Overview of STARTALK 2011

Albuquerque, NM
April 29, 2011
Purpose of this Session

• For Continuing Program Directors
  – New Features
  – STARTALK Expectations
  – Program Information System Enhancements
  – Updates to the Curriculum Planning Tools
  – 2011 Pilots
  – New
    • CASL Research on STARTALK Assessment
    • TEFL Initiative
What is new in 2011?

• Program-specific timelines
• Online curriculum guide for teacher programs
• Enhanced online program information system
• Surveys
  – Pre-program registration
  – Post-program survey
• Resources
• Enhanced LinguaFolio Online for Students
• Pilots
  • ACTFL Assessment (High School)
  • K-5 Evaluation Surveys
Expectations #1: Communications

- STARTALK Communications
Expectations #2: Curriculum Plans

• Curriculum Plan
  – Attend the Curriculum Lab session: *Get a Guided Head Start on Your Template* or schedule a time to meet one-on-one with your team leader
  – plans are submitted on time to your team leader
Expectations #3: Online Program Information System

• Attend a Program Information System Lab Session
  – Ensure that your data is up-to-date
  – Learn how to use new features
• Keep your information current
• Surveys
Expectation #4: LinguaFolio

• For Student Programs
  – Every student should participate in LFO
  – Attend sessions: Why Self-Assessment is Important and How to do it Right
Expectation #5: Instructional Staff

- Use the STARTALK Resources to provide professional development for your instructional staff
Expectation #6: The Conference

Almost-mandatory sessions:

- Curriculum Lab
- Online system Lab
- Managing your STARTALK Grant for Continuing Programs
- Why Self-Assessment is Important (student programs)
- Workshops
Online System Enhancements

• Program-specific timeline for Program Directors
• New features in:
  – online program listings
  – contacts & personnel form
  – site visit schedule & logistics form
• Covering all of these enhancements in Program Information System labs
  – Bring your laptops (and program information to enter)
Continuing Enhancements

• Simplifying structure for posting curricula
  – No curricula descriptions needed before posting
  – Team Leaders can post and approve online

• Registration & Survey
  – Elimination of pre-program survey

• In-depth coverage during webinars next month
New Content-Planning Resources

- Updates to curriculum guide & template for student programs
- New curriculum guide & updated template for teacher programs
- New sample curricula & other materials
- New lesson planning resources page
- New principles & characteristics page
Introduction to the STARTALK Teacher Program Template

This PDF resource is designed to be viewed using Adobe Acrobat Reader. Viewing this in a Web browser or other software that can open PDF files may not fully utilize all of the features of this presentation. If you are not currently using the latest version of Adobe Reader, click here to download it for free from Adobe. If you are reading this in Adobe Reader, click NEXT to begin the presentation.
STARTALK-Endorsed Principles for Effective Teaching

Implementing standards-based and thematically organized curriculum

Facilitating a learner-centered classroom

Using the 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 assessments
Teacher Template Requirements

As a STARTALK grant recipient, you are expected to complete a draft of the teacher program template and submit this draft to your team leader. Your team leader will then guide you on any revisions necessary to finish your curriculum template.

<table>
<thead>
<tr>
<th>Section</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Brief Description of Program</td>
</tr>
<tr>
<td>B</td>
<td>Major Focus of the Program</td>
</tr>
<tr>
<td>C</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>D</td>
<td>Information on Career Options and Pathways to Certification</td>
</tr>
<tr>
<td>E</td>
<td>Content and Evidence of Learning</td>
</tr>
<tr>
<td>F</td>
<td>Assessment of Participant Progress and Performance</td>
</tr>
<tr>
<td>G</td>
<td>Program Outline and Schedule</td>
</tr>
<tr>
<td>H</td>
<td>Instructional Strategies</td>
</tr>
<tr>
<td>I</td>
<td>Materials and Other Resources</td>
</tr>
<tr>
<td>J</td>
<td>Technology Integration</td>
</tr>
</tbody>
</table>
Beginning the Journey

