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**University of Minnesota**

**Center for Advanced Research on**

**Language Acquisition**



**Application to the**

**Language Resource Centers Program**

**2022–2026**

**CFDA Number: 84.229A**

Submitted to

# U.S. Department of Education Office of Postsecondary Education

**International and Foreign Language Education**

April 25, 2022

Director: Kate Paesani





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**I. PLAN OF OPERATION**

# Strategic Vision and Design of CARLA’s Language Resource Center

The University of Minnesota’s (UM) Center for Advanced Research on Language Acquisition (CARLA) seeks funding from the Title VI Language Resource Centers Program (LRC) to carry out seven initiatives and ongoing dissemination in two focal areas: (1) **language-content integration** initiatives will enhance the teaching and learning of languages through cultural and academic content; and (2) **teacher education and advocacy** initiatives will enhance teachers’ instructional capacity, support for their students, and communication with stakeholders. These focal areas respond to trends, needs, and recommended practices in 21st century language education as suggested by recent scholarship (e.g., Darling-Hammond et al., 2017; Heineke & Davin, 2020; Tedick & Lyster, 2020) and national organizations (ACTFL, 2019; Commission on Language Learning, 2017; MLA, 2007; Partnership for 21st Century Skills, 2011).

CARLA’s mission is to study multilingualism and multiculturalism, develop knowledge of second language acquisition, and advance the quality of language teaching, learning, and assessment. Three core values underlie this mission. The first is **praxis**, or the reciprocal relationship between research and practice, and CARLA’s work marries current research findings and classroom experiences. The second core value is **collaboration**: CARLA’s mission is realized by involving researchers and practitioners across languages and K-16 instructional contexts. The third core value is **diversity, equity, and inclusion** (DEI) and underlies CARLA’s commitment to treat all language educators equally and equitably, while amplifying the voices of those from historically marginalized and underrepresented groups.

CARLA’s seven proposed initiatives and ongoing dissemination align with LRC Program goals, as summarized in Table 1:

# Table 1. Overview of CARLA’s Proposed Initiatives

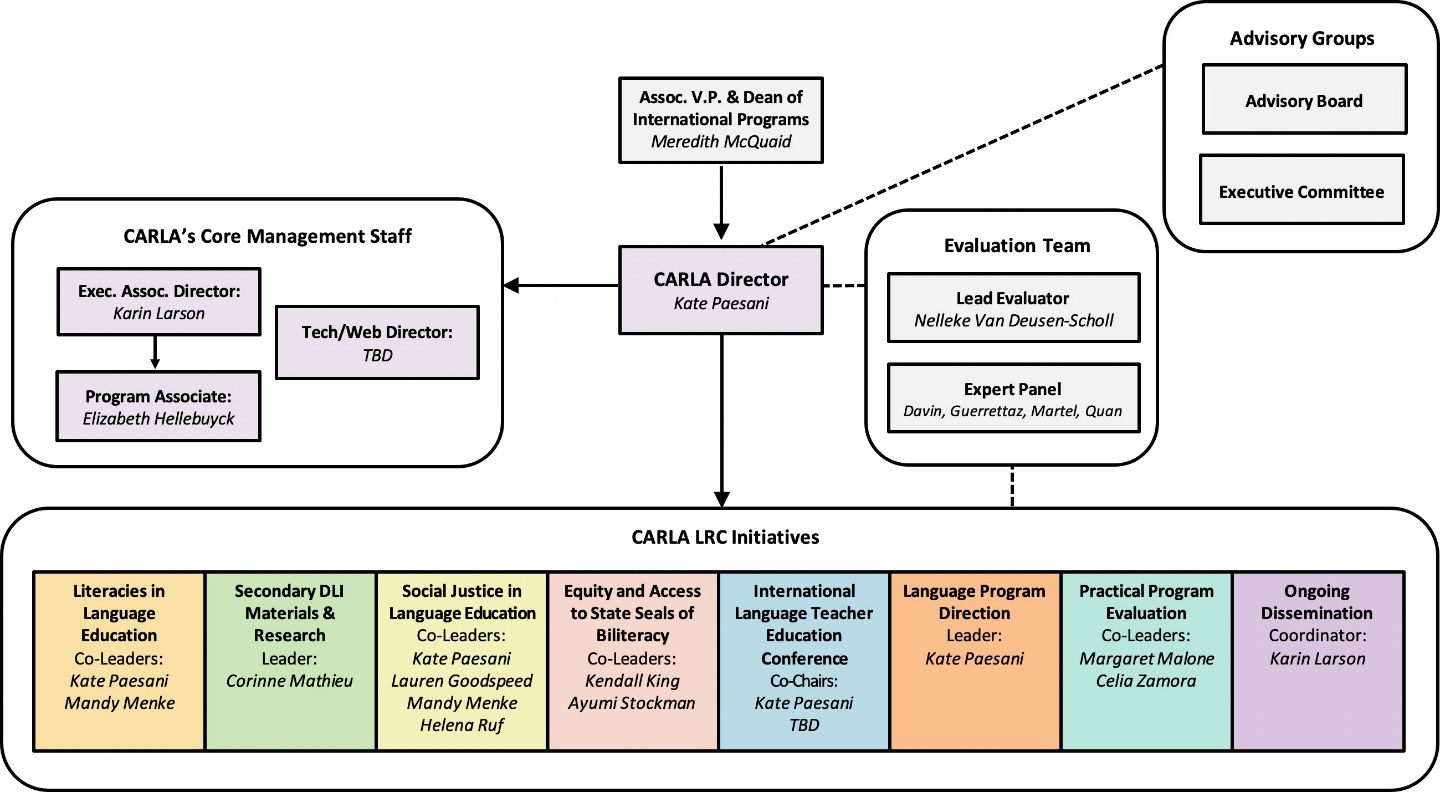
|  |  |  |  |
| --- | --- | --- | --- |
| **Initiatives & Related Activities** | **LRC ACTIVITIESi** | **LRC PRIORITIESii** | **Partners** |
| **Focal Area 1: Language-Content Integration** | | | |
| ***1. Literacies in Language Education*** | | | |
| a. Activities Database & Enactment Videos | B, E, F | AP | UM Language Center |
| b. Literacies for LCTLs | B, D, E | AP |  |
| c. Templates, Tools & Teaching Materials | B, F |  | Georgetown University Press |
| ***2. Secondary DLI: Materials Development and Research*** | | | |
| a. Repository of Curricular Units | B, D, F | CP | Dr. Corinne Mathieu, University of Wisconsin-Green Bay |
| b. Design-Based Research | A, B, F |
| c. Professional Development | D, G |
| ***3. Social Justice in Language Education*** | | | |
| a. Researching Social Justice Classrooms | A, B, E | AP |  |
| b. Learning to Teach for Social Justice | D, E, F | AP, CP | *We Teach Languages* podcast |
| c. LCTL Lesson Plans | B, D, E | AP | CALEA |
| **Focal Area 2: Teacher Education and Advocacy** | | | |
| ***4. Equity and Access to State Seals of Biliteracy*** | | | |
| a. Needs Analysis | A, E | AP | Minnesota Department of Education (MDE), NCSSFL |
| b. Promotional Toolkits | B, E, F |
| c. Assessment Supports | B, E, F |
| d. Professional Development & Dissemination | D, E, G |
| ***5. International Language Teacher Education Conference*** | | | |
| a. Conference Hosting & Proceedings | A, B, D | AP, CP | CERCLL, L2TReC, PEARLL |
| ***6. Language Program Direction*** | | | |
| a. Online Learning Modules | B, D, E | AP, CP |  |
| b. PLONS & Digital Badge Program | D | CP | CERCLL, COERLL |
| c. *Second Language Research & Practice* | A |  | AAUSC |
| ***7. Practical Program Evaluation*** | | | |
| a. Cohort-Model Institutes & Workshops | D, E, G | AP, CP | ACTFL |
| b. Support Materials | B, F | AP, CP |
|  | | | |
| ***8. Ongoing Dissemination*** | | | |
| a. Summer Institute Program | A, B, D, G | CP | CASLS, COERLL, L2TReC, MDE, NFLRC |
| b. Priority Teacher PD Scholarships | D, E, G | AP, CP |  |
| c. CARLA Website & Social Media | A, B, D, E, F, G | AP, CP |  |
| d. Collaborative Events | A, D, E | AP, CP | CERCLL, L2TReC, UM Language Center |
| **iLRC Program Activities: D** = train teachers  **A** = conduct & disseminate research **E** = focus on LCTLs  **B** = develop & disseminate **F** = materials for K-12 materials teachers  **C** = develop, apply & disseminate **G** = intensive summer performance testing institutes | | | **iiLRC Program Priorities: AP** = Absolute Priority:  Significant focus on LCTLs  **CP** = Competitive Priority:  Partnership with MSIs, HBCUs, or CCs |

Outcomes of the proposed initiatives include **teaching materials**, **professional development**, **research**, and ongoing national **dissemination** through CARLA’s well-known website, established educational programming, extensive teacher network, and social media presence.

Whenever possible, grant deliverables will be published as Open Educational Resources (OERs) to enhance accessibility and adaptability. Initiatives were designed through rigorous research and consultation with educators across the K-16 spectrum to target national imperatives in language education, support LCTL teachers, and promote equity in student access to educational resources and opportunities through collaboration with community colleges (CCs), Historically Black Colleges and Universities (HBCUs), and Minority Serving Institutions (MSIs). Initiatives involve close partnerships with other LRCs, key national and state language organizations, K-12 schools and postsecondary institutions, and leaders in the field of language education.

# Plan of Management

CARLA’s management plan provides the administrative structure needed to effectively carry out its proposed initiatives. The Center is directed by Dr. Kate Paesani, who reports directly to Meredith McQuaid, Associate Vice President and Dean of International Programs, and is housed in UM’s Global Programs and Strategy Alliance. CARLA’s administrative structure includes a Core Management Staff, Advisory Board, Executive Committee, and Evaluation Team.



**Figure 1. CARLA Organizational Overview**

CARLA’s **Core Management Staff** provides administrative support of LRC initiatives, including research, conferences, summer institutes, and other outreach activities. UM contributes funding for the Core Management Staff, made up of CARLA Director, Dr. Kate Paesani (100% time; 50% on LRC–25%/Institutional Budget–25%); CARLA Executive Assistant Director, Ms. Karin Larson (100% time; 50% on Institutional Budget); CARLA Program Associate, Ms.

Elizabeth Hellebuyck (100% time; 50% on Institutional Budget); and a Technology and Web Director, to be determined (100% time; 50% on Institutional Budget).

CARLA’s **Advisory Board** consists of representatives from key institutions involved in language education in the state of Minnesota (universities, CCs, K-12 schools, Minnesota Department of Education, Concordia Language Villages). The Board meets annually to provide the Director with input and suggestions for initiatives in language policy, teaching, and learning that are of interest to the wider community (*see Appendix A, p. 23 for member list*)*.*

CARLA’s **Executive Committee** consists of LRC initiative leaders, faculty and staff from UM departments and units involved in CARLA activities, and CARLA’s Core Management Staff. The committee meets once per semester and plays a key role in setting the direction of and guiding CARLA’s initiatives (*see Appendix A, p. 24 for member list*).

Evaluation of CARLA’s LRC will be overseen by an **Evaluation Team** consisting of a Lead Evaluator and an Expert Panel. The Lead Evaluator is Dr. Nelleke Van Deusen-Scholl (Yale University), who will provide evaluation feedback on CARLA’s initiatives. The Expert Panel includes four nationally recognized K-16 language educators with expertise in the two focal areas of CARLA’s proposed LRC: Dr. Kristin Davin (University of North Carolina at Charlotte), Dr. Anne Marie Guerrettaz (Washington State University), Dr. Jason Martel (Middlebury Institute of International Studies), Dr. Tracy Quan (University of Colorado, Boulder).

