



2011 ANNUAL REPORT

Improving
Communication
Through Better
Understanding
of Language
and Culture



CAL's Mission



The Center for Applied Linguistics carries out a wide range of activities to accomplish its mission of improving communication through better understanding of language and culture.

The Center for Applied Linguistics

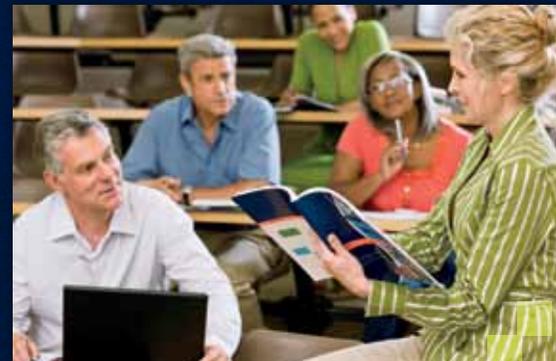
- Conducts research on issues related to language and culture
- Promotes and improves the teaching and learning of languages
- Identifies and solves problems related to language and culture
- Serves as a resource for information about language and culture



Visit our website to learn more about our research, program work, professional development and technical assistance services, products, and free online resources.



www.cal.org



President's Message



For more than 50 years, the Center for Applied Linguistics (CAL) has conducted research and developed practical resources designed to promote language learning and an understanding of cultural diversity. In 2011, CAL's dedicated, experienced, and highly motivated staff continued to build on CAL's proud history as they responded to new challenges and opportunities while continuing to serve CAL's mission.

This report represents CAL at its best and provides highlights from a wide range of activities that bring our mission to life.

Focusing on Development and Strategic Partnerships

During the 2011 fiscal year, CAL devoted significant effort to increasing the number of proposals submitted for grant and contract work. To expand our capacity to bring in additional work, we are implementing a new distributed model of development to be headed by a new full-time development director, Dr. M. Beatriz Arias, who joins the CAL team in the summer of 2012.

Collaborative strategic partnerships have long been a cornerstone of CAL's approach. By building on ongoing relationships with funders and partners, CAL has secured renewed and ongoing contracts that are resulting in an expansion of projects in both the national and international arenas.

- CAL is expanding its long-standing partnership with the 27-state WIDA consortium by launching a 4-year project to develop the next-generation technology-based assessment system for English learners anchored in WIDA's English Language Development Standards. This project is funded through the U.S. Department of Education to the Wisconsin Department of Public Instruction. In this effort, CAL will develop, pilot, field-test, and finalize English language proficiency assessments that use technology for authentic language assessment tasks. The goal of CAL's team is to transform the current paper-and-pencil ACCESS test into its technology-delivered counterpart, ASSETS. To learn more about the CAL/WIDA partnership, read the spotlight on page 12.
- CAL administers and oversees the English for Heritage Language Speakers (EHLS) program, in which native speakers of critical languages have the opportunity to develop their English proficiency to a professional level that qualifies them for employment in the federal government. EHLS is funded by the U.S. Department of Defense's National Security Education Program, which identifies the critical language groups from which participants are to be recruited each year. This program is offered in collaboration with Georgetown University's Center for Language Education and Development, which provides instruction on the Georgetown University campus. In 2011, CAL was awarded a 5-year grant to continue the EHLS program. Read more about EHLS on page 16.
- CAL continues to be a leader in refugee integration. Through CAL's long-standing technical assistance contract with the U.S. Department of State (DOS), the Cultural Orientation Resource (COR) Center at CAL develops and disseminates materials in African, Asian, European, and Middle Eastern languages that provide refugee newcomers with the essential information they need to understand and begin adapting to life in the United States. As an Office of Refugee Resettlement (ORR) technical assistance provider, CAL also provides these services to refugees who have been in the United States beyond the initial resettlement period but who are in acute need of additional orientation to facilitate adjustment to their new communities. This combination of initiatives funded by DOS and ORR strengthens the connection between overseas and domestic orientation and, supported by CAL's training and professional development for refugee service providers, helps receiving communities work positively and effectively with newcomers. Read more about the COR Center on page 26.

Connecting Research and Practice

CAL continues to provide research-based information to inform discussions about critical issues and disseminates information about practical solutions and best practices.

- CAL completed a 3-year national research study, Exemplary Programs for Newcomer English Language Learners at the Secondary Level, on behalf of the Carnegie Corporation of New York. This research project consisted of a national survey of secondary school newcomer programs; compilation of program profiles into an online, searchable database; and publication of a report with case studies of 10 of these programs, selected for their exemplary practices. The report, *Helping Newcomer Students Succeed in Secondary Schools and Beyond*, by Deborah Short and Beverly Boyson, is available online at the CAL website. Read more about this project on page 3.
- CAL is continuing its important work with the National Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE), which conducted a conference in November 2011: Educating Middle School English Learners for College and Career Readiness. The conference highlighted research on methods for building the literacy and oral language skills of English language learners across the content areas. We are pleased that CAL's role in CREATE will continue an additional year for data analysis, reporting of research results, and dissemination activities, including the addition of resources to the CREATE website maintained by CAL and a conference planned for October 2012. Read more about CREATE on page 5.

Engaging in Language Policy Analysis

To better inform the public and policy discussions about language policy in the United States, CAL's language policy experts have been convening colloquia at major international conferences and conducting research projects investigating the relationship between language policy, immigration, and the economy. CAL hosts the Language Policy Research Network (LPRen) of AILA (the Association Internationale de Linguistique Appliquée), an international network of researchers, scholars, and stakeholders in the field of educational language policy. Read more about LPRen on page 4.

Looking Forward

CAL continues to be proactive during the recession to identify and position itself for new growth opportunities. CAL has streamlined and enhanced operations, set new targets for performance, and made significant improvements in financial management throughout the organization.

CAL continues to monitor carefully the evolving federal funding picture, global opportunities, and market and technological changes that affect how the organization conducts research, manages programs and resources, and delivers services. CAL strives to find new ways to serve its critical mission, while continuing to focus on core activities that have been hallmarks of the organization. We seek strategic collaborations with organizations that share our vision in both the national and international arenas to better achieve our mission. We are grateful to our board of trustees, funders, and colleagues for their continued support for CAL and its mission. As we look to the future, we continue to be inspired by the opportunities that lie ahead and by the knowledge of what we can achieve working together.

Best regards,
Terrence G. Wiley
President

Newcomer Programs: Helping Newly Arrived Students Succeed in Secondary Schools



Newly arrived adolescents who need to learn English are among the most vulnerable subgroups of English language learners, especially if they have gaps in their educational backgrounds. They are held to the same accountability standards as native English speakers although they are just beginning to develop some proficiency in academic English while simultaneously studying core academic subjects.

With their low levels of literacy in English, these adolescent newcomers are not prepared for secondary-level texts and assignments. They also face acculturation issues, making engagement with their schools, peers, and teachers challenging. It is difficult for these students to be successful in a typical middle or high school.

A number of school districts around the United States are addressing these issues by implementing newcomer programs—specially designed academic programs that newly arrived English language learners attend for a limited period of time. From 2008 to 2011, CAL staff identified such middle and high school programs through a national survey, examining 10 of the newcomer sites in depth through case studies. We collected and analyzed evidence of promising practices that lead to academic success, including course scheduling, staffing, instructional design, transition strategies, and access to social services. Profiles of the surveyed newcomer programs are compiled in a searchable database on CAL's website. We also published a research report describing the results of the survey: *Helping Newcomer Students Succeed in Secondary Schools and Beyond*.

Immigrant adolescent students who are newly arrived and need to learn English are among the most vulnerable subgroups of English language learners, especially those who have gaps in their educational backgrounds.

As of 2011, CAL's newcomer database included 63 programs in 24 states. Newcomer students hailed from 90 countries of origin and spoke 55 native languages. Over half of the programs were in urban settings, one third in suburban communities, and one sixth in rural areas. Sixty percent of the programs were operating within an existing school; 24% operated at a site separate from the students' home school; and 16% operated as whole-school programs, where newcomers entered at the lowest grade (e.g., Grade 6 or 9) and were expected to remain until promotion or graduation. In 36% of the programs, students were enrolled for only one year;

in 29% they could enroll for one year or longer, depending on their educational backgrounds; and in 30%, all students remained for more than one year. Eighty-eight percent of the programs used an ESL instructional design, and 12% used a bilingual design.

Findings from the research reveal that the following elements help newcomer programs work well:

- Teachers focus on instructional strategies that promote literacy development, because some students learn to read for the first time ever in the newcomer program, and on strategies that integrate language and content learning across subject areas.
- Programs utilize appropriate materials, especially basic literacy texts for adolescents and reading interventions adapted for English language learners.
- The scheduling of courses and students is need-based (e.g., offering courses that fill students' educational gaps) and flexible.
- Programs are carefully staffed with educators experienced in working with newcomers, and paraprofessional support is common.
- Site-based professional development targets the newcomer students' educational and socio-emotional needs.
- Native language literacy is promoted and the native language is used as a resource for content learning.
- Courses offer students orientation to U.S. schools and culture.
- Extended time is offered for instruction and support (e.g., after school, Saturday, and summer programs).
- Programs make considerable effort to connect families to social services such as health, housing, and employment services, and form partnerships with community organizations.
- Staff collect and monitor student performance data.
- Transition measures are in place to ease newcomers into the regular school programs or into life beyond high school.

Deborah J. Short, Senior Research Associate

For more information on CAL's research on newcomer programs, see the project update on page 18 and visit www.cal.org/newcomer.



Extending International Collaboration Through the Language Policy Research Network

Originally launched through AILA (the Association Internationale de Linguistique Appliquée) in 2006 and hosted by CAL since 2010, the Language Policy Research Network (LPRen) is an international network of researchers, scholars, and stakeholders in the field of educational language policy. LPRen organizes and sponsors colloquia; convenes meetings and planning sessions of members at conferences and other events; and shares resources, announcements, and other opportunities via the LPRen email list, which currently has more than 500 members from around the globe.

After LPRen's move to CAL, LPRen staff established an advisory committee consisting of internationally recognized scholars and experts in the field of educational language policy, planning, management, and politics. The 36 advisory committee members represent 13 countries and 5 continents. The committee convenes to review the general direction of language policy issues and to consider opportunities to enhance research and policy analysis. The committee also acts as a review team for proposals to LPRen-sponsored panels at major international conferences. Available advisory committee members convene annually at the American Association of Applied Linguistics conference and every 3 years at the AILA conference.

LPRen is an international network of researchers, scholars, and stakeholders invested in issues related to educational language policy and its impact on communities.

During 2011, LPRen sponsored panel presentations at two international conferences. At the AILA World Congress of Applied Linguistics in Beijing, China, in August, Professor Bernard Spolsky and CAL President Dr. Terrence Wiley co-organized a colloquium entitled Promoting Language Harmony Through Language Management: Fundamental Issues in Multilingual Societies. Dr. Wiley chaired the session, which featured the work of well known international scholars and had an audience of approximately 100. At the Language, Education, and Diversity Conference in Auckland, New Zealand, in November, Professor Spolsky and

Dr. Wiley co-chaired a colloquium, Gaps Between Research Evidence and Language Education Policy: Some Examples, with Richard Benton as discussant. This colloquium brought together eight international presenters to discuss the need to include social and political knowledge in language policy.

In August 2012, LPRen will host a four-part thematic session over three days at the 19th Sociolinguistics Symposium in Berlin, Germany. The over-arching thematic session, Language in Multilingual Cities, will include presentations by 29 international scholars representing 17 countries. Subthemes within the larger LPRen thematic session include Globalization and Language in the Multilingual City, chaired by Dr. David Block; Linguistic Landscape and Identity in the Multilingual City, chaired by Dr. Elana Shohamy; Language Policy in the Multilingual City, chaired by Dr. Bernard Spolsky; and Immigration and Education in the Multilingual City, chaired by Dr. Terrence Wiley.