Teachers of less commonly taught languages often take alternative paths to certification. For more information on how three Chinese speakers became teachers and to hear about the strategies and techniques they use in their world language classrooms, you may wish to consult the following workshop from STARTALK’s Multimedia Teacher Workshop Collection:

- The Journey to Become a Standards-Based World Language Teacher—Rutgers, the State University of New Jersey
  http://media.startalk.umd.edu/workshops/2009/Rutgers

  Module 1: Instruction in a Meaningful Context

  Module 2: Building a Learning Community with Heritage Language Learners

  Module 3: Using a Repertoire of Strategies and Tasks
Teacher programs have the challenge of determining what the primary goals of the program will be given all the professional needs of practicing teachers and those who are training to teach. It is not necessary to cover all of the topics typically found in a method’s course. You may find it helpful to revisit this question after completing Section E—Content and Evidence of Learning.

Major Focus of the Program

- Standards-based instruction
- Using assessment to inform instruction
- Authentic materials and experiences
- Best-practice instructional strategies
Content and Evidence of Learning

Refer to the STARTALK-Endorsed Teacher Standards. These can be found as part of the Teacher Curriculum Template. Select carefully from the standards and include only those that capture the primary goals of your program. Explain the key concepts and state clearly what participants will be able to do to demonstrate their learning. *The samples given here are taken from different program templates.*

<table>
<thead>
<tr>
<th>Standards</th>
<th>Key Concepts/Information</th>
<th>Participants Can . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Demonstrating cultural understandings</td>
<td>Ability to integrate culture in language instruction</td>
<td>Design lessons and activities that integrate products, practices, and perspectives of the target society</td>
</tr>
<tr>
<td>4c. Selecting and designing instructional materials</td>
<td>Incorporating and adapting authentic materials</td>
<td>Design lessons and activities incorporating level- and age-appropriate authentic materials.</td>
</tr>
<tr>
<td>6. (Professionalism) Life cycle of a world language teacher</td>
<td>Participate in a coaching or mentoring environment that builds and enhances professional competence</td>
<td>Give, receive, and incorporate constructive feedback on practice</td>
</tr>
</tbody>
</table>
Assessment of Participant Progress and Performance

How will you know that participants are learning?
What evidence will be collected to demonstrate that learning?
What provisions are being made for self-assessment and reflection?

*The following samples are taken from different teacher programs.*

<table>
<thead>
<tr>
<th>Evidence/Product</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
<td>Participants will keep a daily journal. Each day, participants will focus on a select topic. Each journal entry will respond to a prompt focused on that daily topic.</td>
</tr>
<tr>
<td>Lesson plan</td>
<td>Plan a standards-based lesson and teach several components of it to students. Reflect on the lesson and the constructive feedback received from mentor teachers on how to improve the lesson in the future.</td>
</tr>
<tr>
<td>Micro-teaching</td>
<td>Towards the end of the program, participants will teach their standards-based mini-lessons in Hindi or Urdu to their cohorts demonstrating best practices of teaching and learning. The mini-lessons will be assessed by the instructors and peers based on a performance-based rubric.</td>
</tr>
</tbody>
</table>
Program Outline and Schedule

Backward Design

At this point in the template you have used backward design to

• identify desired results and
• determine acceptable evidence of learning.

The next sections will ask you to

• plan learning experiences and instruction.

Create your timeline for the program showing what will happen each day.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Closing Instructional Gaps: Planning Tools for Transitioning to Learner-Centered Instruction in Arabic and Chinese Classrooms</td>
</tr>
<tr>
<td>Day 2</td>
<td>Closing Instructional Gaps in Assessment: Transitioning to Learner-Centered Approaches</td>
</tr>
<tr>
<td>Day 3</td>
<td>Transitioning to Learner-Centered Instruction with Early Language Learners</td>
</tr>
</tbody>
</table>
### Instructional Strategies

