

Effective, Engaging, and Sustained Professional Development for Educators of Linguistically and Culturally Diverse Students

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Introduction and Purpose

It is essential that professional development (PD) services produce a positive and long-lasting impact on educators' practices and on the achievement of their students, particularly the growing yet underserved linguistically and culturally diverse population of learners. While numerous studies have been conducted examining the impact and outcomes of PD on practice and achievement (for a summary, see the meta-analysis by Darling-Hammond, Hyler, Gardner, & Espinoza, 2017) and there are standards and expectations of professional *learning* for teachers (Interstate Teacher Assessment and Support Consortium, 2013; Learning Forward, 2011), not a lot has been written about the development and approach to PD services—nor of the steps to maintain quality PD—from the vantage point of the service provider. With rising numbers of linguistically and culturally diverse students in the United States, including English learners and emergent bilingual students, it is particularly important that PD delivery meet these students' and their educators' unique needs. As educational entities contract with external providers or offer internal PD, they can capitalize on limited funds and resources by considering the principles of effective PD (California Department of Education, 2014; Massachusetts Department of Elementary and Secondary Education, 2012) and measuring the performance in meeting those standards.

Here we outline the comprehensive approach to PD by the Center for Applied Linguistics (CAL) and present some preliminary results from the implementation of tools based on the six PD standards. With more than 60 years of experience in language learning and education, CAL offers a multitude of PD services for educators of linguistically and culturally diverse students, including direct workshops for teachers, a training-of-trainers model, online courses, webinars, and job-embedded supports such as coaching, guided lesson planning, and lesson study. Based on the need to deliver and measure quality PD services, CAL has developed six standards of effective, engaging, and sustained PD and created additional tools to evaluate the quality of PD, including surveys for participants and facilitators, as well as an observation rubric used to support and train new and current CAL facilitators. These tools are meant to ensure that all stakeholders in the PD process are considered and supported before, during, and after the delivery of PD services.

Development of CAL's Standards for Effective, Engaging, and Sustained Professional Development

The PD team at CAL set out to outline and synthesize its practices and guidelines. More specifically, CAL presenters sought to improve their professional practice and align their facilitation to research-based principles of PD. While facilitators had a sense of what went well during a session and

reviewed participant evaluations, it was difficult to draw systematic conclusions. What are the research-based ingredients of effective PD, and what patterns could we glean from positive or negative feedback? This reflection process and a literature review on high-quality PD resulted in the creation of six standards of effective, engaging, and sustained PD as well as aligned evaluation tools. CAL's PD standards are based on the latest research, literature, and adult learning theory, as well as the extensive experience of PD facilitation staff.

In 2017, Darling-Hammond and coauthors conducted a meta-analysis of studies reporting the impact of PD services on teaching practices and student outcomes. They identified several characteristics of effective PD, such as content focus, incorporation of active learning, collaboration, use of models and modeling, coaching and expert support, opportunities for feedback and reflection, and sustained duration. Other research and reflection on PD found that in order to be successful, PD needs to account for different learning styles (visual, auditory, kinesthetic) (Glickman et al., 2009); provide opportunities for immediate application of the skills and knowledge that participants acquire during PD; and allow participants to experience intellectual, social, and emotional engagement with ideas and materials (Zepeda, 2012).

Like all educators, PD facilitators constantly reflect on their practice. In addition to the characteristics of effective PD already mentioned, CAL PD staff noticed that factors such as pacing, the demeanor and attitude of the facilitator, the room environment, and clear goal-setting play important roles in good-quality PD services. Staff also considered the factors that are important to take into account prior to PD delivery, such as learning about the educational and demographic context of the school, district, and state, as well as adapting the presentation for the audience. In addition, the CAL PD team aims to align its approach to the organizational mission, which is to value all voices and to promote access, equity, and mutual understanding for linguistically and culturally diverse people.

The CAL Standards of Effective, Engaging, and Sustained Professional Development

Based on the research and decades of work in PD delivery in the fields of second-language learning and teaching, the CAL PD team developed six guiding standards. Specifically, effective, engaging, and sustained PD should be

1. Research-based, content driven, and relevant
2. Meaningful and intellectually stimulating
3. Engaging, interactive, and collaborative
4. Well organized and facilitated
5. Positively framed, respectful, and inclusive
6. Supportive of future learning and growth

The standards are described below with examples of PD techniques that exemplify them.

