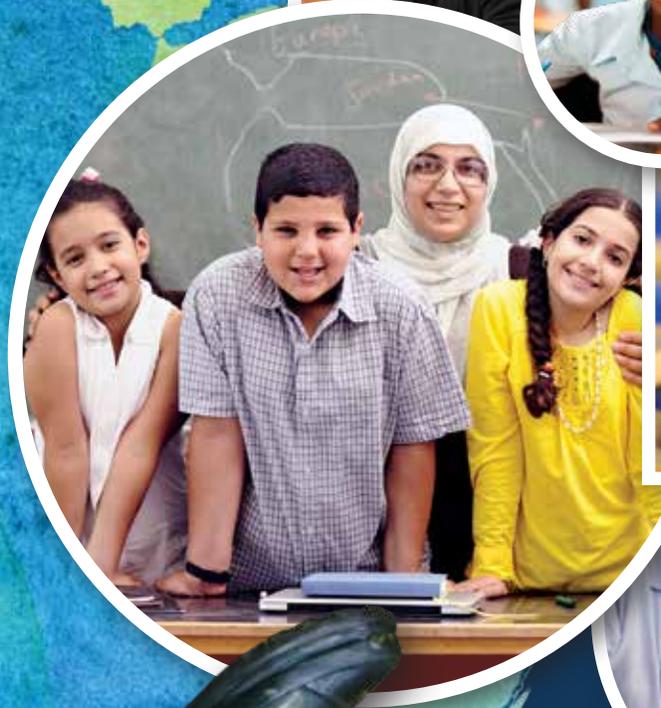


2018

ANNUAL REPORT



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 CAL'S PRESIDENT

On behalf of the Chair, Dr. Fred Genesee, and all of the Board of Trustees of the Center for Applied Linguistics (CAL), I am pleased to share this annual report for 2018. CAL remains committed to honoring its vision and mission as first established by CAL's founder, Charles A. Ferguson, and continued to this day by its dedicated staff. An integral element of our mission is to connect language theory and research with best practices to address the language, educational, and social well-being challenges facing culturally and linguistically diverse communities.

This report provides a snapshot of CAL highlights and updates on the wide range of CAL's work dedicated to supporting the ongoing success of multilingual learners through relevant and important research and the application of research findings; by providing innovative language proficiency assessments; by enhancing high-quality instruction; and, by providing resources for global skills development. CAL's initiatives continue to emphasize the value, respect, acceptance, and integration of individual differences in language, traditions, and culture in the teaching and learning process.

Charles Ferguson's vision continues its relevancy even into the present because of the multilingual and multicultural geo-demographic and virtual global communication dynamics. Looking ahead to 2019, we look forward to celebrating CAL's 60th anniversary year. This milestone will present a unique opportunity to focus renewed attention on the significant role of language and culture in today's global community. Anniversary plans include the launch of CAL's 60th anniversary theme, *Valuing All Voices*. This theme acknowledges our respect and acceptance for individual distinctions among members of society and represents CAL's long history of supporting language and cultural enhancement in education and society, globally.

I look forward to continuing this work 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 and to celebrating its 60th anniversary with you in 2019.

Joel Gómez
President and Chief Executive Officer

CAL PROUDLY CELEBRATES ITS 60TH ANNIVERSARY IN 2019

In 2019, the Center for Applied Linguistics will mark the 60th anniversary of its founding. This milestone presents a unique opportunity to focus renewed attention on the significant role of language and culture in today's global society. Building on research, learning, and knowledge from its long history and current work, CAL will take a fresh look at the significant issues of language and culture that both unite and divide our world.



CAL's 60th anniversary theme of *Valuing All Voices* represents our long history of supporting language and cultural diversity around the globe and serves as a guide for activities during our anniversary year and beyond.

LOOKING AHEAD

To bring our theme to life, CAL is updating our timeline of significant events in the world and at CAL that tells the story of how applied linguistics, and CAL in particular, responds to societal issues with research, information, and assistance. We are also exploring CAL's early work to make more of our classic resources and information available online through our website. Special events with our board of trustees, collaborators, and partners will highlight recent learning in the areas of language and culture.

Looking ahead, CAL will continue to play a key role in addressing complex cultural and linguistic issues by connecting policy and research to practice, providing resources that are reliable, relevant, and readily available. Through the lens of our theme—*Valuing All Voices*—we will continue to build on our rich legacy to improve lives by helping people of all ages acquire the language mastery that will open doors to greater opportunity, and by promoting positive responses to linguistic and cultural diversity.

To learn more, visit www.cal.org/cal60.

SUPPORTING THE DEVELOPMENT OF MULTILINGUAL LEARNERS BY PROVIDING RESEARCH-BASED SOLUTIONS TO BOOST STUDENT SUCCESS

The overarching themes of research, assessment, instruction, and evaluation guide the wide range of CAL's work dedicated to supporting the ongoing success of multilingual learners. We have shared an example of CAL's work in these key areas below, with more details provided throughout our annual report. We invite you to browse our annual report for highlights about our work in the key areas outlined below. Please visit our website for more details about our mission, ongoing projects, and resources.

- **Research: *research as a critical component of CAL's mission***

For example, with a grant from the International Research & Studies program of the U.S. Department of Education, CAL is conducting 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.

- **Assessment: *contributions to support the critical role of assessment in the classroom***

Experts in the Language Assessment Division at CAL continue to pursue innovative approaches to the assessment of language proficiency, including our ongoing collaboration with WIDA and the development of a suite of assessments for English language learners in the U.S. and around the world.

- **Instruction and Evaluation: *research-based solutions to boost student success for all learners***

After a literature review on PD practices as well as from the fields of second language acquisition and instruction, CAL professional development (PD) staff have outlined the principles of effective, engaging, and sustained PD for teachers of linguistically and culturally diverse students.





DEVELOPING INNOVATIVE LANGUAGE PROFICIENCY ASSESSMENTS

CAL has been a leader in the development of language proficiency assessments since the 1980s. Current work in the Language Assessment Division at CAL continues to pursue innovative approaches to the assessment of language proficiency.

CAL's ongoing collaboration with WIDA involves the development of a number of language proficiency assessments aligned to WIDA's English Language

Development standards for K-12 students. Most recently, CAL conducted a domain analysis of writing genres to better align the Writing subtest of ACCESS for ELLs to current practices in classroom-based writing.

Over the past two years, CAL conducted a survey of 315 Language Arts and Social Studies educators and 77 Mathematics and Science teachers to determine what writing genres were most important at the various grade levels. Then, CAL conducted focus groups among a subset of survey participants to gather additional information on the genres in classroom-based writing tasks. This research has helped to illuminate both the critical similarities and differences between writing tasks in the classroom and on large-scale standardized writing assessments.

In addition, CAL is currently working with WIDA on the development of a screener assessment for kindergarten students. This assessment is used to help determine whether students entering kindergarten should be classified as English learners. CAL will also support WIDA in their development of new forms of Alternate ACCESS for ELLs, which is administered to students who are identified as English learners with significant cognitive disabilities. This work is an example of how CAL strives to develop valid and reliable assessment instruments for populations who traditionally receive less emphasis, such as early-years students and students with disabilities.