Other recent LPRen activities include the development and submission of a paper commissioned by the Council on Foreign Relations outlining the relationship between foreign language education funding in the United States and global economic competitiveness, and an award from the UCLA Civil Rights Project/Proyecto Derechos Civiles to conduct research investigating the relationship between bilingualism, biliteracy, and employability among adult immigrants in the United States.

Terrence Wiley, President; Sarah Moore, Research Associate; Molly Fee, Research Assistant

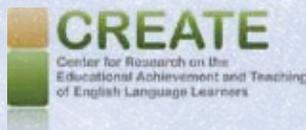
Visit www.cal.org/lpren to learn more or to join the email list.

Connecting Research and Practice: Educating English Learners in the Middle Grades



At the middle school level, students are expected to understand and demonstrate grade-level content knowledge through academic language found in text, classroom discourse, and high-stakes assessments. English learners face additional challenges. They need to develop English language and literacy skills to acquire subject-specific knowledge and perform classroom tasks. For these students, teachers must use methods that make content comprehensible and that simultaneously assist students in developing English language skills.

In order to address the challenges of educating English language learners in the middle grades, the National Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) has conducted a national program of research through interventions designed to develop students' language and literacy skills while developing their grade-level skills across the content areas. CAL is a partner in CREATE and conducted two of the research studies focused on middle school content instruction: one on integrating science and language instruction, the other on the impact of the SIOP Model on middle school science and language learning. (The SIOP Model is a research-based and validated model of sheltered instruction.)



CAL has a long history of involvement in federal research centers focused on instruction of English learners. Beginning with the Center for

Language Education and Research (CLEAR) in 1986 through our current work on CREATE, CAL has built productive partnerships and established important lines of research. In CREATE (2005-2012), CAL is working with Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; California State University, Long Beach; Harvard Graduate School of Education; University of California, Berkeley; and The University of Texas at Austin, Meadows Center for the Prevention of Educational Risk.

In the CREATE research, CAL has collaborated in the development of a whole-school approach to the instruction of middle school students. This approach incorporates a consistent set of principles and effective strategies designed to yield improved outcomes for English learners in content area knowledge and academic language development. In the first phase of the CREATE effort, researchers conducted individual studies focused on specific programs and content areas. In the 2009-2010 and 2010-2011 school years, the researchers applied what they had learned in the individual studies to the

CAL participated in the development of a whole-school approach to instruction of middle school students designed to yield improved outcomes for English learners in content area knowledge and academic language development.

design of a school-wide intervention that targeted seventh-grade English learners in social studies, science, English language arts, and math. Teachers implemented the interventions with ongoing researcher support—modeling, coaching, conferencing, and professional development—and data were collected on the impact of the interventions. CAL researchers led SIOP professional development for all teachers in the intervention schools and conducted the science intervention, which systematically developed students' language and literacy skills along with science content knowledge.

In 2012, CREATE's seventh and final year, work will focus on dissemination of results in order to turn research into practice. CAL coordinates the research dissemination effort for CREATE. Dissemination activities being carried out by CREATE researchers include collaboration on a book, preparation of journal articles, and presentation of research results at conferences. CAL will publish new briefs on CREATE research, disseminate information and materials from CREATE's annual conferences, and maintain and update the CREATE website. Dissemination is an important final phase of the CREATE work to increase the impact of the research and provide practitioners with information that can guide their instructional practice with English learners.

Julie Mazrum, Research Associate; Annette Zehler, Senior Research Associate; and Donna Christian, Senior Fellow

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

Language Testing and Assessment

Determining the extent to which individuals can use a second or foreign language is becoming increasingly important in the United States. CAL's language testing experts conduct research on and develop assessments related to the academic English language proficiency of English language learners in Grades K–12, foreign language proficiency among U.S. students of all ages, and the role of English language ability in the assessment of academic content knowledge in science and mathematics. CAL is well known for its assessments for adults learning English: BEST Plus and BEST Literacy. CAL also provides resources on rating oral proficiency, including self-access rater training materials, online courses, and workshops.



■ Visit www.cal.org/testing for more information.

Adult ESL Assessments



ADULT ENGLISH PROFICIENCY ASSESSMENTS

CAL's adult ESL assessments are used primarily by federally funded adult ESL programs in the United States, community colleges, correctional institutions, businesses, and literacy and workforce education programs. BEST Plus and BEST Literacy assess listening/speaking and reading/writing skills, respectively, and are used in ESL programs in 41 U.S. states and territories. BEST Plus training workshops prepare participants to administer and score the test by providing an overview of its development and purpose, opportunities to practice delivery and scoring, and clarification of administration and scoring issues. Participants learn to recognize the importance of assessing oral language proficiency, to administer and score the test, and to interpret BEST Plus scores.

BEST Plus: USB Format



BEST Plus is now available in USB format. The new format provides convenient USB access to the test while offering advantages to programs who want to move beyond the traditional CD-ROM mode of test delivery. BEST Plus on USB provides additional flexibility and enhancements designed to make using the test software even easier.

■ Visit www.cal.org/aea for more information.

Developing a Computerized Oral Proficiency Assessment for Mandarin Chinese

FUNDER: U.S. Department of Education
October 2010 – September 2013

CAL is creating a computerized, semi-adaptive oral proficiency assessment that can be administered and rated locally, giving individual Mandarin language programs control over their testing programs. The final product, the Computerized Oral Proficiency Instrument (COPI), will provide secondary and postsecondary Mandarin language programs throughout the country with a standards-based, valid, reliable, and sustainable oral proficiency assessment.



Developing Chinese and Spanish COPIs for the Service Academies

FUNDER: U.S. Department of Defense, via subcontract from Brigham Young University
September 2010 – November 2011

This project focused on the development of a battery of six functioning prototype proficiency tests that assess three skill modalities (reading, listening, and speaking) in both Spanish and Mandarin Chinese. CAL developed a prototype COPI test administration program and rating module to test the Chinese speaking proficiency of cadets and midshipmen whose performances are consistent with the ACTFL Novice Low through Intermediate High levels. CAL was also tasked with delivery of a prototypical Spanish oral proficiency test to address the same levels. A review of the existing Spanish COPI by the subject matter experts at the service academies determined that it would be appropriate for use with their populations. CAL then developed 10 new Spanish COPI tasks tailored to the service academy context.

Early Language Assessments

CAL developed and offers training on the use of three innovative assessment instruments designed to allow young students to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension: the Student Oral Proficiency Assessment (SOPA), the Early Language Listening and Oral Proficiency Assessment (ELLOPA), and the CAL Oral Proficiency Exam (COPE).

CAL provided workshops, rating services, and training services for the SOPA, ELLOPA, and COPE to the following clients in fiscal year 2011:

- Arlington Heights School District, IL
- Arlington Public Schools, VA
- Denver Language School, CO
- Dillon Valley Elementary School, CO
- Jenks Public Schools, OK
- Virginia Beach City Public Schools, VA



SOPA Online Training

CAL offered multiple sections of its three online training courses that teach participants how to administer and rate students' oral language using the SOPA and the ELLOPA. CAL can also work collaboratively with educators to customize a course to best meet their needs.

- Visit www.cal.org/ela for more information.

Evaluating Language Progress at Georgetown National Resource Centers

FUNDER: U.S. Department of Education, via subcontract from Georgetown University
August 2010 – August 2012

CAL provides annual evaluations of the language progress of students participating in programs offered by three Georgetown University National Resource Centers: the Center for Eurasian, Russian, and East European Studies; the National Resource Center for the Middle East; and the East Asia Center.

Harvard University English Language Placement Test (HUELPT)

FUNDER: Harvard College, Institute for English Language Programs
July – September 2011

Several years ago, CAL worked with Harvard to assemble nine parallel forms of their English language placement test. Since that time, CAL has housed the HUELPT item databank. In 2011, we transferred the databank to Harvard and taught their staff how to use it.

Issues and Challenges in Assessment of Heritage Language Speakers

FUNDER: U.S. Department of Education, via subcontract from UCLA Center for World Languages
August 2010 – August 2012

In collaboration with the National Heritage Language Resource Center, CAL is designing and will participate in a meeting to address the issues and challenges involved in the assessment of heritage language speakers whose languages are taught in educational programs in the United States. To date, CAL has conducted a preliminary needs assessment and developed an issues paper to support planning for the meeting.

SPOTLIGHT

ECOLT celebrates 10 years of collaboration on language testing and research



CAL has organized the East Coast Organization of Language Testers (ECOLT) annual conference since 2002 with the support of the National Capital Language Resource

Center (NCLRC), Second Language Testing, Inc., and Georgetown University. ECOLT represents an East Coast group of professionals, scholars, and students who are involved in language testing projects and research. One of the organization's goals is to support connections between academia, K–12 education, government, and for-profit and not-for-profit testing

organizations. In addition to providing a forum for continued learning and networking, ECOLT strongly supports the work of graduate students.

With the participation of language testers from government, academia, nonprofit organizations, and business, as well as students, the conference has

grown from a single day with approximately 60 attendees to one and a half days with more than 125 attendees. ECOLT celebrated its 10th annual conference in 2011. In a survey of 2011 conference participants, 45% were first-time attendees while nearly 30% had been attending for 5 years.

Leaders in the language testing field have served each year as plenary speakers, with presentations focused on themes that include current practices in language testing, bridging theory and practice, and innovations in language assessment.

Spotlight on ECOLT Plenary Speakers:

- 2011: Carol A. Chapelle
- 2010: James E. Purpura
- 2009: John de Jong
- 2008: Richard Leucht
- 2007: Dorry M. Kenyon
- 2006: Micheline Chalhoub-Deville
- 2005: John L. D. Clark
- 2004: Sara Cushing Weigle
- 2003: Lyle Bachman
- 2002: Charles Stansfield and Elana Shohamy

For the ECOLT conference in 2012, Dr. Steven Ross of the University of Maryland will deliver a plenary on Second Language Attrition: Separating Authentic Loss From Test Artifact.

Francesca DiSilvio, Research Assistant

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

Multimedia Rater Training Program for Modern Standard Arabic

FUNDER: U.S. Department of Education
September 2009 – August 2012

In partnership with Michigan State University, CAL is developing materials to enable secondary and postsecondary Arabic language programs throughout the country to support student language learning by increasing testing capability and understanding of standards-based assessment. The project will yield two products, both of which are based on the ACTFL Proficiency Guidelines–Speaking: an interactive computerized program, supplemented by print materials, that will provide hands-on training in rating student oral proficiency assessment; and an online tutorial for students of Arabic to introduce and explain concepts of oral proficiency and self-assessment. Both products use examples of student speech to illustrate the concepts introduced.

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

National Capital Language Resource Center (NCLRC)

FUNDER: U.S. Department of Education, via sub-contract from The George Washington University
August 2006 – August 2014

CAL collaborates with The George Washington University and Georgetown University in operating the NCLRC. CAL's work for NCLRC includes providing summer institutes as professional development for language educators, running the annual East Coast Organization of Language Testers conference, and writing a monthly "Testing Tips" column for the NCLRC newsletter.

Professional Development Curriculum for Arabic Teachers K-12

FUNDER: U.S. Department of Education, via sub-contract from The George Washington University
October 2006 – March 2011

CAL adapted and expanded the NCLRC's popular self-instructional materials entitled *The Essentials* for Arabic language teachers.



STARTALK is a presidential initiative to teach languages deemed critical to U.S. national security interests to students at all levels (K–16) while simultaneously developing a corps of trained, native-speaker instructors in these languages.

- Visit www.cal.org/projects/startalk.html to learn more.

