DC. Our growing cadre of online courses make knowledge building and professional development affordable and convenient.

Participants in our workshops and online courses receive a certificate of completion for credit hours that can often be used to obtain continuing education credit for schools or districts.

**Annie Duguay**, *Director, Language and Literacy*

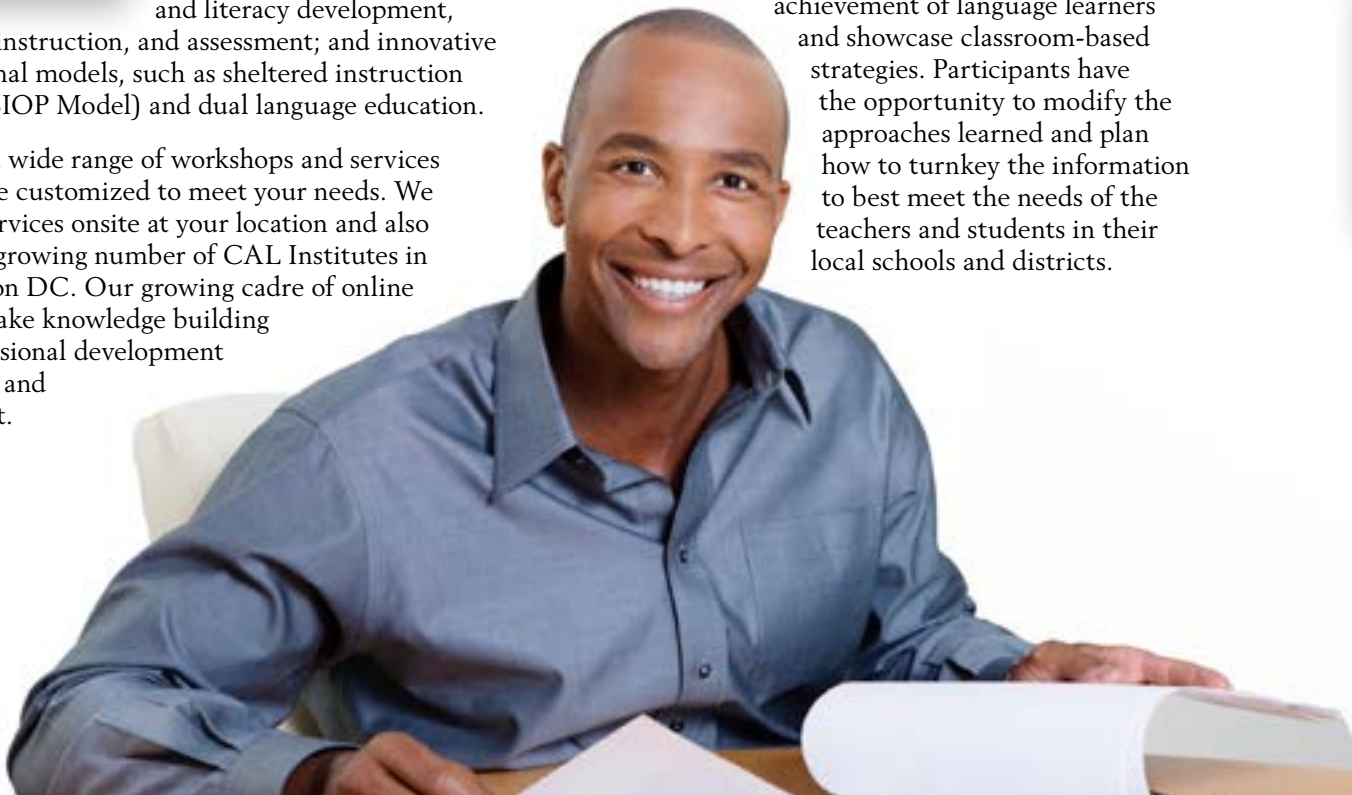
Visit [solutions.cal.org](http://solutions.cal.org) to learn more.

We invite you to contact us to learn how we can partner with you to customize a solution to best meet your needs.

