CORE VALUES

Our core values guide 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.

MISSION

The mission of the Center for Applied Linguistics 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.

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A LETTER FROM THE BOARD CHAIR

As Chair of the Board of Trustees for the Center for Applied Linguistics, I am proud to report that our nonprofit organization weathered the COVID-19 pandemic and emerged with financial stability. CAL continued its mission to advocate for and support solutions for student populations through “language and culture as they relate to access and equity in education and society around the globe.”

With leadership from CAL operations and collaboration from all staff, CAL transitioned to a hybrid work setting. The organization updated its facility with more open spaces, access to windows, and multimedia IT solutions. Meanwhile, the CAL finance and HR departments expanded the staff’s remote-working capability to other US states. From this work environment, CAL’s programmatic and administrative staff worked toward an assets-based approach and equitable perspective that guided policy across many educational settings.

CAL maintained program prominence in language test development, language testing, and educational psychometrics. CAL also offered professional development and technical assistance to educators nationally in world languages, dual language education, adult ESL programs, and content-embedded English Language Acquisition. Most recently, CAL received an award from the North Carolina Department of Instruction (NCDII) for a U.S. Department of Education for State Assessments program grant. This program aims to enhance the quality of assessment instruments and systems used by States to measure the academic achievement of elementary and secondary school students.

CAL staff presented at numerous conferences, bolstering our efforts to strengthen our impact. We engaged with hundreds of thousands of supporters and advocates through our active social media presence, and we migrated our website to a more robust content management system, expanding its ability to support our efforts.

In embracing the constantly changing global geopolitical landscape, the CAL Board of Trustees continued to engage with the CAL staff through the board’s Serve, Assist, and Support Initiative. A significant contribution of this initiative was the webinar series Research to Policy: Critical Conversations in Language Education, which addressed topics related to multilingual learners and culturally diverse populations through the lens of equity. The theme in 2022 was Equity in Practice: Centering Multilingual Learners.

As Chair of the Board of Trustees during the pandemic, I witnessed CAL showcase resilience, strength, and teamwork. On behalf of the Board of Trustees, I thank all who served the organization, from our staff, President and CEO Joel Gómez, and board members to our funders, mission collaborators, and intellectual partners. We are entering the new fiscal year with renewed optimism regarding the future and an enduring commitment to CAL’s mission of “promoting access, equity, and mutual understanding for linguistically and culturally diverse people around the globe.”

Dr. Liying Cheng
Chair, Board of Trustees
Center for Applied Linguistics

A LETTER FROM THE PRESIDENT

The tagline for this annual report, “Pathways to Empowered Voices,” captures our efforts to improve access to language education, foster cultural understanding, and create opportunities for linguistically diverse individuals. CAL’s achievements in these areas result from seamless collaboration across the organization’s programmatic and administrative components. Our dedicated staff and Board of Trustees selflessly contribute time, expertise, and passion to support our mission-driven work, and they deserve recognition and congratulations for the impact of their contributions in fiscal year 2022.

The success of an organization can often be discussed around topics such as “revenue streams,” “strategic plans,” “revenue targets,” and “sustainability.” These are generally discussion topics within CAL, and for good reason, but CAL must address these topics effectively through mission-related initiatives while tackling education challenges such as the following.

- Educational policies and practices are not adequately addressing the academic, social, and emotional needs of the majority-minority school population. As classrooms become more diverse, the traditional one-size-fits-all approach to education fails to address their needs.
- Disproportionately high rates of absenteeism, disciplinary actions, suspension, and expulsion among Black and Latino/a students underscore systemic issues of concern in the education system. Inclusive, welcoming classrooms are vital for student learning.
- Despite progress in recognizing the importance of inclusivity and diversity, instances of bullying, discrimination, and exclusion persist within educational institutions.
- School policies have fallen short of adequately addressing the multifaceted educational and social-emotional needs of special needs and vulnerable students.
- More schools must provide and improve instruction in a language that students are familiar with to acknowledge and leverage the linguistic assets they bring from their homes, fostering bilingualism and academic achievement.
- Reading instruction for multilingual students must draw from their entire linguistic repertoire and engage them in multilingual and multimodal reading activities.
- Bureaucratic school language and complex terminology can alienate and confuse parents, and lengthy school forms in multiple languages do not make it easier.
- World language and heritage language programs enhance students’ opportunities academically and socially, promoting cultural sensitivity and appreciation for economic growth, yet both are under-enrolled.
- Student testing and assessment activities, especially for majority-minority students, require re-assessment to make them useful, meaningful, and equitable.