# LRC Initiatives: Objectives, Resources, and Personnel

CARLA’s LRC will enact seven initiatives in two focal areas that reflect the core values of praxis, collaboration, and DEI, and result in teaching materials, professional development, research, and dissemination. Three language-content integration initiatives will enhance the teaching and learning of languages through cultural and academic content; four teacher education and advocacy initiatives will enhance teachers’ instructional capacity, support for their students, and communication with stakeholders. Ongoing dissemination activities comprise a third component of CARLA’s LRC. Each LRC initiative is described below, with a specification of initiative objectives and the resources and personnel needed to achieve those objectives.

**FOCAL AREA 1: LANGUAGE-CONTENT INTEGRATION**

# Literacies in Language Education

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Personnel** | **Budget Line** | **Reference** |
| **Co-Leaders** | Dr. Kate Paesani, CARLA, UM Dr. Mandy Menke, UM | LRC/UM Budgets I.A.1. LRC Budget I.B.1. | CV Appendix A p. 1 CV Appendix A p. 25 |
| **Grad Assistant** | TBD, summer YIII (50%) | LRC Budget I.B.2. | PD Appendix B III.A. |
| **Partners** | UM Language Center, University of Minnesota | | LOS Appendix C p. 6 |

To improve language teachers’ understanding and application of multiliteracies pedagogy in secondary and postsecondary contexts, the *Literacies in Language Education* initiative will: (a) create a database of instructional activities and enactment videos; (b) organize cohort-model workshops and lesson plan development for LCTL teachers; and (c) publish templates, tools, and materials for teachers and teacher educators. Project outcomes will be disseminated through the CARLA website, *Presentation Series*, and *Summer Institute Program* (*see Section I.8.a*).

A literacies orientation to curriculum and instruction develops students’ language proficiency through the interpretation and creation of authentic texts and provides a framework

for critically engaging with cultural products, practices, and perspectives from diverse groups. Initiative activities are informed by research conducted on UM language programs using a literacies orientation (e.g., Menke & Paesani, 2019; Paesani & Menke, 2019) and by survey responses from workshop and summer institute participants. Findings show that teachers of all languages need easy-to-access, jargon-free resources to enact multiliteracies pedagogy and that LCTL teachers need specialized professional development to teach non-Roman script texts.

* + - 1. ***Activities Database and Enactment Videos:*** CARLA will create a database of activities culled from published literacies lessons that teachers can select and adapt to meet their needs. Initiative leaders, Drs. Menke and Paesani, have identified and categorized these activities according to the four knowledge processes of multiliteracies pedagogy: experiencing, conceptualizing, analyzing, and applying. In YI, they will build a searchable database with prototypical activities for each knowledge process and publish it on the CARLA website. Videos of teachers enacting the knowledge processes will accompany the database. In YII-III, in collaboration with the UM Language Center, Arabic, French, German, Portuguese, Russian, and Spanish teachers will be filmed teaching literacies lessons in lower- and upper-level courses. In YIII, a summer graduate assistant (GA) will identify and edit video excerpts that illustrate each knowledge process; in YIV videos will be posted on the CARLA website with the database.
      2. ***Literacies for LCTLs:*** To meet the unique needs of LCTL teachers, CARLA will organize workshops and establish feedback mechanisms for developing teacher-created lesson plans. Initiative leaders will conduct a needs analysis in YI through focus groups with LCTL teachers from past literacies summer institutes to identify topics for a cohort-model workshop series. A literacies expert (TBD) and a LCTL expert (TBD) will conduct a two-part workshop in YII and a two-part workshop in YIII on topics identified in the needs analysis. In YII and YIII summers,

cohort members will submit lessons for feedback from the workshop leaders. Finalized lessons will be published as OERs on the CARLA website in fall of YIII and YIV.

* + - 1. ***Templates, Tools, and Teaching Materials:*** In YI, CARLA will publish a companion website to *Literacies in Language Education: A Guide for Teachers and Teacher Educators*. This book, written by Drs. Paesani and Menke and under contract with Georgetown University Press (GUP), demystifies multiliteracies pedagogy using teacher-friendly language, research- informed examples, and practical materials. The CARLA companion website—available to anyone regardless of whether they purchase the book—will include OER resources such as unit, lesson, and assessment templates; sample instructional units, lesson plans, assessments, and rubrics; planning worksheets; and links to web-based resources on multiliteracies pedagogy.

# Secondary DLI: Materials Development and Research

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Personnel** | **Budget Line** | **Reference** |
| **Leader** | Dr. Corinne Mathieu, UW-GB | LRC Budget VIII.C.1. | CV Appendix A p. 27 |
| **Grad Assistant** | TBD, summer YI–YIV (25%) | LRC Budget I.C.1. | PD Appendix B III.B. |

This initiative will help dual language immersion (DLI) teachers implement content-and- language integrated (CLI) curriculum and instruction. Initiative leader Dr. Mathieu from the University of Wisconsin-Green Bay (an MSI) will oversee three activities: (a) creation of three Spanish curricular units for use in secondary DLI classrooms; (b) design-based research on the creation and use of these materials; and (c) professional development through workshops and a CARLA summer institute. All materials will be published as OERs on the CARLA website.

* + - 1. ***Repository of Content-and-Language Integrated Curricular Units:*** To expand the availability of instructional materials for secondary DLI teachers and support their understanding and enactment of CLI, Dr. Mathieu will create a repository of Spanish language curricular units,

one each in social studies, language arts, and science. A needs analysis in YI will inform the content of units created in YI-IV following an iterative process of drafting, piloting, feedback, revising, and publication (details below). Additionally, a Self-Reflection Tool for materials use will be created in YI and included in the repository. The rubric will help teachers think critically about how they read, choose, and present CLI materials in secondary DLI classrooms.

* + - 1. ***Design-Based Research:*** Design-based research (DBR) involves a cyclical, iterative process of designing an intervention, implementing it in the classroom, and refining it based on implementation data (McKenney & Reeves, 2012). Because DBR intertwines research *on* the materials and *through* their use, it results in tangible products and empirical findings. Dr. Mathieu will use this process to create the Spanish curricular units and to conduct research on secondary DLI teachers with the help of a summer GA (YI-IV).1 Stage 1 of the DBR (YI) will be the design of the social studies unit; stage 2 (YII) will be unit piloting and use of the Self- Reflection Tool; and stage 3 (YII–III) will be unit revision and publication. The science unit will follow an overlapping process. Materials will be designed in YII based on principles stemming from creation of the social studies unit. The unit will be piloted and revised in YIII, and published in YIV. The language arts unit will be informed by the evolving design principles from the previous two units. It will be created in YIII and piloted, revised, and published in YIV. Research will reveal the piloting teachers’ knowledge of CLI both before and after using the materials. Findings will inform creation of design principles for secondary DLI materials in YIV. Research findings will be disseminated through scholarly publications; design principles will be disseminated through the CARLA website and professional development activities.

1 IRB approval for this study will be obtained in Summer 2022 (*see Supplemental Information: Exempt Research Narrative*).

* + - 1. ***Professional Development:*** Teachers will gain hands-on experience with project deliverables through an annual CARLA summer institute and two online workshops (YIII, YIV), with one targeting MSI teacher educators. Historically, DLI teacher education and licensure programs have been housed at MSIs around the US. By targeting these MSIs, workshops will strengthen the teacher preparation experiences of minority students and future DLI educators.

# Social Justice in Language Education

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Personnel** | **Budget Line** | **Reference** |
| **Co-Leaders** | Dr. Kate Paesani, CARLA, UM Dr. Lauren Goodspeed, UM Dr. Mandy Menke, UM  Dr. Helena Ruf, UM | LRC/UM Budgets I.A.1. LRC Budget I.D.1.  LRC Budget I.D.1. LRC Budget I.D.1. | CV Appendix A p. 1 CV Appendix A p. 29 CV Appendix A p. 25 CV Appendix A p. 31 |
| **Grad Assistant** | TBD, acad. YI (50%) YII–IV (25%) TBD, summer YI–YIV (50%) | LRC Budget I.D.2. LRC Budget I.D.3. | PD Appendix B III.C. PD Appendix B III.D. |
| **Partners** | CALEA, University of Wisconsin–Madison  *We Teach Languages* podcast | | LOS Appendix C p. 8 LOS Appendix C p. 9 |

To promote student and teacher learning through critical pedagogies and to improve how teachers enact social justice in instruction, this initiative will entail three activities: (a) research on teachers and students, primarily in LCTLs, who are engaging with social justice content; (b) professional development activities, including a thematic workshop series, a professional learning community, and a podcast series; and (c) social justice-oriented lesson plans in Bengali, Kazakh, and Persian. This initiative expands CARLA’s *Social SCILS* project, supported by a 2020-2023 Title VI International Research and Studies Program (IRSP) grant. Drs. Goodspeed, Menke, Paesani, and Ruf will build on their two-year partnership overseeing *Social SCILS* to lead this proposed LRC initiative and expand CARLA’s social justice research and resources.

* + - 1. ***Researching Social Justice Classrooms:*** Initiative leaders will conduct two research studies on social justice in language education. Study 1 focuses on teachers who have developed social justice curricular units in Chinese, French, German, Portuguese, Russian, Spanish, and

Turkish for the *Social SCILS* project, and explores their identity related to their understanding and enactment of social justice in language education. Data collection for this longitudinal case study began in January 2021 and will continue through YI of the LRC grant. Data coding will take place in YI-II and dissemination in the form of presentations and journal articles will take place in YI-III. Study 2 will explore intermediate-level language students’ perceptions of social justice instructional units; their language use during social justice learning activities; and the impact of social justice instructional units on their cultural understanding. Data collection will occur in YI-II in UM Arabic, Dutch, French, German, Portuguese, Russian, and Spanish classes; data coding will take place in YII-III; and dissemination through presentations and journal articles will take place in YIII-IV. Both studies will be supported by a GA (YI-IV).2

* + - 1. ***Learning to Teach for Social Justice:*** These activities respond to findings from focus groups with teachers from traditionally underrepresented and marginalized groups in language education (e.g., BIPOC, API, Latinx, LGBTQIA+ individuals). These teachers requested professional development to learn how to adapt existing instructional materials to teach for social justice. In response, CARLA will offer eight workshops, two each in YI-IV, that treat different social justice topics, all showing how to adapt existing materials to streamline the integration of social justice into language teachers’ daily lessons. Experts from MSIs will lead YI workshops focused on anti-Asian bias (Dr. Kaishan Kong, University of Wisconsin-Eau Claire) and ableism (Dr. Tammy Berberi, UM Morris) (*see CVs, Appendix A, pp. 33–36*)*.* Subsequent workshops on additional social justice topics will be facilitated in YII-IV by leading scholars who self-identify as members of traditionally underrepresented and marginalized groups in language education and, to the extent possible, are employed at CCs, HBCUs, and MSIs.

2 Study 1 received an exempt determination from the UM IRB in January 2021; IRB approval for Study 2 will be obtained in Summer 2022 (*see Supplemental Information: Exempt Research Narrative*).

Workshop participants will be invited into a professional learning community (PLC) to support their adaptation of materials based on workshop foci. A GA will facilitate two PLC meetings on Zoom per semester, one after each workshop to discuss ideas for adapting materials, and one later in the semester to discuss materials implementation and lingering questions.

Initiative leaders will also produce a “teacher testimonials” podcast featuring PLC participants who discuss an activity they adapted, describe how they implemented it, and give advice for other teachers. Twelve podcasts will be recorded, four each in YI-III. At least one podcast per year will feature a LCTL teacher. Episodes will be disseminated in YII-IV through the *We Teach Languages* podcast; teacher-created activities will be published as OERs on the CARLA website.