## EXPANDING PROFESSIONAL DEVELOPMENT LEARNING OPPORTUNITIES THROUGH CAL INSTITUTES

Responding to practitioner needs, CAL now offers more than 20 DC-based institutes throughout the year on a range of topics related to the instruction of linguistically and culturally diverse students. Current topics address language and literacy acquisition, content and language integration, and dual language instruction. Mirroring CAL's site-based professional development services, CAL Institutes are informed by

current research on the academic achievement of language learners and showcase classroom-based strategies. Participants have the opportunity to modify the approaches learned and plan how to turnkey the information to best meet the needs of the teachers and students in their local schools and districts.



Complementing our site-based professional development services, CAL Institutes offer a unique opportunity for participants to network about issues in language learning with colleagues from across the country and around the globe.

For example, at the *Newcomers in Your School* institutes, attendees find it useful to compare their district's level of preparedness for welcoming newcomers and discuss strategies to promote newcomers' learning and well-being. At the SIOP Training of Trainers (TOT), participants learn from each other's plans for implementing and sustaining the professional development through workshops and job-embedded support onsite at their own schools.

Institute content is tailored to the needs of our different audiences. Our Training of Trainers sessions give districts the tools to develop in-house capability to provide professional development for their educators. For example, attendees of the *What's Different about Teaching Reading to Students Learning English* TOT become familiar with research-based principles of literacy instruction for English learners and receive guidance on how to use this information to provide professional development for teachers in their districts. Several of our CAL Institutes are also available for two graduate credits in partnership with Trinity Washington University.

In 2017, CAL Institutes were offered at CAL and at a local hotel in Chevy Chase, Maryland. They are typically offered in the summer and fall. Striving to provide an optimal experience for attendees, CAL continually reviews, refines, and expands upon institute content based on participant feedback.

Visit [www.cal.org/institutes](http://www.cal.org/institutes) to learn more and register.

CAL Institutes are informed by current research on the academic achievement of language learners and showcase proven classroom-based strategies.

## SPOTLIGHT ON PROFESSIONAL DEVELOPMENT OFFERINGS

- ▶ Developing Academic Literacy and Language in the Content Areas
- ▶ English Learners and Effective Response to Intervention (RTI) Strategies
- ▶ Foundations of Effective Classroom Assessment: Principles and Practices
- ▶ Leading Dual Language Programs for Student Success: A CAL Leadership Institute
- ▶ Newcomers in Your Schools: Cultural Connections and Instructional Strategies
- ▶ Promoting Cultural Proficiency to Boost Outcomes for All Students
- ▶ Research-Based Vocabulary Instruction for English Learners
- ▶ SIOP TOT I Foundations: Training of Trainers
- ▶ SIOP TOT II Advanced Strategies
- ▶ Spanish Literacy Institute: Fostering Spanish Language and Literacy Development
- ▶ Teaching Reading to Students Learning English: Training of Trainers
- ▶ Teaching Reading to Students Learning English: Direct Strategies

Visit [www.cal.org/institutes](http://www.cal.org/institutes) to learn more.

## PROFESSIONAL DEVELOPMENT (continued)

### ENGLISH LEARNERS AND EFFECTIVE RESPONSE TO INTERVENTION (RTI) STRATEGIES

One of the most frequently asked questions CAL receives at our workshops and Institutes is how to distinguish between the typical patterns of language development of an English learner and the characteristics that may be a sign of learning difficulties or disabilities. As a result, CAL has designed a workshop to present best practices for identifying these learning characteristics to avoid some of the historical trends of over or under-identifying English learners as students with disabilities.

CAL presents a model of Response to Intervention (RTI) (also called Multi-tiered Systems of Support, MTSS, depending on the district program) that includes linguistic and cultural factors that all RTI teams should consider when determining instructional supports and objectives for both teachers and students who are analyzing a student's progress. For example, before the identification process, are English learners' language and literacy needs being met within grade-level instruction (Tier 1)? Are there cultural factors affecting learning or family communication? The workshop presents effective strategies for all three tiers of the model and provides time for programmatic and instructional planning.