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

Teacher preparation and PD for educators of linguistically and culturally diverse students should be rooted in current research on language and literacy acquisition, pedagogy, core subject knowledge, and culturally relevant and proficient instruction. PD should be based on these content areas and be

relevant to what educators need to know to meet the practical needs of their linguistically and culturally diverse students, including information about the technical aspects and application of language (Wong Fillmore & Snow, 2018).

PD should be relevant to the population and needs of the students, including their grade levels, literacies, language proficiencies, content knowledge, immigration stories, educational backgrounds, as well as dialects and native languages. The workshop or coaching sessions should also be responsive to the program models, community needs, curricula of instruction, and background knowledge of teachers on language acquisition and instruction. Prior to the service, districts can support the PD session by providing as much information to the PD providers as possible about the local context. Facilitators can plan for relevance by asking for information or researching the school district's content and language acquisition standards, educational initiatives, curricula or pedagogical techniques (such as depths of knowledge; Hess, 2013), and program models (newcomer, bilingual programs, etc.).

Effective professional development is meaningful and intellectually stimulating.

Like any learning opportunity and in accordance with adult learning theory, teacher preparation for educators of linguistically and culturally diverse students should offer continuous opportunities to use higher-order thinking skills (Zepeda, 2012). PD should encourage participants to reflect on their practices in relation to current research and make positive changes in their planning, instruction, and assessment techniques.

PD sessions should model effective pedagogical strategies that can be used immediately and directly with students.

For teachers who have very limited lesson planning time, PD sessions should model effective pedagogical strategies that can be used immediately and directly with students. Effective PD should also offer opportunities for practice and application of relevant and authentic grade-level-appropriate examples. In studying a science PD program, Taylor and colleagues (2017) found that PD that connects content learning to pedagogical practices that are relevant for teachers and the students they serve is more effective than PD that focuses only on content deepening.

By participating in meaningful activities, educators are able to identify why the strategy benefits language learners and ways to modify it for their grade level, content area, or proficiency levels. For example, by modeling higher-order thinking tasks for the teachers themselves, participants will recognize that the more intellectually stimulating a question or task is, the higher the language output (Echevarría, Vogt, & Short, 2016). Rather than supplying a list of isolated strategies, engaging in an activity and identifying the specific ways the activity benefits language learners helps educators to better apply what they learn. It also enables teachers to advocate for their instructional practices when approached for a pedagogical rationale from a coach or administrator.

Effective professional development is engaging, interactive, and collaborative.

In effective PD sessions, participants are actively engaged in discussions by questioning, critiquing, reflecting, and planning instruction based on the information presented. PD participants should have opportunities to interact with a variety of other colleagues through cooperative learning structures

with meaningful grouping configurations (e.g., by grade level, subject area, or educational roles). These opportunities model interactive techniques for participants to use with their students. Student engagement is particularly important for linguistically and culturally diverse students, as language learning is a social endeavor (Lightbown & Spada, 2013), and the more engaging and structured a group task is, the more language is needed to complete the task.

Effective PD should value and integrate participants' backgrounds, experiences, and perspectives into the learning process.

To meet this standard, PD should offer participants opportunities to collaborate with one another on a variety of tasks, such as interpreting language acquisition research into a poster, role plays, lesson planning, and creating classroom activities. In their 2017 review of effective PD, Darling-Hammond and colleagues concluded that “when PD utilizes effective collaborative structures for teachers to problem-solve and learn together, it can positively contribute to student achievement” (p. 10). PD should also include a variety of activities that utilize all four language domains (reading, writing, listening, and speaking), modeling the need for students to practice receptive and productive skills in the language of instruction through activities that are grounded in the academic content. While traditional classrooms might focus on reading and writing, teachers of language learners need to learn how to explicitly teach and measure speaking and listening skills (Echevarría et al., 2016; Zwiers, 2014). As such, they should be called to reflect on their own language skills—which tasks they may have found difficult, such as oral presentation or listening to a video lecture densely packed with information—to build their language awareness (Lindahl & Watkins, 2015).

Effective professional development is well organized and facilitated.