* + - 1. ***LCTL Lesson Plans:*** CARLA will expand its database of social justice instructional materials by creating lesson plans with a cohort of LCTL teachers. Funding for this activity will be provided by CARLA’s partner, CALEA; the activity will be managed by Dr. Lucht from CALEA. YI will provide teacher professional development, including completion of a self-study course on multiliteracies pedagogy created for the *Literacies in Language Education* initiative, and two workshops, led by Dr. Paesani, about the *Social SCILS* planning templates. The cohort will use the templates to create social justice-oriented lesson plans (four each in YII-III) in Bengali, Kazakh, and Persian. A mentor LCTL teacher who participated in the *Social SCILS* project (Dr. Katrien Vanpee, UM) will facilitate this work. Two multiliteracies experts from the participating Centers (Dr. Paesani from CARLA; Dr. Heather Allen from CALEA) will offer feedback on the lessons. Lessons will be piloted and revised in YIII-IV. In YIV lessons will be disseminated on the CARLA website as OERs and cohort members will present their work at an online roundtable co-sponsored by CARLA and CALEA (*see CVs, Appendix A, pp. 37–46*)*.*

**FOCAL AREA 2: TEACHER EDUCATION AND ADVOCACY**

# Equity and Access to State Seals of Biliteracy

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Personnel** | **Budget Line** | **Reference** |
| **Co-Leaders** | Dr. Kendall King, UM  Ms. Ayumi Stockman, MDE | LRC Budget I.E.1.  NA (see Partner below) | CV Appendix A p. 47 CV Appendix A p. 49 |
| **Grad Assistant** | TBD, summer YI–YIV (50%) | LRC Budget I.E.2. | PD Appendix B III.E. |
| **Partner** | Minnesota Department of Education  National Council of State Supervisors of Foreign Languages | | LOS Appendix C p. 10 LOS Appendix C p. 11 |

Although seals are available in most US states, access is biased toward students of commonly taught languages and those residing in large or well-resourced districts. To support greater equity and access to seals, this initiative has four components: (a) local and national needs analyses; (b) an adaptable toolkit in ten languages; (c) assessment supports in six languages; and (d) dissemination through summer institutes, social media, and the CARLA website.

* + - 1. ***Local and National Needs Analysis:*** In YI, Dr. King and Ms. Stockman will conduct a two-part needs analysis. First, they will review existing district materials in Minnesota and survey and interview key state stakeholders including the Minnesota Seals Advisory Committee (*see Appendix A, p. 51 for member list*). Then they will conduct a comparative national needs analysis in partnership with NCSSFL. Findings will be submitted to a scholarly journal in YII.3
      2. ***Promotional Toolkits:*** The needs analysis will inform toolkit development in YII. The toolkit will consist of promotional flyers about the seal for different audiences (parents, students, employers); brochures with infographics about benefits of and pathways to multilingualism; and email and web page templates. Toolkit materials will be piloted with focus groups of Minnesota teachers, students, and administrators, revised, and translated into five languages widely spoken

3 IRB approval for this study will obtained in Summer 2022 (*see Supplemental Information: Exempt Research Narrative*).

by Minnesota K-12 students: Hmong, Karen, Oromo, Somali, and Spanish. In YIII, toolkit materials will be adapted for use at the national level, revised based on feedback sessions with NCSSFL members, and translated into five additional languages widely spoken by K-12 students across the US: Arabic, Chinese, Portuguese, Tagalog, and Vietnamese. All toolkit materials will be disseminated on the CARLA website as OERs to maximize access and adaptability.

* + - 1. ***Assessment Supports:*** Initiative leaders will develop assessment support materials to increase seals uptake in LCTLs and heritage languages (HLs) in YII–YIII. Materials will include descriptions of seal and proficiency certificate levels, example test items, writing samples, and a technical overview of the test. Assessment supports will be translated into six languages, selected based on population size within Minnesota and nationally, as well as on the YI needs analysis findings. These assessment supports will be promoted locally via the Minnesota Seals Advisory Committee and MDE Newsletter and nationally via the CARLA website. They will also be used during CARLA summer institutes to drive curricular planning and design for participants.
      2. ***Professional Development and Dissemination:*** Promoting the toolkits and assessment supports through professional development and national dissemination is a priority in YII–YIV. In YII, initiative leaders will offer a three-day workshop for Minnesota teachers and administrators focusing on ACTFL proficiency guidelines, backward design planning, vertical articulation in light of seal proficiency standards, and use of newly developed assessment supports. In YIII and YIV, the workshop will be offered nationally as a CARLA summer institute and initiative materials will be disseminated via the CARLA website and social media.

# International Language Teacher Education (ILTE) Conference

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Personnel** | **Budget Line** | **Reference** |
| **Co-Chairs** | Dr. Kate Paesani, CARLA, UM Co-Chair, TBD | LRC/UM Budgets I.A.1. LRC Budget VIII.F.1 | CV Appendix A p. 1 NA |

|  |  |  |  |
| --- | --- | --- | --- |
| **Grad Assistant** | TBD, academic year (25%) YII | LRC Budget I.F.1. | PD Appendix B III.F. |
| **Partners** | CERCLL, University of Arizona L2TReC, University of Utah PEARLL, University of Maryland | | LOS Appendix C p. 12 LOS Appendix C p. 14 LOS Appendix C p. 15 |

To provide a forum where language teacher educators share research and practice on improving teacher learning, CARLA will sponsor the *ILTE Conference*, the only conference of its kind for professionals who educate the nation’s K-16 language teachers. CARLA will host the *12th ILTE Conference* in Minneapolis in YII with support from CERCLL, L2TReC, and PEARLL, and will assist PEARLL in hosting the *13th ILTE Conference* in YIV at the University of Maryland.

CARLA has hosted the *ILTE Conference* eight times. It typically attracts 300 teacher educators, whose plenaries, papers, symposia, and workshops address the preparation of teachers of all languages, at all instructional and institutional levels, and in all national and international contexts. Dr. Paesani and a local teacher educator (TBD) will co-chair the 2024 conference and design a program that supports a national network of language teacher educators. The conference will feature a new strand called “Equity and Access in Language Teacher Education,” soliciting submissions that address the needs of language teacher educators working with underrepresented LCTL, CC, MSI, and HBCU teachers. CARLA will also offer two invited symposia, one featuring LCTL teacher educators and one featuring CC, MSI, and HBCU teacher educators.

Registration fees for invited symposium presenters will be waived to increase equity and access to the conference. PEARLL, CARLA’s *ILTE Conference* partner, will offer a workshop on reflective practice in pre- and in-service teaching using the Teacher Effectiveness for Language Learning framework, the online platform Catalyst, and PEARLL’s online coaching models.

CARLA will assist PEARLL in hosting the *13th ILTE Conference* in 2026 at the University of Maryland, College Park, making it more accessible to language teacher educators on the east coast. Under the leadership of Drs. Rebecca Damari and Thomas Sauer, Co-Directors

of PEARLL (*see Appendix A, pp. 52–56 for CVs*), the conference will facilitate communication and collaboration among K-16 teacher educators, supervising teachers, program directors, and administrators who support language teachers, with an emphasis on those who supervise teachers of LCTLs. The CARLA-PEARLL partnership will thus greatly expand the reach of the *ILTE Conference*. Building on this partnership, CARLA will offer a pre-conference workshop on supporting language educators as they learn to teach for social justice, drawing on research findings and materials from CARLA’s *Social Justice in Language Education* initiative. To enhance the impact of both conferences, the co-chairs from CARLA and PEARLL will edit the proceedings of the *12th and 13th ILTE Conferences*, published as a *CARLA Working Paper*.

# Language Program Direction

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| --- | --- | --- | --- |
| **Role** | **Personnel** | **Budget Line** | **Reference** |
| **Leader** | Dr. Kate Paesani, CARLA, UM | LRC/UM Budgets I.A.1. | CV Appendix A p. 1 |
| **Module Authors** | Dr. Heather Allen, UW-Madison Dr. Mahmoud Azaz, U of Arizona Dr. Carl Blyth, COERLL  Dr. Stacey Bourns, Northeastern U Dr. Gillian Lord, U of Florida  Dr. Elyse Petit, Vanderbilt U  Dr. Amy Rossomondo, U of Kansas Dr. Susanne Rott, U of I–Chicago | LRC Budget VIII.G.2. LRC Budget VIII.G.2. LRC Budget VIII.G.2. LRC Budget VIII.G.2. LRC Budget VIII.G.2. LRC Budget VIII.G.2. LRC Budget VIII.G.2. LRC Budget VIII.G.2. | CV Appendix A p. 57 CV Appendix A p. 59 CV Appendix A p. 61 CV Appendix A p. 63 CV Appendix A p. 65 CV Appendix A p. 67 CV Appendix A p. 69 CV Appendix A p. 71 |
| **SLRP ED ASS’T** | TBD, summer YI–YIV | LRC Budget VIII.G.1. | NA |
| **Partners** | American Assoc. of University Supervisors and Coordinators CERCLL, University of Arizona  COERLL, University of Texas at Austin | | LOS Appendix C p. 16 LOS Appendix C p. 12 LOS Appendix C p. 17 |

This initiative will provide professional development to new and aspiring language program directors (LPDs), foster collaborative professional networks, and support connections between program direction and scholarship. To support LPDs in directing postsecondary language programs, CARLA will partner with CERCLL and COERLL to: (a) publish online learning modules on topics in language program direction; and (b) support an online PLC and digital

badge program. CARLA will partner with the American Association of University Supervisors and Coordinators (AAUSC) to (c) help publish *Second Language Research & Practice*, an open- access journal addressing postsecondary language education and program direction.

* + - 1. ***Online Learning Modules:*** Dr. Paesani will oversee publication of eight interactive, online learning modules on key topics in postsecondary language program direction. These modules will add to the four published on the CARLA website over the past two years. Modules will include a research-based summary of the topic, best practices, interactive activities, video testimonials, and a bibliography. Modules will be authored by experts representing a range of institution types, including MSIs, and will each include at least one video testimonial from an LPD of a LCTL program. Surveys of AAUSC members conducted in 2018 and 2021 identified needed topic areas that will be the focus on the new modules: Directing LCTL Programs (Dr. Azaz); Building Relationships and Navigating Hierarchies (Dr. Rossomondo); Evaluating Language Teachers (Dr. Rott); The Emotional Labor of Language Program Direction (Dr. Lord); The Pre-Semester Orientation (Dr. Bourns); Selecting and Adapting the Textbook (Dr. Petit); OERs in Language Program Direction (Dr. Blyth); and Teaching Beyond the Lower-Level Language Sequence (Dr. Allen). These last two modules are already outlined and will be published on the CARLA website in YI. Dr. Paesani will work with the authors of the remaining six modules in YI to plan content and set deadlines. These modules will be drafted, piloted, and revised in YII and YIII and disseminated as OERs on the CARLA website in YIII and YIV.
      2. ***Professional Learning Online Network Space*** (***PLONS) and Digital Badge Program:*** In partnership with CERCLL, this initiative will support a PLONS where LPDs will gather to discuss what they have learned from the online learning modules, network with other LPDs, and share resources and ideas. The PLONS moderator (selected and funded by CERCLL)

will facilitate regular Zoom meetings and Slack channel discussions. In fall of YI, PLONS participants will be solicited via CARLA, CERCLL, and COERLL e-newsletters and selected via an application process. PLONS activities will begin in spring of YI and continue throughout the grant cycle. PLONS participation will be incentivized with a digital badge program, developed in YI in partnership with COERLL. Badges will be awarded for completion of the online learning modules, contributions to PLONS discussions, and creation of new materials.