Visit [solutions.cal.org/solutions-we-offer/professional-development/effective-rti-strategies](https://solutions.cal.org/solutions-we-offer/professional-development/effective-rti-strategies) to learn more.

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### FEATURED DUAL LANGUAGE PROFESSIONAL DEVELOPMENT SERVICES

#### FOSTERING SPANISH LANGUAGE AND LITERACY DEVELOPMENT [EN ESPAÑOL]

*Taller de lectura y escritura en español — Cómo fomentar el desarrollo de la lectoescritura en español* Each two-day Spanish Literacy Institute provides effective methodologies for teaching academic language and literacy in Spanish to students within a wide variety of programs where Spanish is the language of instruction. CAL is developing an advanced workshop on this topic.

### LEADING DUAL LANGUAGE PROGRAMS FOR STUDENT SUCCESS: A CAL LEADERSHIP INSTITUTE

This institute helps educators strengthen their leadership by gaining a solid understanding of the benefits of dual language education and how to develop an effective dual language program that promotes student success.

### PROMOTING CULTURAL PROFICIENCY TO BOOST OUTCOMES FOR ALL STUDENTS

This institute helps educators learn best practices for promoting cultural proficiency in your school to establish communities of inclusion, creating educational equity for all students.

Visit [solutions.cal.org/our-expertise/dual-language-and-bilingual-education](https://solutions.cal.org/our-expertise/dual-language-and-bilingual-education) to learn more.



# FOCUS ON PUBLICATIONS AND INFORMATION DISSEMINATION

CAL is committed to continuing its legacy of policy and thought leadership by making both scholarly and practical information available to the field. To increase our ability to disseminate information to a broad audience, CAL is expanding publications from our staff, and working with other scholars and practitioners, to develop resources such as practitioner briefs and white papers that concentrate on academic research and scholarship and inform educational practice.

CAL is collaborating with selected publishers to create new series related to language education or to bring new publications to market, such as working with Santillana on the third edition of the *Guiding Principles for Dual Language Education* referenced earlier in this report.

Visit [www.cal.org/resource-center](http://www.cal.org/resource-center) to learn more.

## INTRODUCING THE CAL COMMENTARY SERIES

CAL is expanding its information dissemination efforts starting with the creation of the CAL Commentary series designed to provide a channel for our staff and associates to voice their perspective on key topics and current issues related to language and culture.

## HOW CAN THE U.S. OVERCOME ITS LINGUISTIC DEFICIT? THE FINDINGS OF TWO NATIONAL REPORTS ON LANGUAGE LEARNERS

M. Beatriz Arias, PhD

This document highlights information from two recent research reports from the American Academy of Arts and Sciences and the National Academy of Sciences outlining the benefits of bilingualism.

More titles are in development.

Visit [www.cal.org/resource-center/cal-commentary](http://www.cal.org/resource-center/cal-commentary) to learn more and download the free PDF.



## CAL SERIES: LANGUAGE EDUCATION TENSIONS IN GLOBAL AND LOCAL CONTEXTS

Co-published by the Center for Applied Linguistics and Routledge

Books in the series will explore the tensions that exist in language education today in a range of contexts around the world and suggest new directions for the future.

Series Editors: *International Strand* – Reynaldo F. Macías, University of California-Los Angeles, USA; Sandra Lee McKay, San Francisco State University (Emerita), USA. *U.S. Strand* – Joel Gómez, Center for Applied Linguistics, USA; Guadalupe Valdés, Stanford University, USA; Terrence G. Wiley, Arizona State University (Emeritus), USA

## TITLES IN DEVELOPMENT

- ▶ *Tension and Contention in Language Education for Latin's in the United States*, edited by Glenn Martinez and Robert Train
- ▶ *Critical Perspectives on Codeswitching in Classroom Settings*, edited by Jeff MacSwan and Christian Jan Faltis.

Watch our website for updates.

