

# 2014 ANNUAL REPORT

**CAL** CENTER FOR APPLIED LINGUISTICS



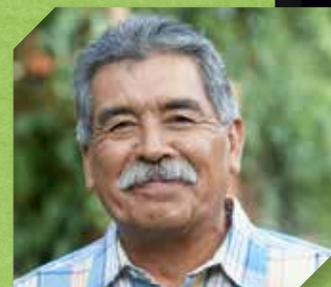
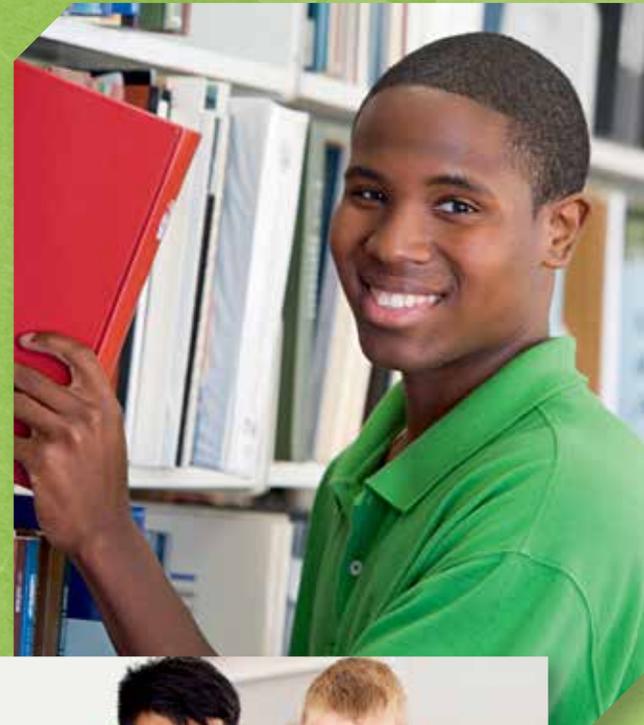
PROMOTING ACCESS, EQUITY, AND MUTUAL UNDERSTANDING FOR LINGUISTICALLY AND CULTURALLY DIVERSE PEOPLE AROUND THE WORLD

# Mission and Core Values

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

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

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



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## President's Message

In February 2014, the Center for Applied Linguistics (CAL) celebrated 55 years of promoting language learning and an understanding of cultural diversity. During this milestone year, we revamped our mission statement to reflect a revitalized focus for the organization and its activities: *Promoting access, equity, and mutual understanding for linguistically and culturally diverse people around the world.*

CAL's experienced and dedicated cadre of scholars, researchers, practitioners, and support staff are proud to build on CAL's legacy while seeking new opportunities to achieve our mission. We continue to focus on meeting changing needs and opportunities as the world around us changes. This ability to transform and respond will continue to be a hallmark of CAL's success, both now and in the future.

As a mission-driven organization, we measure our success in metrics beyond the financial. It is essential that we retain the core values that guide our work and that reflect our commitment to the people we serve. As staff pursue new ways to serve CAL's mission, we also continue our work on core activities that have been hallmarks of the organization over the years.

During the 2014 fiscal year, we devoted significant effort to increasing our proposals to secure grant and contract work and expanding program activities across a wide range of areas. We conducted critical research to inform the development of computer-delivered assessments for English learners, produced videos with authentic classroom footage to enhance our professional development services, provided access to research-based resources for teaching English and academic content to English

learners, provided resources to support foreign and heritage language education, and developed new materials for use in immigrant and refugee integration. We were honored to continue our work with many longstanding partners while developing new alliances with organizations, in both the national and international arenas, with similar missions and values.

CAL also recognizes that financial stability is a key component of our ability to serve our mission. To ensure our financial health, we have streamlined and enhanced operations, set new targets for performance, and made significant improvements in financial management throughout the organization.

This 2014 annual report provides an overview of selected activities that represent how we bring CAL's mission to life. We invite you to read our stories and to visit our website at [www.cal.org](http://www.cal.org) for updates about our work. We are grateful to our staff, associates, board of trustees, funders, partners, and colleagues around the world for their continued support for CAL and its activities.

As we look to the future, we are inspired by the opportunities that lie ahead and by the knowledge of what we can achieve by working together.

Best regards,

Terrence G. Wiley  
*President and Chief Executive Officer*

# Critical Research in the Development of New Computerized Assessments



For over a decade, CAL has worked collaboratively with the WIDA Consortium to produce high quality assessments of academic English language development for Grades K–12. As a partner in a 4-year federally funded project to develop next-generation assessments, CAL serves as the primary assessment arm to design, develop, pilot-test, field-test, and finalize innovative computer-delivered English language proficiency assessments compatible with college- and career-readiness standards. CAL is working with WIDA and technology partners at the Data Recognition Corporation to research and develop the ACCESS for ELLs® 2.0 summative test and the WIDA Screener for Grades 1–12. These computer-based language proficiency assessments will first be administered throughout the WIDA Consortium’s 36 member states during the 2015–2016 school year.

As part of the test development process, CAL led an extensive research and piloting phase to ensure that the new computer-based test format and content allowed English learners across grades and proficiency levels to validly demonstrate their academic English language proficiency.

The research design phase included iterative rounds of cognitive interviews in which students tried out new test materials on the computer and talked with CAL test development researchers about their experience taking the test. After each round of cognitive interviews, CAL researchers and test developers improved the test format and user interface to ensure that the testing experienced allowed students to adequately and appropriately demonstrate their current level of academic English language proficiency.

The speaking portion of the assessment was a particular focus of research and development. Students use the computer to record themselves

answering questions that elicit carefully targeted uses of academic English. Innovations to the new speaking test include the use of a virtual test administrator and a virtual model student—a peer who responds to similar tasks as the examinee. Based on data collected through extensive cognitive interviews with students, the speaking test was revised to better elicit extended academic English discourse from examinees and to reflect the demands of academic speaking in classrooms implementing college- and career-readiness standards.

