TABLE OF CONTENTS

Letter from the Presidents ................................................................. 2
Strategic Plan 2011-2014 ................................................................. 3
Advocacy ......................................................................................... 4
Governance .................................................................................... 5
Professional Learning & Engagement ............................................. 6
TESOL Press ................................................................................ 7
2015 TESOL International Convention & English Language Expo ......... 8
Research ....................................................................................... 9
TESOL Standards ........................................................................ 10
Alliance Partners ....................................................................... 11
2015 TESOL Awards ..................................................................... 12
TESOL 50th Anniversary 1966–2016 ............................................. 13
Financials ..................................................................................... 14
Board of Directors .................................................................... 18
Strategic Plan 2015-2018 .............................................................. 20
As the title of this report indicates, the period from 1 November 2014 to 31 October 2015 marked
the completion of a 3-year strategic plan and the beginning of a new strategic direction for
TESOL.

The recently concluded strategic plan can be found on the next page. Although it can reasonably
be argued that strategic plans are never entirely completed, we think TESOL made significant
strides in that direction. This report highlights some of the successes we have achieved under
the previous plan.

As for beginnings, the 2015–2018 TESOL Strategic Plan can be found at the end of this report. In
response to the rapidly changing environment in our profession, these new goals and objectives
call for

- a renewed advocacy effort to promote recognition of our profession, greater visibility, and
  better acknowledgment of the contributions ELT professionals make every day in the lives
  of their students and in their communities;
- a strong focus on personalized, affordable, and comprehensive professional
  development opportunities for ELT professionals in various contexts;
- a strong commitment to the TESOL Research Agenda (2014) with an emphasis
  on connecting research and practice in our profession;
- an effort to improve the experience of our dedicated volunteers and the efficacy
  of our organization through a new governance model; and
- a renewal of our standards, whether student proficiency standards or professional
  teaching standards.

2015 also saw the beginning of TESOL’s 50th anniversary year. Activities kicked off at the
convention in Toronto and have been ongoing throughout 2015 and into 2016. If you have an
opportunity, visit the 50th anniversary website (www.tesol.org/50th) to read TESOL success
stories and learn about the history of your association.

Thank you for allowing us to lead the association through these challenging but exciting times.

Yilin Sun
President, 2014–2015

Andy Curtis
President, 2015–2016
STRATEGIC PLAN
2011–2014

GOAL 1
English language learners receive quality education through TESOL International Association’s leadership in the field.

Objectives:
1. Increase TESOL International Association’s capacity for producing resources in the field of English language teaching to benefit all English language learners.
2. Promote research on improving language development for English language learners in diverse contexts.
3. Advance research-based practices that improve educational outcomes of English language learners.
4. Advance policies that lead to successful English language learning for achieving personal, academic, and career goals.

GOAL 2
TESOL International Association members participate in the association to build expertise and are recognized for their involvement and professionalism.

Objectives:
1. Increase member engagement and recognition throughout the association.
2. Enhance communication among TESOL members and entities.
3. Broaden the diversity of participants in the association.
4. Provide a body of knowledge, tools, and resources that TESOL members can access to expand professional knowledge and skills.

GOAL 3
Individuals and organizations look to TESOL International Association to inform policy and practice.

Objectives:
1. Enhance TESOL International Association’s reputation as the leading international professional association in English language learning and teaching.
2. Strengthen relationships with affiliates and other educational organizations to advance the profession.
3. Address misperceptions about English language learning and teaching.

SEE PAGE 20 FOR
2015-1018 STRATEGIC PLAN
ADVOCACY

Moving the Profession Forward
The need for continued advocacy both in public policy and for students continues to increase. As a result, TESOL has seen growth in its annual Advocacy and Policy Summit. In 2015, a record 90 individuals from across the United States, and even a few from outside the United States, came together in Washington, DC, to learn and advocate for ELLs and their teachers.

Structured with policy updates, advocacy techniques, and Capitol Hill visits, respectively, the program was designed to develop effective and confident champions for policies that support their ELLs. Over the course of 3 days, attendees were briefed on key education policies, learned advocacy skills, networked with peers, and shared their expert opinions with congressional leaders. By the end of this year’s event, TESOL advocates had visited the offices of more than 120 senators and representatives.