Professional development that is well structured and facilitated is essential to model best practice for educators. Linguistically and culturally diverse learners need routines in order to connect ideas between lessons, solidify language, and, for newcomers, adapt to the instructional routines of U.S. schools. One way to meet this standard is by sharing and reviewing the goals, agenda, and objectives of the PD session so that they are made clear to participants. Information should be shared both orally and in writing, accompanied with visuals, and repeated and rephrased to model the type of repeated exposures that language learners will need to comprehend a teacher mini-lecture or task directions (Echevarría et al., 2016). In fact, reducing teacher talk is one of the most important features for linguistically and culturally diverse students, so that they are encouraged to spend more time speaking with peers about content concepts (Echevarría et al., 2016). Effective PD continuously assesses the needs of participants, and the facilitator adapts to the context of the participants, depending on whether they have more or less background knowledge than anticipated, and tailors the information to program models, school policies, or student groups. High-quality PD should also include modeling, demonstrations, clear instructions and explanations, adequate pacing and time frame, discussions of various perspectives, and well-organized materials. Some workshop techniques for meeting this standard may include color-coded materials, paginated handouts aligned to the presentation slides, a presenter’s timed agenda, and the provision of written support for directions given verbally.

Effective professional development is positively framed, respectful, and inclusive.

Effective PD should value and integrate participants' backgrounds, experiences, and perspectives into the learning process. PD should promote the inclusion of all stakeholders in diverse learners' success: teachers, families, administrators, para-educators, specialists, coaches, and individual students. As a model for ideal K-12 instruction, PD should strive for cultural proficiency, valuing all cultures, languages, and backgrounds as assets in learning, as well as welcoming and respecting participants' diverse opinions and points of view (Lindsey, Robins, & Terrell, 2009).

Based on diverse viewpoints, facilitators should review and consider participant feedback to inform and improve future PD sessions. Both PD content and the facilitators should reflect an additive and active (Cummins, 2017) vision of bilingualism, biliteracy, and biculturalism for students, families, and educators. Facilitators should explain perceptions of a "standard English," acknowledging that there are many forms of spoken English, which are all equally valid. Similarly, a "monolingual ideology" (van Lier & Walqui, 2012) may be not only pedagogically unsound, preventing teachers from using what they know about a student's first language, but also destructive to a student's social-emotional identity. Debunking persistent myths, academic language should be framed as a developmental process for all learners and not used to marginalize English learners or speakers of other dialects of English (Valdés, 2004). Any accompanying visuals in the presentation, selected texts, or media should accurately and positively represent diverse backgrounds. When confronted with misconceptions about language and culture or negative portrayals of students, families, or educators, facilitators should promote mutual understanding and reframe or question any negative depictions of linguistically and culturally diverse students and any other potentially minoritized groups.

Effective and sustained professional development is supportive of future learning and growth.

Finally, as in all learning focused on retention and application, PD should support a sustained, long-term approach to implementing and reflecting on practices learned (Zepeda, 2012). The PD should provide options and ideas for effectively sustaining and growing the knowledge base of the participants. PD workshops should be measurable in terms of achieving session objectives, participant satisfaction, teacher growth, and, ideally, student outcomes. With a gradual release model of instruction, the amount of time in formalized PD sessions may be reduced, releasing facilitator responsibility with the goal of promoting future learning. Facilitators may follow up with references for further study, templates for lesson activities, or coaching and other job-embedded supports to continue implementation of the workshop approaches that meets the needs of linguistically and culturally diverse learners. By requesting PD evaluation results, districts may also determine the effectiveness of the PD and determine any areas for future learning. Schools can build buy-in by having administrators attend as much of the workshop or coaching cycle as possible, so they can incorporate session content in their classroom observational feedback. This feedback will provide reinforcement that the PD session was not an isolated workshop, but part of comprehensive school improvement.

Additional Tools

Based on these standards of PD for educators of linguistically and culturally diverse learners, CAL has developed a set of tools to ensure that future PD materials, sessions, and facilitation meet these standards.

In collaboration with CAL’s assessment experts, the PD team developed an online survey with items aligned to each standard. This approach complements the formative assessments (such as Tickets Out) used during the course of multiday workshops. At the conclusion of the training, participants are invited to review the PD activity using the online survey tool. Facilitators use the results to examine how well the session met the standards and to improve future sessions. CAL PD managers are closely involved in the process, providing the results to facilitators who then complete a short reflection to contemplate how the session did or did not meet the standards based on their own experience as well as the survey responses. These tools allow CAL to analyze different types of sessions and PD topics to understand how the diverse offerings, such as PD on newcomers, literacy, or sheltered instruction, best meet the needs of different groups of teachers of linguistically and culturally diverse students. CAL PD managers use this information to adapt materials, create new workshops, or provide mentoring for facilitators to better meet a specific standard. Critical feedback, including self-reflection, is necessary to cultivate effective, engaging, and knowledgeable facilitators (Zepeda, 2012). The tool serves as a professional coach, providing constructive and specific feedback.