STARTALK Evaluation, Heritage Language Database, and Assessment

FUNDER: U.S. Department of Defense, via subcontract from National Foreign Language Center, University of Maryland
May 2009 – December 2014

CAL is performing three tasks to support and promote the STARTALK program. All tasks build on CAL's earlier work with STARTALK and on an understanding of STARTALK goals, parameters, and challenges:

- **Evaluation:** Providing advice on and assisting with program evaluation for all STARTALK critical language programs
- **Database of Heritage Language Programs:** Developing a database of programs for heritage language speakers across the United States (See the spotlight on the National Consortium of Language Program Databases)
- **Novice Level Assessment:** Reviewing assessment practices in STARTALK student programs

SPOTLIGHT



Collaborating and sharing information about national language resources

A wealth of information on language capacity, language learning opportunities, and professional development for teachers is being collected by organizations across the United States. To help foster collaboration and make information more readily available to the field, CAL is working with the National Foreign Language Center (NFLC) at the University of Maryland, under the auspices of the STARTALK project, to establish the National Consortium of Language Program Databases.



The goals of the Consortium are to provide access to a broad base of information that can serve as a rich resource for inquiries about

national language resources and create an environment in which partners share knowledge and best practices. Consortium partners collaborate to support language learning and make information about programs, professional development, and capacity available to a wide range of audiences, building on the work of each organization and sharing information through websites and conference presentations.

Current Consortium partners, in addition to CAL and NFLC, include the Center for Advanced Research on Language Acquisition at the University of Minnesota; the Chinese Heritage Language Education and Research Project at the University of Toledo; The DesiLearn initiative managed by the National Capital Language Resource Center at The George Washington University; the National Heritage Language Resource Center at the University of California, Los Angeles; and the Alliance for the Advancement of Heritage Languages. (See page 27 for more information about the Alliance hosted by CAL.)

In addition to hosting the Consortium website, CAL is working with NFLC to develop a prototype for a web-based resource that will allow users to search online for key data about language programs from Consortium partners. This proof-of-concept resource is currently in development and the Consortium will be seeking funding to expand the functionality and reach of this online user interface.

Joy Peyton, Vice President for Programs, and Director, Alliance for the Advancement of Heritage Languages

- Visit www.cal.org/consortium to learn more and meet the Consortium partners.

STARTALK Nationwide Assessment System in Arabic and Mandarin Chinese

FUNDER: U.S. Department of Defense, via subcontract from Center for Advanced Study of Language (CASL), University of Maryland
April 2009 – September 2012

CAL assisted CASL with the development of a nationwide assessment system in Arabic, Hindi, and Mandarin Chinese, which included analyzing the alignment among three assessment tools: a student self-assessment, a teacher assessment of students, and an objective assessment of four domains. CAL also assisted CASL with the preparation of video tutorials to prepare students and instructors for the self-assessment component of the assessment system.

STARTALK Proficiency Assessment Training Program

FUNDER: U.S. Department of Defense
June 2009 – February 2012

CAL developed an assessment training program to help teachers, teacher trainers, and program directors learn about and plan for assessment in their STARTALK summer programs, with particular attention to assessing language growth in short-term programs for students at beginning proficiency levels: Novice and Intermediate on the ACTFL Proficiency Guidelines–Speaking. The program combines online and face-to-face professional development to offer participants assessment training consistent with the National Standards for Foreign Language Learning. As a follow-up to the course, CAL also offers participants access to another of its Internet-based assessment trainings, which focuses on the oral proficiency assessment of K–8 learners.



WIDA Consortium Partnership



CAL collaborates with the 27-state World-Class Instructional Design and Assessment (WIDA) Consortium in its work to

provide standards-based assessments for English language learners. CAL is also working with the WIDA Consortium on a 4-year project to develop a next-generation technology-based assessment system for English learners anchored in WIDA's English Language Development Standards. The grant was awarded by the U.S. Department of Education to the Wisconsin Department of Public Instruction in September 2011. As the WIDA Consortium's assessment partner, CAL will develop, pilot, field-test, and finalize English language proficiency assessments that use technology for more authentic language assessment tasks. At the end of the project, the CAL team will have successfully transformed the current paper-and-pencil ACCESS test into its technology-delivered counterpart.

■ Visit www.cal.org/wida for more information.

ACCESS for ELLs®

FUNDER: University of Wisconsin, WIDA Consortium
July 2002 and ongoing

The primary focus of CAL's WIDA work is the Consortium's English language proficiency assessment, 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 taken by about 1,000,000 students annually.

Conducting research on the test, exploring new initiatives for revising aspects of the testing system, and improving the delivery of test administration training.

Providing technical and psychometric expertise to the Consortium, such as performing annual equating of test forms, analyzing field-test data, producing an annual technical report, and carrying out special technical studies, such as bridge studies for new member states.

■ Visit www.cal.org/wida for more information.

WIDA MODEL™

FUNDER: University of Wisconsin, WIDA
July 2008 – June 2011

CAL developed a valid, reliable, on-demand, teacher-administered and -scored assessment of English language proficiency aligned with the WIDA English Language Proficiency (ELP) Standards and modeled after the Consortium's ACCESS for ELLs® assessment. Known as WIDA MODEL™, the test can be used by states within or outside of the WIDA Consortium to identify English language learners and to accurately place them into one of the five proficiency levels defined in the WIDA ELP Standards. The test was designed for students in Grades K–12.

ONPAR High School Science

FUNDER: U.S. Department of Education, via subcontract from the University of Wisconsin, Center for Education Research
July 2010 – June 2012

CAL is building on knowledge gained from earlier computer-based math and science projects to develop and implement next-generation high school biology and chemistry assessments for beginning English language learners and other students who may benefit from interactive, reduced-language items that incorporate innovative item types, animations, graphics and dynamic features. The ONPAR approach uses a combination of linguistic and visual representations to convey task information and to give students productive tools to communicate in meaningful ways. ONPAR's broadening of response types allows for more direct measurement of targeted constructs than is possible with traditional multiple-choice questions, in some cases enabling a tighter item-target match than would be achievable even with a constructed response item. The High School Science project is applying the ONPAR approach to biology and chemistry with an emphasis on extended performance assessment tasks. Automatic scoring algorithms allow for partial credit and give incremental information about students' mastery of the item target. The tasks developed and the underlying methodology can be used to include English language learners not only in large-scale assessment but also in formative assessments, classroom activities, and presentation of complex material.

ONPAR Math

FUNDER: U.S. Department of Education, Office of Elementary and Secondary Education, via subcontract from the University of Wisconsin, Center for Education Research
July 2008 – March 2011

CAL developed and implemented next-generation elementary and middle school math tests for beginning English language learners and other students who may benefit from interactive, reduced-language items that incorporate innovative item types. The test is distinguished by replacing much of the language found in traditional items with interactive graphics and animations. A pilot of the math items has been successfully administered to fifth- and eighth-grade students in four states.

Prueba Óptima del Desarrollo del Español Realizado (PODER)

FUNDER: U.S. Department of Education, via subcontract from the University of Wisconsin, WIDA Consortium, via Illinois State Board of Education
September 2010 – August 2012

CAL has begun development of PODER, a test of Spanish academic language for students in Grades K–5 based on newly developed WIDA Spanish language development standards. The project is partially funded by an Enhanced Assessment Grant awarded to the state of Illinois; the remainder is funded by WIDA. By the end of the project, CAL will have developed, piloted, field-tested, and put into operation a test aimed at English learners whose first language is Spanish. The test can also be used with students who receive content-area instruction in Spanish regardless of their first language.

Celebrating the CAL/WIDA Partnership: Growing Into the Next Generation of Assessment



The Center for Applied Linguistics has had the privilege of partnering with the WIDA Consortium since its inception in 2002 and looks forward to growing into the next generation of assessment with the latest Enhanced Assessment Grant awarded to the Wisconsin Department of Public Instruction, with WIDA, CAL, and other partners working together. With CAL's expertise in educational research and language testing, and its mission to improve communication through better understanding of language and culture, CAL serves as the primary assessment partner to WIDA as it fulfills its mission to support academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

CAL collaborates with WIDA to produce exceptional assessments of English language proficiency for national and international use.

In 2001, the No Child Left Behind Act brought the academic achievement of the nation's English language learners into the spotlight. Recognizing the need for new approaches to assessing the developing academic English language proficiency of the nation's English learners, the U.S. Department of Education issued an Enhanced Assessment Grant competition in 2002. Dr. Tim Boals, then of the Wisconsin Department of Public Instruction, invited CAL to serve as the test development partner in an initial grant proposal, which was the first of many awarded to WIDA and its partners. CAL was present at the birth of the Consortium, when WIDA stood for the three initial states submitting the grant proposal: Wisconsin, Delaware, and Arkansas. As the consortium grew to its present size of 27 states, WIDA changed its name to World-Class Instructional Design and Assessment. CAL has been the assessment partner from the beginning.

The initial successful test development project gave birth to the operational annual assessment of English language proficiency, ACCESS for ELLs®, which is built upon the foundation of WIDA's English Language Proficiency Standards. First administered in 2005 to some 18,000 English learners in Alabama, Maine, and Vermont, the assessment is now administered annually to about one million students across the Consortium member states. Comprised of 44 test forms for Grades K–12, ACCESS for ELLs® assesses developing academic English language proficiency in four skills:

listening, speaking, reading, and writing. It is used to monitor students' progress in acquiring the academic English language needed for academic achievement.

By far the largest WIDA partnership activity at CAL, CAL's annual work on ACCESS for ELLs® 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
- Conducting research on the assessment, exploring new initiatives for revising aspects of the testing system, and improving the delivery of test administration training
- Providing technical and psychometric expertise to the Consortium, such as performing annual equating of test forms, analyzing field-test data, producing an annual technical report, and carrying out special technical studies, such as bridge studies, for new member states

Over the soon-to-be 10 years of the partnership, CAL's language testing work for WIDA has not been confined to ACCESS for ELLs®. For example, CAL also developed the WIDA ACCESS Placement Test™ (W-APT), which serves as the initial screener for English learners entering a local school system. CAL also developed the WIDA MODEL™ assessments for Grades K–12, which serve as off-the-shelf versions of the annual ACCESS test for local use by educational institutions both in Consortium states and non-Consortium states and in English-medium schools abroad.

CAL's assessment work with WIDA has not been limited to language testing. Through three related Enhanced Assessment Grants awarded by the U.S. Department of

Education to Rhode Island, Illinois, and Virginia, CAL has partnered with WIDA in the research and development of ONPAR™, a computer-based assessment that allows low-proficiency English learners to demonstrate their math and science knowledge. The ONPAR assessments use little text, relying instead on dynamic and interactive graphics and animations to represent challenging content in assessment tasks.

CAL has also served the WIDA Consortium in the operationalization of its Alternate ACCESS for ELLs®, an English language proficiency test developed specifically for English language learners with significant cognitive disabilities, for whom meaningful participation in the regular ACCESS testing is not possible. CAL prepared all materials related to Alternate ACCESS for its first operational administration in the spring of 2012.

Broadening beyond its English language testing work for WIDA, CAL is currently developing PODER, WIDA's assessment of developing Spanish language proficiency for academic success. PODER's initial funding comes through an Enhanced Assessment Grant to the state of Illinois, working in partnership with Colorado, New Mexico, and Puerto Rico. Current funding covers the development of the assessment for Grades K–5.

In addition to serving as the assessment development arm of WIDA, CAL has collaborated with WIDA in its professional development activities. The largest project was the initial development of CLIMBS, a hybrid online professional development course that focuses on helping teachers of English language learners combine the WIDA English Language Proficiency Standards with the principles and practices of sheltered instruction.