First-time attendee Rosetta Coyne shared, “As an advocate for my students, I know that the heart of positive change begins with real dialogue. The opportunity to present real issues directly to our representatives and senators at the Capitol planted the seeds for better written policies that will provide realistic pathways for undocumented adults and children pursuing citizenship. My passion for advocacy was supported by the information provided at the Summit.”

Throughout the year, the association continued to submit comments on relative legislation and other federal initiatives, including a statement on President Obama’s annual State of the Union address (February 2015), and comments on proposed regulations for the Workforce Innovation and Opportunity Act (June 2015). In addition, in October, TESOL Executive Director Rosa Aronson represented the association at a special White House meeting on “Technology in English.”

In the student arena, Rosa Aronson was interviewed by the TEFL Equity Advocates blog on advocating for nonnative English speakers in the TESOL field (May 2015).

Advocacy With Partners
Good advocacy is done with partners and allies. In 2015, TESOL worked with a variety of organizations to move forward its policy agenda. As in past years, TESOL participated with both the National Coalition for Literacy and the Coalition for Teacher Quality. In addition, the association released comments and joint statements with the American Federation of Teachers (AFT) and the National Association for Bilingual Education (NABE) related to the development of legislation to reauthorize and update the Elementary and Secondary Education Act (ESEA):
- Comments on Draft Senate ESEA Reauthorization Bill (February 2015)
- Comments on Student Success Act (February 2015)
- AFT, NABE, TESOL Joint Statement on Draft Senate ESEA Bill (April 2015)
- Comments on Every Child Achieves Act (May 2015)

www.tesol.org/advocacy
Changes in TESOL governance will lead to more engaged volunteers. At their meeting in March 2015, the Board of Directors voted to move forward with transitioning to a new governance model for TESOL International Association. The new model came about through the work of the Governance Review Task Force, which completed its work in 2014. TESOL committee and interest section volunteer leaders were briefed on what these changes might look like at an interactive online Town Hall meeting in February of 2015 and again after the board vote, at the 2015 convention in Toronto.

The TESOL Board also struck two task forces looking at TESOL affiliates and TESOL interest sections. Final reports and recommendations will be reported to the board at the 2016 convention.

In October of 2015, the board moved ahead with approving a new committee structure that streamlined the number of committees and created new professional councils that will work collaboratively with staff on functional areas of the association. A full description of the new governance model, along with a timeline of the transition, is available online at www.tesol.org/GovReview.

In 2014–2015, TESOL welcomed two new affiliates, the Bulgarian English Teachers’ Association (BETA) and the English Language Teachers’ Association of India (ELTAI).

**TESOL Board members and staff spoke at the following affiliate meetings.**

Wisconsin TESOL (USA), Claire Bradin Siskin
SPELT (Pakistan), Rosa Aronson
ANUPI (Mexico), Yilin Sun
Louisiana TESOL (USA), Luciana de Oliveira
ETA-ROC (Taiwan), Yilin Sun
TESOL Italy, Deena Boraie
Tunisia TESOL, Claire Bradin Siskin
Qatar TESOL, Andy Curtis
West Virginia TESOL (USA), Claire Bradin Siskin
HUPE (Croatia), Deborah Healey
Argentina TESOL, Yilin Sun
BC TEAL (Canada), Yilin Sun
PELLTA (Malaysia), Andy Curtis
NJTESOL/NJBE (USA), John Segota
Peru TESOL, Yilin Sun
Georgia TESOL (USA), Deborah Short
Ohio TESOL (USA), John Segota
TESOL International Association Professional Learning saw many new courses and some revamped programs. Most important, TESOL continues to offer a variety of educational offerings in many formats to meet the diverse needs of the profession.

TESOL completed its application to be an Approved Provider of CEUs with the International Association for Continuing Education and Training (IACET). This will allow TESOL, for the first time, to give its own CEUs for certain online programming. The final site visit is scheduled for April 2016 and, if all goes well, TESOL should be offering CEUs by June.

From April 2014 to March 2015, the more than 30 TESOL nonconvention online and face-to-face professional learning programs saw 3,912 individuals participate.

### Virtual Seminars, Online Courses, and Certificate Programs

Along with the regular virtual seminar series, TESOL partnered with Oxford University Press and VIF International to present two series of webinars, grammar-focused and stakeholder-engagement, respectively. Up to 800 participants registered for each of these webinars.