## CAL SERIES ON LANGUAGE EDUCATION

Published by CAL and Multilingual Matters

The books in this series explore a broad range of issues in applied linguistics and language education and are written in a style that is accessible to a broad audience, including those who are new to the field. Each book addresses a topic of relevance to those who are studying or working in the fields of language learning, language instruction, and language assessment, whether in English as a second language or other world languages. Topic areas include approaches to language instruction and assessment; approaches to content instruction and assessment for language learners; professional development for educators working with language learners; principles of second language acquisition for educators; and connections between language policy and educational practice.

Series editors: Joel Gómez, Terrence G. Wiley, M. Beatriz Arias and Joy K. Peyton

## PROFESSIONAL DEVELOPMENT (continued)

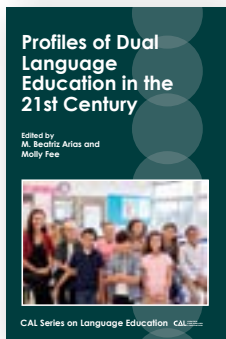
### Publications in the CAL Series on Language Education:



- ▶ ***English Language Teaching as a Second Career***  
Sarah J. Shin, University of Maryland Baltimore County



- ▶ ***What Teachers Need to Know About Language, Second Edition***  
Summer 2018  
Carolyn Adger, Catherine Snow, and Donna Christian (Eds.)



- ▶ ***Profiles of Dual Language Education in the 21st Century***, Fall 2018  
M. Beatriz Arias (Ed.) & Molly Fee (Assoc. Ed.)

- ▶ ***Language, Learning, and Disability In Development***  
Dina Castro & Alfredo Artiles (Eds.)

Visit [www.cal.org/resource-center/publications-products/cal-series-on-language-education](http://www.cal.org/resource-center/publications-products/cal-series-on-language-education) to learn more.

### WHAT TEACHERS NEED TO KNOW ABOUT LANGUAGE 2ND EDITION

Rising enrollments of children for whom English is not a first language and children whose first dialect is not Standard American English mean that every teacher is a language teacher, as well as a subject area teacher.

This book, set for publication in summer 2018, shows what teachers need to know about language to guide teacher education. It focuses on the features of English and language that, if understood by educators, can help them improve their practice, and gives specific examples of the difference this knowledge can make. Research conducted since the first edition has expanded our understanding of academic language, with particular implications for teaching children from diverse communities.

The new edition reflects the expanded knowledge base, derived from research on classrooms and curricula, on the pivotal role that language plays in learning and schooling. CAL staff, Sarah C.K. Moore, Lindsey Massoud, and Joanna Duggan are authors of Chapter 4, *Language and Instruction: Research-Based Lesson Planning and Delivery for English Learner Students*.

The volume is of interest to teachers, teacher educators, professional development specialists, administrators, and all those interested in learning more about the important role played by language in helping to ensure student success in the classroom and beyond.

Editors: **Carolyn Temple Adger, Catherine E. Snow, and Donna Christian**

Visit [www.cal.org/TL](http://www.cal.org/TL) to learn more.



# CONNECT WITH CAL AT CONFERENCES

CAL staff members regularly present at conferences and sponsor events all over the globe to share information about our research, projects, and resources. Conference participation gives CAL staff the opportunity to network with key stakeholders about issues related to language and culture. Conference presentations by CAL staff are listed on our website. We invite you to check periodically for more information and to connect with CAL at conferences.