CAL's work in language assessment also extends to assessments designed for adult learners. CAL began work on a scripted oral interview for adults with the oral section of the Basic English Skills Test (BEST), developed to assess oral skills of immigrants and refugees in the 1980's. In the early 2000's, CAL used computer technology to develop the next generation of this assessment, called BEST Plus. The latest update





to the testing program, BEST Plus 3.0, features new technology updates, including cloud-based storage of test information, and also incorporates psychometric improvements to the test design through the use of Multistage Adaptive Testing.

The updated test design will provide adult English language education programs a flexible and innovative oral language test that can be used to meet federal accountability requirements for reporting student language gains. BEST Plus 3.0 was designed using the CAL Test System, a custom-designed test delivery application that can be used on computers or tablets. The computer application includes a web portal that allows test users to manage test administration and score information and also allows test developers to access test data and easily embed field test items for ongoing test refreshment. Release plans for BEST Plus 3.0, and a new version of CAL's reading and writing assessment for adults, BEST Literacy 2.0, will be determined once the tests complete the NRS review and approval process by the U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE). CAL continues to prepare BEST Plus 3.0 and BEST Literacy 2.0 to be available for use once approved. In the meantime, BEST Plus 2.0 and BEST Literacy remain available for use through the 2019-2020 program year as an NRS approved assessment.

SPOTLIGHT: WIDA ASSESSMENTS



- CAL serves as the test developer for WIDA's ACCESS for ELLs assessment.
- The test measures the English language development of K-12 English learners.
- Annually, there are more than 2 million students assessed using this test.
- Results on this assessment are used for monitoring the progress of students, making decisions about exiting students from language support services, and for state accountability purposes.
- The assessment is used by 35 states, the Bureau of Indian Education, the District of Columbia, and the Commonwealth of the Northern Marianas.
- Test questions undergo rigorous rounds of review by educators in the field before they are used to assess students, including review of content for grade-level appropriateness, and for potential cultural bias and sensitivity concerns. Large-scale field testing ensures that items have valid and reliable psychometric properties.

SPOTLIGHT: BEST ASSESSMENTS



- New, updated versions of CAL's BEST Literacy and BEST Plus assessments are in development.
- BEST Literacy is an English literacy proficiency assessment. BEST Plus assesses oral English language proficiency. Both assessments are designed for adult learners of English.
- The assessments are aligned to the National Reporting System English Functioning Levels and can be used to meet United States federal accountability and reporting requirements.
- CAL has conducted extensive research and rigorous reviews by educators to support the validity of these assessments.

Visit www.cal.org/assessment to learn more.

Justin R. Kelly, *Director, Test Development*, **Megan Montee**, *Director, Performance-based Language Assessment*, and **Keira Ballantyne**, *Director, Quantitative Research Operations*

ENHANCING HIGH-QUALITY INSTRUCTION

High-quality instruction, based on key research findings and proven pedagogy, is a critical success factor in supporting student success in the classroom and beyond. With decades of experience in working with researchers and practitioners, CAL provides a wide range of resources and solutions to support linguistically and culturally diverse students in the United States and around the globe.

PRE K-12 ENGLISH LEARNER EDUCATION

During the 2018 year, CAL professional development (PD) staff outlined the principles of effective, engaging and sustained PD for teachers of linguistically and culturally diverse students. After a literature review on PD practices as well as from the fields of second language acquisition and instruction, staff developed a list of six standards to strive for in PD sessions delivered.

Effective, engaging, and sustained professional development should be:

1. research-based, content driven, and relevant;
2. meaningful and intellectually stimulating;
3. engaging, interactive, and collaborative;
4. well-organized and facilitated;
5. positively-framed, respectful, and inclusive; and
6. supportive of future learning and growth.

After identifying these standards, the CAL PD team developed an evaluation survey to measure how well each session meets those standards. Additional tools, such as an observation rubric for collegial feedback and a self-reflection tool for facilitators, also are based on these standards. After several months of implementing the survey, hundreds of responses provided the CAL PD team with insights and information from stakeholders that was used to fine-tune the content of sessions, analyze patterns of data comparing one workshop topic to another, and provide useful feedback to facilitators in order to improve our practice.

CAL'S SIX STANDARDS FOR QUALITY PROFESSIONAL DEVELOPMENT

Below are some of the ways that CAL PD meets the standards of effective, engaging, and sustained professional development as a program.

1. Effective professional development is research-based, content-driven and relevant.

CAL PD is rooted in current research on language and literacy acquisition, pedagogy, core subject knowledge, and culturally-relevant and proficient instruction. PD should be based in these content areas and be relevant to what the educators need to know to meet the practical needs of their linguistically and culturally diverse students, including information about the technical aspects and application of language as spotlighted in the second edition of



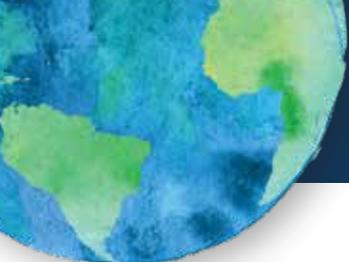
What Teachers Need to Know about Language (Adger, Christian, & Snow, 2018).

CAL PD draws from CAL's long history of research. The Research-Based Vocabulary Instruction workshop is based on CAL's NICHD and IES-funded projects, *Acquisition of Vocabulary for English Learners (AVE)* and *Center for Research*

and Educational Achievement of English Language Learners (CREATE). The *Newcomers in Your Classroom* workshop is based on CAL's Carnegie-funded study and report, *Helping Newcomer Students Succeed in Secondary Schools and Beyond*. The SIOP Model workshops, coaching, and products, stem from CAL's involvement in the foundational CREDE-funded research to develop the Model. *The Guiding Principles for Dual*

Language Education has been used for over a decade as an effective tool for planning and continual improvement, with a third edition





ENHANCING HIGH-QUALITY INSTRUCTION

PRE K-12 ENGLISH LEARNER EDUCATION (continued)

recently launched with input from a broad range of expert researchers and practitioners. The Foundations of Assessment workshop draws from CAL's psychometric work and development of tests of English and foreign language proficiency.

2. Effective professional development is meaningful and intellectually stimulating.

While planning PD, CAL facilitators learn more about the demographics of a community, the student

population, and the needs of the educators to serve linguistically and culturally diverse students, as well as local standards, programs and initiatives. The PD sessions aim to model best practices and activities that participants can use directly with their students so that the sessions are meaningful to classroom practices.

Like any learning opportunity and in accordance with adult learning theory, teacher preparation for educators of linguistically and culturally diverse students should offer continuous opportunities to use higher order thinking skills (Zepeda, 2012). Higher order thinking tasks have additional benefits for English learners because they result in the production of more language in an authentic manner. Effective PD encourages





participants to reflect on their practices and make positive changes in their planning, instruction, and assessment techniques. CAL workshops use hands-on materials, thought-provoking quotes for discussion, lesson planning opportunities, and journal or tickets out reflections to make PD sessions meaningful and intellectually stimulating.