CAL conducts critical research with English learners to inform the development of innovative, computer-delivered language assessments.



During the cognitive interview phase, CAL researchers conducted more than 100 student interviews in 11 schools in five states. Data from these interviews were used to improve test materials and to support the use of the test by demonstrating that students found it accessible and engaging. The cognitive interview phase was followed by a further research phase, small-scale tryouts, in which students tried out test items in small groups. Data collected during the tryouts confirmed that test administration conditions were working as intended. Large-scale field testing was conducted across WIDA Consortium states in academic years 2013–2014 and 2014–2015 in preparation for the first large scale operational administration of the new test in 2015–2016.

Submitted by **Megan Montee**, *Speaking Assessment Research and Development Coordinator*, and **Jennifer Norton**, *EdD, Director, Test Development*, on behalf of CAL’s PreK-12 ELL Assessment Team.

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# Virtual Offerings for Educators Working with English Learners in the Content Classroom: Education Connections

**E**ducation Connections is a virtual space designed for mainstream educators working with English learners in the content classroom. It targets the intersection of standards-based instruction with the language and content learning needs of English learners.

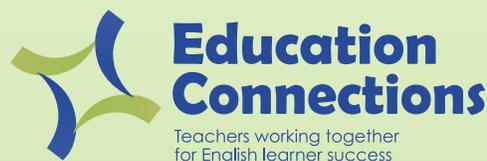
Education Connections is comprised of two separate but closely related projects. One is funded through a grant from the Bill and Melinda Gates Foundation, the other through a grant from the Office of Innovation and Improvement, U. S. Department of Education. Both are housed on the ObaVerse online learning platform, designed specifically for in-service and preservice teacher education.



Education Connections is a virtual space designed for mainstream educators working with English learners in content classrooms.

Funded under the Gates Foundation's Accelerating the Common Core initiative, CAL's open-access Education Connections activities are conducted through a partnership with the Institute for Global and Online Education in the College of Education at the University of Oregon. In this 2-year project, support and resources are provided to secondary teachers implementing the Common Core State Standards with English learners. The project's key focus uses ObaVerse (developed for in- and pre-service teacher preparation) to create a nationwide network of teachers through the Education Connections website. Core components of the open-access site include resources, professional learning communities, webinars, and lesson planning support. The Education Connections website can be accessed at [www.obaverse.net/edconnect](http://www.obaverse.net/edconnect).

Funded under the U.S. Department of Education's Investing in Innovation (i3) program, a companion, closed-access project is investigating the impact of Education Connections' professional development activities on teachers' implementation of standards-based instruction with English learners. Partners of the i3 project include the Department of Global Education at the University of Oregon, TESOL International, and SRI International. This is a major, large-scale research project exploring the effectiveness of the core components of Education Connections for both teacher instruction and English learner outcomes. Its research design meets What Works Clearinghouse standards and involves qualitative and quantitative data collection and analyses. The core components of the i3 project are professional learning communities, an interactive resource repository, subject matter expert session webinars, online professional development mini-courses, and ObaWorld implementation (the K-12 companion site to ObaVerse), in which participants incorporate what they learn about standards-based instruction for English learners by using the ObaWorld platform with their own students.



**Sarah Catherine K. Moore, Ph.D.**, Program Director; **Lindsey Massoud**, Research Associate; **Shereen Bhalla, Ph.D.**, Research Associate; **Joanna Duggan**, Research Assistant.



[www.cal.org/edconnect](http://www.cal.org/edconnect)

# Information for Educators Working with English Learners: The NCELA Resource Library



In fall 2013, the U.S. Department of Education (ED) awarded a contract for the National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (NCELA) to Leed Management Consulting, Inc., CAL, and Synergy Enterprises. Authorized under Title III of the Elementary and Secondary Education Act (ESEA) of 2001, NCELA supports ED's Office of English Language Acquisition, Language Enhancement (OELA), and Academic Achievement for Limited English Proficient Students in its mission to respond to Title III educational needs and implement ESEA as it applies to English learners.

CAL's primary role on NCELA is to maintain and enhance the online resource library, which consists of over 20,000 materials dating to the 1930s. The resource library provides stakeholders who work with English learners in U.S. schools with access to information that can inform a high-quality approach to advancing these learners' educational success. NCELA collects and disseminates information for a wide range of stakeholders, including state and local education agencies, teachers and other practitioners, parents, administrators, teacher educators, researchers, and policy makers. Resources in the library include research articles, reports, classroom materials, educational guides, fact sheets, briefs, legislative publications, and webinars.

CAL's NCELA staff worked on two key goals in 2014: (1) expanding the resources for the years 2009 through 2013, as the number of indexed publications had diminished during those years; and (2) continually updating the resource library with newly published materials.

Staff conduct regular searches to identify materials that are relevant to the education of PreK–12 English learners and also receive submissions to be considered for inclusion. Eligible sources for materials include the federal government, peer-reviewed journals, publishing houses, organizations who work with and on behalf of English learners, and federally funded grantees.

The NCELA Resource Library provides comprehensive, high-quality information on the education of English learners.



Materials considered for the resource library undergo expert review. In some cases, a review has been conducted before a document is received by NCELA (e.g., in the case of federally authored and peer-reviewed publications); in others, publications are reviewed by NCELA-identified subject matter experts for content quality, presentation quality, and utility. Resources that are recommended for inclusion are then submitted to OELA for approval.

Since CAL started managing the NCELA Resource Library, over 1,000 documents have been identified for review and more than 600 have already been made available. In the coming year, staff will continue to update the resource library and provide comprehensive, high-quality information on the education of English learners to a wide range of stakeholders.