The following samples are taken from different teacher programs.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow for peer sharing and collaborative learning</td>
<td>Teachers will develop a lesson in collaboration with two other teachers. After the lesson is taught, there will be time allowed for debriefing and reflection in small groups and in a large group.</td>
</tr>
<tr>
<td>Differentiate instruction based on participants’ needs</td>
<td>Participants will pace themselves to finish watching all the assigned videos within a two-week period. The individualized pacing will help those with lesser experience take the needed time (up to one full extra week) to go through the videos and internalize the needed concepts. The participants will also have access to the master teacher who is available to explain, clarify and give exemplars of the concepts viewed. All of which will be done via e-mail and the discussion board.</td>
</tr>
<tr>
<td>Provide opportunities for micro-lab/student teaching</td>
<td>The second week of the program will consist of four teaching opportunities per day. Participants will teach two sessions and observe two sessions. During the course of the week, participants will create mini-lessons that address reading and writing, speaking and listening, culture, and technology integration. Groups of students will rotate through all four areas each day.</td>
</tr>
</tbody>
</table>
Lesson Planning

If you intend to focus on lesson planning as one of your key topics, you may find the information on lesson planning and the Lesson Plan Template to be useful. This information can be found at the following URL:

http://startalk.umd.edu/lesson-planning

The following topics are addressed:

• Part 1—Why is Lesson Planning Important?
• Part 2—Planning the Lesson
• Part 3—Lesson Plan Organizer
Leadership

The instructional strategies listed on the template apply to both beginning and experienced teachers. All are critical as teachers move into leadership roles. Teachers who teach less commonly taught languages often find themselves in leadership roles early in their careers. For more information on the development of leadership skills, you may wish to consult the following workshop from STARTALK’s Multimedia Teacher Workshop Collection:

- Leadership Development Program for World Language Educators—Stanford University School of Education California Foreign Language Project (CFLP)
  [http://stanford.edu/group/cflp/cgi-bin/startalk/leadership](http://stanford.edu/group/cflp/cgi-bin/startalk/leadership)

  Module 1: What Makes a Good Leader
  Module 2: Identifying Leadership Styles
  Module 3: Influencing World Language Departments
STARTALK Central has created a list of resources that have been compiled from past STARTALK program curricula. It is meant to provide all STARTALK programs with information of what other STARTALK programs have used as well as some resources that were deemed useful by STARTALK staff. The resources that are applicable across languages are listed under General World Languages, while others are listed under specific STARTALK languages (Arabic, Chinese, Hindi, Persian, Swahili, Turkish, and Urdu). The lists are by no means exhaustive but rather represent a work in progress. You may notice that some lists are incomplete or have gaps; this reflects the stages in which different STARTALK programs and languages are. STARTALK hopes to expand the lists with continuous input from programs and users.

To access this material go to the following URL:

http://startalk.umd.edu/resources
Technology

For more information, you may wish to explore the following workshop from STARTALK’s Multimedia Teachers Workshop Collections:

- NOVASTARTALK Online: Technology-Enhanced Language Instruction—Northern Virginia Community College
Technology Integration

It can be challenging for site visitors to see the integration of technology tools on the day of the visit. This section allows you to comment on technology that was acquired through the STARTALK budget and explain how it is being used.

<table>
<thead>
<tr>
<th>Technological Tools</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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As a STARTALK grant recipient, you are expected to complete a draft of the student program template and submit this draft to your team leader. Your team leader will then guide you on any revisions necessary to finish your curriculum template.

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<td>B</td>
<td>Program Theme</td>
</tr>
<tr>
<td>C</td>
<td>Unit Subthemes</td>
</tr>
<tr>
<td>D</td>
<td>Standards and Expected Outcomes</td>
</tr>
<tr>
<td>E</td>
<td>Specific Knowledge and Skills</td>
</tr>
<tr>
<td>F</td>
<td>End of Program Performance Tasks</td>
</tr>
<tr>
<td>G</td>
<td>Other Types of Assessment and Evidence of Learning</td>
</tr>
<tr>
<td>H</td>
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<tr>
<td>J</td>
<td>Technology</td>
</tr>
</tbody>
</table>
The Online Curriculum Guide will help you to