3. Effective professional development is engaging, interactive, and collaborative.

Just as children learn their first language in a social environment, students learn a second language through interaction with peers—thus CAL PD models this type of collaborative environment. In their 2017 review of effective PD, Darling-Hammond and colleagues concluded that “when PD utilizes effective collaborative structures for teachers to problem-solve and learn together, it can positively contribute to student achievement” (p. 10). Activities such as Inside-Outside Circles, Kagan’s Talking Chips, or sorting activities result in collegial conversations and informal networking that sparks classroom ideas. CAL PD values educators’ limited time and ensures that they are engaged on topics that are relevant to their teaching through engaging activities that allow them to visualize how they could tailor the strategy to their classroom.

An example of creating virtual collaboration is the Education Connections project, which provided a portal and online network for teachers of linguistically and culturally diverse English learners. Through webinars, sample lesson plans, teaching tips, and online chats, teachers were able to access

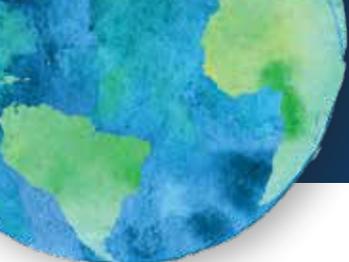
experts in the field as well as share classroom strategies with other educators. Another project which relied on virtual communication was the Great Lakes Comprehensive Center. After years of face-to-face sessions on teaching content and literacy to English learners with coaches and PD facilitators from Ohio, the group convened through a series of webinars focused on best practices in supporting the facilitation and implementation of professional development.

4. Effective professional development is well-organized and facilitated.

Given the large-scale delivery of CAL PD, it is essential that materials are well organized. In 2018 we added the position of PD Content Manager to organize the folder of “Living Curriculum” and review presentations to provide feedback to PD facilitators. While we have standard PowerPoint and Handout sets for various PD programs, we tailor for various audiences by student population, grade level, content area, and for other programs and initiatives. The PD Content Manager reviews to ensure handout pages align with the PowerPoint. CAL also prepares card sets and multi-colored printouts as supplementary materials for facilitators. Another way to meet this standard is by sharing and reviewing the goals, agenda, and objectives of the PD session so that they are made clear to participants. Even within a one-day workshop, certain routines can be established for distributing materials, pacing, signaling attention, and collecting feedback.

5. Effective professional development should be positively framed, respectful, and inclusive.

As a model for ideal K-12 instruction, CAL PD strives for cultural proficiency, valuing all cultures, languages, and backgrounds as assets in learning, as well as welcoming and respecting participants’ diverse opinions and points of view (Lindsey, Robins & Terrell, 2009). Through the review process, CAL PD ensures the content and the facilitators reflect an additive (Cummins, 2000) vision of bilingualism, biliteracy, and biculturalism for students, families, and educators. Debunking persistent myths, CAL content seeks to frame academic language as a developmental process for all learners and not used to marginalize English learners or speakers of other dialects of English (Valdés, 2004). Any accompanying visuals in the presentation, selected texts or multi-media should accurately and positively represent diverse backgrounds.



ENHANCING HIGH-QUALITY INSTRUCTION

PRE K-12 ENGLISH LEARNER EDUCATION (continued)

In 2017 CAL established the Communities of Inclusion workshop to specifically address issues of cultural proficiency and promote a vision of equity and social justice in schools related to not only immigration, legal status, and language proficiency, but also to other identities and backgrounds welcome in schools. In addition, we seek to include cultural proficiency within all workshops and emphasize the social-emotional component of learning.

6. Effective and sustained professional development should be supportive of future learning and growth.

As in all learning focused on retention and application, PD should support a sustained, long-term approach to implementing and reflecting on practices learned (Zepeda, 2012). Ways in which CAL PD aims to support future learning and growth include needs assessments, opportunities to reflect within workshop sessions, Training of Trainers sessions, time for lesson or action planning and collaboration with colleagues, follow-up communications with resources and references, and implementation support, such as coaching, guided lesson planning or lesson study.

As an example of supporting SIOP implementation, after providing several years of workshops, in one middle school CAL facilitators have been organizing “learning labs” modeled on the Japanese lesson study model. Each cycle includes planning, observation, and debriefing. During the planning phase, the focus teacher identifies a SIOP component or features that he or she would like feedback on within their lesson planning and delivery. Colleagues from their professional learning community (same content and grade level) help to draft a lesson plan to meet those features. On a selected day, the colleagues are given substitutes for a period of observation. The CAL facilitator brings the SIOP protocol with a specific emphasis on the focus features. As a follow-up the team meets to debrief using a graphic organizer of Wows, Wonders, and What Ifs, to provide specific and requested feedback acting as “critical friends”. During the next

cycle, another colleague steps up as the observed teacher and the process repeats. After several cycles, teachers report the benefits of observing how their colleagues teach the same content to similar students and the techniques that they would like to employ in their classrooms.

All of CAL’s PD activities aim to support and enhance the achievement of linguistically and culturally diverse students. It is vital that workshop and coaching sessions adhere to research-based principles that transform teacher practice. In developing standards and tools

to measure the success of PD in meeting these goals, CAL is better able to reflect on the features that make workshops successful and how to improve support for districts. While asking teachers to reflect on and improve their teaching practices, CAL seeks to do the same for professional development of teachers of linguistically and culturally diverse students.

Annie Laurie Duguay, *Director, Language and Literacy*

Visit solutions.cal.org/our-expertise/prek-12-el-education to learn more.

PROJECT SPOTLIGHTS

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 SIOPI Model; the content of the 2016-2017 school year was CAL's foundational program, *What's Different about Teaching Reading to Students Learning English*. In the 2017-2018 and 2018-2019 school years, the focus has been on strengthening this capacity to deliver

professional development and coach teachers of English learners. In the 2017-2018 school year, CAL delivered an Advanced face-to-face SIOPI coaching workshop; two CAL literacy online courses; and a series of webinars on topics related to job-embedded coaching in SIOPI.

In the 2018-2019 school year, the focus has been on supporting teachers with the development and instruction of literacy skills for English learners. The interactive webinars, in collaboration with literacy specialists from the Ohio Department of Education, included best practices on providing feedback for teachers of English learners; guiding lesson planning; analyzing models of literacy; identifying language difference from learning disabilities; 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. To wrap-up this multi-year project, the participants will provide case studies on how they have implemented what they have learned through a project report that will be made available as a free downloadable resource.

Annie Laurie Duguay,
Director, Language
and Literacy

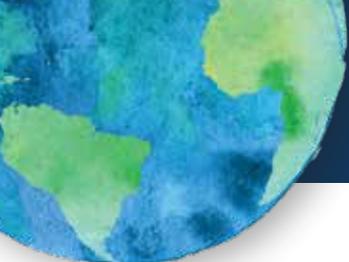
Visit www.cal.org/what-we-do/projects/great-lakes-eastcomprehensive-assistance-center to learn more.

For the past seven years, CAL has collaborated in the operation of the Great Lakes East Comprehensive Technical Assistance Center to improve the education of English learners.