In October 2011, the U.S. Department of Education awarded a grant to the Wisconsin Department of Public Instruction to work with WIDA, CAL, and other partners to develop



the next generation of English language proficiency assessments. Through this 4-year, \$10.5 million Enhanced Assessment Grant, a 29-state consortium will develop a next-generation, technology-based language assessment system for English language learners in Grades K–12. Building on the current ACCESS for ELLs® and on knowledge gained through ONPAR™ research and through development of its Computerized Oral Proficiency Instruments and Multimedia Rater Training Programs, CAL will support the project by leading the development of an annual summative language assessment, an on-demand diagnostic screener, and innovative technology-based classroom interim assessments. All assessments will be built on the newest version of the WIDA English language development standards, which are linked to the Common Core State Standards in English language arts and mathematics.

As CAL looks back over its 10 year partnership with WIDA, it also looks forward to the challenge of combining its applied linguistics knowledge, commitment to linguistically diverse students, long and rich experience in language testing, and computerized testing expertise to produce exceptional assessments of English language proficiency for national and international use.

Dorry Kenyon, Vice President for Programs, and Director, CAL/WIDA Partnership Activities

Visit www.cal.org/wida or www.wida.us for more information.

 WIDA®
CONSORTIUM

 CAL CENTER
FOR APPLIED
LINGUISTICS

Education of Adult English Language Learners



The number of adults who need English language instruction is increasing across the United States. State, local, and program staff are seeking information and support to guide them in establishing and improving programs and instruction. CAL provides professional development and technical assistance for practitioners working with adult English language learners through a variety of projects and product and service offerings.

■ Visit www.cal.org/adultell for more information.



CAL staff offer professional development and technical assistance services that focus on improving educational opportunities for and the success of adult English language learners in education settings and at work. CAL provides convenient access to resources for practitioners working with adults learning English, including those developed during our work on the CAELA Network, CAELA (Center for Adult English Language Acquisition), and NCLE (National Center for English Literacy Education) projects. Resources include publications, bibliographies, free downloadable briefs and digests, a searchable database of resources, and professional development plans and tools developed by states. We invite you to bookmark the website and visit often to learn more.

■ Visit www.cal.org/adultesl to browse our collection of resources.

Adult Literacy Training for Federal Trade Commission Personnel

FUNDER: Federal Trade Commission
July 2011 – June 2012

CAL provided training and mentoring to enable Federal Trade Commission personnel to develop educational materials that meet the needs of adults with low levels of literacy.

Center for Adult English Language Acquisition (CAELA) Network

FUNDER: U.S. Department of Education, Office of Vocational and Adult Education
October 2007 – March 2011



CAL operated a national technical assistance network to support programs and practitioners working with adult English language learners and to build state capacity to provide high-quality professional development for these practitioners. During the 3 years of the CAELA Network project, CAL staff worked with 12 states to address the professional development needs of teachers and program administrators working with adults learning English. State teams reviewed the professional development activities and initiatives already underway, reviewed data on teacher and learner background and needs, developed yearly and ongoing professional development plans, and evaluated the outcomes of their efforts. This work was guided by the *Framework for Quality Professional Development for Practitioners Working With Adult English Language Learners*, which describes the knowledge and skills that teachers and administrators need to work effectively with the learners in their programs and the systems and processes necessary to support this work.

■ Visit www.cal.org/caelanetwork to browse the archived website from the project.

Culture in the Classroom

FUNDER: Indian River State College, FL
December 2010 – June 2011

CAL provided an online module on culture in the classroom as professional development for Florida adult education instructors.

EL (English Literacy)/Civics Online Courses

FUNDER: U.S. Department of Education, Office of Vocational and Adult Education
October 2007 – March 2011

In collaboration with the Adult Learning Resource Center in Arlington Heights, Illinois, CAL managed this project to develop online courses, tutorials, and content modules to help EL/civics teachers deliver effective instruction to adult English learners in English language development, U.S. history, U.S. government, civic engagement, and naturalization.

- Visit www.elcivicsonline.org for more information.

English Language Learner University (ELL-U)

FUNDER: U.S. Department of Education, Office of Vocational and Adult Education, via subcontract from Kratos Training and Technology Solutions
June – December 2011

CAL provides face-to-face workshops, online study circles, and online courses for ELL-U in collaboration with Kratos Training and Technology Solutions. Topics in this national professional development network include developing the oral proficiency of adults learning English and using formative assessment to guide instruction.

- Visit www.ell-u.org for more information.



Preparing adult English learners for transitions to the workforce and further education

Nearly half of the two million immigrants who enter the United States each year have limited access to postsecondary education, job training, and jobs due to low literacy levels, limited formal schooling, and limited English language skills. It is critically important to expand the scope of opportunities offered to adults learning English so they are prepared with the language and knowledge they need to be successful, whether their goals include acquiring the skills needed to get, stay, and thrive in the workplace or to pursue further education.

Skills that learners need in order to transition successfully to higher levels of education or employment should be integrated into every level of instruction, including ESL classes that are focused primarily on language instruction. CAL works with career and technical education programs to prepare immigrants and other adult English language learners to develop the skills they need to succeed in postsecondary education and to obtain, retain, and advance in employment.

Workshops for teachers are an important component of this work, where participants explore the knowledge, skills, language, and cultural information needed by adult English language learners to succeed in workplace preparation programs and the workplace. Participants read and discuss research on strategies for preparing learners for success in multiple contexts: on the job, in vocational and other postsecondary instructional programs, and in general adult education programs. They also develop and deliver lessons designed to enhance learners' knowledge and communication skills, try out lessons and strategies with their students, and share with other participants lessons and strategies they have tried and the outcomes. They also explore additional strategies to help students acquire linguistic and cultural information needed in various work environments and career pathways.

For example, at Carlos Rosario International Public Charter School in Washington, DC, CAL staff are working with teachers in workforce certificate programs in nurse's aide training, culinary arts, and technology. As a result of this collaboration, teachers are developing greater awareness of English learners' language and content needs, the multiple ways that content can be learned through the four language skills, and strategies for integrating language and content-focused instruction.

Miriam Burt, Manager, CAL Solutions—Adult ESL Education

- Visit www.cal.org/adultesl for more information.



English for Heritage Language Speakers

FUNDER: U.S. Department of Defense, National Security Education Program
September 2005 – September 2015



CAL administers and oversees the English for Heritage Language Speakers (EHLS) program, in which native

speakers of critical languages have the opportunity to raise their English proficiency to a professional level that qualifies them for positions in the federal government. In 2011, CAL began a 5-year continuation of the project, continuing its program development, refinement, implementation, and oversight activities. For the 2011 program year, the program recruited native speakers of Arabic, Dari, Hausa, Hindi, Igbo, Mandarin Chinese, Pashto, Persian Farsi, Punjabi, Somali, Swahili, and Urdu. The EHLS team has developed new branding and an enhanced website for the project designed to make stronger connections to the heritage language communities and potential scholars for the program.

■ Visit www.ehlsprogram.org to learn more.



Adult English Language Acquisition Electronic Discussion List

FUNDER: U.S. Department of Education, Office of Vocational and Adult Education, via subcontract from Kratos Training and Technology Solutions
October 2009 – April 2012

CAL staff moderate this electronic discussion list for practitioners working with adults learning English. With more than 1,400 subscribers from the United States and overseas

and more than 1,500 posts per year, the adult English language acquisition list is a large and active discussion forum. CAL staff also participate in presentations and disseminate information to the field about the list and its associated resource collections.

Professional Development for Teachers in New Jersey

FUNDER: New Jersey Department of Labor and Workforce Development
July 2011 – June 2012

CAL staff provide professional development for practitioners in New Jersey on six topics: cultural diversity and language learning, second language acquisition in adults, teaching beginning-level adult English language learners, transitioning learners to further study, promoting success in the multilevel classroom, and workforce instruction. CAL is also coordinating training in New Jersey on the BEST Plus oral language assessment.

Carlos Rosario International Public Charter School

August 2010 – September 2012

In August 2010, CAL began offering workshops focused on sheltered instruction for teachers in workforce preparation contexts, where English language learners are seeking certification in areas that include culinary arts, computer technology, and nursing assistance. This work is based on and expands the use of the SIOP Model.

Training and Technical Assistance for Bureau of Justice Trainers

FUNDER: Bureau of Justice Assistance, National Training and Technical Assistance Center, via subcontract from Fox Valley Technical College
December 2010 – July 2011

CAL staff advised the Bureau of Justice Assistance's National Training and Technical Assistance Center (NTTAC) on the development of a consultant training curriculum and evaluation procedures as part of their Consultant Development Project. The purpose of the project was to promote consistent quality among technical assistance providers who conduct training on diverse topics for NTTAC.



Education of PreK-12 English Language Learners

- Visit www.cal.org/topics/ell for more information.

grades. This section describes our current research, technical assistance, and professional development activities.

Assessment to Enhance English Literacy Development Among Spanish-Speaking Children in Grades K–3 (PALS Español)

FUNDER: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Virginia
June 2009 – May 2013

This project involves developing Spanish versions of the Phonological Awareness Literacy Screening instruments known as PALS–K and PALS 1–3. PALS Español will identify students’ literacy strengths in their native Spanish language in order to accelerate English reading and spelling development and distinguish between students who simply have English oral language delays and those who have actual reading difficulties. CAL’s role is to provide Spanish linguistic expertise.

Argumentation, Contextual Factors, and Student Achievement in Middle School Science Classrooms: A One-Year Proof-of-Method Pathways Project

FUNDER: National Science Foundation, via subcontract from The George Washington University
October 2010 – September 2011

The purpose of this project was to investigate argumentation in a diverse middle school science classroom to identify classroom factors and conditions that facilitate, support, and sustain argumentation and to relate argumentation patterns to student achievement data. As part of this project, staff members from CAL assisted with the coding and analysis of project data and helped prepare publications and presentations to disseminate findings.

Educators need research-based instructional approaches to serve the growing number of English language learners in U.S. schools. CAL’s projects in this area focus on language and literacy acquisition for these learners in the elementary and secondary

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

FUNDER: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston
August 2005 – December 2012



During the 2010–2011 school year, CREATE researchers finished the second year of a school-wide intervention at the middle school level designed to increase the content area knowledge and academic language development of English language learners. CAL led SIOP professional development for all teachers in the intervention schools and conducted the science intervention, which systematically developed students’ language and literacy skills along with science content knowledge. Researchers are now writing book chapters and journal articles and making conference presentations to disseminate the results of their work. CAL also publishes briefs by CREATE researchers and their colleagues, disseminates information from CREATE’s capstone conference, and maintains and updates the CREATE website.

Two CREATE Briefs were published in 2011:

- The SIOP Model: A Professional Development Framework for a Comprehensive School-Wide Intervention
- Improving Reading Across Subject Areas With Word Generation

In 2012, CREATE’s seventh and final year, work will focus on the dissemination of results in order to turn research into practice. Dissemination is an important final phase of the CREATE work to increase the impact of the research and provide practitioners with information that can guide their instructional practice with English learners.

- See the spotlight on page 5 and visit www.cal.org/create for more information.

Content-Based Vocabulary Instruction: Using Cognates to Promote the Vocabulary Development of Native Spanish Speakers also known as Enhancing Vocabulary Through Cognate Awareness (EVoCA)

FUNDER: U.S. Department of Education, Institute for Education Sciences
June 2007 – May 2012

CAL developed and tested the efficacy of two cognate-based interventions on the vocabulary, morphological awareness, and reading comprehension of native Spanish speakers in the middle school grades. Preliminary findings suggest that the interventions had a positive effect on words and roots taught in the curriculum.

- Visit www.cal.org/vias/subproject4/index.html for more information.

Diagnostic Assessment of Reading Comprehension

FUNDER: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston
July 2005 – June 2011

This project involved the development, validation, and norming of the Diagnostic Assessment of Reading Comprehension (DARC), a reading comprehension assessment battery for students in Grades 3–5. CAL's role involved developing assessments for four components of reading comprehension: text memory, text inferencing, knowledge access, and knowledge integration.