- plan using backward design,
- identify your program theme,
- establish achievable goals and outcomes for your program,
- apply STARTALK-endorsed principles in planning,
- determine how to assess learners’ progress and performance,
- recognize and design tasks in the three communicative modes, and
- identify and incorporate culturally authentic materials for your program.
Resources for Completing the Student Template

The student curriculum template can be downloaded by clicking here or by going to the following URL:

http://startalk.umd.edu/curriculum-guide/#templates

Sample student templates for different languages and levels can be viewed by clicking here or by going to the following URL:

http://startalk.umd.edu/2010/materials
The Guide is Divided into the Following Sections:

- Thematic Planning
- Assessment
- Instructional Strategies and Materials
Program Goals Based on National Standards

If you would like more information on the national standards, you may wish to view the “Standards and the Five Cs” document.

Standards and the Five Cs

As an introduction to and illustration of the National Standards for Foreign Language Learning, this program shows how teachers can use the standards to help their students advance in foreign language proficiency. (60 minutes)

http://www.learner.org/resources/series185.html
Thematic Planning

You may wish to watch the *Food Facts and Stories* video to see the implementation of a thematic unit.

*Food Facts and Stories*

In this lesson, students make connections to science, health, and math during a nutrition discussion. They talk about the effects of a fast-food diet using a variety of authentic materials, including the food pyramid and a fast-food restaurant menu.

Watch this video from 4:45 to 13:36 at the following URL:

http://www.learner.org/libraries/tfl/spanish/pedini/analyze.html
Consider the following questions:

• What is the program theme of this unit?
• What subthemes are evident in the video? What other subthemes might be developed?
• Which of the National Standards are evident in the video segment?
• What “can-do” statements would you write for this unit?
• How do the can-do statements connect to the National Standards?
• What vocabulary and structures will students need to be able to meet the can-do statements?
Specific Knowledge and Skills

What specific knowledge and skills will the students use?

On your template, state the linguistic, cultural, and other subject matter and skills that students will learn. When appropriate, list the grammar that is needed to support what students can do in the language.

A partial example appears here. A complete example appears on the student sample templates.

<table>
<thead>
<tr>
<th>Students Can</th>
<th>Students Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order in a restaurant</td>
<td>The menu, please. What do you suggest? I would like to have . . .</td>
</tr>
<tr>
<td>Shop in a market</td>
<td>How much . . .? Do you have . . .</td>
</tr>
<tr>
<td>Ask and give directions</td>
<td>Where is . . .? Please tell me . . . To the left/right . . .</td>
</tr>
</tbody>
</table>
Thematic Planning

For more information, you may wish to consult the following workshops from STARTALK’s Multimedia Teachers Workshop Collections:

- Planning for Performance with Backward Design—Seattle Public School

- The Haya! Project—National Capital Language Resource Center (NCLRC)
  http://nclrc.org/arabick12/haya
  Module – Thematic Unit, Backward Design

- Chinese Immersion: Lesson-Planning in the Content-Based Classroom—Global Village Academy
  Step 1 – Objectives
Key Ideas to Remember

Interpretive mode tasks
• Assess comprehension of words, concepts, ideas, or meaning using culturally authentic materials.

Interpersonal mode tasks
• Assess two-way, spontaneous exchanges that involve negotiation of meaning between people. These tasks are unrehearsed, unrefined, and nonscripted.

Presentational mode tasks
• Assess oral or written works that allow learners to use language in new and different contexts. These tasks give learners time to prepare, revise, and consult resources.
Integrated Performance Assessment begins when students are asked to acquire information through an interpretive mode task.

Then, they react to that information by interacting with others.

Finally, they create a written or oral product that incorporates information acquired through the other two modes.
1. Interpretive Communication
Students read a brochure advertising a year-round camp for students. They may also listen to or view a weather forecast from that region.

2. Interpersonal Communication
Students have a conversation about the camp. They discuss what they like and don’t like and comment on how often they will do certain things. They also discuss the weather that they are likely to encounter.