I am optimistic that CAL will address these challenges and remain sustainable, relevant, successful, and true to its mission in years to come. I thank CAL Board Chair Dr. Liying Chang and the Board of Trustees for their support.

Dr. Joel Gómez
President and CEO
Center for Applied Linguistics
CAL program areas saw strengths across the board as schools, districts, and other interest holders engaged deeply with the work of repairing the damage wrought by the COVID-19 pandemic.

In professional development, CAL partnered with school districts in the United States and internationally. We were active in 26 states nationwide, as well as in Germany and South Africa. Notable engagements included extensive district-wide Sheltered Instruction Observation Protocol (SIOP) training in Passaic, New Jersey, and continuing work with dual language programs in Pasco, Washington. CAL also worked alongside the Danielson Group in implementing a central family engagement aspect of their National Professional Development grant.

CAL partnered with Montgomery County Public Schools in Maryland to evaluate services for Emergent Multilingual (EML) and Latina/o students. MCPS is the 14th largest school district in the nation. One-third of the district’s students are Latina/o, and 18% are classified as EML. Our mixed-methods approach included 18 focus groups, two surveys with more than 1,000 participants, over 350 classroom observations, interviews, document review, and quantitative data review.

In adult education, we continue to proudly support the English for Heritage Language Speakers (EHLs) program. CAL recruits and places speakers of critical national security languages into a 9-month intensive professional English program at Georgetown University that prepares scholars for professional government service positions.

CAL’s adult language education unit also provides language access services on demand. This unit reviewed the language of the nation’s largest state health survey, the California Health Interview Survey, to ensure that the language was accessible to a wide range of users as well as to translators.

The WIDA ACCESS for ELLs assessment reaches more than 2 million K-12 students annually, and CAL continues to serve as WIDA’s assessment development partner. CAL provided annual operational support for ACCESS and worked to update ACCESS to align with the WIDA 2020 standards. We also supported WIDA in refreshing the Alternate ACCESS and the Kindergarten ACCESS assessments.

CAL’s suite of BEST assessments includes BEST Plus, an oral language assessment for adults, and BEST Literacy, which assesses reading and writing for the same population. CAL’s BEST assessments are undergoing revision and renewal and, in 2022, were submitted to the U.S. Department of Education’s Office of Career, Technical, and Adult Education (OCTAE) for review and approval.

Our Language Assessment Solutions group collaborated with the Massachusetts Department of Elementary and Secondary Education to implement the state’s World Languages Curriculum Framework. Furthermore, their research on Students with Disabilities and approval.

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In September 2022, the U.S. Department of Education awarded almost $30 million across 11 states in the Competitive Grants for State Assessment program. In collaboration with North Carolina, CAL will be working in 2023 to develop the Multilingual Multimodal Science Inventory (M2Si). This innovative classroom assessment draws upon theory and practices from formative assessment to construct activities that support learning for multilingual students in upper elementary science classes.

Professional Performance Assessment:

The EHLs program develops both professional competencies and language proficiency. Under the direction of DLNSEO, CAL worked to understand the outcomes of this dimension by developing an assessment to measure growth in pragmatic competence in the federal workplace.

CAL’s assessment specialists, headed by Dr. Meg Montee, developed a three-item constructed-response written assessment. Tasks simulated federal workplace situations and included a task-specific checklist-style rubric. After piloting tasks and rubric designs, CAL completed the assessment in 2020 and collected data from the EHLs 2021 cohort. The data illuminated growth not captured by traditional language proficiency testing.

