



STARTALK Sessions Agenda  
ACTFL Conference, Orlando, Florida  
November 22, 2008

STARTALK: Striving for Excellence in Teaching & Learning  
6:15-7:30PM, Dolphin Hotel, Asia 3  
Betsy Hart, Myriam Met, Kristen Hayden and Sun Burford

What is STARTALK? (Catherine Ingold)

Programs and Data

Video

Characteristics of Successful STARTALK Programs (Myriam Met)

Observation Checklists for Student Programs

Observation Checklists for Teacher Programs

STARTALK/NFLC Resources (Betsy Hart)

STARTALK Materials

NFLC Resources

LangSource

Read Chinese

STARTALK Program Outcomes

One World Now (Kristen Hayden & Sun Burford)



## Characteristics of Successful STARTALK Programs

- Implementing standards-based and thematically organized curriculum
- Facilitating a student-centered classroom
- Using target language for instruction
- Integrating culture into language instruction
- Adopting and using authentic materials
- Conducting performance-based assessment



## Student Program Observation Checklist

Program: \_\_\_\_\_ Language: \_\_\_\_\_  
 Instructor: \_\_\_\_\_ Evaluator: \_\_\_\_\_

### PROGRAM IMPLEMENTATION

#### CONTENT

<u>LANGUAGE</u>	Clearly Evident	Somewhat Evident	Not Evident	N/A
Language focus is on communication.				
Course content is meaningful and related to subject matter.				
Content is appropriate and relevant to students.				
Comments:				

<u>CULTURE</u>	Clearly Evident	Somewhat Evident	Not Evident	N/A
Culture is integrated with learning the target language.				
Culture is learned through the examination of cultural practices, products and perspectives.				
Students have opportunities to examine their own language and culture through the study of other languages and cultures.				
Comments:				

## INSTRUCTION

<b><u>LANGUAGE USE &amp; MEDIUM OF INSTRUCTION</u></b>	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
The teacher uses the target language almost exclusively.				
The teacher uses a variety of strategies to make the target language comprehensible.				
Students are challenged to use the use the target language.				
Comments:				

<b><u>CLASSROOM INTERACTION</u></b>	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
All students are engaged and participate in classroom activities.				
Classroom interactions are meaningful and purposeful.				
There are a variety of classroom interaction types, e.g. student-to-student and student-to-teacher.				
Teachers use a variety of feedback and questioning strategies.				
Comments:				

<b><u>ACTIVITIES</u></b>	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
Learning experiences address different communicative modes and language skills, e.g. listening, speaking, reading and writing.				
Activities are aligned with unit and lesson objectives.				
Grammar and vocabulary are learned through interesting and engaging activities.				
There are pair, group and whole class activities that promote meaningful interaction in the target language.				
Activities are appropriate, relevant, and cognitively and linguistically challenging.				
Comments:				

## MATERIALS & TECHNOLOGY

<b><u>MATERIALS</u></b>	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
A variety of materials are available and used to support language learning.				
The teacher incorporates authentic materials that facilitate language and cultural learning.				
Comments:				

<b><u>TECHNOLOGY</u></b>	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
Technology is available and used as a tool for instruction.				
Students have opportunities to use technology to learn the target language and culture.				
Students have opportunities to use technology to demonstrate learning outcomes.				
Comments:				

## ASSESSMENT

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
Students are assessed in a variety of ways throughout the program.				
The teacher collects evidence of student learning beyond using pencil and paper tasks.				
Comments:				

## LEARNING ENVIRONMENT

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
The classrooms/facility is conducive to learning.				
The classroom/facility accommodates a variety of learning and cultural activities.				
The classrooms and/or facility are adequately furnished with necessary equipment and materials.				
The program gives a sense of a friendly and cohesive learning community.				
Comments:				

## COURSE MANAGEMENT

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
Time is managed effectively.				
Activities flow smoothly and in a logical sequence.				
Comments:				

## PROGRAM ADMINISTRATION

### ADMINISTRATION

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
The program director is on-site and actively involved in the program.				
There is adequate support staff to ensure the success of the program.				
Comments:				