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**Igone Arteagoitia, Ph.D.**, *Associate Director, NCELA*; **Lindsey Massoud**, *Research Associate*; **Marisa Gomez**, *Research Assistant*; **Ajuawak Kapashesit**, *Administrative Assistant*

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# Incorporating Video into Effective Professional Development for PreK–12 Teachers of English Learners

CAL professional development specialists have long incorporated authentic classroom video into their array of professional development services. The use of classroom video has been found to help teachers deepen subject matter expertise and reinforce the effects of professional development.



CAL uses authentic classroom video as a powerful professional development tool to engage educators and showcase best practices.

For example, professional development in the SIOP Model®, a research-based lesson design and delivery system of sheltered instruction, helps teachers plan and deliver lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. In working with teachers, CAL often finds that they benefit from concrete examples of sheltered instruction. Thus, video of effective SIOP teachers in action can be a valuable resource in a workshop or as an extension to SIOP professional development.

CAL has two foundational videos that have been utilized effectively for years: *Helping English Learners Succeed: An Overview of the SIOP Model* briefly showcases all eight components of the SIOP Model, and *The SIOP Model: Sheltered Instruction for Academic Achievement* highlights each of the 30 SIOP Model features in depth.

CAL has recently expanded its library of video resources to showcase effective sheltered instruction techniques and to provide educators with the tools they need to build on-site capacity to deliver SIOP Model professional development:

- » *Learning the SIOP Model* showcases implementation of essential SIOP features by six SIOP Model teachers in a variety of instructional contexts. These features include creating and sharing language objectives, emphasizing key vocabulary, fostering peer to peer interaction, and developing activities that require content and academic language application. The video comes with a companion guide that includes observation tips and questions to guide the viewing of each lesson. The guide also includes the six teachers' lesson plans to deepen teachers' understanding of how to plan a lesson that successfully integrates language and content instruction.
- » *SIOP in Action* contains three full SIOP Model lessons implemented by teachers at the elementary, middle school, and high school level. This video is an excellent resource for teachers who want to see a complete SIOP Model lesson implemented from beginning to end. It is also useful for professional developers who want to deepen teacher understanding of SIOP implementation and build on-site capacity for professional development through SIOP coaching and interrater reliability in using the SIOP protocol.

CAL's widely used *What's Different About Teaching Reading to Students Learning English?* includes the classic video *Why Reading Is Hard*, which remains very popular with teachers, especially the mock reading lesson in Arabic by Dr. Catherine Snow.

The volumes in CAL's more recent series of professional development materials, Hot Topics in ELL Education, include videos filmed in a variety of programs and classroom settings. The latest volume in the series, *Developing Academic Literacy and Language in the Content Areas*, uses authentic video clips to provide a wide range of professional development activities.

» Much of the professional development in this volume centers around academic conversations, so teachers are guided to observe the classroom videos (mostly from middle school science and social studies classrooms) and take notes on a graphic organizer to analyze teacher talk and student speech. For example, after taking part in a learning activity about the verbal strategies teachers might use in the classroom to foster oral language development (repetition, recasting, prompting, and revoicing), teachers watch a video clip and take notes on evidence they observe of each type of oral discourse.

» In another activity, teachers examine the features of academic English at the discourse, sentence, and word/phrase level and analyze a grade-level text for examples of language at each level. Next, teachers watch a clip from the DVD to complete an analysis of oral language for the same levels of academic language. During the second round of viewing, teachers are given the video transcripts and complete the same analysis. Facilitators can then lead a discussion about the differences between written text and oral speech with implications for developing students' academic oral language skills, given the complexity of these skills.



Professional learning opportunities for teachers of English learners is enriched by the use of authentic classroom video that showcases effective instruction in different contexts. CAL is pleased to offer these effective resources to help educators sustain professional development initiatives for English learners.

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**Jennifer Himmel**, Director, CAL Solutions, PreK–12 EL Education; **Annie Duguay**, Associate Director, CAL Solutions, PreK–12 EL Education

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[www.cal.org/siop](http://www.cal.org/siop)



# Meeting the Needs of Dual Language Educators in Spanish Language and Literacy

English learners, particularly those from Hispanic backgrounds, represent one of the fastest growing populations in U.S. schools. Currently, over 20% of the students attending U.S. public schools are of Hispanic origin. Projections by the U.S. Census Bureau suggest that by 2050 there will be more Latino students in our public schools than those of European descent.



Bilingual programs allow students to learn English while they maintain and further develop the language and literacy skills they bring from home.

While many Latino school children receive instruction solely in English, some attend programs that provide instruction in Spanish and English. Bilingual programs provide these children the opportunity to maintain and further develop the Spanish language and literacy skills they bring from home. However, many teachers in these programs lack adequate training to teach reading and writing in Spanish.

To fill this vacuum and respond to the need for professional development in Spanish, CAL offers two-day Spanish Literacy Institutes, delivered in Spanish, for educators teaching academic language and literacy in Spanish. Institute participants come from a wide variety of programs where Spanish is the language of instruction—developmental and transitional bilingual, heritage language, dual language, and immersion education programs.

The Spanish Literacy Institute was designed to provide participants with an awareness of Spanish linguistic features and an understanding of Spanish language arts standards to help educators teach academic language and literacy effectively in Spanish to students at all levels of proficiency. Since CAL's first Spanish Literacy Institute was held in Washington, DC, in 2014, CAL staff have conducted related workshops at numerous conferences, including La Cosecha, WIDA, the California Association for Bilingual Education, and the Association of Two-Way and Dual Language Education. CAL has also received numerous requests for professional development services related to Spanish language and literacy from districts and schools in Massachusetts, New York, Pennsylvania, and Virginia. In anticipation of a continued rise in the demand for these services, CAL increased its Washington-based offering of the 2-day Spanish Literacy Institute to three sessions—spring, summer, and fall—for 2015 and continues to offer these services on-site at client locations.