Pragmatic competency tests are on the cutting edge of assessment development and are of interest to specialized language training programs. We look forward to collecting more data and will present PPA data to key federal stakeholders and national conferences.

Plain Language and Language Accessibility:

In October 2021, Language Magazine published Dr. Moran’s Access and Equity through Clear Communication article online. Dr. Moran also presented What is Plain Language? at the National Conference for Families Learning. In November 2021, Dr. Moran and CAL board member Anthony Tassi were panelists in CAL’s Plain Language in Practice: A Pathway for Language Justice webinar.

In September 2022, CAL worked with the California Public Health Institute to complete a linguistic review of the California Health Interview Survey (CHIS) focused on plain language. CHIS is the largest state health survey in the nation. It’s conducted continuously and generates timely, one-year estimates. Dr. Kate Moran and Dr. Justin Kelly reviewed 110 items, making suggestions to increase clarity, accessibility, and ease of translation.
In 2022, CAL changed the name of Global Languages and Cultures Education to Dual Language and Multilingual Education (DLME), which better reflects the unit’s expertise and work. The unit completed 26 projects for states, districts, and international schools and sponsored six online institutes. The unit completed 26 projects for states, districts, and international schools and sponsored six online institutes.

In 2022, DLME strengthened its capacity to offer high-quality professional development (PD) and technical assistance (TA) for dual language programs. It added Language and Literacy Instruction for Spanish/English Emergent Bilingual Learners to its training offerings. The training was offered in English using abundant Spanish-language examples to provide support for bilingual and monolingual teachers.

Additionally, DLME oversaw professional development for schools and districts in California, the District of Columbia, Florida, Georgia, Illinois, Iowa, Maryland, Michigan, New York, Oregon, South Dakota, Washington, Germany, and South Africa. From March through July 2022, DLME hosted six professional development institutes attended by approximately 290 educators from the US and abroad.

Throughout the year, DLME remained a trusted source for dual language and multilingual learner program evaluations and needs assessments. It conducted dual language program reviews for Mission CISD in Texas and Princeton Public Schools in New Jersey, and it evaluated services for multilingual learners in River Terrace, D90, Illinois, and a newcomer high school program in Grand Rapids, Michigan.

DLME supported bilingual program strategic planning in Grand Rapids Public Schools, Michigan, leading to the development of a multi-year strategic plan for program enhancement.

Furthermore, DLME supported staff in Alexandria City Public Schools with curriculum mapping. The work began in 2022, and guidance continues on standards alignment, scope and sequence, and critical-consciousness-related resources for grades 3–5 Spanish language arts adoption.

The unit found its success in providing services to support long-term initiatives for multilingual learners in dual-language programs. For the fourth year, DLME offered PD and TA to teachers and leaders in Pasco School District, Washington, which led to the successful transition from a transitional bilingual model to a fully dual language model in 15 elementary schools, four middle schools, and three high schools.

For the second year, DLME provided PD and TA to expand Grand Rapids Public Schools’ two-way program to grade 12 and improve its three transitional bilingual programs. Instead of transitioning to all English in second grade, the programs now sustain partner-language instruction through fifth grade to help students maintain it in middle and high school, earning them the Seal of Biliteracy.

DLME successfully transitioned 15 elementary schools, four middle schools, and three high schools in Pasco School District to a fully dual language model. Furthermore, Grand Rapids Public Schools sustained partner-language instruction through fifth grade, earning students the Seal of Biliteracy. Feedback from participants was overwhelmingly positive.

DLME staff actively participated in conferences, shared expertise, engaged in discussions, connected with other professionals, and highlighted CAL’s services.

Multistate Association for Bilingual Education (MABE), March 2022
Director Tabaku co-presented a remote session on translanguaging with PK-12 PD Assistant Director Marybelle Marrero-Colón.