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An additional tool to improve services for school districts serving linguistically and culturally diverse students is a rubric for facilitators to observe fellow facilitators and provide this same type of peer-to-peer feedback (Figure 1). Facilitators may also self-reflect, identifying individual areas of strength and challenge, and then seek feedback and support in growth areas. This comprehensive rubric may also provide a rigorous framework for research on effective PD.

	PD Session Feature	Example Evidence <i>Please note that these are only examples and that sessions may contain a range of activities, tasks, and features that are not listed here.</i>	Rating <i>How evident is this feature in the lesson? (3=highly evident; 2=somewhat evident; 1=slightly evident; 0=not evident)</i>	Comments <i>Optional</i>
Standard 1	Content Knowledge: The facilitator is knowledgeable about the content areas that participants need to effectively teach their specific group of linguistically and culturally diverse students.	Sample content areas: <ul style="list-style-type: none"> • EL Demographics • Language acquisition theory • Dual language education • Assessment • Content and Language Integrated Learning • Literacy acquisition education 	N/A 0 1 2 3	
	Practices: The PD session models effective classroom strategies and approaches needed to instruct language learners.	<ul style="list-style-type: none"> • Cooperative groupings • Texts that reflect students' cultures, languages, literacies, and interests • Reduced facilitator talk/oral language opportunities • Debriefing or planning time on how participants could use the strategy in their own classrooms 	N/A 0 1 2 3	
	Context: Facilitator has researched the school/district needs and gets to know the participants such that the PD session is relevant to the context in which the educators work.	Activities and sample classroom work should reflect: <ul style="list-style-type: none"> • School roles of participants (e.g., ESL vs. content, coach, etc.) • Grade levels • EL proficiency/backgrounds of students • Content area, curricula, program model 	N/A 0 1 2 3	
Standard 2	Intellectual stimulation: The PD offers continuous opportunities for participants to use higher order thinking skills in all aspects of the training.	<ul style="list-style-type: none"> • Questions/tasks at higher levels of Blooms and DOK • Reduced facilitator talk • Inquiry-type tasks that have no one right answer • Participants read complex texts • Facilitator, rather than acting as the expert, asks what the participants think about various issues raised, and shares an example at the end, only if that example was not brought up. • Wait time and partner/group talk time promote opportunities to think independently. 	N/A 0 1 2 3	

Figure 1. PD observation rubric aligned to the CAL standards of effective, engaging, and sustained professional development.

Initial Results from Tools Based on CAL’s Professional Development Standards

Since the summer of 2018, the CAL PD staff have gathered data using the participant online survey and have incorporated the critical feedback to improve PD services. Most of the CAL PD survey uses a form of a Likert scale, where participants rate their agreement (ranging from *strongly disagree* to *strongly agree*) with the statements associated with the six PD standards. For each standard, the survey includes two to four prompts that align with it. For example, one of the prompts for Standard 1, “Effective professional development is research based, content driven, and relevant,” states, “The PD session was relevant to the content knowledge I need as an educator.” In Table 1, we averaged the *agree* and *strongly agree* responses for survey statements for each of the six PD standards.

The survey also includes a section where participants can post additional questions and comments about the training. At the time of publication, after a gradual roll-out beginning in mid-2018, the PD team has received more than 1,300 survey responses.

Table 1
Summary of CAL Professional Development Evaluation Results

Related standard	Prompt	Item	Average agreement
1	The CAL PD was relevant to...	• The content knowledge I need as an educator (language acquisition theory, content and language instruction, etc.)	93%
		• The practices I need to instruct language learners (pedagogical strategies, etc.)	94%
		• The context in which I work (my school role, grade level, English language proficiency, content area, etc.)	92%
2	The PD session prompted me to...	• Meaningfully reflect on my teaching practice	95%
		• Plan positive changes in my professional practice	94%
3	The PD session provided me with ample opportunities to...	• Actively engage in discussions with colleagues	96%
		• Participate in various grouping configurations and cooperative structures that I will implement in my classroom	95%
		• Collaborate on lesson/action planning with colleagues	92%
4	The PD session valued...	• My experiences as an educator	94%
		• Varied opinions and perspectives	95%
		• An inclusive and equitable vision of education	96%
5	The PD facilitator...	• Shared and reviewed the goals, agenda, and objectives of the session	97%
		• Effectively paced the training throughout the session	92%
		• Adapted the presentation to the context of participants	92%
		• Built a good rapport with participants	95%
6	Based on this session...	• I plan to implement at least one instructional strategy or approach in my classroom/context	96%
		• I feel I have enough school support to sustain the implementation of the instructional strategies or approaches learned from this session	88%

Note. Reflects data collected as of July 12, 2019, with 1,333 respondents.