## **CAL staff presented at the following conferences from October 2016 through December 2017:**

- ▶ American Association for Applied Linguistics 2017 Annual Conference
- ▶ American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention
- ▶ American Educational Research Association (AERA) Annual Meeting
- ▶ Association of Latino Administrators and Superintendents (ALAS) Annual Education Summit
- ▶ Association of Two-Way and Dual Language Education (ATDLE) Annual Conference 2017
- ▶ California Association for Bilingual Education (CABE) Annual Conference
- ▶ COABE 2017 Annual Conference
- ▶ Community-Based Heritage Language Schools Conference
- ▶ Conference on Language, Learning, and Culture
- ▶ ECOLT 2017
- ▶ Georgia TESOL Annual Conference 2016
- ▶ International Symposium of Bilingualism (ISB11) 2017
- ▶ International Teacher Leadership Conference
- ▶ La Cosecha Dual Language Conference
- ▶ Linguistic Society of America (LSA) Annual Meeting
- ▶ Multidisciplinary Approaches in Language Policy and Planning Conference 2017
- ▶ National Association for Bilingual Education (NABE) 2017 Annual Conference
- ▶ National Chinese Language Conference 2017
- ▶ National Council of Less Commonly Taught Languages 2017 Conference
- ▶ Northeast Conference on the Teaching of Foreign Languages 2017 Conference
- ▶ Sixth Annual Southern New England Regional Conference for Dual Language Programs
- ▶ Sixth International Conference on Immersion and Dual Language Education
- ▶ TESOL 2017 International Convention and English Language Expo
- ▶ The 18th World Congress of Applied Linguistics (AILA)
- ▶ WATESOL Fall 2017 Conference

Visit [www.cal.org/news-and-events](http://www.cal.org/news-and-events) to learn more.

# CAL-SPONSORED EVENTS HIGHLIGHT KEY TOPICS RELATED TO LANGUAGE AND CULTURE

## **CAL-SPONSORED SYMPOSIUM**

### **SYMPOSIUM ON LANGUAGE, THE SUSTAINABLE DEVELOPMENT GOALS, AND VULNERABLE POPULATIONS**

**May 11-12, 2017**

**United Nations Plaza, New York, NY**

When the United Nations General Assembly unanimously approved the 17 Sustainable Development Goals (SDGs) 2015-2030, proponents foresaw a comprehensive and cooperative effort extending beyond the United Nations and its Member States to incorporate civil society in general. The SDGs, they said, should “leave no one behind” and should emerge from a dialogue in which all parties collaborate in a spirit of equality. Moreover, the most vulnerable populations need to be first on the agenda.



## SPECIAL EVENTS (continued)

The Study Group on Language and the UN drew attention to the absence of language issues in formulating the SDGs through a symposium it organized in April 2016 and a subsequent report. Examining the implication of language, with a special focus on vulnerable populations, was a continued topic of focus for the 2017 symposium.

Working closely with our former board chair, Humphrey Tonkin, the Center for Applied Linguistics is a proud sponsor of this symposium. Terrence G. Wiley, CAL's president, and Shereen Bhalla presented on *Reducing inequality and discitizenship within the multilingual United States*.

The symposium was attended by some 110 academics, diplomats, NGO representatives and UN officials, and sponsored by a number of organizations, including the Center for Applied Linguistics, the Centre for Research and Documentation on World Language Problems and its journal *Language Problems and Language Planning*, and the Universal Esperanto Association (an organization in consultative status with the UN Economic and Social Council and associated with the UN Department of Public Information). Financial support was provided by the Center for Applied Linguistics and the Esperantic Studies Foundation.

Visit [www.cal.org/news-and-events/calendar-of-events/language-and-the-un](http://www.cal.org/news-and-events/calendar-of-events/language-and-the-un) to learn more with a link to the symposium website to download the final report from the symposium.

### **SPECIAL CAL BOARD-SPONSORED EVENT IMPLEMENTING EFFECTIVE DUAL LANGUAGE PROGRAMS: CLASSROOM AND SCHOOLWIDE IMPLICATIONS**

Educating dual language learners and English learners effectively presents both a challenge and an opportunity for educators serving the largest number of linguistically and culturally diverse students ever enrolled in U.S. public schools. Members of CAL's Board of Trustees and staff led an insightful discussion focused on research and best practices for language education and positioning learners for ongoing success in the classroom and the workplace.

Dr. Eugene García, Professor Emeritus, Arizona State University, presented key findings from *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*, the 2017 report from the National Academies of Sciences, Engineering, and

Medicine. Dr. Fred Genesee, Professor Emeritus, McGill University, examined the implications of this report for dual language classrooms and whole school practices. Dr. José Medina, Director, Center for Applied Linguistics, shared a preview of the third edition of the widely-used *Guiding Principles for Dual Language Education* published in November 2017.