National Association for Bilingual Education (NABE), February 2022
Both DLME staff presented at NABE in New York City. Director Tabaku offered workshops on understanding structures of English and Spanish using a bilingual children’s book and on effective dual language program design. Research Scientist Igone Arteagoitia presented a workshop on qualitative data from the CAL dual language study funded by IRS.

CABE, April 2022
Dr. Arteagoitia conducted remote workshops targeting Spanish language and literacy development and presented qualitative data from the CAL dual language study funded by IRS.

La Cosecha, November 2022
Director Tabaku and Dr. Arteagoitia presented at La Cosecha in Santa Fe, New Mexico. Tabaku presented the pre-conference institute CAL SIOP for Dual Language: Integrating Language and Content in Two Languages and the session Making the Most of Translanguaging in Dual Language Programs. At La Cosecha, Arteagoitia and University of Washington Research Scientist Patricia Venegas-Weber co-presented the virtual session Pedagogical Language Knowledge in Dual Language Bilingual Education.

National Dual Language Forum (NDLF)
Director Tabaku continued to serve as de facto secretary for the NDLF. She and a sub-committee of NDLF members appointed by Dr. Joel Gomez worked to restructure the organization and increase its impact on dual language programming in the US.
The PD team presented at and attended various conferences in FY22. Marybelle Marrero-Colin presented at the WIDA eConference, while Maria Cieslak spoke at the 2022 National Association of Bilingual Education and the 2022 TESOL International Convention. CAL staff also participated in the 2022 WIDA Conference, an important event for the PreK-12 Language and Literacy department.

The PD team was invited as featured speakers to several organizations and conferences, including a continued partnership with Vista Higher Learning. Their 2022 spring webinar series included sessions on Multilingual Family Engagement, Academic Language Development through Writing, and Empowering Multilingual Learners with Digital Resources.

During FY22, online courses and institutes saw increased participation, with attendance reaching 1,266 participants, including international attendees from Canada and Chile. The success of CAL institutes continued in the addition of a participant from FY22 to the CAL PK-12 PD consultant team in June 2023, expanding support for virtual and in-person CAL SIOP projects.

To meet the growing demand for professional learning services, the department expanded its team of consultants, welcoming Mary Ellen Gallegos, Sara Harrington, Lindsey Hilyard, Sara Levit, Ruth McMullen, and Ashley Millet.

These achievements were made possible with the support of CAL’s Board and external stakeholders. The department expresses immense gratitude for their contributions, attendance during presentations, contributions to research, and advocacy for investments in professional learning.

Adult ESL programs in the United States need valid and reliable English language proficiency tests to understand and report students’ language growth. CAL’s BEST assessments address the needs of adult English language learners by providing assessment options that reliably demonstrate student progress. With BEST Plus to measure speaking and listening skills and BEST Literacy to measure reading and writing skills, programs can test all of four skill areas. BEST Plus 2.0 and BEST Literacy are aligned to the National Reporting System and the Student Performance Level ESL descriptors and are used by adult ESL programs for reporting and monitoring purposes through the National Reporting System (NRS).

To support the BEST assessment products, CAL’s team of Adult ESL Assessments experts comprises a Test Development team, a Psychometric and Quantitative Research team, and a Client Relations team. Together, they provide cutting-edge research in the field of Adult ESL Assessment and high-quality customer service for adult ESL programs across the country.

In 2022, CAL conducted ten BEST Plus 2.0 Test Administrator training workshops and shepherded over 800 adult ESL educators through the process of becoming BEST Plus Test 2.0 Test administrators for over 300 adult ESL programs across 22 States. These programs administered over 300,000 BEST Plus 2.0 and over 45,000 BEST Literacy assessments. In addition to supporting BEST users, CAL continued to work to create new versions of the BEST assessments: BEST Plus 3.0 and BEST Literacy 2.0. In the Spring of 2022, CAL conducted three additional studies across six different programs to gather data in support of the submission to the Office of Career, Technical, and Adult Education (OCTAE) at the U.S. Department of Education. CAL included this data—along with other special studies completed previously—in the final submission to OCTAE in the Fall of 2022. CAL received positive feedback from programs participating in these field studies.