* + - 1. ***Second Language Research & Practice (SLRP):*** To foster connections between program direction and scholarship and to sustain an existing venue where LPDs can publish studies and descriptive reports about their language programs, CARLA will partner with the AAUSC to support *SLRP*. Launched in 2020 and published annually by the NFLRC, *SLRP* is the only open-access, peer-reviewed journal whose sole focus is disseminating scholarship on topics specific to postsecondary language education and program direction. CARLA will support the journal by sharing information through the CARLA website and mailing lists and by contributing funds annually to the AAUSC to employ a summer Editorial Assistant.

# Practical Program Evaluation

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Personnel** | **Budget Line** | **Reference** |
| **Co-Leaders** | Dr. Margaret Malone, ACTFL Dr. Celia Zamora, ACTFL | LRC Budget VIII.H.1. LRC Budget VIII.H.1. | CV Appendix A p. 73 CV Appendix A p. 75 |
| **Grad Assistant** | TBD, summer YI–YIV (25%) | LRC Budget I.G.1. | PD Appendix B III.G. |
| **Partner** | ACTFL | | LOS Appendix C p. 19 |

CARLA will partner with ACTFL to improve language teachers’ understanding and enactment of language program evaluation in K-16 contexts. This initiative will: (a) offer summer institutes and workshops focused on the program evaluation needs of LCTL, CC, HBCU, MSI, heritage, and community language programs; (b) create OER materials to support language educators and

program administrators in conducting program evaluation; and (c) disseminate OER support materials through the CARLA and ACTFL websites and the *CARLA Presentation Series*.

* + - 1. ***Cohort-Model Summer Institutes and Workshops:*** Initiative leaders Drs. Malone and Zamora will teach an annual online CARLA summer institute that will integrate issues of DEI by focusing on different language teaching contexts each year. Each one will build on the summer institute that Dr. Malone piloted in 2021 as part of a collaboration between AELRC and CARLA. Each year, a GA will help revise the summer institute curriculum and materials to address the specific needs of LCTL programs (YI), CCs, HBCUs, and MSIs (YII), heritage and community language programs (YIII), and a combination of these three groups (YIV).

To support participants in their ongoing program evaluation work, they will be invited to attend a follow-up workshop during the subsequent academic year, thus facilitating a cohort- model community of practice. The workshop will revisit key concepts and provide opportunities for feedback and collaboration on program evaluation instruments and results. Participants who complete both the summer institute and follow-up workshop will be encouraged to present their work at the annual ACTFL convention and/or regional and state ACTFL affiliates.

Recruitment of language educators from the three targeted groups will be a priority for this initiative. Each winter, Drs. Malone and Zamora will offer a free webinar to overview program evaluation basics, discuss the aims of the summer institute, and invite attendees from targeted groups to apply to take the summer institute at no cost. Webinars will be advertised widely by CARLA, ACTFL, and sister LRCs to reach educators from the targeted groups.

* + - 1. ***Support Materials for Practical Program Evaluation:*** Initiative leaders will create a suite of professional development materials on practical program evaluation that will be piloted in the summer institutes. Materials will include classroom observation guidelines, assessment

analysis checklists, focus group processes and questions, stakeholder surveys, and rubrics for materials and lesson plan review, and will incorporate DEI principles by addressing the needs of different language program contexts. Materials will be freely available as OERs, adaptable for a wide range of instructional contexts, and updated regularly based on their use in CARLA summer institutes and subsequent fall workshops. Materials will be disseminated on the CARLA and ACTFL websites and highlighted in the free, online *CARLA Presentation Series* in YII-IV.

# Ongoing Dissemination

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Personnel** | **Budget Line** | **Reference** |
| **Coordinator** | Ms. Karin Larson, CARLA, UM | UM Budget I.A.2. | CV Appendix A p. 21 |
| **Administrator** | Ms. Liz Hellebuyck, CARLA, UM | UM Budget I.A.3. | CV Appendix A p. 22 |
| **Tech Director** | TBD | UM Budget I.A.4. | PD Appendix B II. A. |
| **Partnership** | Dr. Carl Blyth, COERLL | LRC Budget VIII.I.1. | CV Appendix A p. 61 |
| **Summer** | Dr. Rachel Mamiya Hernandez, NFLRC | LRC Budget VIII.I.1. | CV Appendix A p. 82 |
| **Institute** | Ms. Stephanie Knight, CASLS | LRC Budget VIII.I.1. | CV Appendix A p. 86 |
| **Instructors** | Dr. Fernando Rubio, L2TreC | LRC Budget VIII.I.1. | CV Appendix A p. 78 |
|  | Ms. Lauren Scheller, NFLRC | LRC Budget VIII.I.1. | CV Appendix A p. 84 |
|  | Dr. Julie Sykes, CASLS | LRC Budget VIII.I.1. | CV Appendix A p. 88 |
|  | Dr. Johanna Watzinger-Tharp, L2TreC | LRC Budget VIII.I.1. | CV Appendix A p. 80 |
|  | Dr. Amy Young, MDE | NA | CV Appendix A p. 90 |
| **Summer** | CASLS, University of Oregon | | LOS Appendix C p. 20 |
| **Institute** | COERLL, University of Texas at Austin | | LOS Appendix C p. 17 |
| **Partners** | L2TReC, University of Utah | | LOS Appendix C p. 14 |
|  | Minnesota Department of Education | | LOS Appendix C p. 21 |
|  | NFLRC, University of Hawai’i | | LOS Appendix C p. 23 |
| **Event Partners** | CERCLL, University of Arizona L2TReC, University of Utah UM Language Center | | LOS Appendix C p. 12 LOS Appendix C p. 14 LOS Appendix C p. 6 |

Ongoing Dissemination is central to CARLA’s mission and is consistent with the aims and funded activities of the LRC program. To increase K-16 teachers’ national access to research, materials, and professional development, CARLA will: (a) offer the *Summer Institute Program*, with more than half of all institutes delivered online to promote access; (b) expand opportunities for LCTL, CC, MSI, and HBCU educators through the new *Priority Teacher Professional*

*Development Scholarship*; (c) share deliverables through CARLA’s well-established website and social media outlets; and (d) co-sponsor professional development events.

* + - 1. ***Summer Institute Program:*** CARLA summer institutes provide affordable, convenient, and timely professional development for teachers of LCTLs and other languages. LRC funds will enable CARLA to sustain and enhance this popular program and to make its LRC-developed resources widely available to a national audience. The summer institutes described below represent new offerings based on developments in the field and improve past offerings based on participant feedback. Institutes are organized into four categories: (i) Core Initiatives, (ii) Support for DEI Topics, (iii) LRC Partnerships, and (iv) Expanded Project Dissemination.
         1. ***Core Initiatives:*** Many of CARLA’s summer institutes will highlight initiatives in the proposed LRC’s focal areas. For the language-content integration area, Drs. Paesani and Menke will teach an annual summer institute on *Literacies in Language Education* to improve language teachers’ understanding and application of multiliteracies pedagogy (*see Section I.C.1*). CARLA will also offer *Secondary Dual Language and Immersion Continuation Programs*, led by Dr. Mathieu, and *Immersion Bootcamp for Novice Immersion Educators*, coordinated by Dr. Young (MDE). Both will provide a venue for disseminating research and materials that reflect the *Secondary DLI* initiative (*see Section I.C.2*). To support dissemination of the *Social Justice* initiative (*see Section I.C.3*), CARLA will offer *Teaching Language Through the Lens of Social Justice* taught by the co-authors of the ACTFL book *Words and Actions*. For the teacher education and advocacy focal area, Dr. King and Ms. Stockman will offer a three-day summer institute highlighting materials developed for the *Equity and Access to State Seals of Biliteracy* initiative (*see Section I.C.4*) and their relationship to ACTFL proficiency guidelines, backward curricular planning, and program articulation. Through the *Practical Program Evaluation*

initiative (*see Section I.C.7*), Drs. Malone and Zamora will offer an annual institute focused on the needs of LCTL, CC, MSI, HBCU, heritage, and community language programs.

* + - * 1. ***Support for DEI Topics:*** Two additional summer institutes will amplify CARLA’s emphasis on DEI. *Integrating Career Readiness into Language Programs*, taught by Dr. Sara Mack (UM), will focus on supporting language learning objectives related to social and economic justice and integrating career readiness principles at the course and program levels. *Critical Approaches to Heritage Language Education: Centering Identities, Race, and Power in Language Reclamation* will identify ways that heritage language learners have been denied access to the natural development of bilingualism and biliteracy and examine transformational approaches that strengthen multilingualism, public voice, and literacy confidence. Dr. Jenna Cushing-Leubner (University of Wisconsin-Whitewater, an MSI) will teach this institute in collaboration with J. Eik Diggs (University of Arizona), who works with school and community partners to increase the numbers of socially conscious multilingual teachers of color.
        2. ***LRC Partnerships:*** CARLA will partner with four sister LRCs to augment the impact of their Centers’ cutting-edge work through CARLA’s extensive network of language teachers. In YI, Drs. Rubio and Watzinger-Tharp from L2TReC will lead a five-day summer institute on proficiency in DLI that will build on a three-day institute piloted in 2022*.* In YII, Dr. Hernandez and Ms. Scheller from NFLRC will lead a summer institute on project-based language learning; in YIII, Dr. Sykes and Ms. Knight from CASLS will offer a summer institute on measuring intercultural competence; and in YIV, Dr. Blyth from COERLL will offer an institute on transformational language teaching.
        3. ***Expanded Project Dissemination:*** CARLA will offer several summer institutes that have grown out of the Center’s past work on USDE-funded projects in the following areas:

language learning assessment, content-based language instruction, culture, technology, and pragmatics. These institutes expand the impact of USDE funding while further strengthening language instruction in the nation. A complete listing of CARLA’s proposed summer institute offerings over the four-year grant cycle is provided in Table 2.

# Table 2. CARLA Summer Institutes

|  |  |  |
| --- | --- | --- |
| **Institute Name** | **Years** | **Category** |
| Literacies in Language Education: Using Target Language Texts | I-IV | ***Core Initiatives*** |
| Practical Program Evaluation for Language Teachers | I-IV |
| Secondary Dual Language Continuation Programs | I-IV |
| Immersion Bootcamp for Novice Immersion Educators | I-IV |
| State Seals of Biliteracy: Proficiency, Curriculum, and Articulation | III-IV |
| Teaching Language Through the Lens of Social Justice | I-IV |
| Critical Approaches to Heritage Language Education | I-IV | ***Support for DEI Topics*** |
| Integrating Career Readiness into Language Programs | I-IV |
| Teaching for Proficiency in Dual Language Immersion | I | ***LRC Partnership*** |
| Exploring Project-Based Language Learning | II |
| Assessing Intercultural, Pragmatic, and Interactional Competence | III |
| Transformative Learning in the Language Classroom | IV |
| Assessing Language Learners’ Communication Skills | I-IV | ***Expanded Project Dissemination*** |
| Content-Based Language Instruction | I-IV |
| Culture as the Core in the Second Language Classroom | I-IV |
| Effective Uses of Technology in Second Language Teaching | I-IV |
| Teaching Linguistic Politeness and Intercultural Awareness | I-IV |

* + - 1. **Priority Teacher Professional Development Scholarship:** This new, annual scholarship program will promote equity and access to affordable professional development for LCTL, CC, MSI, and HBCU teachers. The program will provide financial incentives to 35 competitively selected language teachers to propose and carry out an outreach or classroom project based on what they learn in a CARLA summer institute, thus magnifying the impact of the program. Each year, CARLA will identify scholarship recipients to showcase through the CARLA newsletter, the IFLE group on the OER Commons website, and social media. This new national initiative is based on a successful scholarship program that CARLA has offered to Minnesota teachers for over a decade in partnership with MDE.
      2. **CARLA Website and Social Media:** The CARLA website is one of the most robust aspects of the proposed dissemination plan. With over one million page views and 270,000

downloads in 2021 alone, the website will make LRC-funded resources freely accessible to teachers. Resources created through LRC-funded initiatives will be highlighted on the “New at CARLA” section of the CARLA homepage. They will also be shared through CARLA’s e- newsletter (over 12,000 subscribers), Facebook and Twitter accounts (total of 14,020 followers), and YouTube channel (757 subscribers). CARLA’s well-known website and social media accounts will ensure that LRC deliverables are successfully disseminated to a national audience. These deliverables will also be submitted to the IFLE group on the OER Commons website.