2014 saw the successful launch of the TESOL Certificate: Advanced Practitioner. In 2015, 11 participants completed the program and 20 participants are taking steps to completing this rigorous year-long program.

TESOL started collecting applications for the revised TESOL Core Certificate Program (TCCP) in September of 2015. Based on the new TESOL Short-Term Certificate Standards, the TCCP is a 140-hour online training program providing a foundation in the theory and practice of English language teaching. This program delivers a summary of core TESOL knowledge to support individuals in enhancing their professional practice when serving the needs of ELLs.

### Academies & Symposiums

In April 2015, TESOL partnered with the U.S. Department of State to bring nearly 200 participants to the TESOL Academy: Changing Classrooms, Supporting Teachers.

TESOL welcomed 25 Pakistani educators to the TESOL Academy on Writing at Stockton University in New Jersey, USA, and the ELT Leadership Management Certificate Program at TESOL International Association’s home office in Virginia, USA. This 2-week event was sponsored by the U.S. Department of State.

TESOL partnered with National Foreign Language 2020 Project and the University of Foreign Language Studies, the University of Danang, (Vietnam) for a 2-day symposium and 1-day association leadership building workshop. More than 300 participants attended from all around the region.

www.tesol.org/learn

### Summit on the Future of the TESOL Profession

In celebration of the 50th anniversary of TESOL International Association, the Summit on the Future of the TESOL Profession will bring together a group of TESOL thought leaders, policy makers, and industry professionals to Istanbul, Turkey, 9–10 February 2017.

In 2015, a steering committee of eight TESOL leaders, and a reference group of 16 professional organizations, was organized to design a summit to address the difficult conversations surrounding the current state of the TESOL profession and to meet TESOL’s strategic objectives.

www.tesol.org/summit
Increased Growth by Targeting Member Needs

More than 20 new books were published by TESOL Press in this timeframe, a higher number than in the past, due to a change in internal publications management and the introduction of new, streamlined development and publishing processes. The first six volumes in the new ELT in Context series were published as well as the final volumes in the English Language Teacher Development series. Revisions and additions to the bestselling New Ways series are continuing.

In order to reach content-specific markets and to expand distribution, TESOL Press is developing copublication agreements with educational publishers, such as the National Council of Teachers of Mathematics, who copublished The Common Core State Standards for Mathematics in High School.

Journals

TESOL journals continue to show high impact. For 2014, TESOL Quarterly had a 2-year impact factor of 0.940 and a 5-year impact factor of 1.424. The journal published 52 articles and 873 pages.

TESOL Journal was accepted for Journal Citation Rankings beginning in 2015. In 2014, TESOL Journal published 53 articles and 793 pages.

TESOL Connections

TESOL Connections (TC), TESOL’s member e-newsletter, continues to publish the work of English language professionals from all over the world. The newsletter averaged more than 7,000 pageviews per issue in 2015. It reached readers on six continents and in 195 countries, 75% of whom were new readers to TC. TC is a member benefit, but it is also accessible to the public.

TESOL Blog

The TESOL Blog provides readers with news, information, classroom practice tips and strategies, and resources in the field of English language education. The blog continues to grow in both production and reader engagement: In 2015, it published 227 posts (versus 173 in 2014), with regular blogs on the subjects of educational technology; adult, secondary, and primary education; second language writing; English for specific purposes; teacher education; and speech, pronunciation, and listening. In addition, TESOL leadership posted regularly, along with various guest bloggers from the field. In 2015, the TESOL Blog had an average of more than 25,000 pageviews per month, in 215 countries, compared to 16,800 average pageviews per month in 2014. TESOL’s top blog post in 2015 was viewed more than 25,000 times.

www.tesol.org/tesolpress
On 25 March, the 2015 TESOL International Convention & English Language Expo landed in Toronto, Ontario, Canada, making it the first time in 15 years that the convention has been outside of the United States. As one of the most diverse cities in the world, Toronto served as an appropriate context for this year’s event. Toronto embraces bilingualism and multiculturalism, with more than 140 languages spoken by its residents from more than 200 distinct ethnic and aboriginal origins. The convention attracted more than 5,600 professionals.