.....  
**Igone Arteagoitia, Ph.D.,** *Research Scientist;*  
**Barbara Kennedy, Ed.D.,** *Professional Development Specialist*

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# Adult English Proficiency Assessments in the United States



CAL's two adult English proficiency assessments, BEST Plus and BEST Literacy, have long been used effectively by adult education programs throughout the country to measure learner progress in relation to the U.S. Department of Education's National Reporting System (NRS).

BEST Plus is a face-to-face oral interview that measures performance over the full range of proficiency levels represented in adult ESL programs. BEST Literacy tests reading and writing skills using authentic situations specifically geared for adult language learners in the United States. All tests that are used for NRS reporting must be reviewed and approved by the Department's Office of Career, Technical, and Adult Education (OCTAE, formerly the Office of Vocational and Adult Education).

## BEST Plus

In 2014, CAL continued the transition of BEST Plus from a static testing instrument to a dynamic, operational testing program. For the first refreshed version of the test, BEST Plus 2.0, CAL's testing staff developed new test items, collected operational testing data from programs around the country that are using BEST Plus, and conducted several studies using BEST Plus 2.0.

The new operational testing program will include ongoing replacement of test items and monitoring of operational test data to facilitate continual improvement of BEST Plus. This will allow CAL to continue to provide a useful and cost-effective way to evaluate the oral language proficiency of adult English learners in the United States. CAL will also provide online reports and research briefs on the technical quality of BEST Plus 2.0 and future versions.

CAL received a letter of approval from OCTAE that approves BEST Plus 2.0 through February 2017 for use by federally funded programs that report data through the National Reporting System. CAL will continue to sell the current version of BEST Plus as we plan for the transition to BEST Plus 2.0. Once official notice of approval appears in the Federal Register.

CAL has an ongoing commitment to providing effective, reliable assessments for programs serving adult English learners.



## BEST Literacy

CAL's adult ESL proficiency assessment for reading and writing, BEST Literacy, continues to be approved under the NRS system for use with federally funded programs through 2017. CAL is exploring development of BEST Literacy as an operational testing program for use post 2017.

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**Dorry Kenyon, Ph.D.**, *Vice President and Director of Assessment*; **Margaret Malone, Ph.D.**, *Associate Vice President*; and **Anne Donovan**, *Research Associate, World Languages and International Programs*; **Daniel Lieberman**, *Director, Product and Service Operations*

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## Helping Adult English Learners Succeed

**A**s an international leader in the education of adults who are nonnative speakers of English, CAL focuses on the language and cultural skills that these adults must develop to succeed in careers, continuing education, and the community. This spotlight highlights four of our recent projects focused on key topics for the education of adults learning English.

### UMBC Online Writing Instruction Project

CAL is working with the Center for Advanced Proficiency in English at the University of Maryland, Baltimore County (UMBC), on a 3-year project to provide online instruction in advanced English writing skills for federal

personnel. The program will enable U.S. Department of Defense personnel who are nonnative speakers of English to improve their cultural and linguistic competence as writers of professional English.

UMBC's TESOL Professional Training Programs designed the writing course, which consists of 10 weeks of instruction provided through UMBC's BlackBoard learning management system. The course focuses on a wide variety of writing skills, from advanced grammar topics to intercultural communication and organizational patterns.

Specific topics include the following:

- » Writing strong sentences
- » Using connectors effectively in compound and complex sentences
- » Organizing ideas for clarity, brevity, and emphasis
- » Structuring paragraphs and longer text to achieve writing purpose
- » Understanding the conventions of U.S. business writing
- » Recognizing and using appropriate style and tone

In the program's first year (2014), UMBC piloted the course with one cohort of 20 participants. CAL provided technical assistance on program design and development, with special emphasis on the characteristics of professional proficiency in English writing as defined by the Interagency Language Roundtable descriptors commonly used in the federal government. CAL also conducted entry and exit assessment of participants' English writing proficiency and carried out an evaluation of the program.



## Federal Trade Commission Accessible Language Projects

CAL staff members have been working with the Bureau of Consumer Protection at the Federal Trade Commission (FTC) since 2011 on a variety of accessible language projects. These projects are designed to increase the FTC's ability to convey essential consumer protection and fraud prevention messages to readers with low levels of literacy in English. The initial project, completed in 2012, resulted in the accessible websites Consumer.gov and Consumidor.gov.

In 2014 CAL carried out several follow-on projects:

- » Providing additional face-to-face training and mentoring for FTC staff in writing for readers with limited literacy skills
- » Developing and providing a webinar version of the writing training for the FTC and affiliated organizations
- » Developing and delivering a webinar training tailored to the needs of legal services attorneys and attorneys-in-training in organizations affiliated with the FTC, such as the National Association of Consumer Advocates
- » Providing technical assistance for a small usability study on the Consumer.gov and Consumidor.gov websites

In 2014 CAL also began a 2-year project to create a set of curricular materials that will enable teachers to use the Consumer.gov and Consumidor.gov sites to develop adult learners' content knowledge and Internet navigation skills. The materials for Consumer.gov will focus on developing English reading proficiency in both native and nonnative speakers of English, while the materials for Consumidor.gov will promote development of reading proficiency in Spanish for native speakers who



have limited educational experience. When completed, the materials will be freely available for download through the Consumer.gov and Consumidor.gov websites.

## National Council of La Raza Core Qualities for Adult ESL Programs

In 2014 CAL provided technical assistance to the National Council of La Raza (NCLR) on its Bienvenidos Project. For this project, CAL staff developed a set of core qualities that characterize strong adult education programs. The core qualities cover multiple program features and characteristics, including curriculum and instruction, assessment, cultural proficiency, family and community collaboration, and resources. Developed in collaboration with NCLR affiliate representatives, the final core qualities document outlines indicators, measures, and examples of evidence for each core quality. NCLR affiliates will use the completed core qualities to evaluate their adult ESL programs in relation to recognized best practices in the field.