* + - 1. **Collaborative Events:** To maximize the impact of LRC funding, CARLA will co-sponsor three national events. CARLA will partner with the UM Language Center and provide an annual honorarium for a LCTL educator to present at the Language Collaboratory, which aims to advance intercollegiate dialogue among Big Ten institutions on the teaching of languages and cultures. CARLA will also fund plenary speakers for two national conferences. In YII, funds will support a speaker who addresses a topic related to CARLA’s *Secondary DLI* initiative at the *International Conference on Immersion and Dual Language Education* hosted by L2TReC. In YIV, CARLA will fund a plenary speaker for CERCLL’s *Intercultural Competence Conference*. The theme of “Intercultural Competence in a Rapidly Changing World: Supporting Inclusive and Sustainable Futures” supports CARLA’s core value of DEI as reflected in its *Social Justice in Language Education* and *Equity and Access to State Seals of Biliteracy* initiatives.

# Equal Access and Treatment for Members of Underrepresented Groups

In both the design and implementation of its initiatives, CARLA seeks to attract traditionally underrepresented groups in language education. In the design of CARLA’s LRC, care was taken to meet the needs of LCTL, CC, MSI, and HBCU educators. CARLA proposes to serve these groups through free workshops, summer institutes, and conference attendance; targeted

recruitment; group-specific workshops; translation of materials into multiple languages; and online and face-to-face professional development. CARLA has sought to recruit members of racial and ethnic minorities, women, and handicapped persons to lead, contribute to, or evaluate proposed LRC initiatives: 30% of these individuals identify as minorities; 84% as female; and 1% as handicapped. CARLA complies with all UM policies on access and with the Americans with Disabilities Act. To serve those with special needs, event announcements and registration materials ask participants to identify needs related to mobility, sign interpretation, and diet. The UM Disability Resource Center provides requested accommodation (in-person or online) and UM spaces for in-person events are wheelchair accessible. To ensure equal access to disseminated materials, the CARLA website incorporates the seven core skills for digital content accessibility and makes materials available in alternative formats when requested. Finally, to the extent possible, CARLA’s materials will be published as OERs. This will ensure free access by diverse communities and will allow teachers to adapt materials to fit their needs.

**II. QUALITY OF KEY PERSONNEL**

CARLA is committed to employing highly qualified, trained, and experienced personnel for its initiatives. The number of conference presentations (1,058); workshops, consultancies, and institutes (789); journal articles, book chapters, and books (283); and *CARLA Working Papers*

(41) produced by CARLA personnel since 1993 attests to this commitment.

# LRC Project Director

Kate Paesani (Ph.D., Indiana University) is CARLA Director and affiliate Associate Professor at UM with graduate faculty status in the Departments of French & Italian and Curriculum & Instruction. She has over 30 years of experience in teaching, teacher training, materials development, and language program administration. She has also served as principal

investigator, key personnel, and external evaluator on grant projects at CARLA and other institutions. She has been the CARLA Director since 2016 and is currently leading or co-leading *Social SCILS* (funded by a Title VI IRSP grant), *Literacies in Language Education*, and *Language Program Direction*. As CARLA Director, she annually co-teaches a summer institute on multiliteracies pedagogy. Dr. Paesani is the author, co-author, or co-editor of five books, 20 journal articles, and 12 book chapters that examine the proposed LRC’s focal areas of language- content integration and teacher education and advocacy. She is currently co-editor of *SLRP*, the open-access journal of the AAUSC, a member of the ACTFL Board of Directors, and co-chair of ACTFL’s Research & Assessment Committee (*see Appendix A, pp. 1-20 for CV*).

# Other Key Personnel

* 1. **CARLA Core Management Staff**

CARLA’s Core Management Staff and their percentage of time commitment are listed below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff Member** | **Role** | **Time Commitment % LRC & Institutional Support** | **CV IN**  **Appendix A** |
| Kate Paesani | Director | 50%-time LRC (25%)/UM (25%) Budgets I.A.1. | p. 1 |
| Liz Hellebuyck | Program Associate | 50%-time UM Support Budget I.A.3. | p. 22 |
| Karin Larson | Executive Assistant Director | 50%-time UM Support Budget I.A.2. | p. 21 |
| TBD | Tech and Web Director | 50%-time UM Support Budget I.A.4. | NA |

Ms. Larson has been administering large grant projects, organizing professional development programs, and managing budgets for 30 years. Ms. Hellebuyck has been at CARLA for 16 years and excels at database management, registration systems, graphic design, and social media.

* 1. **Initiative Leaders** (in alphabetical order)

CARLA’s initiatives draw on the expertise of UM faculty and alumni and leaders at MDE and ACTFL. UM has a national reputation for excellent language instruction and its College of Education and Human Development is among the highest-rated public education programs in the world (Shanghai Ranking, 2018) (*see Appendix A for CVs*).

**Lauren Goodspeed** (Ph.D., University of Wisconsin-Madison) is Director of Language Instruction and Lecturer in French at UM and co-leader of *Social Justice in Language Education*. Dr. Goodspeed has expertise in multiliteracies and genre-based pedagogies and has published on the impact of genre-based approaches on students’ writing. She has eight years of experience as a postsecondary language educator and is key personnel on CARLA’s *Social SCILS* grant.

**Kendall King** (Ph.D., University of Pennsylvania) is Professor of Second Language Education at UM and co-leader of *Equity and Access to State Seals of Biliteracy*. An applied linguist with over 25 years of experience, she is internationally known for her scholarship on language policy and helped advance legislation to support state seals of biliteracy in Minnesota.

**Margaret Malone** (Ph.D., Georgetown University) is Director of Assessment, Research, and Development at ACTFL, and co-leader of *Practical Program Evaluation*. She is the former Director of the AELRC and has over 30 years of experience in language education. Dr. Malone is well-versed in program evaluation, survey research, materials development, language test development, and professional development delivered through online and face-to-face platforms.

**Corinne Mathieu** (Ph.D., UM) is Assistant Professor in Education at the University of Wisconsin-Green Bay, an MSI, and leader of the *Secondary DLI* initiative. Dr. Mathieu is an experienced Spanish teacher, immersion researcher, and teacher educator. She is the author of a unique study on CLI materials development and use in the secondary DLI context.

**Mandy Menke** (Ph.D., UM) is Director of Language Programs and Associate Professor of Hispanic Linguistics at UM and co-leader of *Literacies in Language Education* and *Social Justice in Language Education*. Dr. Menke has extensive experience as a K-16 language teacher, teacher educator, and researcher. Her areas of expertise are multiliteracies pedagogy, immersion

education, and second language phonology. She is key personnel on CARLA’s *Social SCILS*

grant and has been co-leader of the *Literacies in Language Education* project since 2018.

**Helena Ruf** (Ph.D., University of Wisconsin-Madison) is Director of Language Instruction and Senior Lecturer in German at UM and co-leader of *Social Justice in Language Education*. Dr. Ruf has 16 years of teaching experience and research expertise in linguistics, second language acquisition, and writing. She is key personnel on CARLA’s *Social SCILS* grant.

**Ayumi Stockman** (Ed.S., Concordia University) is World Languages Education Specialist at MDE and co-leader of *Equity and Access to State Seals of Biliteracy*. She has over 20 years of experience as a Japanese teacher and educational administrator. At MDE she guides the implementation and assessment of state seals of biliteracy and the implementation of language standards for K-12 heritage, immersion, and world language programs.

**Celia Zamora** (Ph.D., Georgetown University) is Director for Professional Learning and Certification at ACTFL and co-leader of *Practical Program Evaluation*. She has over 15 years of experience as a K-12 language teacher and administrator, an instructor and administrator of postsecondary language courses, and a researcher of heritage language instruction.

* 1. **Evaluation Team** (in alphabetical order)

The Evaluation Team includes expertise in grant and program evaluation and in CARLA’s focal areas of language-content integration and teacher education and advocacy. Members represent varied institutions, including MSIs, and languages, including LCTLs (*see Appendix A for CVs*).

**Kristin Davin** (Ph.D., University of Pittsburgh) is Associate Professor of Foreign Language Education at the University of North Carolina, Charlotte, an MSI. She publishes in the areas of teacher education and advocacy and is nationally known for her work on state seals of biliteracy and teacher learning from sociocultural and history-in-person perspectives.

**Anne Marie Guerrettaz** (Ph.D., Indiana University) is Associate Professor of Education at Washington State University with expertise in both language-content integration and teacher education and advocacy. She has published extensively on materials development and use and the revitalization of minority languages (i.e., LCTLs) in Mexico.

**Jason Martel** (Ph.D., UM) is Associate Professor in the TESOL/TFL Program at Middlebury Institute of International Studies. His expertise spans language-content integration and teacher education and advocacy, as evidenced by multiple publications on teacher identity and a recent book with Routledge on content-based instruction.

**Mark Miazga** (J.D., Mitchell Hamline School of Law) is Assistant Director and Manager of Survey Services at the UM Office of Measurement Services. He has 13 years of experience at UM as a researcher, project manager, and designer of evaluation instruments.

**Tracy Quan** (Ph.D., University of California, Davis) is Associate Professor of Spanish at the University of Colorado, Boulder. Her expertise in language-content integration and teacher education and advocacy includes heritage language education, critical pedagogies, and language teacher identity. She has been a Spanish teacher and teacher educator for nearly 15 years.

**Nelleke Van Deusen-Scholl** (Ph.D., University of Florida) is Associate Dean and Director of the Center for Language Study at Yale University. A former LCTL teacher with more than 30 years in the field language education, she has extensive experience evaluating and overseeing federally funded grant programs, large-scale collaborative projects, and University language centers. She has also published widely on topics related to the proposed LRC’s focal areas (e.g., LCTLs, critical pedagogies, identity, communities of practice).

# Personnel Time Committed to the Project

The time committed to CARLA initiatives by each leader, staff member, and graduate assistant is provided in the Budget and Budget Narrative section of the proposal.

# Non-Discriminatory Employment Practices

CARLA is committed to DEI and non-discriminatory employment practices and embraces all UM policies regarding equal opportunity hiring. Hiring practices are designed to ensure equal access to employment regardless of ancestry, color, disability, national origin, race, religion, gender identity, sexual orientation, veteran status, or age. Search committees are gender- balanced and have strong representation from ethnic and racial minorities. Position announcements are reviewed by human resources to ensure their neutrality and are published broadly. Whenever possible, individuals from underrepresented groups are contacted personally and encouraged to apply. Search committees review all candidates’ applications and select a group for interviews. All applications from protected populations receive special review and if any member of these groups is not chosen for an interview, CARLA documents reasons for their exclusion. After interviews are held, a candidate is selected; if this person is not a member of a minority group or a woman, written justification must accompany CARLA’s request to UM to extend an offer of hire. For additional details see *GEPA Attachment: CARLA’s Response to Section 427 of the General Education Provisions Act*.

**III. BUDGET AND COST EFFECTIVENESS**

A budget narrative and itemized budget outlining the specifics of CARLA’s request for LRC funding are provided in the *Budget Appendix*. Calculations are based on years of experience managing similar projects and leverage existing systems for program coordination and dissemination. UM, along with several outside donors, has pledged over $1.1 million to support

CARLA during the 2022–2026 grant period. Documented matching support for dedicated work on proposed LRC activities totals nearly $700,000, as outlined on the Institutional Contributions budget on pages 14-16 in the *Budget Appendix*. The strong UM pledge of support allows CARLA to maximize LRC funds for direct activities and to expand the reach of the proposed initiatives.