LOS ANGELES UNIFIED SCHOOL DISTRICT ENGLISH LEARNER MASTER PLAN 2018

CAL partnered with the Multilingual and Multicultural Education Department (MMED) of Los Angeles Unified School District (L.A. Unified) to provide support for the development of a new Master Plan for English Learners and Standard English Learners for the district. CAL facilitated interaction among MMED, district staff, and other leaders based on initial feedback solicited from a substantial range of stakeholders including parents, teachers, students, administrative and counseling staff, community partners, and union leaders, among others.





ENHANCING HIGH-QUALITY INSTRUCTION

PRE K-12 ENGLISH LEARNER EDUCATION (continued)

The vision for L.A. Unified’s new Master Plan involves framing the education of all learners from an assets-based perspective, promoting culturally and linguistically diverse pedagogy, and ensuring implementation of California’s Proposition 58, which encourages improved access to bilingual education programs. CAL collected and conducted analysis of extant data to inform development of the new Master Plan. The 2018 Master Plan for English Learners and Standard English Learners will guide L.A. Unified leaders, teachers, staff, and community partners to provide the most effective programs, services, practices, and policies so that all English Learners and Standard English Learners succeed and thrive.

Joanna Duggan, *Associate Director, PreK-12 English Learner Education*

Visit www.cal.org/what-we-do/projects/lausd-master-plan-2018 to learn more.



The vision for L.A. Unified’s new Master Plan involves framing the education of all learners from an assets-based perspective, promoting culturally and linguistically diverse pedagogy, and ensuring implementation of California’s Proposition 58.

PROMOTING EDUCATOR NETWORKS: STANDARDS-BASED INSTRUCTION FOR ENGLISH LEARNERS

For the past five years, CAL has hosted an initiative known as Education Connections, an open network of educators promoting standards-aligned sheltered instructional methods to support the language and content learning of English learners (ELs). Project participants include a broad network of educators across a range of grade levels, content areas, and settings from the United States and around the world. The project utilizes a virtual course management space for sharing resources and promoting interaction among participants.

CAL is working in partnership on this project with the University of Oregon’s Global and Online Education Department, the TESOL International Association, and SRI International, who oversees the evaluation of the project. This multi-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.

CAL’s Education Connections activities in 2018 include

- Strengthening post-grant sustainability through dissemination of project resources
- Migrating online resources from ObaVerse to a new, CAL-hosted platform
- Developing a series of *Issues and Answers* periodicals on key topics for EL educators



Education Connections is an open network of educators promoting standards-aligned sheltered instructional methods to support the language and content learning of English learners (ELs).



Education Connections' activities involve both in-person and online 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. 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. By design, all Education Connections activities fundamentally honor and build on teachers' pedagogical and content area expertise.

Christopher Frederick, *Research Assistant*

Visit www.cal.org/what-we-do/projects/edconnections to learn more.

ADULT LANGUAGE AND LITERACY EDUCATION

HELPING ADULT LEARNERS SUCCEED IN THE CLASSROOM AND BEYOND

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 has long-standing repertoire of publications and workshops on the language and cultural skills this population needs to participate

successfully in their communities, continuing education, and careers. In this section, we highlight current initiatives for adult learners. Our support for practitioners working with adult English learners also includes the widely used assessments—BEST Plus and BEST Literacy (learn more in our assessments overview) as well as effective professional development services.

DeAnna Coon, *Director, CAL Solutions, Adult English Language Education*

Visit www.cal.org/areas-of-impact/english-learners/adult-english-language-education to learn more.

PROJECT SPOTLIGHTS

ENGLISH FOR HERITAGE LANGUAGE SPEAKERS



CAL successfully led the English for Heritage Language Speakers program through its 13th year in 2018, graduating a class of 18 speakers of Hindi, Kyrgyz, Russian, Mandarin Chinese, Persian Farsi, Uzbek, Pashto, and Kazakh. While the scholars were immersed in their program of study, CAL

ENHANCING HIGH-QUALITY INSTRUCTION

ADULT LANGUAGE AND LITERACY EDUCATION (continued)

concentrated on program administration, including recruitment for the class of 2019, and representing the program at national conferences, including ACTFL and the National Immigrant Integration Conference (NIIC).

Visit www.cal.org/what-we-do/projects/ehls to learn more.

CENTER FOR ADVANCED PROFICIENCY IN ENGLISH (CAPE)

CAL continued to provide 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 housed at George Mason University. Two courses were offered as professional development to approximately 80 total participants from Department of Defense agencies.

Visit www.cal.org/what-we-do/projects/online-professional-english-writing-program to learn more.

FEATURED WORKSHOPS

CAL Solutions for adult professional development enhanced its offerings in 2018 to include workshops not only for language teachers, but also audiences working with immigrant and refugee populations for resettlement and integration.

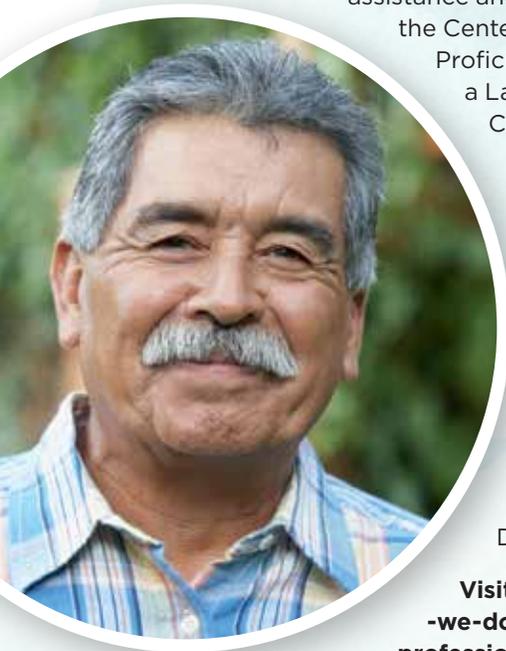
FROM WORDS TO STORIES: READING COMPREHENSION VIS-À-VIS VOCABULARY INSTRUCTION

Adult learners often struggle to read because they lack the necessary background knowledge to deal with the text; this background knowledge may encompass anything from lack of familiarity with the vocabulary used to the larger topic discussed. The challenge is magnified when the vocabulary moves beyond the concrete and tangible, which are fairly easily depicted, and on to the abstract and intangible, which may be difficult, or even impossible, to depict. Definitions from a dictionary are often unfriendly at best, so how do we “teach” these words that are so essential to not only the reading at hand, but also to transfer into a learners’ personal repository? This workshop demonstrates how to use the typical pedagogical arsenal of building background and defining vocabulary, to identifying its authentic usage in text before redefining the word using all the data collected using a variety of intelligences.

CREATING SAFE SPACES FOR DIVERSE POPULATIONS: HOW TO BE CULTURALLY HUMBLE

All of our students come from different backgrounds and distinct cultures. Culture is intersectional—not any two persons in our classrooms, schools, or communities are culturally the same. Educators need to be equipped to express and discuss culture respectfully and humbly with adult learners in order to create a safe space in the classroom. This training offers an opportunity for self-reflection and interaction to engage educators and learners in communicating cross culturally and empowers participants to understand and accept their cultural limitations by asking difficult questions about their own unconscious biases and stereotypes. Participants will begin or continue to build self-awareness of their own biases, and learn tools to develop a reflective process to use in their classrooms.