- Visit www.cal.org/projects/darc.html for more information.



Exemplary Programs for Newcomer English Language Learners at the Secondary Level

FUNDER: Carnegie Corporation of New York
September 2008 – December 2011

Through a national survey, CAL staff identified middle and high school programs for newly arrived students with limited English proficiency and compiled profiles of these newcomer programs in an online, searchable database. CAL also conducted a series of case studies to collect and analyze evidence of promising practices that lead to the academic success of these students and determined the means by which the programs provide students access to social services and facilitate transitions to further education or employment. The project produced two major deliverables: an updated version of CAL's newcomer program database and a report that describes the status of secondary school newcomer programs across the United States and their design features and policies. Both are available on CAL's website.

- **Database of Secondary Newcomer Programs in the U.S.**
The searchable database, updated in 2011, includes 63 programs that participated in CAL's research study. The database includes middle and high school programs in 24 states. Profiles include information on scheduling, instruction, assessment, partnerships, parent involvement, and more. It is accessible to any educator, administrator, or policy maker interested in designing a new program or refining an existing one.
- **Helping Newcomer Students Succeed in Secondary Schools and Beyond.**



This report from the national research study was written for educators and policy makers to focus attention on newcomer adolescent English language learners at the middle and high school grades and to communicate promising practices for meeting their educational and social needs.

- Read the spotlight on page 3 and visit www.cal.org/newcomer for more information, to access the searchable database, and to download the project report.

Great Lakes East—Comprehensive Technical Assistance Center

FUNDER: U.S. Department of Education, Office of Elementary and Secondary Education, via subcontract from Learning Point Associates, currently an affiliate of the American Institutes for Research
October 2005 – September 2012

The Great Lakes East Comprehensive Center works with the state education agencies of Michigan, Indiana, and Ohio to provide technical assistance and support as the states implement programs and work to fulfill the requirements of the No Child Left Behind Act. CAL's role is to help close achievement gaps and raise achievement for English language learners in Michigan and Indiana. Assistance in Michigan includes participation in a state-level, inter-office working group on including English language learners in every aspect of curriculum, instruction, and assessment. It also includes the systematic introduction and maintenance of SIOP training for district representatives from around the state. In Indiana, CAL has provided training to district specialists throughout the state on teaching reading to students learning English using the *What's Different About Teaching Reading to Students Learning English?* materials, and provided assistance at the elementary level in including English language learners in the Response to Intervention process.

Professional Development for Educators of English Language Learners

FUNDER: New York City Department of Education
December 2007 – July 2011

Margarita Calderón and Associates, a CAL subcontractor, conducts workshops, observations, and coaching sessions for teachers and administrators in New York City who work with English language learners in Grades 4–12. The professional development focuses on vocabulary and reading comprehension in content areas, the preliteracy and literacy development of English language learners with interrupted formal education, and related language and literacy issues.

Regional Educational Laboratory Appalachia

FUNDER: U.S. Department of Education, Institute of Education Sciences, via subcontract from CNA Corporation
April 2006 – December 2011

As a partner in this project, CAL conducted research on issues related to English learners in the four states served by the Regional Educational Laboratory (REL) Appalachia: Kentucky, Tennessee, Virginia, and West Virginia. CAL developed reports and technical assistance focused on issues related to capacity building in districts with emerging English learner populations, especially rural and small districts, and on the use of technology-based resources for the instruction of English learners.

CAL is also a partner in the 5-year renewal of the REL Appalachia effective January 2012.

■ Visit www.cal.org/projects/rel_appalachia.html for more information.

Vernacular Dialect: Professional Development Practices Report

FUNDER: State of Texas, via subcontract from the University of Texas at Austin
October – December 2010

CAL developed a report that outlines the following: professional development priorities for teaching students who speak variations of English; professional development themes or concepts for teaching students who speak variations of English; types of vocabulary that should be used to address the issues surrounding students who speak variations of English; first steps a state might take to create statewide professional development addressing this topic; capacities that a state needs to implement statewide professional development around this topic; variations in the recommended professional development depending on the population being addressed; and how the Texas Education Agency would go about piloting statewide professional development on teaching students who speak variations of English.

Education of PreK-12 English Language Learners *(continued)*

Vocabulary Instruction and Assessment for Spanish Speakers (VIAS)

FUNDER: *Eunice Kennedy Shriver* National Institute of Child Health and Human Development
September 2007 – May 2012



CAL is in the final data analysis and reporting phases of work on a 5-year grant that caps a 10-year

program of research focused on improving vocabulary knowledge for Spanish speakers acquiring English. The program includes a research core, an administrative core, and subprojects involving researchers from Boston College, Harvard University, the University of Connecticut, and the University of Houston. The program is linked to another

CAL study—the EVoCA project—funded by the U.S. Department of Education and described on page 18 of this report.

The VIAS program of research is charting developmental trajectories in learning English literacy, examining interventions to promote vocabulary development, developing assessments of vocabulary knowledge, and examining transfer in learning literacy and literacy-related skills for children from Spanish-speaking homes. The grant activities also included use of American Recovery and Reinvestment Act (ARRA) Summer Research funding for research activities by high school and undergraduate interns to further support the research effort while also providing training opportunities.

- Visit www.cal.org/vias for more information.



SPOTLIGHT

Building English learners' understanding of high-frequency academic words

It has been estimated that children need to acquire about 3,000 words per year in order to be able to read grade-level texts. For English learners, this is a challenge. Even English learners who are at grade level in word-level skills such as decoding often fall behind in vocabulary knowledge and in reading comprehension. Teachers cannot possibly teach all of the vocabulary that these students need to learn, so it is crucial to

identify which words teachers should teach and what type of instruction is needed for students to acquire words with a variety of characteristics.

CAL researchers are working on answers to these questions through the Acquisition of Vocabulary in English project, a subproject of the Vocabulary Instruction and Assessment for Spanish Speakers (VIAS) grant program, funded by the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development. Project researchers are examining word characteristics and instructional approaches that affect English learners' acquisition of words found frequently in grade-level texts.

In the first intervention study, researchers are examining the relationship between word type (conceptually simple cognates, conceptually simple non-cognates, conceptually complex cognates, and conceptually complex non-cognates) and three instructional conditions (explicit instruction of vocabulary, paraphrasing of vocabulary in context, and exposing learners to vocabulary). In the second intervention study, they are investigating the amount of instructional reinforcement needed for students to learn different types of words. The interventions in both studies use Michael Graves' four-pronged approach to vocabulary instruction: explicitly teaching individual words, immersing students in a language-rich environment, teaching word-learning strategies, and fostering word consciousness.

Initial analyses indicate that the instructional techniques used in the interventions improve students' vocabulary knowledge and that in general the effects are greater when teachers target the words in a more robust way. Further analyses will explore the amount of reinforcement necessary for different types of words. The VIAS research will continue into 2012. Researchers are completing analyses and will be reporting findings in the next year through conference presentations and journal articles.

Lauren Artzi, Research Associate, and Lindsey Massoud, Research Assistant

- Visit www.cal.org/vias for more information.

Projects and Services Using the SIOP Model

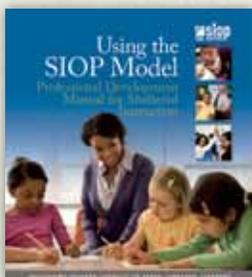


CAL SIOP is a research-based model of sheltered instruction that has proven effective with English language learners throughout the United States.

CAL collaborates with schools, states, and districts to design and conduct SIOP professional development programs that meet their particular needs. Informed by CAL's ongoing research on the model, CAL SIOP staff provide a range of professional services, including workshops, coaching, site visits, and other technical assistance. The CAL SIOP team works closely with teachers, professional developers, coaches, administrators, and paraprofessionals as they plan, implement, and support instruction using the SIOP Model. Our team also provides Two-Way SIOP professional development services that combine the SIOP Model of sheltered instruction with best practices for dual language instruction.

- Visit www.cal.org/siop for more information.

Using the SIOP Model: Professional Development Manual for Sheltered Instruction Second Edition – launched January 2012



The enhanced second edition of CAL's widely-used SIOP professional development manual is designed to assist teacher educators, staff developers, and leaders at the school, district, and state levels as they prepare teachers of English language learners to use the Sheltered Instruction Observation

Protocol (SIOP) Model or its adapted version, the Two-Way SIOP Model. The manual describes a variety of approaches to ongoing SIOP professional development, focuses on the development of effective SIOP lesson plans, and includes a CD that provides all of the PowerPoint slides and handouts used in the professional development sessions.

- Visit www.cal.org/siop/resources/index.html to learn more.

The SIOP Model was developed by researchers at the Center for Applied Linguistics (Deborah J. Short) and California State University, Long Beach (Jana Echevarria and MaryEllen Vogt) under the auspices of the Center for Research on Education, Diversity & Excellence, a national research center funded by the U.S. Department of Education from 1996 through 2003. (Visit www.cal.org/crede for more information about this project.)

Online Resources: Lesson Plans and Activities

CAL is expanding its collection of online resources designed to help teachers and practitioners who are implementing the SIOP Model. Exemplary SIOP lesson plans developed by teachers involved in the foundational SIOP research study are available online along with a growing collection of teacher-developed SIOP materials from our current research and professional development projects. Some of these resources include differentiated anticipation guides that provide students with an opportunity to preview concepts and language that will be encountered in a lesson or text and examples of adapted formative assessments for elementary science classrooms. The CAL SIOP team has also added professional development resources for instructors who work with adult English learners.

- Visit www.cal.org/siop/resources/lessonplans.html to learn more.

Projects and Services Using the SIOP Model

CAL provided SIOP professional development services to the following clients in fiscal year 2011:

- Alexandria City Public Schools, VA
- Barrett Elementary School, Arlington, VA
- Beaufort County School District, SC
- Berkeley County Schools, WV
- Big Horn County School District 3, WY
- Burnaby School District 41, British Columbia, Canada
- Capistrano Unified School District, CA
- Carlos Rosario International Public Charter School, DC
- Center City Public Charter School, DC
- Charlotte-Mecklenburg Schools, Charlotte, NC

continued on next page

Projects and Services Using the SIOP Model *(continued)*

- Chesterfield County Public Schools, VA
- Children First Network #108, New York, NY
- Coldwater Community Schools, MI
- Community Consolidated School District 21, IL
- Dale City Elementary School, Woodbridge, VA
- Danbury Public Schools, CT
- Dillon School District Four, SC
- District 79 Alternative Schools & Programs, New York, NY
- Featherstone Elementary School, Woodbridge, VA
- Fennville Public Schools, MI
- Fort Lee School District, NJ
- Glen Ellyn School District, IL
- Glenbard High School District 87, IL
- Harbor Heights Middle School, New York, NY
- Loudoun County Public Schools, VA
- Marumscio Hill Elementary School, Woodbridge, VA
- Mullen Elementary School, Manassas, VA
- North Carolina Community College System, NC
- Norwalk Public Schools, CT
- Plainfield Community Consolidated School District 202, IL
- Riverton Elementary School, Portland, ME
- St. Louis Public Schools, MO
- Seattle Public Schools, WA
- Stafford County Public Schools, VA
- Widewater Elementary School, Stafford, VA
- Valley View School District 365U, IL
- Virginia Literacy Institute and Virginia Adult Resource Center, Richmond, VA
- Woodbridge Middle School, Woodbridge, VA

The SIOP Model as a unifying professional development framework for the CREATE research studies

In Years 5 and 6 of the CREATE project (see page 5), researchers united the separate research studies into a school-wide, comprehensive intervention to support English language learners across the core content areas. The SIOP Model became the overarching professional development intervention for this 2-year study. SIOP Model features were also integrated into individual subject-area curricula. Researchers from CAL and California State University, Long Beach, developed and provided SIOP Model professional development to all seventh-grade content area teachers and instructional coaches in the participating school district. All teachers participated in 3 days of workshops, where they were introduced to the eight components of the SIOP Model and received guidance in making connections between the SIOP features discussed in the workshops and their current teaching practice.