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**Deborah Kennedy**, Associate Vice President,  
Adult English Language Education

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## Resources for Teaching English as a Foreign Language

The English language proficiency of a country's citizens, students, and workforce is now recognized by many governments, ministries of education, and private enterprises as essential to their ability to compete in the global marketplace. Early English education and exposure to technology are seen as key activities to achieve long term national and business goals, such as attracting foreign investment and jobs and encouraging innovation.



CAL offers a wide range of effective, research-based resources for the teaching and learning of English as a foreign language.

To meet the demand for English education, CAL draws on its decades of experience in working with language learners and educators around the world to offer a wide range of effective, research-based resources for the teaching and learning of English as a foreign language. These resources include tests that are appropriate, valid, and reliable in evaluating the oral and written English proficiency of English learners at all ages and levels of proficiency.

In 2014, CAL worked on the development of assessments for students and teachers of English in Mexico. CAL is using a phased approach to meet the need for practical, reliable, and valid tests for teachers of English as well as for students in sixth year primary and third year secondary education to measure their language ability in English within the context of the Mexican education system. Each test developed by CAL will be submitted to Mexico's Dirección General de Acreditación Incorporación y Revalidación (DGAIR) for federal approval.

### CAL ENGLISH PROFICIENCY TESTS

CAL has developed the CAL English Proficiency Tests for Teachers to measure the English proficiency of teachers across the four language domains—reading, writing, speaking, and listening. The tests are designed to serve as diagnostic assessments for teachers of English, measuring their language abilities and potentially identifying areas to target for professional development to help them improve their English skills. The CAL English Proficiency Tests for Teachers became operational in fall 2014 and are being administered for various clients.

- » **The CAL English Proficiency Test for Teachers: Reading and Writing.** This assessment uses a variety of tasks to measure the ability of adult nonnative English learners to read and write in English.
- » **The CAL English Proficiency Test for Teachers: Speaking and Listening.** This face-to-face assessment is a computer-adaptive test in which the test items are delivered via computer.

CAL is also developing the CAL English Proficiency Tests for Students: Listening and Reading for students in sixth year primary and third year secondary education. These tests became operational in spring 2015.

.....  
**Dorry Kenyon, Ph.D.**, *Vice President, Director of Assessment*; **Victoria Nier**, *Project Manager*; and **Daniel Lieberson**, *Director, Product and Service Operations*

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[www.cal.org/eptstudent](http://www.cal.org/eptstudent)

# Focus on Immigrant and Refugee Integration



CAL has been a leader in refugee education and orientation since 1975, helping immigrant and refugee newcomers understand fundamental aspects of life in the United States, as well as helping service providers, educators, and other interested parties understand the backgrounds, cultures, and linguistic heritage of the new members of their communities.

## Welcoming School Communities

CAL is collaborating with Welcoming America to develop a Welcoming School Communities program that will engage entire school communities in the creation of a more welcoming climate for newcomers. Incorporating a holistic approach that features evidence- and research-based components, the project will channel the participation and perspectives of educators, parents, students, and communities to develop positive interactions and practical steps to inclusion and integration in a K–12 school setting or at a college.

CAL and Welcoming America launched this pilot project with two September events, bringing together key stakeholders in the research, policy, and practice of immigrant education and integration for a panel presentation, a documentary film screening of *I Learn America*, and a discussion exploring the development of welcoming school communities.

## Training of Trainer Resources

*Refugee Training and Orientation: A Guide for Service Providers* addresses the foundations of refugee orientation and training, describes how to plan a training program, offers strategies and tools for training delivery and assessment, and provides information on developing trainers and partnerships. The appendices offer training strategies, handouts and worksheets, and selected resources. A companion video, *Cultural Orientation Training: An Introduction for Trainers*, features overseas and U.S.-based orientation practices, interviews with trainers, and highlights of tips and tools that are addressed in depth in

the guide. The video is designed as an introduction to cultural orientation for those who deliver orientation directly. It can also provide a brief overview of the overseas through domestic continuum of cultural orientation for other service providers and community members.

## Orientation Video Game for Refugees and Other Newcomers

CAL staff and consultants created an innovative product to help newcomers learn more about life in the United States: a free video game called *Choosing My Way*. In the game, players consider how to respond to changing opportunities and challenges while dealing with limited resources. *Choosing My Way* can be used by newcomers with some English proficiency who would like to interact with orientation material independently, or by orientation providers who facilitate its use in small groups, encouraging discussion and reflection.

## Orientation Assessment Toolkit

The Orientation Assessment Toolkit is designed to help refugee service providers assess and enhance their orientation programming. Materials include content objectives and learning indicators for refugee orientation, whether delivered overseas or upon resettlement in the United States; oral and written versions of a model orientation assessment translated into languages used by currently arriving refugee populations; guidelines for using the model assessments; an online simulation training module for administering the oral version of the model assessment; a cultural orientation assessment plan template and review checklist; a multiple-choice question bank for overseas orientation; and information and guidance about assessment and evaluation.

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Sanja Bebic, *Director*, and Colleen Mahar-Piersma, *Associate Director, Immigrant and Refugee Integration*

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[www.culturalorientation.net](http://www.culturalorientation.net)



# Spotlight on Global Language Policy

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

LPRen's advisory committee consists of over 800 internationally recognized scholars and experts representing 15 countries around the world. The committee reviews proposals to LPRen-sponsored panels at major international conferences.



CAL manages the Language Policy Research Network (LPRen) to contribute to the dialogue about global language planning and policy and inform the context within which language policy decisions are made.