**IV. EVALUATION PLAN**

The evaluation of CARLA and its proposed initiatives is aligned with LRC GRPA performance indicators to determine the (1) percentage of LRC products or activities judged to be successful by LRC customers with respect to quality, usefulness, and relevance; (2) percentage of LRC products judged to be successful by an independent expert review panel with respect to quality, usefulness, and relevance; and (3) cost per LRC project that increased the number of training programs for K-16 instructors of LCTLs. In view of these indicators, CARLA’s evaluation plan is designed to respond to the diverse needs of intended users (USDE, CARLA staff and initiative leaders, language educators, students) through an approach that includes formative evaluation methods to refine initiatives in progress and summative evaluation methods to measure initiative outcomes. Quantitative and qualitative data will be collected to allow the Evaluation Team to effectively judge the quality, usefulness, relevance, and cost efficiency of CARLA’s initiatives. Although measures will be specific to each initiative, the evaluation model will be consistent and include data analytics, surveys, focus groups, interviews, and annual reports.

This mixed-methods evaluation approach ensures that users and independent experts can judge the success of the materials, professional development, research, and dissemination resulting from CARLA’s proposed initiatives, both in development and when completed.

Initiative outcomes result from an iterative process of designing, piloting, analyzing, and revising. Formative evaluation from initiative leaders and program participants is built into this

process; formal evaluation measures, including data analytics, surveys, focus groups, interviews, and annual reports, inform each stage. For instance, to **design** toolkits for *Equity and Access to State Seals of Biliteracy*, initiative leaders will conduct a needs analysis using **interviews** and **surveys**. Findings will determine which materials are most needed. Once drafted, materials will be **piloted** with local and national experts and CARLA workshop participants, who will provide feedback through **surveys** and **focus groups**. **Analysis** of piloting feedback will determine needed **revisions** to the toolkits before they are disseminated on the CARLA website. Once published, the CARLA staff will gather **data analytics** to track toolkit use. Initiative leaders will also maintain a record of the initiative’s progress, outcomes, and roadblocks, summarized in an **annual report**. The Evaluation Team will combine this data with other measures to determine the quality, usefulness, relevance, and cost efficiency of the initiative. Table 3 summarizes evaluation data sources for CARLA’s proposed initiatives.

# Table 3. CARLA’s Evaluation Activities and Measures

|  |  |  |  |
| --- | --- | --- | --- |
| **Initiative** | **Activities** | **Quant. Measures** | **Qualitative Measures** |
| **Literacies in Language Education** | Activities Database & Videos | Data Analytics | Annual Reports |
| Literacies for LCTLs | Data Analytics | Focus Groups, Reports |
| Templates, Tools, & Materials | Data Analytics | Annual Reports |
| **Secondary DLI** | Repository of Curricular Units | Surveys, Data Analytics | Surveys, Interviews, Reports |
| DBR & Design Principles | Data Analytics | Interviews, Annual Reports |
| Professional Development | Surveys, Data Analytics | Surveys, Annual Reports |
| **Social Justice in Language Education** | Researching Social Justice Classrooms | Surveys, Data Analytics | Surveys, Focus Groups, Interviews, Annual Reports |
| Learning to Teach for Justice | Surveys, Data Analytics | Surveys, Annual Reports |
| LCTL Lesson Plans | Surveys, Data Analytics | Surveys, Annual Reports |
| **Equity & Access to State Seals of Biliteracy** | Needs Analysis | Surveys, Data Analytics | Surveys, Interviews, Reports |
| Toolkits & Templates | Data Analytics | Focus Groups, Reports |
| Assessment Supports | Data Analytics | Annual Reports |
| PD & Dissemination | Surveys, Data Analytics | Surveys, Annual Reports |
| **ILTE**  **Conference** | Conference Hosting & Proceedings Publication | Surveys, Data Analytics | Surveys |
| **Language Program Direction** | Online Learning Modules | Surveys, Data Analytics | Surveys, Annual Reports |
| PLONS & Digital Badges | Surveys, Data Analytics | Surveys, Annual Reports |
| *SLRP* | Data Analytics |  |
| **Practical Program Evaluation** | Institutes & Workshops | Surveys, Data Analytics | Surveys, Annual Reports |
| Online Support Materials | Data Analytics | Annual Reports |
| **Ongoing Dissemination** | Institutes, Scholarships, Website, Social Media, Events | Surveys, Data Analytics | Surveys |

CARLA will work with experts internal and external to UM to ensure the reliability, validity, and practicality of the evaluation plan. Internally, Mr. Miazga (*see Appendix A, p. 102 for CV*) will develop surveys to summatively evaluate CARLA’s workshops, summer institutes, conferences, and website products. CARLA staff will deploy these instruments to gather data from program participants. They will also gather data analytics to track website activity, understand demographics of program participants, and count deliverables. In addition, initiative leaders will submit an annual written report summarizing progress, outcomes, and roadblocks.

Data gathered through these internal processes will be shared with CARLA’s Evaluation Team (*see Appendix A, pp. 92–101 for CVs*)*.* The Lead Evaluator, Dr. Van Deusen-Scholl, will oversee the evaluation plan, examine the efficacy of CARLA’s LRC, determine meaningful indicators that define the impact of each initiative, ensure the reporting of evaluation findings is useful, and advise CARLA on ongoing improvement efforts. She will also coordinate an Expert Panel with extensive knowledge in the proposed LRC’s focal areas of language-content integration and teacher education and advocacy: Dr. Davin, Dr. Guerrettaz, Dr. Martel, and Dr. Quan. The Expert Panel will interpret annual reports for each LRC initiative, ensure objectives are being met, and identify needed improvements. Their feedback will inform the Lead Evaluator’s annual reports. The Evaluation Team’s work will be guided by these questions:

* 1. To what extent is CARLA succeeding in carrying out its initiatives? To what extent are these initiatives resulting in high-quality, useful, and relevant outcomes?
  2. To what extent are CARLA’s initiatives cost effective? What human and financial resources are being used or could be redirected to better support CARLA initiatives?
  3. To what extent is CARLA meeting the needs of language educators and other key stakeholders, including those representing LCTLs, CCs, HBCUs, and MSIs? What impact do the activities have on these stakeholders?
  4. To what extent are CARLA’s evaluation activities successfully enabling stakeholders to understand and improve CARLA initiatives?

The Evaluation Team will meet on Zoom following the timeline in Table 4. An initial meeting will set the stage for implementing the evaluation plan and subsequent meetings will focus on reviewing evaluation data and its implications for CARLA initiatives. After each fall meeting with the Evaluation Team and CARLA leadership, the Lead Evaluator will prepare and submit a written annual report used to refine and inform initiatives and report to IRIS. A final meeting with the Evaluation Team and CARLA leadership will be followed by a cumulative final written report from the Lead Evaluator to inform CARLA’s work moving forward and report to IRIS. **Table 4. CARLA’s Evaluation Plan Timeline**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Date** | **Participants** | **Purpose** |
| Initial Meeting | January 2023 | Evaluation Team CARLA Leadership | * Review and refine evaluation plan & expectations * Discuss data collection processes and next steps |
| Check-in Meetings | Summer 2023-2026 | Initiative Leaders CARLA Director | * Discuss progress, outcomes, roadblocks, and preparation of written report |
| Initiative Reports | Summer 2023-2026 | Initiative Leaders | * Summarize progress, outcomes, roadblocks |
| Data Sharing | Early Fall 2023-2025 | CARLA Staff | * Share data with Lead Evaluator * Share annual reports with Evaluation Team |
| Evaluation Team Meetings | Mid Fall 2023-2025 | Evaluation Team | * Review evaluation data * Discuss initiative quality, usefulness, relevance, cost effectiveness * Gather suggestions for improvement |
| Follow-up Meetings | Late Fall 2023-2025 | Lead Evaluator CARLA Leadership | * Address questions, provide clarifications |
| Annual Reports | March 2024-2026 | Lead Evaluator | * Summarize evaluation data findings * Describe initiative quality, usefulness, relevance * Provide suggestions for improvement |
| Final Meeting | June 2026 | Evaluation Team CARLA Leadership | * Discuss cumulative data and recommendations * Determine extent to which CARLA initiatives improved language teaching and learning |
| Final Report | August 2026 | Lead Evaluator | * Describe cumulative summary of findings and how CARLA initiatives improved language teaching/learning * Identify future directions |

**V. ADEQUACY OF RESOURCES**

# Facilities

CARLA’s Director and Core Management Staff occupy an office suite in the University International Center, a centrally located building on the UM Twin Cities Campus. CARLA’s offices are located next to its parent administrative unit—Global Programs and Strategy Alliance—providing easy access to office equipment, supplies, and accounting and payroll systems. All UM initiative leaders have access to office space and computers in buildings close to CARLA. UM employees have access to Google Suite for collaborating with one another and with partners outside of UM, Zoom for leading online workshops and meetings, and qualitative and quantitative research software for analyzing data. These and other electronic resources used for CARLA’s proposed LRC are supported by the Office of Information Technology, which offers 24 hour/7 day per week support to ensure consistent and reliable technology access. All UM personnel also have no-cost access to experts at various on-campus centers (e.g., Center for Educational Innovation, Office for Equity and Diversity) that can assist with projects as needed.

# Equipment and Supplies

The CARLA website—the proposed LRC’s key dissemination mechanism—is a nationally known resource for teachers of all languages and is constantly maintained at a high level of productivity by CARLA’s Technology and Web Director. UM personnel have access to the computers, software, and technical support needed to successfully complete the proposed initiatives and disseminate outcomes to a national audience of language educators. CARLA staff members are equipped to work at the office or at home, thus allowing them to quickly adjust to pandemic fluctuations. CARLA regularly accesses the technology facilities at the UM Language Center, including audio and video recording hardware, software that supports research and

materials creation, and state-of-the-art computer classrooms where CARLA holds summer institutes, workshops, and conference sessions. The LC staff are familiar with a range of software, Internet resources, authoring programs, and web page creation, and assist initiative leaders and program participants as they use and create technology-based materials.

**VI. NEED AND POTENTIAL IMPACT**

News outlets and language-related professional organizations have emphasized the need for globally competent professionals with proficiency in second languages (e.g., ACTFL, 2019; Commission on Language Learning, 2017). Language learning is essential to hone learners’ 21st century skills, including their global awareness, social and cross-cultural skills, leadership abilities, and sense of responsibility (Partnership for 21st Century Skills, 2011). Despite these needs, there remains a critical teacher shortage problem in the US, fueled in part by a lack of professional development and recognition of teacher work (García & Weiss, 2019). To address this shortage, research recommends teacher mentoring, specialized professional development, networking opportunities, recognition of teachers’ work, leadership opportunities, and materials sharing (Swanson & Mason, 2018). Sustained professional development (e.g., cohort models, PLCs, thematically linked workshops) is cited as particularly effective for engaging language teachers because it increases retention, fosters research-practice connections, creates a space for addressing problems of practice, enhances student learning, and reduces teacher isolation. To be effective, materials and professional development should reflect findings from needs analyses, employ expert teachers as mentors, support technology-facilitated workshops and institutes, and provide funding for collaborative activities (e.g., Darling-Hammond et al., 2017).