The workshops consisted of a presentation of the background and research base of each SIOP component, group discussion on the applicability of each component to teaching English learners, demonstration of exemplary instructional techniques with opportunities for teachers to create activities based on those techniques, and analysis of video clips that illustrated effective classroom implementation of the components and their features.

English language arts, science, and social studies teachers also received follow-up professional development from CREATE researchers on curriculum interventions that were aligned with the SIOP Model. For example, all the curriculum interventions included language objectives, an emphasis on general academic terms (e.g., *distribute*) and content-specific vocabulary (e.g., *mitosis*), short video clips to activate or build background knowledge, peer-assisted learning and structured pair work, and writing activities that provide opportunities for students to integrate and demonstrate acquisition of content and language knowledge. The math teachers did not have a researcher-created curriculum to implement, but they received an additional day of workshops to focus on lesson planning. Researchers also created sample SIOP math lessons to serve as models for the math teachers and wrote weekly SIOP tips for them: practical techniques they could use in class with their grade-level math topics to promote oral interaction, build background and vocabulary, practice and apply concepts, or review information.

Instructional coaches were integral in supporting the implementation of the SIOP Model across the schools, visiting teachers at least once each month and sometimes as often as three times per month. In particular, coaches supported teachers in creating content and language objectives, organizing their instruction to increase peer-to-peer interaction, and creating activities that lead students to use all four language skills (reading, writing, speaking, and listening). These instructional coaches participated in the teacher SIOP workshops and in separate training sessions from the researchers on SIOP Model coaching and on establishing inter-rater reliability in the use of the SIOP as an observational tool to measure teacher fidelity to the model. Information about this aspect of the CREATE research, including presentations from the 2011 CREATE conference, can be found online at the CREATE website.

Jennifer Himmel, Manager, CAL SIOP

- Learn more about CREATE by reading the spotlight on page 5 or visiting www.cal.org/create to browse the project website.

Education of PreK-12 English Language Learners *(continued)*



It is critical that teachers of English language learners (ELLs) gain the knowledge and skills needed to effectively teach English language skills and academic content. CAL's professional development sessions provide teachers with the conceptual knowledge and diverse learning strategies needed to help ELLs succeed in school.

CAL's knowledgeable staff specialize in using a principles-to-practice approach to improve educational outcomes for ELLs. They draw on years of experience in the classroom to develop effective resources and provide services customized to the unique requirements of the educators they serve.

Offering both Direct Strategies and Training of Trainers workshops and institutes, CAL Solutions' professional development is designed and taught by experts in the field of English language learning.

■ Visit www.cal.org/solutions to learn more.

SPOTLIGHT

Meeting the academic needs of English learners in U.S. schools

The number of English language learners enrolled in U.S. public schools has increased steadily over the past decade and these learners now comprise over 10% of the student population. CAL assists educators with the development of English language skills and academic content while recognizing and valuing the first languages and heritages of the students.

Professional development is increasingly essential for all teachers who are helping English language learners achieve the same high academic standards as other students. These teachers need appropriate resources to help English learners in their classrooms succeed academically while building their English language proficiency.



To meet the rising demand for practical, research-based strategies to help English language learners succeed academically, CAL is developing a focused professional development series: Hot Topics in ELL Education. Each topic is supported by professional development services that include research-based principles of instruction and

real-world examples. Teacher-oriented workbooks and authentic classroom videos also provide educators with effective strategies and practical tools to help English language learners succeed in the classroom.

Hot Topics in ELL Education Professional Development Resources

In 2011, the following topics were in development for launch in 2012:

- ▶ Listening and Speaking: Oral Language and Vocabulary Development for English Language Learners
- ▶ Academic Language in the Content Areas
- ▶ Math and Science: Skills and Strategies to Adapt Instruction for English Language Learners

Betty Ansin Smallwood, Director, CAL Solutions PreK-12 ELL Education

■ Visit www.cal.org/solutions to learn more.





Featured Projects

The Better Teaching Project

FUNDER: U.S. Department of Education,
via subcontract from Catholic University
November 2010 – September 2014

CAL has designed and will conduct a summative evaluation as part of Catholic University's 4-year project to prepare teachers to work in culturally and linguistically diverse early childhood special education settings.

Professional Development and Technical Assistance for North Kansas City Schools

FUNDER: U.S. Department of Education, via subcontract
from University of Missouri–Kansas City
August 2007 – July 2012

CAL is working with the University of Missouri–Kansas City to provide professional development for university staff in teacher education programs and for mainstream teachers in the North Kansas City School District who have English language learners in their classrooms. The 5-year project, called Project EXCELL (Exceptional Collaboration for English Language Learners), is certifying 59 new ESL teachers for the district.



Rubric Development for Review of English Language Development and Assessment Materials

FUNDER: Indiana State Department of Education
March – May 2011

CAL developed rubrics and provided a staff development webinar for district representatives from around the state on how to use the rubrics to review effective English language development materials available for purchase.

School Improvement for English Language Learners

FUNDER: Lincoln West Campus, Cleveland Metropolitan
School District, via subcontract from Center for
Educational Improvement
January – June 2011

CAL provided systematic services to increase the effectiveness of ESL instruction and educational opportunities for English language learners at Lincoln West Campus, a high school in Cleveland, Ohio. The services involved professional development and technical assistance, including an initial needs assessment and literacy training for the staff.

Standards, Curriculum, Instruction

FUNDER: Gallaudet University English Language Institute
May – July 2011

To help Gallaudet prepare for accreditation of its English Language Institute, CAL conducted a needs assessment related to the program's curriculum, instruction, and assessments. The results were designed to help Gallaudet determine what additional work was needed in key areas of its program to meet the standards set for approval by the Commission on English Language Accreditation.

Helping ESL Teachers to Effectively Educate Newcomer Chinese Heritage Students with Interrupted Formal Education (SIFE)

FUNDER: Franklin D. Roosevelt High School,
Brooklyn, New York
March – August 2011

CAL staff conducted a 2-day needs assessment of a large public high school's program delivery model and instructional practices for Chinese heritage students with interrupted formal education (SIFE). CAL then offered guidance on the development of a new program of instruction for these students and provided professional development for teachers.

What's Different About Teaching Reading to Students Learning English Professional Development Services

CAL Solutions continued to provide successful institutes using the *What's Different About Teaching Reading to Students Learning English?* materials. Three-day training-of-trainer and direct strategies institutes took place in Washington, DC, in the fall and summer with participants from throughout the United States and Canada. Excitement about the institutes was reflected in the many states and districts that asked CAL to bring the institutes to them. These included the states of Colorado, Maine, North Dakota, Tennessee, and Virginia, as well as districts in Louisiana, New York, North Carolina, and West Virginia.



Albany Public Schools

CAL provided a 3-day institute for ESL teachers and specialists using the *What's Different About Teaching Reading to Students Learning English?* materials. This was followed by a 2-day institute for specialists in which they received guidance in using the *What's Different?* observation protocol to coach and assist teachers in implementing the strategies learned in the institute.

Colorado Department of Education

To help districts that were not meeting their Annual Measurement Achievement Objectives (AMAO's), the Colorado Department of Education hired CAL to bring the *What's Different?* professional development and materials to district specialists. The districts submitted applications to the state demonstrating their commitment to bring the training to their teachers. Applications included comprehensive descriptions of how the training would be implemented in the districts.

Training-of-Trainers and Direct Strategies Institutes in Washington, DC

In 2011, CAL offered six 3-day institutes in Washington, DC, based on our program *What's Different About Teaching Reading to Students Learning English?* Four were training-of-trainers institutes for teacher educators; two were direct strategies institutes for practitioners who work with English language learners. Participants came from states, districts, and schools throughout the United States and Canada. CAL will be offering these institutes again in 2012.

CAL also provides these institutes on location to educators working with English language learners in states and districts across the country.

CAL provided professional development or needs assessment for the following clients during fiscal year 2011:

- Albany Public Schools, NY
- Alexandria City Public Schools, VA
- Beach Channel High School, New York, NY
- Colorado Department of Education
- Durham Public Schools, NC
- Education Service Center, Liberal, KS
- Guilford County Schools, NC
- Jefferson County Public Schools, WV
- Jefferson Parish Public Schools, LA
- John Adams High School, New York, NY
- MacFarland Middle School, Washington, DC
- Maine Department of Education
- North Dakota Department of Public Instruction
- St. Thomas Department of Education, U.S. Virgin Islands
- Tennessee State Department of Education
- Thomas Jefferson Elementary School, Falls Church, VA
- Virginia Department of Education





Refugee and Immigrant Integration

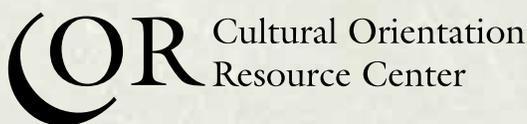
The United States accepts tens of thousands of refugees each year from diverse regions of the world. CAL has been a leader in refugee education and orientation since 1975, helping refugee newcomers understand fundamental aspects of life in the United States and helping service providers and other interested parties

■ Visit www.cal.org/refugees for more information.

understand the rich cultures and linguistic heritage of the new members of their communities.

Cultural Orientation Resource Center

FUNDER: U.S. Department of State, Bureau of Population, Refugees, and Migration
October 2004 – December 2011



CAL develops and disseminates materials in a variety of languages to help refugee newcomers understand fundamental aspects of life in the United States. To help U.S. community members understand refugee populations, CAL produces print and video materials and delivers presentations and workshops on the refugee background, history, and culture of different refugee groups. CAL also prepares resources that strengthen service providers' ability to deliver refugee orientation.

In 2011, the COR Center developed four videos, each devoted to a specific refugee group and comprised of interviews with resettled refugees using their own words to share their thoughts and experiences. These videos depict experiences of refugees from Bhutan, Burma, Iraq, and the Darfur region of Sudan. The videos have been posted on the COR Center website and are accompanied by activities to facilitate their use as training or outreach tools, for use with refugees, service providers, and community members.

CAL has been awarded a 3-year continuation of the cultural orientation technical assistance grant through 2014.

■ Visit www.culturalorientation.net for more information.

Development of a Cultural Broker Manual

FUNDER: Institute of Museum and Library Science, via subcontract from Hartford Public Library
October 2010 – October 2011

CAL will develop, pilot, and evaluate a training manual for volunteers working with newcomers in a library-based program of orientation to life in the United States.

Orientation Technical Assistance Project

FUNDER: U.S. Department of Health and Human Services, Office of Refugee Resettlement (ORR)
October 2009 – September 2012

Through training, resource development, information dissemination, and information exchange activities on newcomer groups and effective orientation programming, CAL is providing technical assistance to service providers, outreach materials for receiving communities, and resources to strengthen the ability of refugees to achieve successful long-term resettlement. Products and activities include web-based multimedia resource packages, online trainings, onsite capacity-building workshops, conference presentations, collection and web hosting of information on ORR-eligible populations and relevant orientation materials, publication of brief digests on timely issues in refugee integration, archiving for public access past Refugee Discussion electronic postings, and provision of individualized technical assistance.

Refugee Health Technical Assistance Project

FUNDER: Massachusetts Department of Public Health
January 2011 – June 2012

The Cultural Orientation Resource (COR) Center at CAL is coordinating the design and development of three 4- to 6-page refugee population health backgrounders. These backgrounders will provide brief general background and cultural information on selected refugee groups, as well as more in-depth health information, for the use of refugee-serving groups such as local resettlement agencies, health clinics or providers, ESL programs, employment programs, and ethnic and other community-based organizations. To develop a template for the backgrounders, the COR Center will consult with other project partners to design and conduct a needs assessment of refugee-serving agencies. CAL will then work with international and domestic agencies to secure and prepare the relevant background and health information on the selected refugee groups.