**CURRICULUM ALIGNMENT WITH STARTALK STANDARDS**

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
The documents provided to site visitors illustrate that the curriculum is Standards-, theory- and research-based.				
The program is aligned with the template/matrix.				
Comments:				

**PROGRAM FACILITY AND INSTITUTIONAL SUPPORT**

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
The facilities are clean, safe, comfortable and conducive to learning.				
Institutional support is evident to address the needs of administrators, instructors, participants, and staff.				
Comments:				

**SITE VISIT**

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
Site visitors were provided with the necessary program materials.				
Comments:				

**Summative Comments:**



## Teacher Training Program Observation Checklist

**Program:** \_\_\_\_\_  
**Course:** \_\_\_\_\_ **Language:** \_\_\_\_\_  
**Instructor:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_

### PROGRAM IMPLEMENTATION

#### CONTENT

	Clearly Evident	Somewhat Evident	Not Evident	N/A
Content taught matches proposed content.				
Course content matches expressed objectives.				
There is a appropriate balance of theory and practice.				
Comments:				

#### INSTRUCTION

<u>DELIVERY AND CLASSROOM INTERACTION</u>	Clearly Evident	Somewhat Evident	Not Evident	N/A
The language of instruction used is appropriate for the course and the participants.				
Instructional strategies are appropriate for- and meet the needs of the participants.				
The instructor uses a variety means of instruction, not just lecture.				
Instructional practice (e.g. techniques and strategies) are modeled or demonstrated.				
There are periodic checks for understanding.				
Comments:				



<b><u>ACTIVITIES</u></b>	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
Activities foster understanding of course content and pedagogical skill development.				
Participants experience learning activities they are expected to provide their students.				
A variety of activities address participants' learning needs, styles, and cultural ways of learning.				
Activities incorporate a range of learning and interaction configurations: individual, and pair and small group collaboration.				
Participants have opportunities to collaborate in learning and applying course content.				
Comments:				

<b><u>COMMUNICATION</u></b>	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
Communication in the classroom is effective, clear and comprehensible.				
Participants' input is elicited, valued and seriously considered.				
Interactions are varied: among participants and between the instructor and participants				
Comments:				

## **MATERIALS & TECHNOLOGY**

<b><u>MATERIALS</u></b>	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
Materials are current, appropriate and relevant.				
Materials are aligned to objectives and content of the proposal.				
Materials are well-organized.				
Comments:				

<b><u>TECHNOLOGY</u></b>	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
Technology is readily available and accessible to instructors and participants.				
Technology used facilitates instruction and learning.				
Comments:				

## ASSESSMENT

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
There is clear and consistent alignment of assessment with program and course goals and objectives as stated in program template.				
Participants have opportunities to demonstrate their newly gained knowledge and skills through a variety of assessment tools.				
Participants are encouraged to assess their own progress.				
Comments:				

## LEARNING ENVIRONMENT

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
The classrooms/facility is conducive to learning for adult learners				
The classroom/facility accommodates the variety of learning activities.				
The classrooms and/or facility are adequately furnished with necessary equipment and materials.				
The program gives a sense of a friendly and cohesive learning community.				
Comments:				

**COURSE MANAGEMENT**

	<b>Clearly Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>N/A</b>
Time is managed effectively.				
Activities flow smoothly and in a logical sequence.				
Comments:				

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Comments:				

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Comments:				

## Summative Comments:



## Applying for a Grant

### Submitting a Competitive Proposal

#### Substance

- Realistic outcomes
- Developmentally appropriate
- Standards-based curriculum

#### Administrative

- Adequately staffed
- Advertised to target audience
- Clear roles
- Appropriate location

#### Process

- Proposal package available on website
- 4 weeks to submit 5-page narrative plus budget and supporting documents
- Evaluated by external reviewers
- Recommendations to Government
- Notification



## List of Resources

- Read Chinese: <http://readchinese.nflc.org>
- STARTALK Materials: [www.startalk.umd.edu](http://www.startalk.umd.edu)
- Curriculum templates
- STARTALK leadership
- LinguaFolio