CARLA’s LRC is designed to meet these needs through its core values of praxis, collaboration, and DEI, and its proposed focal areas of language-content integration and teacher

education and advocacy (*see Section I.A*). The activities CARLA will carry out include research to understand teacher and student learning, materials creation in response to teachers’ needs, thematically linked workshop series, summer institutes offered in face-to-face and online formats, networking and leadership opportunities, funding that rewards and recognizes teachers, national dissemination of free OER materials, and special attention to LCTL, CC, MSU, and HBCU teachers and teacher educators. CARLA is ideally situated to complete this work through collaborations with colleagues at UM, in the upper Midwest, and across the US. CARLA has an international reputation for producing and disseminating high-quality materials, research, and professional development, and UM is known for its achievements related to students’ language proficiency development (Soneson & Tarone, 2018). The need and potential impact of each LRC initiative is described below, with a focus on how they contribute to strengthening, expanding, or improving language education, and how deliverables will be used throughout the US.

**FOCAL AREA 1: LANGUAGE-CONTENT INTEGRATION**

# Literacies in Language Education

* 1. ***Need:*** Research has documented the impact of a literacies orientation on K-16 students in multiple languages, including improved interpretive, interpersonal, and presentational communication skills; advanced proficiency development; deep engagement with cultural products, practices, and perspectives; and increased motivation (e.g., Byrnes et al., 2010; Kautz et al., 2018). Yet few practical resources exist to support teachers in adopting and applying multiliteracies pedagogy. Research on how teachers learn about this approach underscores the need for easy-to-access teaching materials, as well as expanded professional development and resources in languages other than French, German, and Spanish (Paesani & Allen, 2020). The *Literacies in Language Education* initiative meets these needs by creating materials for teachers

of all languages and by offering professional development experiences to address the specific needs of LCTL teachers.

* 1. ***Potential Impact:*** Over the past four years, the *Literacies in Language Education* initiative has reached thousands of teachers through professional development, conference presentations, and resources published on the CARLA website. Data analytics show robust interest in these resources: The lesson analysis checklist has received 4,408 pageviews since 2018, the text resources 2,531 pageviews, the infographics 1,918 pageviews, and the literacies bibliography 1,558 pageviews. The proposed LRC activities will expand this initiative’s reach to a larger audience through a focus on LCTLs and a partnership with Georgetown University Press. More resources to support teacher learning, a greater variety of teaching materials, and national dissemination through the CARLA website, electronic mailings, and social media create the potential for multiliteracies pedagogy to be employed more widely and to impact the learning of more students. Initiative activities will also develop teacher communities of practice and empower educational leaders as they are mentored through the materials creation and online publication process.

# Secondary DLI: Materials Development and Research

* 1. ***Need:*** There is consensus among DLI scholars that teachers need to implement content-and- language integrated (CLI) instruction to support students in achieving high levels of bilingualism and biliteracy (Tedick & Lyster, 2020). Although various professional development programs and books exist to support elementary DLI teachers in this endeavor, including UM’s K-6 dual language and immersion licensure program, very few secondary-specific resources have been developed. Moreover, little research on secondary DLI education exists, making it difficult to understand and foster teacher knowledge of CLI approaches (Mathieu, 2021). The challenges

that secondary DLI teachers face are many: They are typically trained only as content teachers with little preparation in language instruction; they have few secondary-specific DLI professional development opportunities; and they lack easy access to context-specific CLI instructional materials. There is thus an important national need for secondary DLI materials, research, and professional development that integrate language and content. This initiative is grounded in the argument that well-designed, research-informed instructional materials can support DLI teachers in understanding and enacting CLI in their classrooms (Mathieu, 2021). The proposed materials, research, and professional development thus meet pressing needs for secondary DLI educators and provide scaffolded support for teachers to strengthen DLI programs and improve their students’ learning.

* 1. ***Potential Impact:*** CARLA has long conducted research and created materials that continue to impact immersion education. In 2021 alone, CARLA’s immersion website received nearly 69,000 pageviews. This impact will be even greater through the expansion of CARLA’s immersion work to the secondary DLI context. To ensure that this initiative improves secondary DLI teachers’ knowledge and implementation of CLI, proposed activities will follow a research- informed process to develop a materials repository, involve secondary DLI teachers in the materials design process, and provide empirical evidence of teacher learning. Disseminating design principles to support future materials development will have broad applicability to any language, including LCTLs common in US secondary DLI programs such as Japanese, Korean, Mandarin, and Russian. Because the curricular units created for this initiative will be accompanied by a Self-Reflection Tool, teachers will be empowered to design and use new materials that improve their students’ bilingualism and biliteracy development. Lastly, through a targeted workshop for DLI teacher educators at MSIs, the initiative will impact immersion

educators from traditionally underrepresented and marginalized groups. The initiative leader is herself an immersion educator at an MSI, which further increases the impact of the workshop.

# Social Justice in Language Education

* 1. ***Need:*** Teaching for social justice is essential in language education, as is the use of critical pedagogies that develop learners’ proficiency and empower them to question how language and culture embody, maintain, or challenge structural inequalities and biases. Centering social justice in language education not only broadens students’ understanding of target languages and cultures, but also provides space for recognizing, honoring, and including diverse teachers, students, voices, and perspectives. This inclusive approach has the potential to increase student enrollments, retention, and participation (Anya, 2021). Yet little is known about how language teachers understand and teach for social justice or how language learners engage with social justice teaching materials. The few existing studies show that teachers and students do not always see connections between critical engagement with social justice content and the linguistic focus typical of language courses. In addition, institutional culture, curricular content, resource availability, and personal reticence can inhibit full integration of critical and social justice approaches into language education (e.g., Kubota et al., 2003; Wassell et al., 2019). These findings suggest the need to better understand student and teacher learning through enactment of social justice approaches. The research carried out for CARLA’s *Social Justice in Language Education* initiative will begin to meet this need.

More freely available social justice teaching and professional development resources, particularly for LCTLs, are sorely needed. Although the availability of such materials has increased following George Floyd’s murder, a one-stop social justice repository for language educators is lacking, as are sustainable and collaborative professional development networks.

Supporting teachers as they learn to teach for social justice through workshops, a PLC, and a podcast series will provide professional development that leads to sound materials creation. Moreover, publishing lessons and activities for LCTLs and other languages on the CARLA website will provide teachers with a range of materials to help them teach for social justice.

* 1. ***Potential Impact:*** Social justice has been woven into CARLA’s work for over a decade, including a book on struggling learners in the immersion classroom (Fortune & Menke, 2010), a summer institute, a focus on multiliteracies pedagogy, and the *Social SCILS* project. The success of these initiatives speaks to the potential impact of the proposed *Social Justice* initiative. For instance, CARLA’s social justice bibliography has received more than 1,100 pageviews since its publication in Fall 2021 and CARLA-sponsored social justice presentations and workshops over the past two years have drawn 625 K-16 educators from 42 states and 45 countries, showing the broad potential reach of this initiative. Research into teacher and student learning will guide how future teacher professional development is structured and inform the creation of sound pedagogical materials. Preliminary research findings suggest that teachers are rethinking how they integrate language and content and are concerned about whether and how they are engaging students in critical inquiry around social justice topics. Student survey data following the piloting of social justice curricular units shows significant positive changes in their thinking related to topics such as green cities, immigration, and identity. These data suggest that the *Social Justice* initiative will have an important impact on language education.

**FOCAL AREA 2: TEACHER EDUCATION AND ADVOCACY**

# Equity and Access to State Seals of Biliteracy

* 1. ***Need:*** The last decade has seen intensified interest in and support for state seals of biliteracy: 48 US states have passed some form of seals legislation and in 2021, the US House authorized the Bilingual Education Seal and Teaching (BEST) Act to award grants to establish or improve

seal programs. Although championed as an important step toward reframing multilingualism as an asset, scholars and policy leaders have pointed to glaring gaps in equity and access to state seals (e.g., Schwedhelm & King, 2020). These gaps are due in part to technical and administrative burdens on school districts to promote, assess, and track seals. As a result, only a minority of US students live in districts that provide access. In Minnesota, fewer than 14% percent of the state’s 335 districts granted seals in 2020, and fewer than 6% of rural districts offer the seal. Nationally, 20% of schools (or fewer) offer the seal in numerous states (Black et al., 2020). This equity gap is compounded by barriers LCTL and HL students face, including the lack of practice materials and curricular support to reach required proficiency levels across skill areas (e.g., Heineke & Davin, 2020). Experts have identified three needs to close these gaps: (1) adaptable materials to promote and explain the seal to students, parents, and employers; (2) assessment and curricular supports for LCTLs and HLs; and (3) professional development to help language instructors target seal-level proficiency (e.g., Stockman, 2022). This proposed initiative will meet these needs through adaptable toolkits and assessment supports in multiple languages and professional development to support seals implementation.

* 1. ***Potential Impact:*** State-level seals legislation is voluntary and unfunded, so district and school officials are often left to create seal promotion and assessment programs from scratch (Heineke & Davin, 2020). This initiative will provide targeted, coordinated, and centralized support for districts and school officials nationwide in establishing and expanding seal programs. Initiative deliverables will result in increased public understanding of and more equitable student access to seals; inclusion of a wider range of languages; and increased world language study with the defined seal level as a clearly understood proficiency target. Because materials will be published as OERs and will be available in multiple LCTLs and HLs, their impact will be even

greater. School and district leaders will be able to adapt materials to meet their students’ needs, drive interest in multilingualism, and promote understanding about the seal; teachers will have greater access to curricular and assessment supports to target seal proficiency levels; and parents, students, and employers will have expanded access to seal information.

# International Language Teacher Education Conference

* 1. ***Need:*** There are many conferences for language teachers, but the *ILTE Conference* is the only professional meeting in the nation dedicated to the needs of language teacher educators. These professionals need opportunities to share research, network, and learn effective practices to provide the best possible pre- and in-service preparation for K-16 language teachers, whose daily work impacts language learners across the US. This need is even more acute given the K- 16 language teacher shortage. Research has identified how teachers learn to teach, the impact of language teachers’ beliefs and previous experiences on their teaching, and which high-leverage practices are essential for effective instruction (e.g., Glisan & Donato, 2017; Kubanyiova & Feryok, 2015). Yet more research is needed to understand teacher recruitment and retention trends, inform effective and ongoing professional development, and establish stronger connections between research and practice. The *ILTE Conference* will provide a venue for sharing this work and helping language teacher educators support the recruitment, retention, and professional growth of K-16 language teachers across the US.
  2. ***Potential Impact:*** The unique *ILTE Conference* will improve language teacher educators’ understanding of research and best practices on language teacher learning. Language teacher educators’ implementation of what they learn through the conference will improve the knowledge and skills of developing language teachers and, by proxy, of the students they teach. Because of CARLA’s focus on DEI, the conference will increase access and visibility for LCTL,

CC, MSI, and HBCU teachers. Through its collaboration with PEARLL, the conference will directly impact collaboration and understanding among supervisors, administrators, teacher educators, researchers, and practitioners across K-16 contexts. These groups are often siloed or work in hierarchical structures; bringing them together at the *ILTE Conference* will help break down these barriers. Highlights of the research shared at both conferences will be disseminated nationally in conference proceedings to widen the scope of impact.

# Language Program Direction

* 1. ***Need:*** LPDs play a critical role in postsecondary language programs across the US. Their work impacts the teachers they supervise and the tens of thousands of students who take lower- level language courses each year. Although more universities are recognizing language program direction as a sought-after skill area,4 training and credentials for LPDs are scarce and many must learn on the job. Two CARLA surveys of LPDs underscore the need for this initiative. In the first survey, 87% of respondents indicated they were extremely or somewhat likely to consult the proposed online learning modules, and 84% indicated they were extremely likely to recommend the modules to novice LPDs. In the second survey, 60% of respondents indicated they were extremely or somewhat likely to participate in a PLONS to discuss the online learning modules. Data analytics further highlight the need for this initiative. Since its launch in 2019, the project website has received over 24,000 pageviews; Module 3, which was published in February 2022, has already received nearly 2,000 pageviews. LPDs, particularly those in non-tenure-track positions, also have few formal, national venues to share their specialized work. *SLRP* publishes empirical and descriptive scholarship from all LPDs, regardless of rank. In its first two issues, *SLRP* published 12 research articles and 13 reports authored by 21 tenure-track faculty, nine

4 See, for instance, the Graduate Portfolio in Language Teaching and Program Coordination at the University of Texas at Austin (https://liberalarts.utexas.edu/tlc/ltc-portfolio-program/index.php).

non-tenure-track faculty, and five graduate students. The more than 10,000 downloads of these publications since October 2020 demonstrate the important need *SLRP* fills in scholarship on postsecondary language education and program direction.