Location was not the only international component of the convention. The content mirrored the diversity of the city and attendees. The programs provided valuable opportunities to cross familiar boundaries of knowledge and experience and to build new understandings and networks across various contexts. More than 1,000 sessions were offered, ranging from language testing and assessment to technology in language learning, from bilingual education to standards.

Technology was present everywhere, from the heavily used mobile app to the live streaming of the four keynote speakers. Opportunities for posting photos on social media were available in the convention center, and attendees could see their social media posts on monitors outside the exhibit hall.

Due to the high population of adult educators in Toronto, the 2015 convention saw the first ever TESOL Adult Education Day. Strands included Program Administration, Innovations in Practice, Standards in Adult Education, Assessment of Learning, and Removing Barriers to Success.

The Exhibit Hall
Like every year, the exhibit hall was bustling; this year it housed nearly 120 organizations from all around the world. A great new feature was the affiliate booth, which was occupied by a different affiliate every few hours and showcased the wide spectrum of these TESOL partners.

Job MarketPlace
The Job MarketPlace included nearly 25 participating companies, the majority of which were from outside the United States. More than 400 job seekers arrived in hopes of securing a position in the field.

The Classroom of the Future
TESOL’s Classroom of the Future, in its second year, featured the latest in classroom furniture, technology, and pedagogy. Lead sponsor VIRCO displayed its popular classroom furniture, while technology sponsors TutorGroup and VOXY demonstrated new classroom technology. New participant Blended Learning shared what they are doing in the classroom, while attendees learned about new technology and pedagogy from the more than 20 sessions.

www.tesolconvention.org
Looking to the Future

2015 saw the first miniresearch grants awarded. TESOL received 48 completed applications, 33 of which were United States based, and five grants were awarded. Winners include:

- **International Teaching Assistants in the US University Classroom: A Mixed-Methods Study of Individual Differences and L2 Pragmatic Competence**
  
  *Erhan Aslan, University of South Florida, USA*

- **Sustaining Professional Development through Professional Learning Communities: A Case Study of the Impact on Teacher Identity and Practice at a Peruvian Binational Center**
  
  *Heidi Faust, University of Maryland, Baltimore County, USA*

- **Serving and Believing: Raising Preservice Teachers’ Efficacy for Working with English Language Learners**
  
  *Randall Garver, Texas A & M University, USA*

- **ESOL Teachers’ Perceptions of Their Role as Advocate**
  
  *Jamie Harrison, Auburn University, USA*

- **Screencasting Feedback on Student Writing: Is There a Pedagogical Advantage?**
  
  *Ron Martinez, Federal University of Paraná, Brazil*

Research Symposium

Plans are under way for 2017 TESOL Research Symposium: Building an Inclusive, Sustainable Research Community in TESOL.

In partnership with The International Research Foundation (TIRF), TESOL International Association is planning a 2-day symposium highlighting current work done by TIRF novice researcher grants and research aligned to the TESOL Research Agenda.

With the development of TESOL’s recent strategic plan in which research occupies a prominent place, TESOL is renewing its commitment to ELT research. Over the next 2 years, TESOL will be commissioning several pieces of research, stemming from its 2014 Research Agenda (www.tesol.org/research). In order to showcase this research, TESOL has reached out to TIRF in order to plan the comprehensive symposium, which will highlight the research conducted by both organizations. The symposium will be held 2–3 June 2017 at the Middlebury Institute of International Studies in Monterey, California, USA.

[www.tesol.org/research](http://www.tesol.org/research)
TESOL Standards Continue to Set the Pace

In September 2015, TESOL hosted a second convening of ESL educators and policy leaders to discuss changing roles and preparation needs in an era of new standards. A full report will be released in early 2016.

In March of 2015, TESOL cooperated with the American Council for the Teaching of Foreign Languages (ACTFL), the National Council of State Supervisors for Languages (NCSSFL), and NABE to release the Seal of Biliteracy Guidelines. States and districts in the United States implement Seals of Biliteracy to recognize the language capabilities of their high school graduates, and the guidelines were developed to provide assistance on best practices.