BEST Plus 3.0 and BEST Literacy 2.0 will be aligned with the new NRS Educational Functioning Level descriptors and will be refreshed with up-to-date content and new item types that assess college and career skills. In addition, the BEST Plus 3.0 computer adaptive test will be delivered via a computer-based application with cloud storage, providing the ability to track student assessment data in a more centralized way.
Customized Professional Development for World Language Educators

CAL developed and delivered multiple online workshops to provide professional development targeted to the needs of world language educators. These sessions included training on CAL’s Student Oral Proficiency Assessment (SOPA) for the Rivardale Country School (NY) and Winstom-Salem/Forsyth County Schools (NC), two workshops on world language proficiency standards and assessment for Rye Country Day School (NY), and four workshops on world language curriculum development for Middletown Public Schools (CT).

Research on Students with Limited or Interrupted Formal Education

CAL is conducting a multi-year research project on the needs and education of Students with Limited or Interrupted Formal Education (SLIFE) funded by the Massachusetts Department of Elementary and Secondary Education. In 2022, CAL completed a comprehensive literature review of topics related to SLIFE education, from federal and state policies and national trends to classroom-based practices and community supports. The literature review report discusses SLIFE demographics and strategies to support their academic success and socio-emotional needs. To contribute to a deeper understanding of SLIFE education in Massachusetts, CAL also conducted a survey of 61 English Language coordinators in MA on their experiences and challenges related to SLIFE identification in their school districts. Learn more about this project and access the literature review report and executive summary on the Massachusetts Department of Elementary and Secondary Education’s website.

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TEAM SPOTLIGHT

Francesca Di Silvio
Jamie Morgan
Elyssa Sun

Feedback and Success Stories

CAL’s research on Students with Limited or Interrupted Formal Education has received nationwide attention, including citations in a colloquium at the American Association for Applied Linguistics annual conference; a report on newcomer education in California by the nonpartisan research center Policy Analysis for California Education; and a national newcomer convening group that unites thought leaders and policymakers from across the country.

Attendees praised CAL’s professional development sessions, with comments such as the following related to a workshop assignment: “Meaningful, purposeful, goal-driven; even when I was pulling my hair out, I appreciated it. I appreciate your team, every one of you, I know you put in a lot of work behind the scenes.”

Educators had high praise for the Massachusetts Standards Implementation materials that CAL developed. “I wish that this had been available when my district first began moving towards proficiency-based instruction! These are great materials,” one reviewer wrote, while others praised the materials’ organization, clarity, emphasis on authentic sources, and incorporation of culture and social-emotional learning. Representative comments included:

“I love how it is well organized and builds upon the concepts fully. The interactive quiz at the end was a great conclusion and allowed for checking in at the end of the content.”

“There’s a lot of very good information here, and it’s very well presented. It does a good job of explaining why equity, social justice, and SEL are important, and why they fit in the WL classroom.”

Staff in Action

Team staff presented at many professional conferences and events.

October 2021


• Malone, M. & Montee, M. (2021, October). Developing C-tests: Process and procedures for development and alignment to existing tests. Research in Progress session at the NwALC Conference, Online.

November 2021

• Sun, W., & Morgan, J. (2021, November). Needs for early language assessments: Results from SOPA focus groups. Poster presented at the virtual annual conference of the American Council on the Teaching of Foreign Languages.


March 2022


Articles in Peer-Reviewed Journals

During the reporting period, team staff developed articles for peer-reviewed journals.