* 1. ***Potential Impact:*** Completion of this project’s online learning modules and participation in the PLONS and Digital Badge Program will equip new and future LPDs with the knowledge, materials, and support networks needed to competently carry out their myriad job responsibilities. Data analytics from the *Language Program Direction* website (see above) suggest that existing CARLA modules are already impacting LPDs. Dissemination of these modules and support for *SLRP* through collaboration with the AAUSC will facilitate the national impact of the *Language Program Direction* initiative and enhance the teaching and learning experience of participants in lower-level language courses across US colleges and universities.

# Practical Program Evaluation

* 1. ***Need:*** Language program evaluation ensures that the most current methods, materials, and language learning practices are being used for the benefit of all stakeholders, from students to instructors to administrators to the public. Practical program evaluation considers the context of a program and provides confirmation of successful practices and pathways for improvement. Yet research shows that many stakeholders lack knowledge about the purpose, intended outcomes, and scope of program evaluation (Venezia et al., 2020). In addition, apart from CARLA’s 2021 summer institute and research and videos produced by AELRC, there is little professional development to support practical language program evaluation. This initiative’s proposed summer institutes, workshops, OER materials, and national dissemination plan meet this need.
  2. ***Potential Impact:*** Through its collaboration with ACTFL, CARLA’s *Practical Program Evaluation* initiative will reach a larger audience of teachers and teacher educators. As the

largest professional organization for language educators in the US, ACTFL will expand CARLA’s already extensive teacher network. The target audience for initiative activities includes K-16 language teachers and program administrators with a special focus on LCTL educators (YI, YIV), CC, MSI, and HBCU educators (YII, YIV), and heritage and community language program educators (YIII, YIV) who wish to design, develop, and conduct program evaluation and to collaborate with colleagues to identify and share recommended practices. By making program evaluation resources accessible to a wider variety of users, this initiative will enhance language programs, support teacher recruitment and retention, improve language learning outcomes, and increase understanding of reasonable program expectations for parents, administrators, teachers, students, and the community. Because there is a dearth of available materials and a lack of understanding of evaluation, such materials have the potential to positively impact both the volume and quality of program evaluation in the US.

# Ongoing Dissemination

* 1. ***Need:*** CARLA’s *Ongoing Dissemination* plan was developed in response to the LRC Program’s emphasis on improving language teaching and learning through dissemination, teacher professional development, and intensive summer institutes. The proposed activities respond to the national need for specialized professional development, networking opportunities, and materials sharing that foster research-practice connections, improve teaching practice, and reduce teacher isolation (Darling-Hammond et al. 2017). Moreover, these activities increase equity and access to professional development through a combination of face-to-face and online attendance options, priority teacher scholarships, publication of free and adaptable OERs, and targeted and widespread marketing. CARLA’s successful dissemination efforts during the pandemic underscore this need. In 2020 and 2021, the Center’s online summer institutes drew

774 teachers from 46 states and 16 countries outside of the US. Likewise, new webpages published on the CARLA website during the pandemic have been viewed 28,180 times.

* 1. ***Potential impact:*** *Ongoing Dissemination* will expand CARLA’s impact in three ways.

First, by providing 35 summer institute scholarships annually to LCTL, CC, MSI, and HBCU teachers, CARLA will expand the reach of its programming and increase equity and access to high-quality professional development for historically marginalized and underrepresented groups. Second, strategic partnerships with ACTFL and GUP through the *Practical Program Evaluation* and *Literacies in Language Education* initiatives will allow CARLA to disseminate its materials beyond current e-newsletter and social media subscribers. Finally, collaborations with five other LRCs to offer their Center’s content through event co-sponsoring and summer institutes will further expand the breadth of CARLA’s dissemination efforts.

**VII. LIKELIHOOD OF ACHIEVING RESULTS**

# Methods and Procedures for Preparing the Work

UM is a Research 1 university with substantial resources to support materials creation, professional development, research, and dissemination (*see Section V*). CARLA has a proven record of meeting or exceeding stated objectives for past grant-funded projects and extensive experience with project management, materials creation, professional development programming, research, website building, and national dissemination. CARLA’s organizational structure (*see Section I.B*) and evaluation plan (*see Section IV*) and UM’s budget and grant oversight procedures ensure that all LRC stakeholders are held to the highest standards of quality. CARLA has drawn on these established methods and procedures to design this proposal, thereby ensuring the LRC’s potential for success.

Over the past four years, CARLA has laid the groundwork for its proposed LRC initiatives so that, when funded, activities will begin immediately. Each initiative was designed by leaders in the field through a process of conducting background research, consulting with key stakeholders, securing University-internal support, and defining outcomes and activities.

Initiative leaders also worked closely with CARLA leadership to discuss, draft, provide feedback on, and revise the seven LRC initiatives described in *Section I.C*. This process produced a coherent set of initiatives in the focal areas of language-content integration and teacher education and advocacy that reflect CARLA’s core values of praxis, collaboration, and DEI. A similar iterative process of design, feedback, and revision will be used to carry out proposed initiative activities. This thorough method of design and implementation ensures that CARLA’s LRC will both achieve its objectives and function efficiently.

# Practicability and Expectation to Produce Anticipated Results

A core strength of this proposal is the degree to which the proposed initiatives reflect CARLA’s focal areas of language-content integration and teacher education and advocacy, either by innovatively expanding current CARLA initiatives with demonstrated national impact or by implementing new initiatives based on national need. Current CARLA initiatives that will be expanded through LRC funding are *Literacies in Language Education, Social Justice in Language Education, ILTE Conference*, *Language Program Direction,* and the *Summer Institute Program*. New initiatives that will be implemented with LRC funding are *Secondary DLI, Equity and Access to State Seals of Biliteracy, Practical Program Evaluation*, *Priority Scholarships,* and *Collaborative Events*. Each initiative will be enhanced through strategic local and national partnerships with ACTFL, AAUSC, CALEA, CASLS, CERCLL, COERLL, GUP, L2TReC,

MDE, NCSSFL, NFLRC, PEARLL, *We Teach Languages* podcast, UM Language Center, and

MSIs. These partnerships maximize CARLA’s strengths and increase each initiative’s impact. The specific outcomes and detailed implementation plans presented *Section I.C.* demonstrate the practicability of the proposed initiatives and ensure the likelihood of producing anticipated results. Through the involvement of LCTL, CC, HBCU, and MSI teachers across the proposed initiatives, CARLA’s LRC will promote equity in student access to educational resources and opportunities. Finally, funding for CARLA’s infrastructure costs has already been secured from UM stakeholders (*See Appendix C: Letters of Support, pp. 1–5*), thereby assuring adequate financial support for CARLA’s proposed LRC initiatives and increasing their practicability.

**VIII. DESCRIPTION OF FINAL FORM OF RESULTS**

Detailed information about research, materials, professional development, and national dissemination resulting from CARLA’s proposed initiatives is provided in *Section I* (pp. 1–24). The final form of results and deliverables of these initiatives is summarized in Table 5.

# Table 5. Final Form of Results and Deliverables

|  |  |  |
| --- | --- | --- |
| **Initiative** | **Final Form of Results and Deliverables** | **Years** |
| **Literacies in Language Education** | Searchable database of literacies activities | I |
| Videos of Arabic, French, German, Portuguese, Russian, and Spanish teachers enacting literacies activities | II-IV |
| Four workshops for LCTL teachers (two per year) | II-III |
| Teacher-created LCTL lesson plans | II-IV |
| Companion website for *Literacies in Language Education: A Guide for Teachers and Teacher Educators* | I |
| Four summer institutes (one per year) | I-IV |
| **Secondary DLI: Materials Development & Research** | Three Spanish-language curricular units (social studies, language arts, science) | I-IV |
| Design principles for secondary DLI materials | IV |
| Self-Reflection Tool for materials use | I |
| Two workshops on secondary DLI materials, one for teacher educators at MSIs | III-IV |
| One research article | IV |
| Four summer institutes (one per year) | I-IV |
| **Social Justice in Language Education** | Four conference presentations | I-IV |
| Five research articles | I-IV |
| Eight social justice workshops on adapting existing materials (two per year) | I-IV |
| Professional learning community | I-IV |
| Twelve “teacher testimonials” podcast episodes | I-IV |
| Twelve teacher-created social justice learning activities | I-IV |
| 24 social justice lesson plans in three LCTLs | II-IV |
| Virtual roundtable on social justice lesson plans for LCTL teachers | IV |

|  |  |  |
| --- | --- | --- |
| **Equity and Access to State Seals of Biliteracy** | One research article on seals needs | II |
| Promotional toolkits in English and ten other languages | II-III |
| Assessment supports in English and six other languages | II-III |
| Three summer institutes (one per year) | II-IV |
| **ILTE**  **Conference** | *12th ILTE Conference* targeting 300 teacher educators, 100 presentations | II |
| Proceedings of the *ILTE Conference* published as a *CARLA Working Paper* | IV |
| **Language Program Direction** | Eight online learning modules | I, III-IV |
| PLONS for new and aspiring language program directors | I-IV |
| Digital badge program to reward PLONS participation | I |
| Summer Editorial Assistant for *Second Language Research & Practice* | I-IV |
| **Practical Program Evaluation** | Four summer institutes (one per year) | I-IV |
| Four pre-institute webinars (one per year) | I-IV |
| Four post-institute workshops (one per year) | I-IV |
| Program evaluation support materials | II-IV |
| Three CARLA presentations | II-IV |
| **Ongoing Dissemination** | 52-60 CARLA summer institutes (13-15 per year) | I-IV |
| 140 priority professional development scholarships for LCTL, CC, MSI, HBCU teachers (35 awarded per year) | I-IV |
| Publication of initiative deliverables as OERs on CARLA website | I-IV |
| Co-sponsorship of 1 presentation series, 3 conferences, and 1 event | I-IV |

**IX. COMPETITIVE PREFERENCE PRIORITY**

Throughout its proposed LRC, CARLA has interwoven activities that will be implemented by or in partnership with CCs, MSIs, and HBCUs. Five initiatives and two ongoing dissemination activities promote equity in access to educational resources and opportunities as follows:

# Table 6. Summary of Competitive Preference Priority Activities

|  |  |
| --- | --- |
| **Secondary DLI** | * Partnership with Dr. Mathieu from University of Wisconsin-Green Bay (MSI) * Free, online workshop for immersion educators from MSIs |
| **Social Justice in Language Ed** | * Facilitators from MSIs for YI workshop series * Facilitators from CCs, MSIs, HBCUs for YII-IV workshops when possible |
| **ILTE Conference** | * Equity and Access in LTE strand to address the needs of CC, MSI, HBCU educators * Invited symposium with teacher educators from CCs, MSIs, and HBCUs; conference fees waived for these presenters. |
| **Language Program Direction** | * Partnership with CERCLL at the University of Arizona (MSI) * Two online learning modules authored by faculty from MSIs |
| **Practical Program Evaluation** | * Free webinar, summer institute, and follow-up workshop for CC, MSI, and HBCU language educators in YII and YIV |
| **Ongoing Dissemination** | * 35 annual CARLA summer institute scholarships for CC, MSI, and HBCU educators * CARLA summer institute in collaboration with NFLRC at Univ. of Hawai’i (MSI) * Event co-sponsoring with CERCLL at University of Arizona (MSI) |

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