Short-Term Certificate Standards

These long anticipated standards were introduced in 2015. The Standards for Short-Term TEFL/TESL Certificate Programs were developed in recognition of the proliferation of nondegree short-term certificate programs around the world that lack high quality and rigor. These standards provide the professional guidance necessary to ensure that English language teachers can not only meet their students’ needs, but improve the professionalism of English language teaching. To meet the wide variety of programs out there, these standards are prescriptive in areas vital to the maintenance of a successful program but flexible where necessary to allow programs to adapt to the needs of their teaching candidates.

Common Core State Standards

The final books in the Common Core State Standards (CCSS) for English Language Learners series were either released or in the final stages by the end of 2015. The books cover making the TESOL standards work with the CCSS and enable teachers to support their ELLs as they meet ambitious CCSS in English, Math, and History.

www.tesol.org/standards

“The Standards are clearly the work of committed and knowledgeable professionals and will do much to ensure that effective principles of quality assurance are infused throughout TESL certificate programs... The Program Assessment tool makes them accessible to those who would benefit from applying the Standards to their own program.”

Mary Reeves, PhD, Executive Director, Commission on English Language Program Accreditation
ONGOING SUPPORT FROM TESOL’S ALLIANCE PARTNERS

STRATEGIC PARTNERS

EVENT PARTNERS
VIRCO
Voxy
Peace Corps
IELTS
EF Education First
Corwin
College Board

CONTENT PARTNERS
VIF International Education

Special thanks to the United States Department of State for their ongoing support of TESOL’s international events.
2015 TESOL AWARDS

Every year, TESOL gets the chance to celebrate excellence in the field. In 2015, TESOL presented 106 awards and grants to outstanding teachers, researchers, students, and EL advocates. Here are some of this year’s award winners.

THE JAMES E. ALATIS AWARD FOR SERVICE to TESOL was established to acknowledge outstanding and extended service by TESOL members at international, regional, and local levels.

David Nunan is a globally acclaimed linguist, former president of TESOL International Association (1999–2000), and author of Go For It!, the largest selling textbook series in the world. He is professor emeritus of applied linguistics at the University of Hong Kong and president emeritus of Anaheim University, California. He has also worked as an educator, researcher, and consultant in Europe, Asia, and South America. Nunan has published more than 35 academic texts on curriculum development, language acquisition, research methods, and teacher education.

THE TESOL PRESIDENT’S AWARD winner is selected annually by TESOL’s Executive Committee in recognition of individuals or organizations who have supported efforts for the field in line with TESOL’s values.

Linda Darling-Hammond is Charles E. Ducommun Professor at Stanford University, where she founded and co-directs the Stanford Center for Opportunity Policy in Education. She was also founding executive director of the National Commission on Teaching and America’s Future, and she headed President Obama’s Education Policy Transition Team. Her most recent book, Getting Teacher Evaluation Right, provides guidelines and models for a research-based approach to teacher evaluation.

THE TESOL TEACHER OF THE YEAR AWARD was created by TESOL and National Geographic Learning to recognize and honor exceptional English language teachers at all levels.

Sherry Blok holds an undergraduate degree in German from the University of Windsor and a master’s degree in second language education from McGill University. She is an ESL lecturer in the Intensive English Program at Concordia University. She is also the coordinator of professional development for the Language Institute and has led a number of workshops on topics related to feedback, assessment, and critical analysis in literature. She is an annual participant at the TESOL International Convention & English Language Expo and other educational conferences. She was named the 2013 official spokesperson for university lecturers for Fédération nationale des enseignantes et des enseignants du Québec (FNEEQ).

THE TESOL AWARD FOR DISTINGUISHED RESEARCH was created by TESOL and ETS/TOEFL to recognize excellence in any area of research on language teaching and learning.

Yasuko Kanno is associate professor of TESOL in the College of Education, Temple University, where she also coordinates the TESOL program. She is interested in linguistic minority students’ access to and success in postsecondary education and has co-edited a volume with Linda Harklau titled Linguistic Minority Students Go to College: Preparation, Access, and Persistence (Routledge, 2013). Her work has also appeared in (among others) American Educational Research Journal, TESOL Quarterly, Modern Language Journal, Applied Linguistics, and the Journal of Language, Identity, and Education. She serves as Research Notes and Forum editor of the Journal of Language, Identity, and Education.

THE TESOL OUTSTANDING ADVOCATE HONOR was created to recognize individuals who have advocated for, and on behalf of, the ESL/EFL profession and the constituency that it serves.