3. Presentational Communication
Each student designs a presentation about his or her ideal camp setting. They prepare an ad campaign for their camp using print and audio.
Assessment

For more information, you may wish to consult the following workshops from STARTALK’s Multimedia Teachers Workshop Collections:

- Assessment for Language Instructors: The Basics—Center for Applied Linguistics (CAL)  
- Integrating Language, Culture, and Content—Occidental College  
  - Part III: Interpreting Authentic Materials
  - Part IV: Facilitating Interpersonal Tasks
  - Part V: Carrying Out Presentational Tasks
- Chinese Immersion: Lesson-Planning in the Content-Based Classroom—Global Village Academy  
  - Step 2: Assessment
## Instructional Strategies

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use target language and provide comprehensible input for instruction.</td>
<td></td>
</tr>
<tr>
<td>Facilitate a learner-centered classroom.</td>
<td></td>
</tr>
<tr>
<td>Ensure meaningful interaction in the target language.</td>
<td></td>
</tr>
<tr>
<td>Integrate culture, content, and language.</td>
<td></td>
</tr>
<tr>
<td>Differentiate instruction based on student need.</td>
<td></td>
</tr>
</tbody>
</table>
5 CHARACTERISTICS OF EFFECTIVE LANGUAGE LESSONS*
These characteristics were selected because of their correlation to STARTALK principles. For teacher-training purposes, suggestions of video clips that demonstrate each characteristic are given on subsequent slides.

1. The teacher uses the target language almost exclusively (at least 90 percent of the time).
2. The teacher uses a variety of strategies to make language comprehensible, monitors student comprehension, and makes adjustments as necessary.
3. Students learn vocabulary from input (hearing or reading) and using it in language-rich contexts, such as stories, hands-on experiences, picture descriptions, and subject-matter content.
4. Grammar is not the focus or the goal of the course, unit, or lesson. The teacher teaches grammar as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning.
5. The teacher provides frequent, varied classroom opportunities for students to interpret and to express meaning for real-world purposes.

*The complete list of characteristics can be found in the document Starting With the End in Mind, which can be found at http://pearsonschool.com/endinmind
Use the Target Language and Provide Comprehensible Input for Instruction

Considerations

• Tailor language into smaller chunks of comprehensible input.

• Use visuals, props, body language, songs, games, and pantomime to facilitate the understanding of linguistic input.

• Provide models and scaffolding in the target language for students.

• Ensure students are engaged in purposeful activities that foster the use of the target language.
Use the Target Language and Provide Comprehensible Input

For more information, you may wish to consult the following workshops from STARTALK’s Multimedia Teachers Workshop Collections:

- Staying In The Target Language—Concordia Language Villages [http://startalk.umd.edu/teacher-development/workshops/2009/Concordia]
  
  Talking with Dr. Carol Ann Dahlberg: Importance of Context, Understandable Language
  
  Making Language Understandable: Modules 1, 2, and 3

  
  Immersion Strategies for Comprehensible Input
  
  Immersion Strategies for Comprehensible Output
  
  Demonstration Lesson In Chinese


  Step 3: Instruction
Characteristics Of Effective Language Lessons

The teacher uses the target language almost exclusively (at least 90 percent of the time).

<table>
<thead>
<tr>
<th>Film Source</th>
<th>Title</th>
<th>Clip</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTFL/Annenberg</td>
<td>Routes to Culture</td>
<td>4:45–6:64</td>
</tr>
<tr>
<td>STARTALK</td>
<td>Chinese Drawing Pictures of Vocabulary</td>
<td>2:32–4:04</td>
</tr>
<tr>
<td>STARTALK</td>
<td>Kent State—Arabic</td>
<td>10:27–11:18</td>
</tr>
</tbody>
</table>
Characteristics Of Effective Language Lessons

The teacher uses a variety of strategies to make language comprehensible, monitors student comprehension, and makes adjustments as necessary.