## LPRen Presentations

Featured LPRen presentations in 2014 included the following:

» **Directions in Language Policy Research: How Compatible Are Current Approaches?**  
AILA World Congress

August 10-15, 2014 • Brisbane, Australia  
Convened by Terrence G. Wiley and James W. Tollefson, with Reynaldo Macías as discussant, this panel explored Tollefson's contention that there is no inherent theoretical conflict between current approaches and outlined critical questions for research.

» **Critical Language Policy Analysis and the On-going Need for Advocacy in the Post-Civil Rights Era**

American Association for Applied Linguistics (AAAL)

March 24, 2014 • Portland OR

This presentation was given by Terrence G. Wiley upon receiving the 2014 AAAL Distinguished Scholarship and Service Award.



» **The Role of Critical Language Policy Analysis in the Post-Civil Rights Era**  
**American Educational Research Association (AERA)**

April 2014 • Philadelphia, PA

Chaired by Sarah Catherine K. Moore, with Terrence G. Wiley as discussant, this panel included the following presentations:

- *Global Political Economy and Language Rights in the Post-Civil Rights Era* by Jeff Bale of the University of Michigan
- *No Holds Barred on Restricting Language Rights: English-Only in Arizona* by Sarah Catherine K. Moore and Karen Lillie of the State University of New York at Fredonia
- *Diversity in Language and Experience: Latino Subgroups in the U.S.* by Molly Fee
- *Decolonization Through Language Revitalization: Conversations with Language Warriors on Language Rights and Policy Failures* by Richard Gresczyk of Augsburg College and the University of Minnesota.

**LPRen Briefs**

A new series of briefs was launched in 2014 with the two titles listed below. Plans are in development for additional briefs in the series.

» **Historical Orientations to Language Policy in the United States**

*Terrence G. Wiley, with Haley de Korne*

» **Applications of Language Policy and Planning to Deaf Education**

*Sarah E. Compton, University of Jyväskylä, and Francis M. Hult, Lund University*

LPRen staff at CAL also concluded work on Investigating Language Policies in IB World Schools, a project funded by the International Baccalaureate Organization. The goal of the



project was to better understand how IB schools develop and implement language policies in different national and regional contexts. Case study sites included the United States, Mexico, Canada, Spain, Ghana, China, India, and Japan. Project staff included M. Beatriz Arias, Na Liu, Terrence G. Wiley, Molly Fee, and Joanna Duggan.

.....  
Terrence G. Wiley, Ph.D., *President*;  
Sarah Catherine K. Moore, Ph.D., *Director, Projects and Online Education*; and Shereen Bhalla, Ph.D., *Research Associate*



[www.cal.org/lpren](http://www.cal.org/lpren)



## Conference and Event Spotlight

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

CAL staff presented at the following conferences from October 2013 through December 2014:

- AILA World Congress
- American Association of Applied Linguistics
- American Council on the Teaching of Foreign Languages
- American Educational Research Association
- American Evaluation Association
- Association of Language Testers of Europe
- Association of Two-Way & Dual Language Education
- Bilingual Research Colloquium: Educational Linguistics & Language Education in the 21st Century
- Building Welcoming School Communities: An Interactive Event for Stakeholders
- California Association for Bilingual Education
- CIBER Business Language Conference
- Commission on Adult Basic Education
- Community-Based Heritage Language Schools: Promoting Collaboration Among Educators, Families, and Researchers
- Conference on Language, Learning, and Culture
- Council of the Great City Schools: Bilingual, Immigrant and Refugee Education Directors Meeting
- East Coast Organization of Language Testers
- European Association of Language Testing and Assessment
- Forum on Education Abroad
- Georgetown University Round Table on Language and Linguistics
- Humanitini of the Humanities Council of Washington DC
- International Association of Chinese Linguistics
- International Hindi Conference, America
- Iran Cultural and Educational Center
- La Cosecha Dual Language Conference
- Language and the UN: Symposium on Language and Equality
- Language Education and Resource Network Workshop
- Language Testing Research Colloquium
- Linking Communities: Creating Welcome for Refugees
- Low Educated Second Language and Literacy Acquisition
- Lutheran Immigration and Refugee Service
- Maryland Association of Adult Community and Continuing Education
- Mexican American Legal Defense and Educational Fund: Latino State of the State Arizona
- Mid-Atlantic Equity Consortium
- Midwest Association of Language Testers
- Multidisciplinary Approaches in Language Policy and Planning
- National Association for Bilingual Education
- National Chinese Language Conference
- National Council of La Raza
- National Council of Less Commonly Taught Languages

- National Council of Teachers of English
- National Immigrant Integration Conference
- National Migration Conference
- North American Conference on Chinese Linguistics
- Residence Abroad: Social Networks and Second Language Learning
- Second International Conference on Heritage/Community Languages Second Language Research Forum
- Sociolinguistics Symposium 20: Language/Time/Space
- STARTALK
- TESOL International Association
- University of Maryland Second Language Education and Culture Series
- U.S. Conference on Adult Literacy
- Virginia ESL Supervisors Association
- WIDA National Conference
- World Relief National Resettlement Conference



[www.cal.org/news-and-events](http://www.cal.org/news-and-events)

## Featured Event

### Symposium: Language, Peace, and Security

Sponsored by the U.S. Institute for Peace, SIL International, the Center for Applied Linguistics, and the Alliance for Peacebuilding

Friday, February 21, 2014, International Mother Language Day

Across the world, nations and societies are in crisis. Peace between nations and peoples is under threat; civil strife and injustice breed insecurity for individuals and social groups. Threats to peace and security proliferate, and solutions are elusive. At the center of both the problem and the solution are matters of language. Language is a defining factor in social and cultural identity, within and between groups. Language use and language choice are pivotal in both crisis and crisis resolution. Communication across and within groups is essential to maintaining peace and security.