Visit solutions.cal.org/our-expertise/adult-english-language-education to learn more.



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.

ADDITIONAL WORKSHOPS INCLUDE

- Amplifying the Voices of Refugees
- Critical Thinking & Problem Solving in Context: Workforce Development in your Community
- The Use of Mentoring with English Learners

FEATURED RESOURCES: ADULT LANGUAGE AND LITERACY EDUCATION

Our website includes free downloadable resources for practitioners working with adult English language learners.

- **Consumer Protection Websites**

CAL worked with the Bureau of Consumer Protection at the Federal Trade Commission to provide support for the English language consumer protection website and a parallel Spanish language site.

Visit www.cal.org/resource-center/publications-products/consumer-protection-websites to learn more.

- **Fundamental Principles of Effective English Language Education**

Principles informed by research on adult learning and supported by the evidence base on reading skills development, instruction for adult English learners, and adult second language acquisition.

Visit www.cal.org/adultesl/resources/fundamental-principles.php to learn more and download a free PDF.

DUAL LANGUAGE EDUCATION

The three pillars of Dual Language Education as cited in *Guiding Principles for Dual Language Education, 3rd edition*, are bilingualism & biliteracy, high academic achievement, and sociocultural competence for all students. Dual language education refers to programs that provide grade-level content and literacy instruction to all students in two languages.

CAL believes that all students receive long-term benefits from dual language education. Participation in dual language education is associated with improved academic, linguistic, cognitive, and sociocultural outcomes for students in the United States and abroad. English learners in the U.S. context are able to use their first language as a resource in learning content and the second language and are afforded the opportunity to maintain their mother tongue while gaining English. English monolingual students enjoy the privilege of learning a second world language. In non-English speaking countries, students maintain academic



ENHANCING HIGH-QUALITY INSTRUCTION

DUAL LANGUAGE EDUCATION (continued)

proficiency in the first language while learning the second language (in most cases, English). For all students, dual language education provides opportunities to gain valuable multilingual and sociocultural skills that prepare them to thrive domestically and internationally.

The number of schools offering dual language education has grown rapidly over the past several years, and calls upon CAL for support are growing with them. As a result, CAL has increased its

CAL believes that all students receive long-term benefits from dual language education.

research capacities, technical assistance, and professional development options for states, districts, and schools seeking to start or enhance dual language programs and offers a wide range of services to support dual language worldwide.

Visit www.cal.org/areas-of-impact/english-learners/bilingual-and-dual-language-education to learn more.

Lisa Tabaku, Director, Global Languages and Culture

SPOTLIGHT ON SERVICES

Dual Language services were provided to more than 20 states in the U.S. including California, Georgia, Illinois, Indiana, Iowa, Louisiana, Missouri, Maryland, Nebraska, New York, North Carolina, Oregon, Pennsylvania, Texas, Vermont, Virginia, Washington, New Mexico, Florida, Colorado, and the District of Columbia. CAL also provided Dual Language services internationally in Monterey, Mexico; Peru; Brazil; Hong Kong, and Beijing, China.

Services have included needs assessments, technical assistance on the development or improvement of Dual Language programs as well as professional development and job-embedded support in the following administrative and instructional areas (all programmatic guidance is based on the research

cited in the *Guiding Principles for Dual Language Education, 3rd edition*):

- Leading Dual Language (DL) Programs for Student Success: What Every DL Leader Needs to Know
- Foundations of Dual Language Programs: Unpacking the Seven Strands of Successful DL Programs
- Fostering Spanish Language and Literacy Development/Cómo fomentar el desarrollo de la lectoescritura en español (offered bilingually or in Spanish only)
- CAL SIOF for Dual Language Programs: Integrating Language and Content in Two Languages

CAL services are ideally provided long-term to ensure success and capacity building. CAL first conducts a needs assessment of current policies and practices, then develops a plan for improvement in conjunction with the district or school. The plan includes technical assistance and professional development from CAL that is clearly aligned with the local context and plan.

Visit solutions.cal.org/our-expertise/dual-language-and-bilingual-education to learn more.

PROJECT SPOTLIGHT

RESEARCH ON FEATURES OF DUAL LANGUAGE IMMERSION IN HIGH ACHIEVING PROGRAMS

CAL was awarded a grant from the International Research & Studies program of the U.S. Department of Education in 2017 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. In Year 2, CAL researchers are conducting a qualitative study to identify program and instructional features characteristic of DL programs with high levels



CAL is conducting a three-year research study to identify successful Spanish/English dual language (DL) programs

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.

Visit www.cal.org/what-we-do/projects/features-of-dli to learn more.

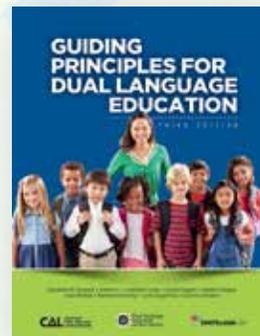
Igone Arteagoitia, *Research Scientist*

of academic achievement in the two program languages. In particular, they have been collecting information about the two programs (out of an original pool of nineteen) that consistently showed the highest adjusted average scores in academic achievement measures in Spanish and English over a two-year period (grades 3-5). Data have been collected via focus group interviews with relevant stakeholders (students, parents, teachers and school and district administrators) and classroom observations.

Over the summer and into the fall, project staff will carry out analysis of the qualitative data and present on these data at the American Council on the Teaching of Foreign Languages (ACTFL) annual convention and the La Cosecha Dual Language Conference. While dissemination of project findings is the main focus of Year 3, project staff have been working on disseminating project findings as they emerged. Thus, Year 1 findings were shared last year at ACTFL, NABE and AERA, and the Project Director, Igone Arteagoitia, and methodologist, Shu Jing Yen, have been invited to submit a full empirical research paper on these findings for consideration in *TESOL Quarterly's* special issue on *Equity for English Learners in Dual Language Bilingual Education* to be published in 2020.

By focusing on a large sample of Spanish/English DL programs across the state of Oregon that have consistently shown high achievement in both

GUIDING PRINCIPLES FOR DUAL LANGUAGE EDUCATION – THIRD EDITION

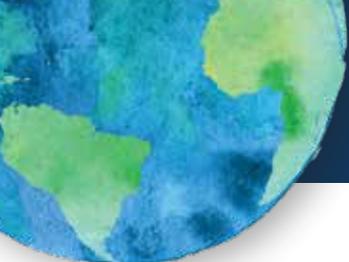


Published by the Center for Applied Linguistics, Dual Language Education of New Mexico, and Santillana

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



ENHANCING HIGH-QUALITY INSTRUCTION

DUAL LANGUAGE EDUCATION (continued)

publication to increase its usability. Self-evaluation templates in the appendix now include space to record evidence to support the ratings given.

The principles are organized into seven strands, and 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 to download a free copy or to purchase a print copy for ease of use and reference.

PROFILES OF DUAL LANGUAGE PROGRAMS FOR THE 21ST CENTURY

Edited by M. Beatriz Arias and Molly Fee

Co-published by the Center for Applied Linguistics and Multilingual Matters

See our publications section within this report or visit www.cal.org/profiles21 for more information.