Assembly and Administration Rules

- CAL, including:
  - operational test administered in 2022-23. This effort also
  - items and tasks to be embedded in the ACCESS for ELLs
  - Additionally, in 2022, CAL developed new field-test
  - facilitate the centralized scoring of operational Speaking
  - operational administration
  - producing the final operational forms for ACCESS for
  - programmers, and psychometricians contributed to
  - for ELLs, an academic English language proficiency
  - being led at CAL by Tanya Bitterman.
  - psychometric team analyzed data from the current
  - focusing initially on test design considerations. CAL’s
  - Cal’s Test Production and Test Technology
  - effectively conduct field tests and psychometric analyses
  - assessment for students with the most significant
  - including CAL’s psychometric processes and the interface
  - WIDA worked collaboratively to align WIDA’s suite of
  - including CAL’s psychometric processes and the interface
  - where HumRRO independently reproduced field test
  -าน� the release of the 2020 Standards, it was determined that a
  -vertical Psychometric Scale
  -In 2022, WIDA contracted with HumRRO to conduct a
  -team was required to deliver a variety of documents to
  -Consortium. The full Item development process began
  -the psychometric quality of the test. CAL also conducted
  -focusing initially on test design considerations. CAL’s
  -focusing initially on test design considerations. CAL’s
  -Test and Item Design Plan
  -In 2022, CAL re-designed the Test and Item Design
  -Additionally, in 2022, CAL developed new field-test
  -and scoring tables for operational administration
  -Preparing the annual technical reports for both
  -and Writing tasks
  -• Developing of rater training and scoring materials to
  -• Developing of rater training and scoring materials to
  -• Conducting psychometric analysis of assessment
data and providing item parameters and scoring tables for
  -• Conducting psychometric analysis of assessment
data and providing item parameters and scoring tables for
  -• Developing of rater training and scoring materials to
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CSEL is a grant-funded research center that improves opportunities and outcomes for English learners. CSEL investigators analyze data to identify barriers to school tracking for English learners. Based on the findings, they design and test interventions leveraging transdisciplinary approaches to improve instruction for English learners in Grades 6 and 9 Science and Social Studies. CSEL was made possible by funding from the Institute of Education Sciences, U.S. Department of Education, through Grant R305C2000016 to the University of Houston.

As a CSEL subcontractor, CAL leads outreach and dissemination efforts. In 2021, CAL launched the CSEL website, www.cselcenter.org. CAL has since maintained the website, including the blog where CAL contributed posts on language education topics.

CSEL explores intersecting research strands examining policy, science, and social studies. CAL led the science research strand, with Dr. Diane August as Co-Principal Investigator. The team created lessons, evaluated lessons through interviews with teachers and students, and analyzed data from development and implementation cycles.

**Conference Planning**

In FY22, the University of Houston, CSEL, WestEd, and CAL collaborated to establish the inaugural Conference on Improving Instruction, Assessment, and Policies for Secondary English Learners. Scheduled for May 2023 at George Washington University in Washington, DC, the event was made to raise awareness of current English learner support research and share best practices and resources to support student success.

**CAL-CSEL Education Webinar Series**

CAL also moderated a CSEL webinar series covering topics like the integration of language development throughout content learning and the impact of policy on English learners’ access to learning. These were “Academic Language: Making Space for Student Voices,” “How Policy Affects Access to Learning for English Learners,” “Science Intervention Research: Teaching for Success Webinar,” and “WATCH! Integrating Language Development Throughout Content.”

**Research to Policy Webinars**

In 2021, CAL’s free Research to Policy: Critical Conversations in Language Education webinar series addressed digital inequities amplified by the pandemic. In 2022, we shifted to discussions that helped policymakers understand the importance of placing multilingual learners at the center of policymaking efforts. These sessions provided a platform for insightful conversations with researchers who focus on the learning needs of multilingual students. Our eight webinars, covering topics such as early literacy, students with disabilities, and language justice, reached approximately 1,300 individuals in 43 U.S. states and 48 countries. Afterward, we saw excellent engagement with post-webinar recordings, accumulating over 3,000 views.