These two roles of language—as medium of communication and as expression of identity—are vital considerations for any serious discussion of peace and security. But how exactly can such discussions lead to solutions?

How do issues of language, language complexity, and communication play out in peace-building efforts and ongoing security? How can language issues be identified and addressed effectively in policy planning and execution?

Keynote presentations addressed these questions, drawing on relevant scholarship, and field practitioners described related experience in a panel discussion.



[www.cal.org/news-and-events](http://www.cal.org/news-and-events)



## Scholarly Publishing Initiatives

CAL is committed to continuing its legacy of policy and thought leadership by making both scholarly and practical information available to the field. To increase our ability to disseminate information to a broad audience, we are working to develop new partnerships with publishers, contribute articles on our work to scholarly journals, and develop resources such as practitioner briefs and white papers that concentrate on academic research and scholarship and inform educational practice. Visit our website to learn more.

The list below reflects 2014 publications by CAL staff and associates:

**Adger, C. T., & Wright, L.** (in press). Discourse in educational settings. In D. Schiffrin, D. Tannen, & H. E. Hamilton (Eds.), *The handbook of discourse analysis* (2nd ed.). Malden, MA: Wiley-Blackwell.

**Arkorful, K., & Adger, C. T.** (in press). Language-in-education policy and practice in Ghanaian classrooms: Lessons from School for Life's complementary education programme. In A. Yiakoumetti (Ed.), *Multilingualism and language in education: Current sociolinguistic and pedagogical perspectives from Commonwealth countries*. London: Cambridge University Press.

**Arteagoitia, I., & Howard, E.** (in press). The role of the native language in the literacy development of Latino students in the U.S. In J. Cenoz & D. Gorter (Eds.), *Multilingual education: New perspectives*. New York: Cambridge University Press.

**August, D., Branum-Martin, L., Cardenas-Hagan, E., Francis, D. J., Powell, J., Moore, S. C. K., & Haynes, E.** (2014, January). Helping ELLs meet the common core state standards for literacy in science: The impact of an instructional intervention focused on academic language. *Journal of Research on Educational Effectiveness*, 7, 54-82.

**Boals, T., Blair, A., Cranley, E., Kenyon, D., Wilmes, C., & Wright, L.** (in press). Transformation in K-12 English language proficiency assessment: Changing contexts, changing constructs. *Review of Research in Education*.

**Borman, K., Wiley, T. G., García, D., & Danzig, A.** (Eds.). (2014). Language policy, politics, and diversity in education [Special issue]. *Review of Research in Education*, 38(1).

**Christian, D.** (Contributing author). (in press). [Applied linguistics entries]. In J. Laver & R. E. Asher (Eds.), *The encyclopedic dictionary of speech and language*. New York: Wiley-Blackwell.

**Di Silvio, F., Donovan, A., & Malone, M. E.** (2014). The effect of study abroad homestay placements: Participant perspectives and oral proficiency gains. *Foreign Language Annals*, 47, 168-188.

**Farnsworth, T. L., & Malone, M. E.** (2014) *Assessing English learners in U.S. schools*. Alexandria, VA: TESOL.

**Fee, M., Rhodes, N. C., & Wiley, T. G.** (2014). Demographic realities, challenges, and opportunities. In T. G. Wiley, J. K. Peyton, D. Christian, S. C. K. Moore, & N. Liu (Eds.), *Handbook of heritage, community, and Native American languages in the United States: Research, policy, and educational practice* (pp. 6-18). New York, NY: Routledge and Center for Applied Linguistics.

**Kennedy, D., & Hansen, C.** (in press). Developing professional language proficiency and analytical skills for the federal workforce. In T. Brown & J. Bown (Eds.), *To advanced proficiency and beyond: Theory and methods for developing superior second-language ability*. Washington, DC: Georgetown University Press.

**Kenyon, D. M., & Römhild, A.** (In press). Standard setting in language testing. In A. J. Kunnan (Ed.), *The companion to language assessment*. Oxford, UK: Wiley-Blackwell.

**Leach, J., Kennedy, D., & Burt, M.** (2014). Consumer resources for clients with limited literacy. *Clearinghouse Review: Journal of Poverty Law and Policy*, 48(3-4), 74-79. <http://povertylaw.org/clearinghouse>

**Liu, N., & You, B. K.** (2014). Stakeholder views of community-based heritage language programs: Chinese and Korean cases. In T. G. Wiley, J. K. Peyton, D. Christian, S. C. K. Moore, & N. Liu (Eds.), *Handbook of heritage, community, and Native American languages in the United States: Research, policy, and educational practice* (pp. 333-340). New York, NY: Routledge and Center for Applied Linguistics.

**Malone, M. E., Peyton, J. K., & Kim, K.** (2014). Assessment of heritage language learners: Issues and directions. In T. G. Wiley, J. K. Peyton, D. Christian, S. C. K. Moore, & N. Liu (Eds.), *Handbook on heritage, community, and Native American language education in the United States: Research, policy, and educational practice* (pp. 349-358). New York, NY: Routledge and Center for Applied Linguistics.

**Moore, S. C. K.** (2014a). Ensuring oversight: State-wide SEI teacher professional development. In S. C. K. Moore (Ed.), *Language policy processes and consequences: Arizona case studies*. Bristol, UK: Multilingual Matters.

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**Moore, S. C. K., Fee, M., Ee, J., Wiley, T. G., & Arias, M. B.** (2014). Exploring bilingualism, literacy, employability, and income levels among Latinos in the United States. In R. M. Callahan & P. C. Gándara (Eds.), *The bilingual advantage: Language, literacy, and the labor market*. Bristol, UK: Multilingual Matters.

**Nier, V. C., Di Silvio, F., & Malone, M. E.** (2014). Beliefs about assessment and language learning: Findings from Arabic instructors and students. *NECTFL Review*, 73, 55-76.