Heritage Language Education

Heritage languages in the United States are defined as languages other than English that people speak as a result of family and community connections. Proficiency in the language falls within a continuum from very limited proficiency to fully functional. The number of people in the United States who speak a language other than English at home reached over 59 million in 2010, about 21% of the U.S. resident population.

Programs to develop the language proficiency and cultural knowledge of heritage language speakers take place in K–12, university, and community-based program settings and include programs for U.S.-born students, immigrants, and refugees.



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



CAL hosts the Alliance for the Advancement of Heritage Languages (the Heritage Alliance) to build connections and collaboration among those dedicated to language development in the United States. CAL partners with the National Foreign Language Center, the National Heritage Language Resource Center, the University of Maryland Baltimore County, other national organizations, and heritage language educators and scholars. Alliance partners are committed to building a language-proficient society in which individuals can function professionally in English and in other languages.

The Heritage Alliance develops resources designed to serve the field. Language Spotlights provide information about specific heritage languages spoken in the United States. Each spotlight gives an overview of a chosen language and features relevant resources. Heritage Briefs are short papers that provide information about issues of interest to the field. A series of Heritage Briefs describes the profile of heritage language programs in the United States focused on maintaining and developing specific languages. The Heritage Voices Collection profiles heritage languages and programs through the unique perspective of individual heritage language speakers and program staff.



The Heritage Language Programs Database documents programs in community-based and K–12 settings in the United States. Visitors to the collection of online programs can search by language, program type, and state to learn about heritage language programs across the country. Information about programs includes staff contacts, curricula, materials, funding sources, challenges, and successes. Information about heritage language programs can be easily added to the database through an online form on the Alliance website.

Alliance News Flash

Sign up online for this quarterly electronic newsletter, which gives updates about program activities and new resources for those interested in heritage language development.

- Visit www.cal.org/heritage to search the database, download free resources, or sign up to receive the quarterly newsletter.

Issues and Challenges in the Assessment of Heritage Language Speakers

FUNDER: National Heritage Language Resource Center,
University of California, Los Angeles
June 2010 – September 2012

CAL is collaborating with staff of the National Heritage Language Resource Center to develop a paper describing issues in and promising approaches to the language assessment of heritage language speakers, conduct a pilot study of the language proficiency of heritage speakers, and convene a meeting of leaders in the field to develop this area.

Spanish Heritage Language Forum

The Heritage Alliance sponsors the Spanish Heritage Language Forum, a resource designed to facilitate the discussion of issues relevant to working with students whose native or heritage language is Spanish.

- Visit www.cal.org/sns/listserv.html to join.



SPOTLIGHT

Heritage Language Spotlights provide information about specific heritage languages spoken in the United States

A key activity of the Alliance for the Advancement of Heritage Languages is to publish spotlights on the languages other than English spoken in the United States. Each language spotlight includes an overview of the language, selections from our Heritage Voices Collection about the language and about heritage language programs focused on the language, Heritage Briefs about the language, and other valuable resources and links. Heritage Language Spotlights are available on the following languages:

- ▶ Chinese
- ▶ Croatian
- ▶ Czech
- ▶ German
- ▶ Russian
- ▶ South Asian Heritage Languages (Hindi and Urdu)
- ▶ Tagalog
- ▶ Yiddish

We are continuing to expand the list of languages featured. To work with us to develop a spotlight on a specific heritage language, email heritage@cal.org.

Na Liu, Research Associate



Two-Way Immersion/ Dual Language Education



Two-way immersion, also known as dual language education, integrates native English speakers and speakers of another language, providing instruction in both languages for all students. CAL offers a variety of resources and services for researchers and educators interested in two-way immersion programs, including publications and an online directory of two-way programs.

■ Visit www.cal.org/twi for more information.



CAL provided dual language services, including presentations, workshops, program evaluations, technical assistance, and professional development, to the following clients in fiscal year 2011:

Dual Language Program Evaluation

Madison Metropolitan School District, WI
February – April 2011

CAL conducted a comprehensive evaluation of the dual language program in Madison, WI.

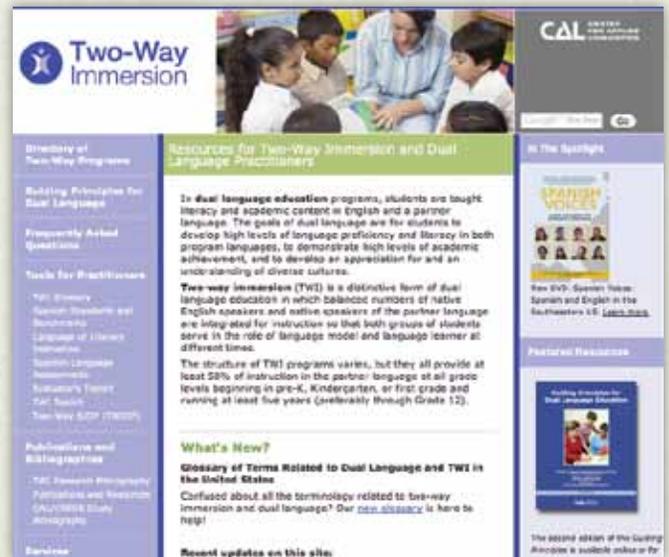
Technical Assistance

Mount Vernon Elementary School, Alexandria, VA
July – September 2011

CAL provided technical assistance to the dual language program at Mount Vernon Elementary School.

CAL's Two-Way Immersion Website

Visit our dedicated website for access to a variety of resources on two-way immersion, including the directory of two-way programs, the online publication *Guiding Principles for Dual Language Education*, other publications, bibliographies, and tools for practitioners. In 2011, we posted an informative glossary of terms related to dual language/two-way immersion in the United States on our website.



TWI Bulletin

This periodic electronic newsletter includes information about current two-way immersion news, publications, and events. Sign up online to receive the newsletter and visit the Two-Way Immersion website to read past issues.

■ Visit www.cal.org/twi for more information.



Foreign/World Language Education

Proficiency in languages other than English is critical in our global society. CAL's foreign/world language education experts work on issues affecting language learners at all levels of instruction (preK–12, higher education, and adults), with a special focus on teaching languages to children.

- Visit www.cal.org/topics/fl for more information.

Columbus City Schools' FLAP Grant Evaluation

FUNDER: U.S. Department of Education, via subcontract from Columbus City Schools
August 2010 – July 2012

Columbus City Schools in Ohio has inaugurated an international high school that serves as a continuation for two K–8 immersion schools (French and Spanish). This project, funded through a Foreign Language Assistance Program (FLAP) grant, is one of the first national efforts to develop a K–12 articulated sequence for French and Spanish immersion students in a large, urban, high-poverty school district. CAL is conducting an external evaluation of Columbus City Schools' International Immersion High School Program.

Development of a Salish Fluency Assessment Scale and Proficiency Assessment Tasks

FUNDER: U.S. Department of Health and Human Services, Administration for Children and Families, via subcontract from Nkwusm School, Arlee, MT
February 2009 – October 2011

CAL provided guidance and instruction on Salish fluency and proficiency assessments to Nkwusm staff and teachers over a 3-year period. The program combined online professional development with technical support and face-to-face meetings.

Language Stars Advisory Board

FUNDER: Language Stars, LLC
October 2010 – September 2012

Nancy Rhodes, Director of Foreign Language Education at CAL, serves on the advisory board of Language Stars, providing technical advice and linguistic guidance to the organization.

Marhaba! Arabic Curriculum and Materials Development

FUNDER: U.S. Department of Education, via subcontract from Boston Public Schools
September 2008 – August 2011

CAL served as an external evaluator of this curriculum and materials development project that focused on standards-based Arabic language curriculum for high school students in their first year of Arabic language study.

- Visit www.marhabaproject.org for more information.

Web-Based Oral Proficiency Assessment Training Course (WOPA)

FUNDER: U.S. Department of Education, International Research and Studies Program
September 2009 – March 2012

CAL developed a specialized, web-based, oral proficiency assessment training course for K–8 Chinese teachers. The final product is an 8-week, eight-module online training course.

World Language Curriculum and Assessment Development

FUNDER: U.S. Department of Education, via subcontract from West Virginia Department of Education
September 2009 – August 2012

CAL is doing the following to assist with the West Virginia Department of Education's language curriculum development project:

- Providing guidance to the project team on the development of the assessment component of the elementary world language program
- Developing summative assessments, providing training, monitoring administration of assessments, and writing a report on the program survey and assessment results
- Providing guidance, assessment development and training, and program evaluation during the final phase of the project

Language Immersion: Celebrating 40 Years of Growth

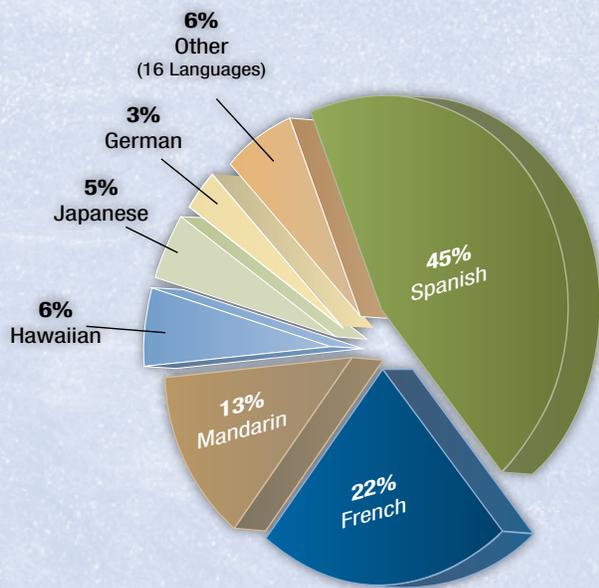


The year 2011 marked the 40th anniversary of the founding of the first public school foreign language immersion program in the United States. Linwood Howe Elementary School in Culver City, California, opened its doors in the fall of 1971 and forever changed the face of foreign language education in the United States by offering immersion in Spanish. Based on a Canadian model designed by McGill University researchers and local parents and brought to California by UCLA professor Russell Campbell, the program immersed children in a new language in the classroom using special teaching techniques. Since then, immersion programs have grown in popularity and are widely recognized as one of the most successful and effective models for teaching foreign languages to children. CAL has contributed to the development of the immersion knowledge base and has monitored the growth of immersion programs over the past three decades.

Since the early days in Culver City, several variations on the original immersion model have emerged. The original model, often called total immersion, is an instructional program in which all subjects in the lower grades (K–2) are taught in the target language, with instruction in English increasing to 20%-50% in Grades 3–6. Initial literacy instruction is provided in the target language. Programs may continue in middle school and high school with classes taught in the target language. In one variation of this model, sometimes referred to as partial immersion, 50% of instruction

Over the past three decades, CAL has contributed to the development of the knowledge base about immersion, one of the most successful and effective models for teaching foreign languages to children.

is provided in the target language throughout the elementary grades. More recently, two-way immersion—where approximately half of the students are native speakers of the non-English language, with the remainder being native speakers of English—has emerged as a form of immersion that integrates the two language communities and provides instruction in both languages.



Percentage of Immersion Programs by Language of Instruction, 2011

For the occasion of the 40th anniversary of immersion education in the United States, CAL interns Jeff Garretson and Amélie Bruno and CAL staff members Lupe Hernández-Silva, Huy Nguyen, and Nancy Rhodes updated the *Directory of Foreign Language Immersion Programs in U.S. Schools*. This online directory now includes 528 immersion programs housed in 448 schools. These schools are spread across 38 states and 151 school districts. Twenty-two languages are represented. The most commonly taught immersion languages are Spanish (239 programs), French (114), and Mandarin (71), followed by Hawaiian (34), Japanese (28), German (13), and Ojibwe (5). The most striking development in the past 5 years has been the increase in Mandarin programs. The numbers increased from 4% of immersion programs in our directory in 2006 to 13% in 2011. Search the online directory at www.cal.org/resources/immersion.