WORLD LANGUAGE

CAL supports the STARTALK mission to expand and improve the teaching and learning of critical-need foreign languages.

PRIORITIES FOR NATIONAL DEFENSE AND SECURITY

STARTALK is a national project funded by the National Security Agency. STARTALK’s mission is to increase the number of U.S. citizens learning, speaking, and teaching critical-need languages, with programs nationwide for students (K-16) and teachers.

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

From 2006 through 2018, 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.

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 thousands of program directors; program instructors; program site visitors and 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.

Megan Montee, *Director, Performance-based Language Assessment* and **Keira Ballantyne**, *Director, Quantitative Research Operations*

Visit www.cal.org/what-we-do/projects/startalk to learn more.

RESOURCES FOR GLOBAL SKILLS DEVELOPMENT

CAL has a long history of providing research-based resources for global skills development, leveraging our experience and expertise in how languages are effectively taught and learned to support educators and practitioners around the globe.

The projects described within this section highlight our most recent work with a focus on effective reliable assessments for English language learners; research-based professional development for educators working with international English learners; and, outreach and resource dissemination focused on improving language teaching and learning in general. CAL also continues its sustained emphasis on the critical role of global language policy with its facilitation of the Language Policy Research Network (LPRen).

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 (LPRen), an international network of scholars, researchers, and stakeholders in the field of educational language policy. LPRen's mission is to promote the development of networks and rich collaboration around issues of language policy worldwide.

In January 2018, LPRen 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 to learn more or to join the listserv.



VALID AND RELIABLE ASSESSMENTS AND SERVICES THROUGH CAL'S VENTURE BUSINESS OPERATIONS UNIT

CAL's Venture Business Operations Unit works closely with our assessment and professional development staff, using a holistic approach to bring research-based products and services to a growing network of markets in the United States and around the globe.

These activities revolve around offering an expanding menu of products and services to our clients worldwide, including tests, training, and professional development. Our offerings focus on our large-scale testing programs: CAL's English Language Proficiency Tests used outside the United States and CAL's Adult English Proficiency Assessments (BEST Plus and BEST Literacy) used in the U.S.

- **CAL English Proficiency Tests and Services** were designed and developed for use in Latin America. The CAL-EPT test suite provides a variety of tests for teachers and students with different student tests for secondary and primary grades and includes CAL-EPT Teachers; CAL-EPT Students (secondary and primary tests); and CAL-EPT Diagnostic (secondary and primary tests).
 - In 2018, CAL-EPT test sales and services included promotion of the newly developed CAL-EPT Diagnostic test and professional development for teachers provided to test clients. Working with partners in Mexico, and at the request of several customers, CAL developed the CAL-EPT Diagnostic for both primary and secondary students. The goal of expansion was to promote and sell CAL-EPT products and services to current and potential new users in Mexico, the Dominican Republic, Peru, and Ecuador. This action was taken to provide solutions to governments through a more holistic approach.

Visit www.cal.org/cal-ept to learn more.

- **CAL's Adult English Proficiency Assessments** are primarily used to assess adults, (those 16 years or older), living in the United States with low English language proficiency and often limited formal education in the skills of speaking and listening (BEST Plus assessment) and reading and writing (BEST Literacy assessment).

- These two CAL assessments are approved for use in the National Reporting System (NRS), a U.S. Department of Education accountability system, but are not limited to use only within the NRS program and are currently sold by CAL outside of the NRS program.
- In the U.S., Venture Business staff worked closely with U.S. programs to determine their testing and training needs and to expand BEST Plus and BEST Literacy into new markets within the U.S., including California, universities, correctional institutions and Major League Baseball (MLB). MLB teams that received PD were the Miami Marlins, Houston Astros, St. Louis Cardinals, New York Mets, Pittsburgh Pirates, Detroit Tigers, and New York Yankees.
- Alternative markets were also explored in FY18, including private sector organizations such as call centers, credit unions, and universities. In addition, Venture Business Operations staff developed new external CAL-EPT and BEST Plus test administrators and trainers during FY18 to expand test administration capacity in the U.S. and overseas. Staff also developed cost-effective strategic partnerships to print and score overseas through our trusted vendor partners.

Visit www.cal.org/aea to learn more.

LATIN AMERICAN SUMMIT OF THE AMERICAS

The Venture Business Operations staff also successfully created a Latin American Summit of the Americas, in Panama City, Panama. This summit included a variety of stakeholders, experts, and leaders in the field of education in Latin America to discuss mutual themes within the context of balanced and inclusive education.

Daniel Lieberman, *Director, Venture Business and Product Operations*



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.



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

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

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.

In 2018, the CAL Solutions team delivered PD services in over 25 states around the country as well as two Canadian provinces and two states in Mexico.

Annie Laurie Duguay,
Director, Language and Literacy

Visit 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 offers a wide-range of DC-based institutes throughout the year on key 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



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

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 2018, CAL Institutes were offered in Washington, DC in the summer and fall and included over 240 participants. 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 to learn more and register.

SPOTLIGHT ON PROFESSIONAL DEVELOPMENT OFFERINGS

- Developing Academic Literacy and Language in the Content Areas
- English Learners and Effective Multi-Tiered Systems of Support (MTSS) Strategies
- Language Assessment for an Effective Classroom: Principles and Practice
- 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 or SIOP TOT II Advanced Strategies
- Spanish Literacy Institute: Fostering Spanish Language and Literacy Development
- Teaching Reading to Students Learning English: Training of Trainers or Direct Strategies

Visit solutions.cal.org/solutions-we-offer/professional-development to learn more.



PROFESSIONAL DEVELOPMENT (continued)

FEATURED PROFESSIONAL DEVELOPMENT

PROMOTING CULTURAL PROFICIENCY TO BOOST OUTCOMES FOR ALL STUDENTS

Responding to the ever-increasing diversity in our schools and communities, this institute was created to help address the need for educational access and opportunity for all students. Promoting cultural proficiency is an effective approach that provides insights and tools to create communities of inclusion in our schools and boost the achievement of all students. This workshop features CAL's Communities of Inclusion Approach, developed by our subject matter experts based on decades of research and practice working with educators of language learners and with immigrant and refugee populations from around the globe.

Visit solutions.cal.org/solutions-we-offer/professional-development/promoting-cultural-proficiency 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. In 2018 CAL over 800 participants registered and completed an online course.



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, a focus on strategies and information to enhance educator knowledge, and sharing of 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 (now Vista Higher Learning)

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

Annie Laurie Duguay, *Director, Language and Literacy*

Visit www.cal.org/online 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.

Visit www.cal.org/resource-center to learn more.

READ THE CAL COMMENTARY SERIES: KEY TOPICS AND CURRENT ISSUES RELATED TO LANGUAGE LEARNING

CAL is expanding its information dissemination efforts with the creation of the CAL Commentary series—free downloadable PDFs 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.

FEATURED CAL COMMENTARY

INTERROGATING THE LANGUAGE GAP

M. Beatriz Arias, PhD

This document highlights the work of Professor Jonathan Rosa at Stanford University, who provides a sociolinguistics critique on the terminology used to define emergent bilinguals and introduces a raciolinguistic framework as a way to interrogate the language gaps and other deficit perspectives.