# READ CHINESE! 閱讀中文!



*Newly  
Expanded  
and  
Enhanced!*

More than **70** Reading Lessons for  
Beginning and Intermediate Readers

**No Cost. No registration. No sign-in.**

***Just go to the website and START!***

<http://readchinese.nflc.org/>

Each lesson includes all of the following:

- Reading passage in both Traditional and Simplified Characters with pinyin transcription
- Audio recording and English translation of the passage
- Glossary with English translations
- Cultural and Linguistic Explanatory Notes
- Three or more innovative exercises and comprehension activities with feedback on each activity

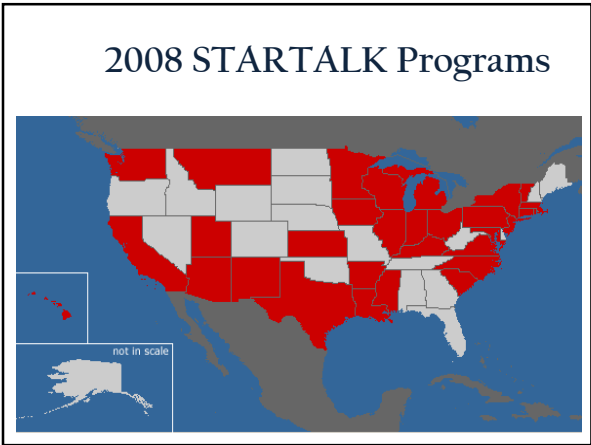
Topics of interest to High School and Undergraduate students:

- sports
- family
- heroes of China
- customs and traditions
- computer technology
- movies and movie stars
- shopping signs
- everyday life

## STARTALK: Striving for Excellence in Teaching and Learning World Languages

### What is STARTALK?

- National Security Language Initiative
- Critical Languages
- Impact in 2007 and 2008



### STARTALK Data: 2007 and 2008

Total Number of Participants: 2007 and 2008			
	Students	Teacher	Total
2007	874	448	1322
2008	2608	1038	3646
<b>Total</b>	<b>3482</b>	<b>1486</b>	<b>4968</b>

- VIDEO

- ### Characteristics of Successful STARTALK Programs
- Implementing standards-based and thematically organized curriculum
  - Facilitating a student-centered classroom
  - Using target language for instruction
  - Integrating culture into language instruction
  - Adopting and using authentic materials
  - Conducting performance-based assessment



### Observation Checklists: Student Programs

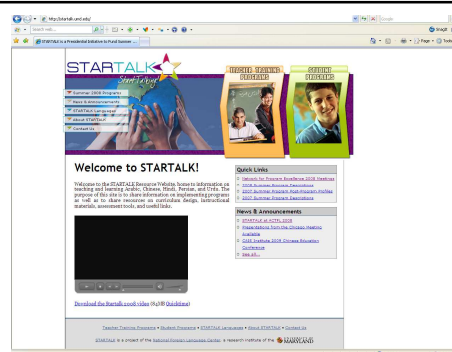
- Program Implementation
  - Content
  - Instruction
  - Materials & Technology
  - Assessment
  - Learning Environment
  - Course Management
- Program Administration
  - Administration
  - Curriculum Alignment with STARTALK Standards
  - Program Facility and Institutional Support

### Observation Checklists: Teacher Programs

- Program Implementation
  - Content
- Instruction
  - Delivery & Classroom Interaction
  - Activities
  - Communication
- Materials & Technology
- Assessment
- Learning Environment
- Course Management
- Program Administration
  - Administration
  - Curriculum Alignment with STARTALK Standards
  - Program Facility and Institutional Support

### STARTALK/NFLC Resources

- STARTALK
  - STARTALK Materials: [www.startalk.umd.edu](http://www.startalk.umd.edu)
  - Curriculum templates
- NFLC
  - LangSource: [www.langsource.umd.edu/](http://www.langsource.umd.edu/)
  - Read Chinese: <http://readchinese.nflc.org/>



<http://startalk.umd.edu/>

### STARTALK Program Outcomes: Report from the field

- One World Now
  - Kristen Hayden
  - Sun Burford