Premier Kathleen Wynne is Ontario’s 25th premier and the first woman to serve in that role. Ms. Wynne completed a master’s degree in linguistics and adult education at the University of
Toronto. In May 2004, under her direction, the Adult Education Review was initiated as a joint project of the Minister of Training, Colleges and Universities and the Minister of Education. When she became the Minister of Education in May 2006, Ms. Wynne implemented one of the key recommendations of the review’s report, which was to create an interministerial unit—the Adult Education Policy Unit—with the mandate of working with the educational ministries and delivery agencies to strengthen the adult education system in Ontario.

TESOL 50th Anniversary 1966–2016

TESOL International Association kicked off its 50th year celebration in 2015. TESOL’s 50th anniversary takes place in 2016. The anniversary year runs from January 2015 through December 2016. The official 50th anniversary website went online in time for the Toronto Convention in March 2015, and in July TESOL announced a variety activities to recognize the contributions of individual TESOL professionals.

The 50 at 50 list recognizes 50 individuals who have contributed significantly to the profession, and the 30 Up and Coming list recognizes future leaders of the profession. TESOL Success Stories seeks to share the impact that ESOL teachers have had on students in all parts of the world. Nominations were opened up to the field and selected by the 50th Anniversary Advisory Team. The announcement of the recognitions will be in 2016 and they all will be recognized at the 2016 Convention in Baltimore.

TESOL affiliates were asked to submit information and photos so that they could be featured on the site. New affiliates are featured multiple times a month throughout the anniversary year.

www.tesol.org/50th

James E. Alatis, 1926–2015

Dr. James E. “Jim” Alatis, a founding member of TESOL and its first executive director, passed away on 28 February 2015. He served from the establishment of the association in 1966 through 1987, at which time he became executive director emeritus. Through his service to the association and to the field, Dr. Alatis embodied the vision and the collegiality that gave rise to the TESOL association. His efforts have helped provide educators at all levels with a home where their efforts are recognized and championed worldwide.

With Dr. Alatis at the helm, TESOL grew and became a major force in the field. At its inception in 1966, TESOL had 337 members and only five affiliates. When Dr. Alatis retired as executive director in 1987, it had 12,000 members and more than 60 affiliates. During his tenure, the association created its first special interest groups, held its first summer institute and its first annual convention, and began offering career information for TESOL professionals. With the TESOL Board of Directors, he also helped form the International Research Foundation for English Language Education (TIRF) and later served as TIRF’s board president.

In 1987, TESOL established the James E. Alatis Award for Service to TESOL. The award honors one association member each year who has demonstrated genuine and long-lasting vision of what TESOL is and can be; the ability to combine professional and administrative roles in TESOL organizations; the ability and desire to represent and promote TESOL; and efficiency, personal dynamism, and good cheer.
Independent Auditor’s Report

To the Board of Directors
TESOL International Association

We have audited the accompanying financial statements of Teachers of English to Speakers of Other Languages d/b/a TESOL International Association (TESOL), which comprise the statements of financial position as of October 31, 2015 and 2014, the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management’s Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor’s Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor’s judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to TESOL’s preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of TESOL’s internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Teachers of English to Speakers of Other Languages d/b/a TESOL International Association as of October 31, 2015 and 2014, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Washington, DC
December 21, 2015
## TESOL International Association

### Statements of Financial Position

<table>
<thead>
<tr>
<th></th>
<th>October 31, 2015</th>
<th>October 31, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$508,309</td>
<td>$611,588</td>
</tr>
<tr>
<td>Investments</td>
<td>4,818,939</td>
<td>5,070,193</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>88,513</td>
<td>143,444</td>
</tr>
<tr>
<td>Pledges receivable</td>
<td>118,460</td>
<td>278,955</td>
</tr>
<tr>
<td>Prepaid expenses and other assets</td>
<td>296,240</td>
<td>293,033</td>
</tr>
<tr>
<td>Property and equipment</td>
<td>240,091</td>
<td>322,331</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td>$6,070,552</td>
<td>$6,719,544</td>
</tr>
</tbody>
</table>

| **Liabilities and Net Assets** |                  |                  |
| Liabilities                |                  |                  |
| Accounts payable and accrued expenses | $217,282   | $283,545         |
| Deferred revenue           | 976,015          | 999,114          |
| Deferred rent and lease incentive | 481,269     | 563,665          |
| **Total liabilities**      | $1,674,566       | $1,846,324       |
| Commitment                 | -                | -                |
| **Net assets**             |                  |                  |
| Unrestricted               | 3,843,312        | 4,144,383        |
| Temporarily restricted     | 437,962          | 614,125          |
| Permanently restricted     | 114,712          | 114,712          |
| **Total net assets**       | $4,395,986       | $4,873,220       |

| **Total liabilities and net assets** |                  |                  |
| **Total liabilities and net assets** | $6,070,552      | $6,719,544       |