Dr. Rosa is the 2018 recipient of CAL's Charles A. Ferguson Award for Outstanding Scholarship.



Other titles in the series include

- Ask a Test Developer
- Diversifying the Teacher Pipeline: PreCollegiate Recruitment
- Ensuring Fairness in Language Proficiency Assessments: Q&A
- How can the U.S. Overcome its Linguistic Deficit? The Findings of Two National Reports on Language Learners
- Interrogating the “Language Gap”
- The March for Our Lives: Bringing Power and Authenticity to the Language and Literacy Standards
- Using a Process-based Approach to Evaluate the Peace Corps TEFL Certificate Program

Visit www.cal.org/resource-center/cal-commentary to learn more and download the free PDFs.

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. Macias, University of California-Los Angeles, USA; Sandra Lee McKay, San Francisco State University (Emeritus), 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

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

Each book in this series is designed to address 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.

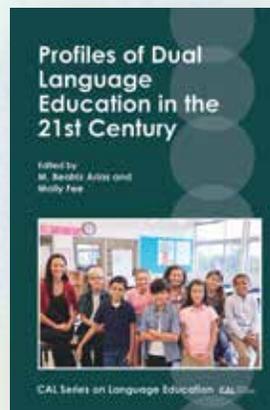
Publications in the series:

- ***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 to learn more.

FEATURED PUBLICATIONS

PROFILES OF DUAL LANGUAGE EDUCATION IN THE 21ST CENTURY



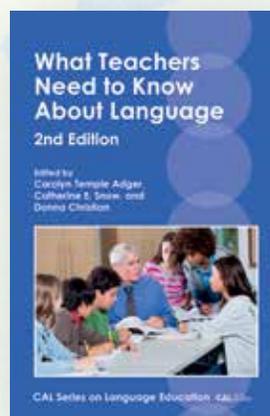
M. Beatriz Arias (Ed.) & Molly Fee (Assoc. Ed.)

This book examines the key attributes of successful dual language programs, as well as the challenges and opportunities involved in extending the dual language instructional model to pre-K and secondary settings.

The volume will be of interest to teachers, teacher educators, professional development specialists, policymakers, administrators, and researchers.

Visit www.cal.org/profiles21 to learn more.

WHAT TEACHERS NEED TO KNOW ABOUT LANGUAGE 2ND EDITION



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

This book 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.

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.

Visit www.cal.org/TL to learn more.

CONNECT WITH CAL AT CONFERENCES AND SPECIAL EVENTS

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 2017 through December 2018:

- American Association for Applied Linguistics (AAAL) Annual Conference
- American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention
- American Educational Research Association (AERA) Annual Meeting
- Association for Science Teachers Education International Conference
- Association of Two-Way and Dual Language Education (ATDLE) Annual Conference
- California Association for Bilingual Education (CABE) Annual Conference
- COABE Annual Conference
- Community-Based Heritage Language Schools Conference
- East Coast Organization of Language Testers (ECOLT)
- Institute for Test Research and Test Development
- Language Assessment Research Conference (LARC)
- La Cosecha Dual Language Conference
- Midwest Association of Language Testers (MwALT) Annual Conference
- National Association for Bilingual Education (NABE) Annual Conference
- National Council on Measurement in Education (NCME) Annual Conference
- San Diego County Office of Education: Dual Language and English Learner Conference

- TESOL International Convention and English Language Expo
- Texas School Social Workers Conference
- WATESOL Conference
- WIDA National Conference

Visit www.cal.org/news-and-events to learn more.

SPECIAL EVENTS HIGHLIGHT KEY TOPICS RELATED TO LANGUAGE AND CULTURE

CAL-SPONSORED SYMPOSIUM

SYMPOSIUM ON MULTILINGUALISM IN INTERNATIONAL ORGANIZATIONS AND INTERNATIONAL CO-OPERATION

MAY 10-11, 2018

UNITED NATIONS PLAZA, NEW YORK, NY

Multilingualism in international co-operation entails both costs and benefits: costs because it requires mechanisms such as the selection of multilingual staff and the mediation of language professionals; benefits because, if properly managed, it includes all parties to decision-making, promotes consensus, supports program delivery, and aids dissemination of results. Thus it favors social justice and inclusion. Increasingly, multilingualism is seen as a positive force, though it is not always recognized as such by all stakeholders.

Within the United Nations, for example, owing in particular to the scarcity of available data, advocates of multilingual language policies often face ideological, financial and administrative resistance, despite a growing recognition that multilingualism, as a core value of the UN, is a potential source of strength.

This symposium seeks to focus on, and generate interest in, these issues. Contributors will address the challenges of supporting multilingualism in organizations and in sites of international co-operation across different sectors (e.g. business, diplomacy, economics) and communities. Included will be theoretical and methodological studies,



on the one hand, and studies addressing specific practical challenges, on the other—especially papers that focus directly on the work of the UN system or other international bodies, or research having obvious implications for their work.

Visit www.cal.org/news-and-events/calendar-of-events/language-and-the-un-2018 to learn more with a link to the symposium website to download the final report from the symposium.

SPECIAL CAL BOARD-SPONSORED EVENT

DUAL LANGUAGE EDUCATION IN THE 21ST CENTURY: OPPORTUNITIES, CHALLENGES, AND LESSONS LEARNED

Presented by Dr. Kathy Escamilla, Dr. Fred Genesee, Dr. M. Beatriz Arias, Dr. Igone Arteagoitia

Dual language education programs are becoming increasingly popular across the U.S. Not only have the numbers of K-5 dual language programs increased exponentially, dual language approaches have extended to Pre-K and secondary education. CAL/Multilingual Matters publication, *Profiles of Dual Language Education in the 21st Century*, was highlighted.

Members of CAL's board of trustees and staff led an insightful discussion focused on research, opportunities and challenges of dual language education.

- Welcome and Introductions: Dr. Fred Genesee and Dr. Joel Gómez
- Dr. Kathy Escamilla reviewed the challenges to dual language implementation
- Dr. Fred Genesee identified lessons learned from dual language research
- Dr. Beatriz Arias summarized research on the three goals of dual language education
- Dr. Igone Arteagoitia identified salient programmatic components for a legacy dual language program

To learn more visit www.cal.org/news-and-events/calendar-of-events/dle-in-21st-century.

CAL-SPONSORED CONFERENCE

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

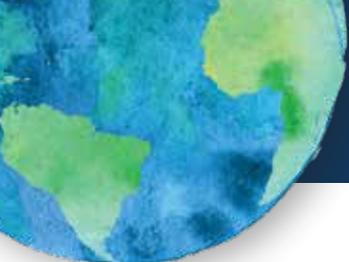
*Organized by the AU School of Education and AU TESOL Program
Co-sponsored by the Center for Applied Linguistics*

This conference was for program directors and administrators of community-based heritage language schools; members of the language communities involved in these schools; and directors and leaders in public, private, and charter schools who are interested in working with community-based heritage language schools.

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. Joy Kreeft Peyton, CAL senior fellow, served as conference chair.

The 2018 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.

To learn more visit www.cal.org/news-and-events/calendar-of-events/hl-schools-conference-2018.



