Everything You Need to Know About Running a Successful STARTALK Program

Albuquerque, NM
April 30, 2011
Overview of this Session

• Set expectations
  – What you can expect from STARTALK
  – What STARTALK expects from you

• Next Steps
  – Pre-program tasks
  – During the program
  – After the program

• Questions
Expectations: What Programs Can Expect from STARTALK

• Support
  – Team Leader
  – STARTALK Central

• Access to Resources

• Feedback
  – Site Visit Reports
  – Survey Results
Role of the Team Leader: Mentoring & Monitoring

Program One

Program Two

Program Three

Program Four

Program Five
Managing for Quality: STARTALK-endorsed Principles

• Implementing a standards-based and thematically organized curriculum
• Facilitating a learner-centered classroom
• Using target language and providing comprehensible input for instruction
• Integrating culture, content, and language in a world language classroom
• Adapting and using age-appropriate authentic materials
• Conducting performance-based assessment
Support from STARTALK Central

• Communication
  – Dedicated program contact
  – Numbered email messages

• Technical support
  – Webinars
  – Program Information System

• Site Visit Planning

• Conference Planning
STARTALK Resources

Planning Program Content

Curriculum Planning (Student & Teacher Programs)

- Online Curriculum Development Guide
- Standards for Foreign Language Learning in the 21st Century
- Glossary of Terms

Unit Planning (Student Programs)

- Unit Planning Template

Lesson Planning (Student Programs)

- Lesson Planning Guide
- Principles and Characteristics of Effective Language Learning
STARTALK Resources

Delivering Instruction

LinguaFolio

- LinguaFolio Online
  If your participants are having trouble accessing LinguaFolio, please contact lfolio@uoregon.edu or call 541-346-4350.
- LinguaFolio Tutorials
- NCSSFL LinguaFolio Training Modules

Checklists for Instructional Quality

- Elementary School Programs
- Middle School and High School Programs

Additional Resources

- Language-Specific Materials
- Instructional Design Materials
- Field Trip Guide
Expectations: What STARTALK Expects from Programs

• Communicate!
  – Response to emails
  – Notification of changes in program
• Meet Deadlines!
• Implement Proposed Program
  – Curriculum plan
  – Lesson plans
• Complete registration and survey
• Prepare for the Site Visit
• Reflect and Report
• Participate in the Fall Conference
Next Steps: Pre-Program Planning

• Confirm Site Visit Dates with Team Leaders
• Curriculum Plans
• Program Information System Updates
• Recruitment
  – Instructors
  – Participants
• Provide Professional Development for Instructors
• Online Registration & Consent Forms
  – Adults and middle & high school students
  – K-5 students
Site Visit Planning

• Confirm dates
• Enter logistical information into Program Information System
• Determine schedule for the site visit day and enter it into the Program Information System
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- Unit Planning Template

Lesson Planning (*Student Programs*)

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Curriculum Approval

- Submit completed template draft to team leader via email
- Review template checklist from team leader
- Discuss and implement recommendations
- Agree on final curriculum plan
Welcome to STARTALK!

Welcome to the STARTALK website, home to information on teaching and learning Arabic, Chinese, Dari, Hindi, Persian, Portuguese, Russian, Swahili, Turkish, and Urdu. The purpose of this site is to share information on implementing programs as well as to share resources on curriculum design, instructional materials, assessment tools, and useful links.

News & Announcements
STARTALK 2011 Summer Programs

The searchable STARTALK 2011 Program Listings are now available. Use this list to view all STARTALK 2011 programs. You may also filter the list by state and language, and sort by organization name or start date.