**Peyton, J. K., & Christian, D.** (2014). Afterword: Heritage, community, and Native American language education: Looking to the future. In T. G. Wiley, J. K. Peyton, D. Christian, S. C. K. Moore, & N. Liu (Eds.), *Handbook on heritage, community, and Native American language education in the United States: Research, policy, and educational practice* (pp. 377-383). New York, NY: Routledge and Center for Applied Linguistics.

**Rhodes, N. C.** (2014). Elementary school foreign language teaching: Lessons learned over three decades (1980-2010). *Foreign Language Annals*, 47(1), 115-133.

**Trudell, B., & Adger, C. T.** (2014). Early reading success in Africa: The language factor. In E. C. Zsiga, W. T. Boyer, & R. Kramer (Eds.), *Languages in Africa: Multilingualism, language policy, and education*. Washington, DC: Georgetown University Press.

**Wiley, T. G.** (2014a). Conclusion: The consequences of nullification. In S. C. K. Moore (Ed.), *Language policy processes and consequences: Arizona case studies*. Bristol, UK: Multilingual Matters.

**Wiley, T. G.** (2014b). Diversity, super-diversity and monolingual language ideology in the United States: Tolerance or intolerance? *Review of Research in Education*, 38(1), 24–55.

**Wiley, T. G.** (2014c). Policy considerations for promoting heritage, community, and Native American languages. In T. G. Wiley, J. K. Peyton, D. Christian, S. C. K. Moore, & N. Liu (Eds.), *Handbook on heritage, community, and Native American language education in the United States: Research, policy, and educational practice* (pp. 45–53). New York, NY: Routledge and Center for Applied Linguistics.

**Wiley, T. G.** (2014d). The problem of defining heritage and community languages and their speakers: On the utility and limitations of definitional constructs. In T. G. Wiley, J. K. Peyton, D. Christian, S. C. K. Moore, & N. Liu (Eds.), *Handbook on heritage, community, and Native American language education in the United States: Research, policy, and educational practice* (pp. 19–26). New York, NY: Routledge and Center for Applied Linguistics.

**Wiley, T. G.** (2014e). Reflecting on the consequences of imposed educational policies: Conclusions and implications. In G. P. McField (Ed.), *The miseducation of English learners: A tale of three states and lessons to be learned*. Charlotte, NC: Information Age.

**Wiley, T. G.** (in press-a). In what ways are the Common Core State Standards de facto language education policy? In G. Valdés, K. Menken, & M. Castro (Eds.), *Common Core and ELLs/emergent bilinguals: A guide for all educators*. Philadelphia, PA: Caslon.

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**Wiley, T. G., Peyton, J. K., Christian, D., Moore, S. C. K., & Liu, N.** (2014a). *Handbook of heritage, community, and Native American languages in the United States: Research, policy, and educational practice*. New York, NY: Routledge and Center for Applied Linguistics.

**Wiley, T. G., Peyton, J. K., Christian, D., Moore, S. C. K., & Liu, N.** (2014b). Preface. In T. G. Wiley, J. K. Peyton, D. Christian, S. C. K. Moore, & N. Liu (Eds.), *Handbook of heritage, community, and Native American languages in the United States: Research, policy, and educational practice* (pp ix–xiii). New York, NY: Routledge and Center for Applied Linguistics.

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**Wright, L. J.** (in press). Inquire to acquire: A discourse analysis of bilingual students' development of science literacy. In D. Molle, E. Sato, T. Boals, & C. Hedgspeth (Eds.), *Multilingual learners and academic literacies: Sociocultural contexts of literacy development in adolescents*. New York: Routledge.

# Finance and Operations Report

The Center for Applied Linguistics experienced a significant increase in revenue for its 2014 fiscal year, ending the year with total operating revenue of \$14.9 million, an uptick of 10%, with net assets at \$4.2 million, an improvement of nearly 4.7%.

This revenue increase was fueled by a 14% increase in contract and grant revenue and a steady revenue increase from CAL's delivery of professional development services. These increases easily nullified a decline in test sales, which were impacted by delays in the launch of new testing products. Due in large part to the dedicated efforts of CAL staff, the organization entered fiscal year 2015 in a greatly improved financial position.

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 significant federal funding, the organization is subject to a stringent A-133 audit. The audit for the 2014 fiscal year financial operations was conducted by CliftonLarsonAllen LLP, a national CPA firm. This audit firm concluded that CAL's financial statements were fairly presented, in all material respects, in conformity with generally accepted accounting principles, and it thereby issued an unqualified opinion.

CAL continues to take a proactive approach to improving its budgeting and financial management with the implementation of new financial tools to increase the accuracy and timeliness of its budget projections and financial data. In 2014, CAL began an organization transition to three major program areas: sponsored programs, venture activities, and mission enhancement activities. This change in business model reflects CAL's institutional commitment to growth in its overall revenue, improvements in its financial performance, and diversity of its revenue sources while continuing to demonstrate a deep commitment to the organization's mission and core values.

CAL's financial position is solid, but improving our financial strength will require continued innovation and market identification and acquisition. CAL continues to focus on three key pillars for our future success: growth, sufficient liquidity, and expense management.

CAL has demonstrated a capacity and willingness to make organizational changes that will position us competitively in the longer term. We will continue to make prudent decisions with our resource allocation and implement efficiencies in our operations to provide the platform for further growth by the organization.

Charles Lorenzetti  
*Vice President & Chief Operating Officer*

# 2014 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 helping CAL serve its mission. CAL extends a special thank you to Humphrey Tonkin, chair of the board, who concluded his term of office at the end of 2014. Thank you for your guidance and your service to CAL.

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Gerry Bogatz  
Terrence G. Wiley

*Back row, left to right:*  
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JoAnn (Jodi) Crandall  
Linda Harklau  
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## About CAL

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

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





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