CHARLES A. FERGUSON AWARD FOR OUTSTANDING SCHOLARSHIP

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 to learn more.

2018 RECIPIENT: DR. JONATHAN ROSA

Jonathan D. Rosa is Assistant Professor in the Stanford University Graduate School of Education, Center for Comparative Studies in Race and Ethnicity, and, by courtesy, Departments of Anthropology and Linguistics. His research combines sociocultural and linguistic anthropology to study the co-naturalization of language and race as a key feature



of modern governance. Specifically, he analyzes the interplay between racial marginalization, linguistic stigmatization, and educational inequity. Dr. Rosa is author of *Looking like a Language, Sounding like a Race: Raciolinguistic Ideologies and the Learning of Latinidad*.

In addition to his formal scholarly research, Dr. Rosa is an ongoing participant in public intellectual projects focused on race, education, language, youth, (im)migration, and U.S. Latinxs.

His work has appeared in scholarly journals such as the Harvard Educational Review, American Ethnologist, American Anthropologist, and the Journal of Linguistic Anthropology, as well as media outlets such as MSNBC, NPR, CNN, and Univision.



Dr. Rosa and Dr. Brice Heath

Read about the CAL Commentary, *Interrogating the "Language Gap"*, that highlights the work of Dr. Rosa in the publications section of this report.

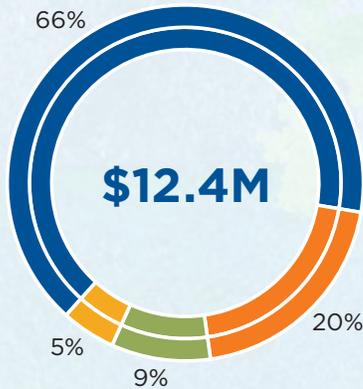
PAST RECIPIENTS OF THE CHARLES A. FERGUSON AWARD FOR OUTSTANDING SCHOLARSHIP

- 2015 Dr. Thom G. Huebner
- 2016 Dr. Wayne E. Wright
- 2017 Dr. Ofelia García

Visit www.cal.org/who-we-are/our-founder/ferguson-award to learn more.

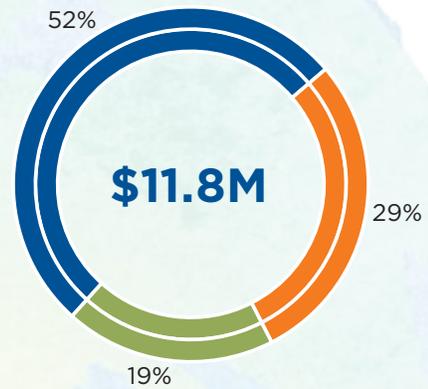
FINANCIAL UPDATE

FY18 SOURCE OF FUNDS



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

FY18 USE OF FUNDS



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

FY18 STATEMENT OF FINANCIAL POSITION ASSETS



- Cash, Receivables and Investments
- Other Assets

FY18 STATEMENT OF FINANCIAL POSITION LIABILITIES & NET ASSETS



- Liabilities
- Net Assets

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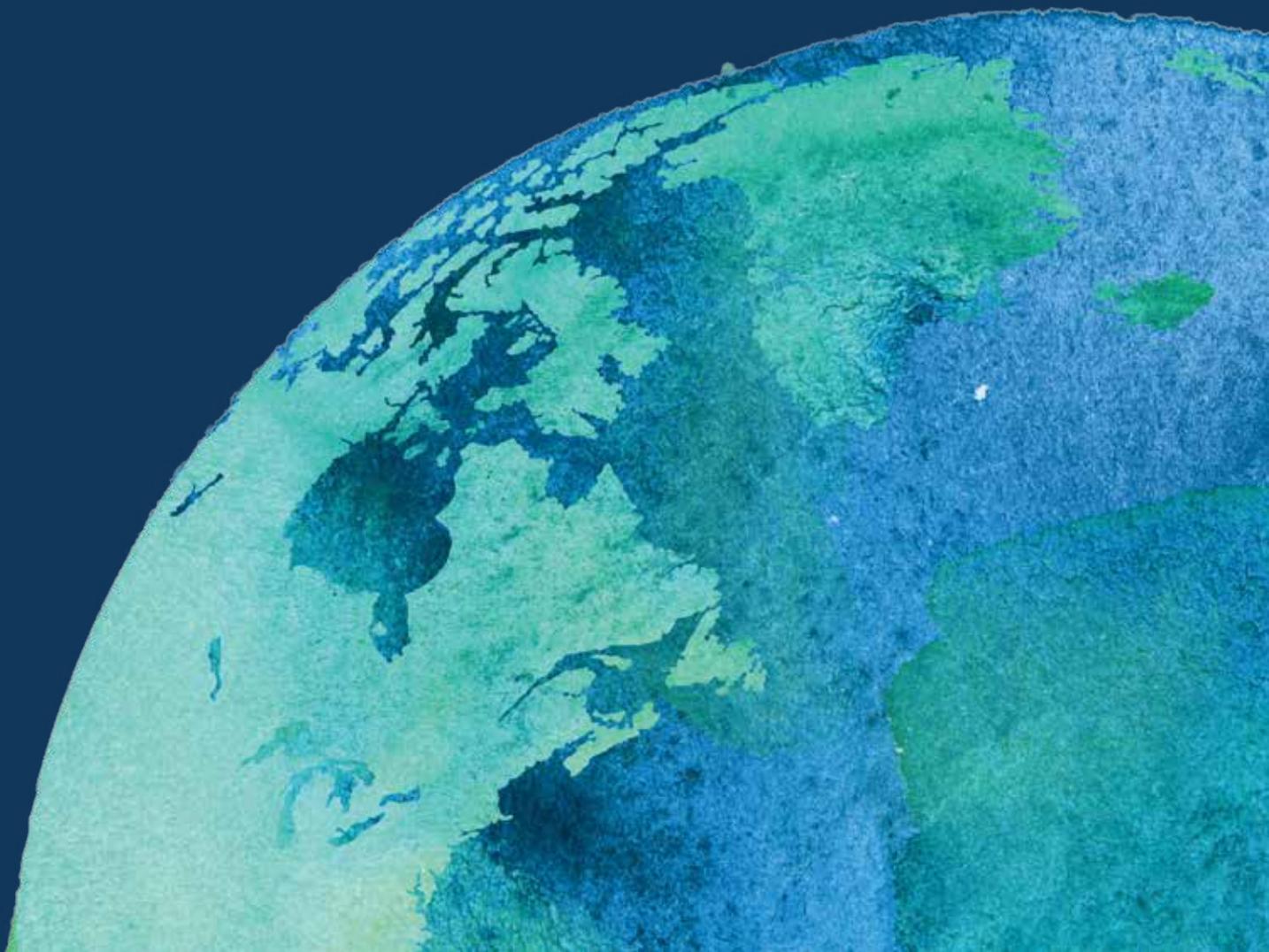
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ABOUT CAL

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, global skills development, and the education of linguistically and culturally diverse adults and children.

Visit CAL's website at www.cal.org to learn more about CAL's projects, resources, and staff.