A complete analysis of the data is out of the purview of this commentary. However, overall trends were quite positive, and there is anecdotal evidence to suggest that some respondents answered “disagree” or “strongly disagree” in error, believing the Likert scale continues from right to left. As reflective educators, we saw findings that indicate a need for improvement in several areas. For example, only 92% of participants agreed that the workshops were relevant to their educational roles and context. While managers inquire about the backgrounds of attendees, including grade levels, content areas, curriculum, and programming, this information may be lost in the information provided to facilitators, indicating a need for more detailed information in the scopes of work and a thorough review to match to the relevant participant demographics. Additionally, school leaders may be asked to provide a spreadsheet of attendees with roles and grade levels, since frequently PD sessions are contracted far in advance and the school contact may not be aware of the backgrounds of registrants during the initial phone call. This background information on participants is also related to the item on

how well the facilitator adapted the presentation to the context of participants during the session. While managers and school leaders can provide some of the information, adapting to the needs of the participants as the facilitator learns more during a session is vital to creating a well-paced, interactive, and meaningful session. Having alternate activities and examples for various grade levels, content areas, and specialties as well as in response to teacher familiarity with the content is part of the differentiation of PD. Sometimes it is as simple as debriefing with participants as to how the activity modeled or information provided could be modified to fit the needs of their context, putting educators in the role of experts on their own students, grade level, and classroom settings.

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It is also interesting to note that the lowest level of agreement relates to factors primarily beyond the facilitators' control, that of school support for implementation. CAL aims to provide comprehensive coaching and other supports like guided lesson design, follow-up webinars, and "review and renew" sessions, but depending on school-based supports and other initiatives, it can be difficult for teachers to consistently continue implementation on their own. Successful PD requires not only individual changes in practice, but also organizational support and change (Guskey, 2016). While this may be beyond the scope of an individual workshop, facilitators can support these efforts by discussing models to build capacity, such as a coaching position; promoting policy decision-making on a school-wide grading plan for English learners; fostering co-planning time between

English as a second language and content teachers; and allowing time for action planning that could have an impact school-wide, such as a binder full of shared graphic organizers or a recording to welcome newcomers.

While the responses to the Likert scale prompts in the online survey reflect overwhelmingly positive reactions to CAL's PD services, the open-ended responses present more nuanced feedback, as well as concrete suggestions that have allowed the PD team to reflect on the work and continue to improve services. Table 2 presents a sampling of the type of feedback connected to the PD standards that allows facilitators to improve PD.