Language Immersion: Celebrating 40 Years of Growth *(continued)*

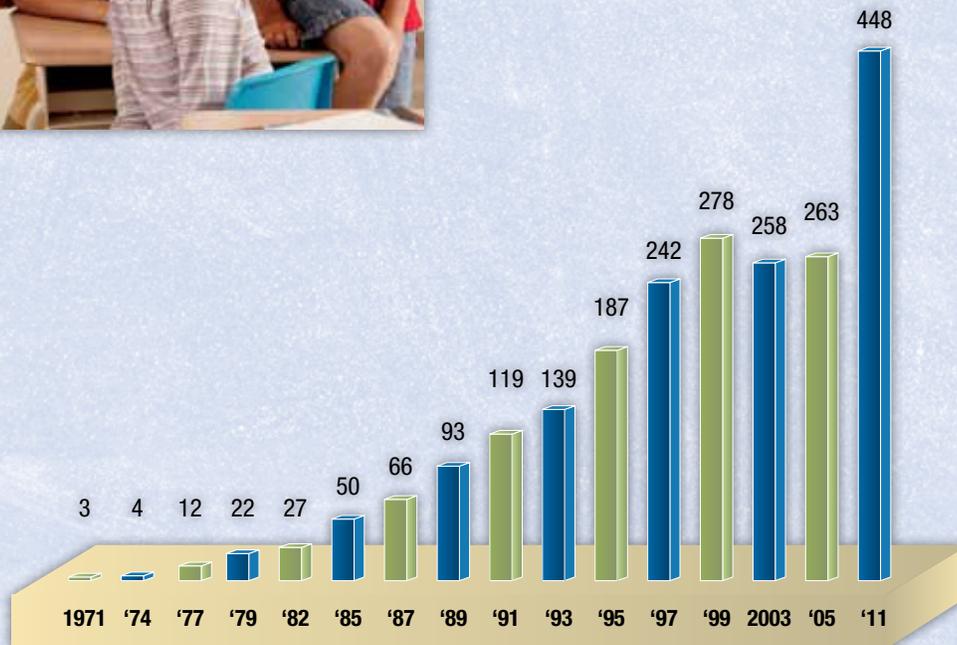
Overall, the growth of immersion programs over 40 years can be attributed to several factors: (1) strong parental pressure for quality language programs that promote high proficiency; (2) increased interest in a multilingual/multicultural approach to education among parents, teachers, and administrators; (3) the availability of different schooling options (magnet, choice, and charter schools) that can offer immersion as an educational alternative; and (4) an expanding body of research on the effectiveness of immersion programs in developing students' language proficiency and academic achievement.



Ultimately, to increase the number of individuals with second language proficiency, the United States needs to expand immersion and other innovative forms of language education that aim at developing high levels of proficiency starting at a young age. As these data show, after 40 years, the immersion model has staying power and remains an exemplary model for public, private, and charter schools around the country that want to educate children for the globalized world of the 21st century.

*Nancy Rhodes, Director, World Language Education;
Donna Christian, Senior Fellow; Jeff Garretson and Amélie Bruno, CAL interns*

- Visit www.cal.org/resources/immersion for more information.



Growth of Immersion Programs: Snapshot Data 1971-2011

International Projects

As interest in English as a second language grows around the world, CAL continues to pursue opportunities to partner with organizations that focus on education development around the globe. CAL brings expertise in second language learning; teacher training; and the development of curriculum and reading materials, standards for literacy and oral language learning, and reading tests in local and national languages.



■ Visit www.cal.org/topics/id for more information.

Developing Arabic/English Bilingualism and Biliteracy – Abu Dhabi

FUNDER: Vanderbilt University
September 2011 – April 2012

CAL is providing professional development for teachers, coaches, and administrators in an elementary school in Abu Dhabi to support their goal of developing Arabic/English bilingualism and biliteracy in their students. The school is a lab school for a teacher training college that Vanderbilt is establishing in Abu Dhabi, where educational reforms call for developing a bilingual citizenry and preparing more Abu Dhabi citizens to be teachers.



Professional Development for English Language Teachers in Saudi Arabia

FUNDER: Education Experts, Saudi Arabia
March – June 2011

CAL conducted an evaluation of the English language education programs carried out by Education Experts in Saudi Arabia and provided recommendations for key areas of their work and for technical assistance that CAL can provide. Technical assistance activities will be carried out in 2012. These activities will include designing and conducting a professional development and technical assistance program to train and support university faculty working at King Saud University, Imam Mohammed University, and Princess Nura University. The professional development will include a series of monthly onsite workshops interspersed with online synchronous and asynchronous material delivered to teacher cohorts, as well as onsite and remote coaching and mentoring of teachers by several CAL staff members. The goal will be to carry out professional development and technical assistance activities to build the professionalism of teachers working at these universities.

2011 Financial Year-End Review

The Center for Applied Linguistics experienced excellent financial results for its 2011 fiscal year, ending the year with net assets of \$4.2 million—an increase of more than \$0.5 million—and total operating revenue of \$16.6 million. This revenue total represents a 3.6% increase over CAL’s revenue total for fiscal year 2010, continuing an upward trend over the past 5 years as illustrated in the chart below.

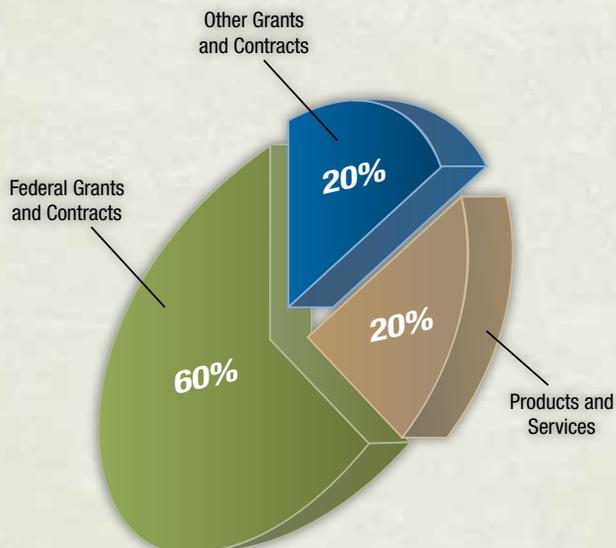
Considering the global economic slowdown and the decline in federal funding in several of CAL’s key program areas, this financial success is remarkable and reflects a dedicated focus by the organization on its financial well-being. CAL receives contracts and grants from both private grantors and federal agencies. Our continued efforts to maintain a diversity of funding streams have been successful, with approximately 40% of program funding coming from non-federal sources. Because CAL receives federal funding, the organization is subject to a stringent A-133 audit. The audit for the 2011 fiscal year financial operations was conducted by McGladrey & Pullen, LLC, a national CPA firm. McGladrey & Pullen issued CAL the two best possible outcomes: an unqualified opinion and no audit findings.

The past few years have been challenging for organizations with CAL’s mix of funding sources (see chart below). As federal, state, and local governments have experienced declining revenues, priorities for expenditures have also changed, with fewer resources directed to CAL’s areas of expertise than in past years.

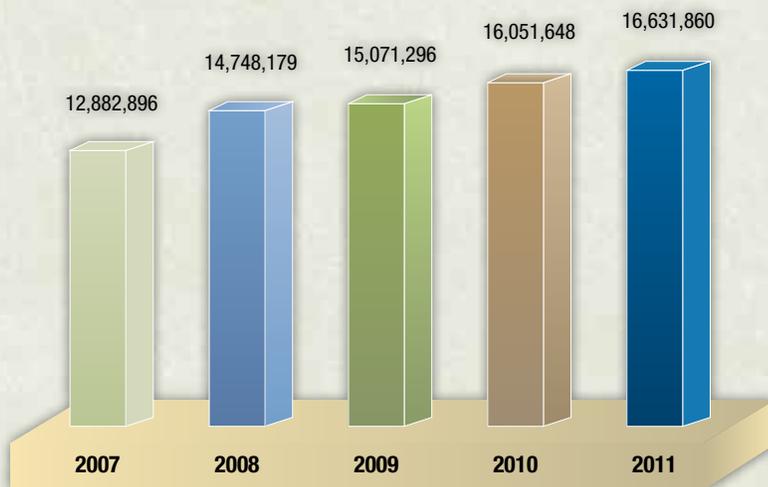
As with many organizations around the country, CAL has also experienced a downturn in its investments. The focus of the organization on proactive financial management that is designed to increase reserves and ensure stability during the recession has proven to be an effective strategy. CAL’s positive financial results and increase in operating revenue are a testament to the organization’s ability to deliver a wide range of programs, products, and services that meet the needs of diverse clients.

The dedication of our trustees and staff, along with the support of our funders, partners, and collaborators, will continue to play an important role in CAL’s ongoing success. In the coming years, we will seek new funding sources, develop new partnerships, grow revenues, and closely control expenses to ensure that CAL continues to serve its important mission.

Charles Lorenzetti
Vice President, Finance



Mix of Program Funding Sources



Operating Revenue by Fiscal Year

2011 Board of Trustees

The Center for Applied Linguistics 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 group of professionals dedicated to our mission of improving communication through better understanding of language and culture.

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Front row (left to right): JoAnn Crandall, Judith Liskin-Gasparro, Terrence Wiley, David Beaulieu
Back row (left to right): Reynaldo Macías, Sandra Young, Humphrey Tonkin, Robert Altman, Sonia Nieto
Not pictured: Lyle Bachman, Fred Genesee, Yong Zhao

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Holly Stein
Dennis Terdy
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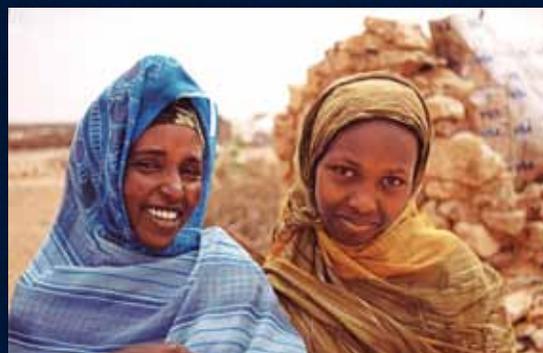
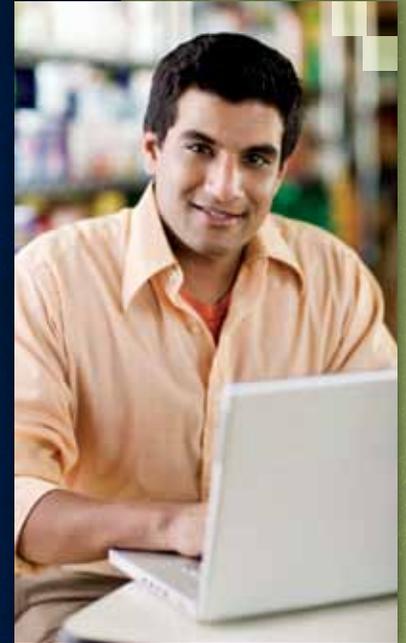
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About CAL

The Center for Applied Linguistics is a private nonprofit organization working to improve communication through better understanding of language and culture. Established in 1959, CAL has earned a national and international reputation for its contributions to the fields of bilingual education, English as a second language, literacy, foreign language education, dialect studies, language policy, refugee orientation, 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.



CAL's Mission

Improving communication through better understanding of language and culture

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