### **CAL-SPONSORED CONFERENCE COMMUNITY-BASED HERITAGE LANGUAGE SCHOOLS CONFERENCE: PROMOTING COLLABORATION AND ADVOCACY AMONG EDUCATORS, FAMILIES, AND RESEARCHERS**

Organized by the Coalition of Community-Based Heritage Language Schools, the American University (AU) School of Education and AU TESOL Program, CAL is proud to be a sponsor of this annual conference to connect community-based language schools and to discuss and address common challenges together. The 2017 conference brought together language leaders, language advocates, and program administrators involved in community-based schools, along with language researchers and educators in other bilingual programs, to explore ways to keep addressing these issues together.

Ongoing conference goals include building partnerships among and across community-based heritage language schools and determine arenas for future action; helping schools create, strengthen, and build their school structures and activities; highlighting the importance of community-based heritage language schools in the United States and in the lives of language communities in this country; developing information about community-based heritage language schools through a national survey of schools; and sharing resources that will be helpful to schools.

Joy Kreeft Peyton, CAL senior fellow, served as conference chair. The conference featured introductory comments by Joel Gómez, president and CEO of CAL, with the keynote address given by CAL board member, Guadalupe Valdéz, Bonnie Katz Tenenbaum Professor of Education at Stanford University, Graduate School of Education. Leaders in the field of heritage language education shared best practices and led discussions designed to collaboratively explore effective solutions to common challenges.

Visit [www.cal.org/news-and-events/calendar-of-events/community-based-hl-schools-conference-2017](http://www.cal.org/news-and-events/calendar-of-events/community-based-hl-schools-conference-2017) to learn more.

# CHARLES A. FERGUSON AWARD FOR OUTSTANDING SCHOLARSHIP



## ABOUT OUR FOUNDER AND THE AWARD

There are people who, by their very nature, are destined to make an impact on the world during their lifetime and far beyond. These visionaries embody that rare combination of outstanding scholarship, superior leadership skills, and the ability to foster collaborations among a wide range of people to enrich the world around them. Charles A. Ferguson was just such a visionary and leader.

The Charles A. Ferguson Award for Outstanding Scholarship was created to honor the life and legacy of the man who, among his many accomplishments, founded the Center for Applied Linguistics and established the Department of Linguistics at Stanford University. CAL extends its thanks to TESOL International Association for its support and sponsorship of the Ferguson Award Reception.

Visit [www.cal.org/who-we-are/our-founder](http://www.cal.org/who-we-are/our-founder) to learn more.



## 2017 RECIPIENT: DR. OFELIA GARCÍA

Ofelia García is Professor in the Ph.D. programs of Urban Education and of Hispanic and Luso-Brazilian Literatures and Languages at the Graduate Center of the City University of New York. She has been Professor of Bilingual Education at Columbia University's Teachers College, Dean of the School of Education at the Brooklyn Campus of Long Island University, and Professor of Education at The City College of New York.

Among her best-known books are *Bilingual Education in the 21st Century: A Global Perspective*; *Translanguaging*; *Language*,

*Bilingualism and Education* (with Li Wei, 2015 British Association of Applied Linguistics Book Award recipient). Her most recent books (2016-2017) include *The Oxford Handbook of Language and Society* (with N. Flores & M. Spotti); *Encyclopedia of Bilingual and Multilingual Education* (with A. Lin & S. May), *The Translanguaging classroom* (with S. I. Johnson & K. Seltzer); *Translanguaging with multilingual students* (with T. Kleynt).

García's extensive publication record on bilingualism and the education of bilinguals is grounded in her life experience living in New York City after leaving Cuba at the age of 11, teaching language minority students bilingually, educating bilingual and ESL teachers, and working with doctoral students researching these topics.