Table 2
Feedback on Professional Development Standards

Theme	Quotes
Effective PD is research based, content driven, and relevant.	<ul style="list-style-type: none"> • “Overall, I found this training to be appropriate for the educational background of the participants.” • “The session was well planned and delivered and included components utilized by our school district.” • “I would like these PDs to be developed to have a portion that shows SIOp in content-specific manners (ex. SIOp Overview Math, SIOp Overview Science, etc.).” • “I find it beneficial to keep up on current research, collaborate with colleagues, reflect on and improve planning and learn from new strategies and ideas. I think these sessions help with that and are rich in content but can be improved a bit to focus on collaboration, reflection and planning specific to our teaching settings.” • “I enjoyed that facilitator gave examples that will apply to all different contents (science, social studies, math, PE, etc.).” • “For some topics [as an ESL teacher] I felt it was more suited to classroom teachers, like creating classroom assessments for all students.”
Effective PD is meaningful and intellectually stimulating.	<ul style="list-style-type: none"> • “Good example of pedagogy. Facilitator used multi modal techniques and lots of engagement.” • “Sessions provided very relevant information in an engaging format.” • “All of the activities that were facilitated were meaningful and interactive. Whether we like it or not, we were invited to speak to our peers and share our voice and opinion.”
Effective PD is engaging, interactive, and collaborative.	<ul style="list-style-type: none"> • “The PD session was a great model for what collaborative teaching looks like.” • “I loved the different grouping techniques; we got to live SIOp. Some activities took longer than they needed to.” • “Good mix between lecture and discussions with colleagues.”
Effective PD is well organized and facilitated.	<ul style="list-style-type: none"> • “Facilitator is a great instructor. Personable and relevant, which helps to mentally digest the instructions and the model given.” • “Good info but terrible pacing. We didn’t get through all the material.” • “I recognize that it is important to keep a brisk pace during the training, but I would have liked a little more time to finish each activity completely before moving on. Sometimes the time allowed was very short and did not allow time to process the task before completing it.”
Effective PD is positively framed, respectful, and inclusive.	<ul style="list-style-type: none"> • “It reflected some of the opinions that I have regarding the cultural differences of students in this new environment.” • “I truly like the structure of the class and how it was inclusive of everyone’s point of view. I was engaged with the activities.” • “Also, I would like more ideas about building respect and [rapport] with general ed teachers specifically.” • “I would have loved more time given to Cultural Proficiency.”
Effective and sustained PD is supportive of future learning and growth.	<ul style="list-style-type: none"> • “It was great and helped me plan PD for my school and helped me learn how to be an effective facilitator.” • “Most of this conference focused on activities and groupings. I really need help preparing PD’s for our district.” • “I really enjoyed all of the activity ideas that I can take back to my school.”

Conclusion

As with any learning experience, the most essential outcomes of PD are content comprehension, knowledge application, and measured outcomes (Guskey, 2016). The tools explained in this commentary allow us to measure the knowledge gained and the *intent* to apply the information and practices in the classroom, but future studies should analyze actual classroom implementation and whether or not teachers attribute any changes in their practice to the CAL PD. The most important measure of a professional learning experience is student achievement (Carlisle, Correnti, Phelps, & Zeng, 2009; Guskey, 2016). Any evaluation of effective educational reform initiatives should focus on multiple measures of student achievement. For linguistically and culturally diverse students, significant measures may include growth in English language proficiency, acquisition of the state seal of biliteracy, performance in the content area or on reading assessments, and referrals to behavioral interventions or multitiered systems of support. Tying these results to the PD experiences can be challenging but is worthwhile in establishing effectiveness.

The most essential outcomes of PD are content comprehension, knowledge application, and measured outcomes.

All of CAL's PD activities aim to support and enhance the achievement and inclusion of linguistically and culturally diverse students. It is vital that workshop and coaching sessions adhere to research-based principles that transform teacher practice. In developing standards and tools to measure the success of PD in meeting these goals, CAL is better able to reflect on the features that make workshops successful and consider how to improve support for districts. While the aggregate feedback to date is overwhelmingly positive, like all educators, PD facilitators reflect on the successes and challenges of individual sessions. Filtering the data to view an individual facilitator's feedback or for one workshop topic allows the PD team to analyze patterns and make adjustments to improve CAL PD practice.

As all schools have a stake in teacher knowledge, instructional practice, and the achievement of culturally and linguistically diverse students, districts may consider developing or adopting standards that allow schools to evaluate prospective PD providers for their ability to meet the diverse needs of the district, set objectives for internal PD, and measure the outcomes of sustained PD. With limited time for out-of-class meetings, standards and guidelines for effective PD are essential tools in a comprehensive PD plan. The CAL PD team has found the standards and the associated tools to be an effective source of PD for our facilitators. In attempting to transform the practices of educators of linguistically and culturally diverse students, CAL facilitators have transformed their own.

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Tatyana Vdovina, a managing consultant at Manhattan Strategy Group, supports the National Clearinghouse for English Language Acquisition and Advancing Innovation in Adult Education projects. She previously worked at CAL as the test administrator training coordinator for the WIDA Access for ELLs K-12 English language proficiency test and as a professional development specialist and manager. She is also currently an instructor at Montgomery County Community College in the TESOL Teacher Education Institute, where she teaches courses focused on assessment of English learners. Prior to coming to CAL, Tatyana taught ESL/EFL and Russian at the University of Maryland and Montgomery County Community College.

About CAL

The Center for Applied Linguistics (CAL) is a 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, dialect studies, and the education of linguistically and culturally diverse adults and children. CAL's mission is to promote language learning and cultural understanding by serving as a trusted resource for research, services, 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.

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for Linguistically and Culturally Diverse People Around the World*