*See notes to the financial statements.*
BOARD OF DIRECTORS (2014–2015)

OFFICERS
Yilin Sun (13–16). President, Seattle Community College
Andy Curtis (14–17). President-Elect, Anaheim University
Deena Boraie (12–15). Past President, The American University in Cairo
Rosa Aronson, Executive Director/Secretary, (ex-officio)

DIRECTORS
Deborah Healey (14–17), University of Oregon
Gabriela Kleckova (12–15), University of West Bohemia
Ryuko Kubota (14–15), Convention Program Chair, University of British Columbia
Aya Matsuda (14–17), Arizona State University
Luciana de Oliveira (13–16), Teachers College, Columbia University
Tony Silva (13–16), Purdue University
Claire Bradin Siskin (12–15), Edvista
Deborah Short (13–16), Academic Language Research & Training, LLC
Lillian Wong (12–15), University of Hong Kong

BOARD OF DIRECTORS (2015–2016)

OFFICERS
Andy Curtis (14–17), President, Anaheim University
Dudley Reynolds (15–18), President-Elect, Carnegie Mellon University Qatar
Yilin Sun (13–16). Past President, Seattle Colleges
Rosa Aronson, Executive Director/Secretary, (ex-officio)

DIRECTORS
Misty Adoniou (15–18), University of Canberra
Deborah Healey (14–17), University of Oregon
Leslie Barratt (15–16), Convention Program Chair, Indiana State University
Aya Matsuda (14–17), Arizona State University
Luciana de Oliveira (13–16), University of Miami
John Schmidt (15–18), Texas Intensive English Program
Tony Silva (13–16), Purdue University
Deborah Short (13–16), Academic Language Research & Training, LLC
Kyungsook Yeum (15–18), Sookmyung Women’s University
Advocacy
TESOL will promote sound education policy, professionalism, and excellence in English language education.

Objectives
1. Increase the association’s demonstrated expertise in, and resources for, language education policy.
2. Enhance the leadership and advocacy skills of TESOL professionals.
3. Increase advocacy for, and improve the professional status of, English language professionals worldwide.
4. Increase resources and tools for TESOL members to enable them to engage in advocacy.

Standards
TESOL will advance the field of English language teaching through quality standards.

Objectives
1. Increase the awareness and reach of TESOL standards across the field.
2. Facilitate the translation of standards into practice.
3. Improve the quality and currency of TESOL’s standards in a timely manner.
4. Increase the number of products and resources related to TESOL standards.

Governance
TESOL will govern effectively and will employ an efficient structure that provides ample opportunity for meaningful participation.

Objectives
1. Reduce governance layers and redundancies.
2. Increase the alignment between volunteer competencies and the work that needs to be done.
3. Increase the speed and responsiveness of decision-making processes.
4. Streamline communication processes among staff, work groups, and members.
5. Develop the leadership pipeline.

Professional Learning and Engagement
TESOL will provide English language teaching professionals with the necessary body of knowledge, tools, and resources to enhance their expertise and practice.

Objectives
1. Expand the variety and reach of professional learning opportunities.
2. Incorporate relevant research and development into TESOL professional learning.
3. Ensure a positive member experience at all TESOL professional learning offerings, including the annual convention, symposia, academies, and online events.
4. Improve ease of access to TESOL’s resources.
5. Expand TESOL’s capacity for members to participate in professional learning opportunities.
6. Expand publication product offerings that support professional learning needs through traditional and new media.

Research
TESOL will advance the field of English language teaching through research.

Objectives
1. Implement TESOL’s research agenda.
2. Increase the awareness and reach of TESOL research across the field.
3. Make research findings readily accessible to practitioners.