**Board Webinars**

“Assessing Multilingual Learners for Success” with Michelle Chahour-DeVille

“Asset Based Approaches for Educating Multilingual Learners” with Gene García, Ester de Jong, Gabriela Uro, and Bill Rivers

**CAL Social Media**

Facebook: CAL_Linguistics

Instagram: languageapplied

Linkedin: linkedin.com/company/center-for-applied-linguistics

Twitter: CAL_Linguistics

Youtube: CenterForAppliedLinguistics

**CAL Solutions Social Media**

Twitter: CAL_LangLit

**Impressions and Reach**

CAL’s social media garnered 183,000 impressions on Facebook, Instagram, LinkedIn, and Twitter. LinkedIn had the most impressions at 113,000, followed by Twitter at 76,000, Facebook at 57,000, and Instagram at 7,600. We reached around 52,000 LinkedIn members, 55,000 Facebook members, and 6,900 on Instagram. We’re excited to bring engaging content again in the coming year.

**Global Engagement**

Through social media, we effectively engaged global audiences, including the United States, Brazil, Egypt, Mexico, Pakistan, the Philippines, and more.

**Website Update**

CAL upgraded its website to a robust content management system, enhancing the organization’s online impact and supporting the communications department’s efforts to make informed, mission-driven decisions about website content.

**Blog Posts**

*How Professional Learning Has Transformed Since the Pandemic*

Lisa Tabaku highlighted CAL’s professional development services and addressed the need for professional growth during the pandemic.

*Is It Counterintuitive to Assess in Multiple Languages When Accountability Rests in English?*

Margo Gottlieb discussed multilingual and multimodal assessments for multilingual learners.

*What Do We Mean When We Say Opportunity to Learn and Equity for Multilingual Learners?*

WIDA Executive Director Tim Boals commented on 12 research-based practices that were deemed essential to providing opportunities and equity for multilingual learners.

*Voting Rights for Language Minorities*

Keira Ballantyne, CAL’s Vice-President of Programs and Development, and consultant Jessica Debski provided an informational post on the updated list of jurisdictions supported by Section 203 of the Voting Rights Act, which required language access for specified language communities.
There are people who, by their very nature, are destined to make an impact on the world, during their lifetime and far beyond. These visionaries embody that rare combination of skills, and the ability to foster collaborations among a wide range of people to enrich the world around them. Charles A. Ferguson was just such a visionary and leader.

The Charles A. Ferguson Award for Outstanding Scholarship was created to honor the life and legacy of the man who, among his many accomplishments, founded the Center for Applied Linguistics and established the Department of Linguistics at Stanford University.

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2022 Ferguson Award Recipient: Dr. Micheline Chalhoub-Deville

Our 2022 Charles A. Ferguson Award for Outstanding Scholarship recipient, Dr. Micheline Chalhoub-Deville (Ph.D., The Ohio State University, USA), is a Professor of Educational Research Methodology at the University of North Carolina at Greensboro (UNCG). She previously worked at the University of Minnesota and the University of Iowa and taught at the Lebanese American University. She has also worked at UNCG in various roles, including Interim Associate Provost for Undergraduate Education, Director of Ashby Residential College, and Director of the Coalition for Diversity in Language and Culture. Furthermore, she is the Past President of the International Language Testing Association (ILTA).

Dr. Micheline Chalhoub-Deville has presented worldwide on designing and developing second/foreign language proficiency tests, computer adaptive tests, K-12 academic English language assessment, admissions language exams, and validation. She has published extensively, particularly in language testing and validation. For example, she co-edited a special issue entitled “The Construct of Multilingualism in Language Testing” with J. Schissel and C. Lueng for the journal Language Testing and Assessment Quarterly, and she collaborated with B. O’Sullivan at the British Council on the book Validity: Theoretical Development and Integrated Arguments.

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Professor Chalhoub-Deville has received recognition for her scholarship through various awards, including the ILTA Best Article Award, the Educational Testing Service—TOEFL Program Outstanding Young Scholar Award, and the UNCG School of Education Outstanding Senior Scholar Award. She is Founder and first President of the Mid-West Association of Language Testers (MeALT), and she is a founding member of the British Council Assessment Advisory Board, the Duolingo English Test (DET) Technical Advisory Board, and the English3 Assessment Board. At UNCG, she co-founded the Coalition for Diversity in Language and Culture, and she is an American University in Cairo (AUC) Distinguished Visiting Professor.

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