• 2011 Student Programs
• 2011 Teacher Programs

STARTALK Research and Publications Section

The Teachers We Need
Transforming World Language Education in the United States


Download
Participant Recruitment #2

• Student Programs
  – PTA Newsletters
  – Local newspapers & circulars
  – Heritage and community centers
  – Local language and area studies teachers

• Teacher Programs
  – State and national language associations
  – Local colleges and universities
Recruiting Instructional Staff

- Program Directors of 2010 STARTALK teacher programs
- Local schools and colleges
- Heritage programs
- Professional networks and associations
Professional Development for Instructors

STARTALK Resources

**Planning Program Content**
**Delivering Instruction**
**Teacher Development**

**Program Director Administrative Resources**
**Consultant Resources**

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**Teacher Development**

**Classroom Video Collection**
- [Classroom Video Collection](#)

**Multimedia Teacher Workshops**
- [Multimedia Teacher Workshops](#)
- [Workshop Catalog](#)
Registration for Participants

• Participate in upcoming STARTALK webinar
Consent Forms: Student Programs

STARTALK 2011 - Forms

Student Participant Survey Consent Forms

- English, for students under 18
  - Consent Form
  - Cover Letter
  - How to Complete Your STARTALK Consent Form
- English, for students 18 and over
  - Consent Form (Non-Minor)
  - Cover Letter (Non-Minor)
  - How to Complete Your STARTALK Consent Form

Cover Letter / 給家長的附函 / 给家长的附函 / Carta de Explicación

- 普通话 / Traditional Chinese
  - 給家長的附函 / Cover Letter
- 普通话 / Simplified Chinese
  - 給家长的附函 / Cover Letter
- Español / Spanish
  - Carta de Explicación / Cover Letter
Consent Forms: Teachers

• Included in the registration form
More Pre-program Planning

• Planning Activities
  – Orientation for participants (and parents)
  – Field trips
  – Guest speakers
  – Special activities
  – Closing ceremony
Lesson Planning

• Following the curriculum plan,
  – Use the STARTALK planning resources
  – Include your instructional staff
Planning Program Content

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- Glossary of Terms

Unit Planning (*Student Programs*)

- Unit Planning Template

Lesson Planning (*Student Programs*)

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- Principles and Characteristics of Effective Language Learning
STARTALK Lesson Planning Guide and Templates for Student Programs

Several of our Program Directors have developed lesson plan templates to implement their programs and engage their instructors more fully in the planning process. These templates bridge the curriculum plan to their daily lesson planning. In response to this need, STARTALK Central has developed the following lesson planning materials to assist you in your planning. The following lesson plan templates for your review; you may choose either to use in your program. Use of these templates is not required; feel free to use your own.

A lesson is a building block of a unit that has clearly defined objectives to be achieved within a specified time frame. A lesson makes content accessible and suitable for students and reflect principles of second language acquisition.

Lesson Planning

Lesson planning helps ensure that classroom instruction aligns with curriculum goals and objectives and therefore enables students to demonstrate their success.

The following template was developed last year for programs who wished to use a template for their lesson planning.

- Lesson Planning Template (Option 1)

Additionally, the following guide, template and checklist have been developed to work together to aid teachers in the development of their daily lessons.

- Lesson Planning Guide: From Paper to Practice
- Lesson Planning Template (Option 2)
- Lesson Planning Checklist

Additional Materials for Lesson Planning

STARTALK has also developed a list of endorsed Principles and Characteristics of Effective Language Learning which should also be incorporated in lesson planning.

- STARTALK Principles & Characteristics of Effective Language Learning

You may find it helpful to review some of the sample materials, including lesson plans, developed by previous STARTALK programs.

- 2010 Sample Materials including Lesson Plans
- 2009 Sample Materials including Lesson Plans
A STARTALK Guide to Planning a Purposeful Field Trip

“I really enjoyed the field trips, though they were not very helpful in developing the language.”

“The field trips were fun but not very beneficial to my learning experience. I think they should be left in the program but maybe tweaked to add more of a learning experience to the class.”

— Comments by STARTALK students on field trips

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During the Program

• LinguaFolio Online for Student Programs
• The Site Visit
• Continue the daily planning process
• Reflect and Improve
LinguaFolio Online

• For student programs
The Site Visit

• Preparing for the Site Visit
  – Information from STARTALK Central
  – Hosting the site visit team

• The Site Visit Day
  – Host team
  – Make space available for interviews and debriefings
  – Keep an open mind
After the Program

• Final Report and Reflection
• Fall Conference in Washington, DC, October 21 and 22
Questions