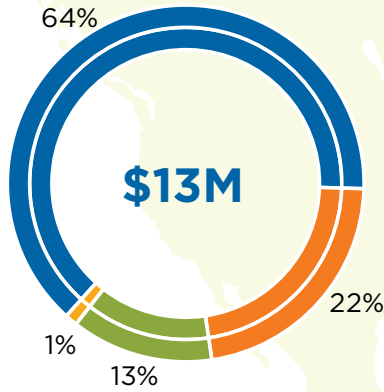
## PAST RECIPIENTS OF THE CHARLES A. FERGUSON AWARD FOR OUTSTANDING SCHOLARSHIP

2015 Dr. Thom G. Huebner

2016 Dr. Wayne E. Wright

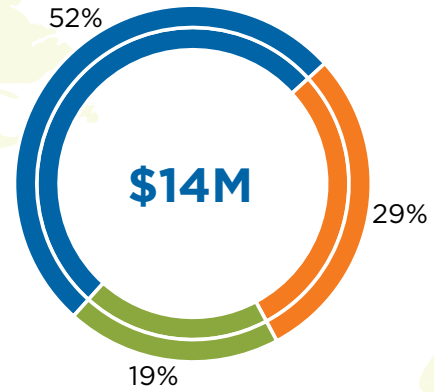
# FINANCIAL UPDATE

## FY17 SOURCE OF FUNDS



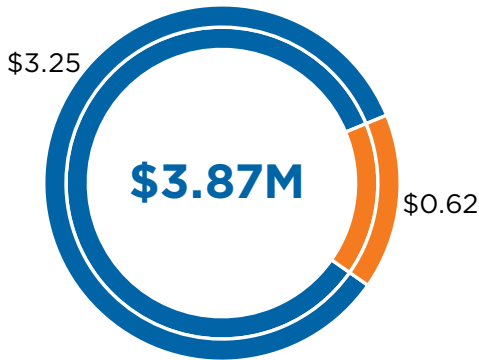
- Contracts and Grants
- Consulting Fees & Workshops
- Testing
- Products and Publications

## FY17 USE OF FUNDS



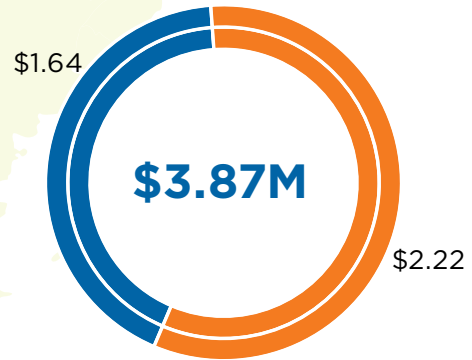
- Salaries, Wages and Benefits
- Consultants, Purchased Services, Pass-thru and Subcontract Costs
- Other Program Expenses & Support Services

## FY17 STATEMENT OF FINANCIAL POSITION ASSETS



- Cash, Receivables and Investments
- Other Assets

## FY17 STATEMENT OF FINANCIAL POSITION LIABILITIES & NET ASSETS



- Liabilities
- Net Assets

# 2017 BOARD OF TRUSTEES

The Center for Applied Linguistics (CAL) is governed by a board of trustees elected to serve 3-year terms. The full board meets twice annually at CAL's headquarters in Washington DC. CAL is honored to have the following individuals serving on our board of trustees, a talented groups of professionals dedicated to helping CAL serve its mission.

CAL extends a special thank you to JoAnn (Jodi) Crandall, chair of the board, who extended her term of office to support transitions in leadership for the board and the organization. Thank you for your guidance and your service to CAL.

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## ABOUT CAL

The Center for Applied Linguistics (CAL) is a non-profit organization founded in 1959. Headquartered in Washington, DC, CAL has earned an international reputation for its contributions to the fields of bilingual and dual language education, English as a second language, world language education, language policy, assessment, immigrant and refugee integration, literacy, language variation and dialect studies, and the education of linguistically and culturally diverse adults and children.

Visit CAL's website at [www.cal.org](http://www.cal.org) to learn more about CAL's projects, resources, and staff.