<table>
<thead>
<tr>
<th>Film Source</th>
<th>Title</th>
<th>Clip</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTFL/Annenberg</td>
<td>Promoting Attractions of Japan</td>
<td>2:26–4:15</td>
</tr>
<tr>
<td>ACTFL/Annenberg</td>
<td>Fruits of the Americas</td>
<td>15:52–16:46</td>
</tr>
<tr>
<td>STARTALK</td>
<td>One World Now—Chinese</td>
<td>9:45–10:51</td>
</tr>
</tbody>
</table>
Characteristics of Effective Language Lessons

Students learn vocabulary from input (hearing or reading) and using it in language-rich contexts such as stories, hands-on experiences, picture descriptions, and subject-matter content. Examples of this can be found on the STARTALK Principles & Characteristics site under “Facilitating a Learner-Centered Classroom”, or in the source video materials listed below.

<table>
<thead>
<tr>
<th>Film Source</th>
<th>Title</th>
<th>Clip</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTFL/Annenberg</td>
<td>Communicating About Sports</td>
<td>7:56–9:20</td>
</tr>
<tr>
<td>ACTFL/Annenberg</td>
<td>Performing with Confidence</td>
<td>4:51–8:29</td>
</tr>
<tr>
<td>STARTALK</td>
<td>Rutgers Chinese</td>
<td>10:47–12:48</td>
</tr>
<tr>
<td>ACTFL/Annenberg</td>
<td>Fruits of the Americas</td>
<td>6:22–8:09</td>
</tr>
<tr>
<td>STARTALK</td>
<td>Kent State—Hindi</td>
<td>3:20–5:35</td>
</tr>
<tr>
<td>STARTALK</td>
<td>Kent State—Arabic</td>
<td>4:33–5:11</td>
</tr>
<tr>
<td>ACTFL/Annenberg</td>
<td>Performing with Confidence</td>
<td>17:54–23:19</td>
</tr>
<tr>
<td>ACTFL/Annenberg</td>
<td>Food Facts and Stories</td>
<td>5:08–11:38</td>
</tr>
<tr>
<td>ACTFL/Annenberg</td>
<td>Holidays and Seasons</td>
<td>17:22–22:55</td>
</tr>
</tbody>
</table>
STARTALK Student Program Resource List

STARTALK Central has created a list of resources designed to provide
• information of what other STARTALK programs have used and
• resources that were deemed useful by STARTALK staff.

Resources are listed under
• general world languages if they apply to all languages or
• a specific STARTALK language if the resource is only appropriate for that language

The resources are by no means exhaustive but rather represent a work in progress. STARTALK hopes to expand the lists with continuous input from programs and users.

To access this material go to http://startalk.umd.edu/resources
Once you have completed the curriculum template and it has been approved by your team leader, you will be ready to create more-detailed lesson plans. Additional information on lesson planning and lesson plan templates can be found at the following URL:

http://startalk.umd.edu/lesson-planning

The following topics are addressed:

• Part 1 – Why is Lesson Planning Important?
• Part 2 – Planning the Lesson
• Part 3 – Lesson Plan Organizer
2010 STARTALK Assessment Pilot
What have my students learned during STARTALK?

Assessment research and how it can help you

Steven J. Ross (University of Maryland) and
Margaret E. Malone (Center for Applied Linguistics)

Spring STARTALK Conference
April 28, 2011
Albuquerque, New Mexico
Why you should come to this session

• Your students use LinguaFolio
• You assess students’ learning
What you’ll learn

Student Self-Assessment:

• Why it’s important
• How accurately students rate their own ability
• How students rate their own ability vs. how teachers rate their students’ ability
• Surprising findings about student self-assessment
Question

• Do you think students rate their abilities higher or lower than their instructors do?
What you’ll learn

Teacher Assessment:

• Types of assessments being used by STARTALK programs
• Most popular assessments in specific languages
• Most commonly used assessments by grade level
Question

• Which do you think is most used in STARTALK programs?
  – Interviews
  – LinguaFolio
  – Reading tests
Take aways

• How your program’s assessment practices compare to other STARTALK programs’
• Ideas for other kinds of assessment
• Follow-up
TEFL
Teacher Effectiveness in Foreign Languages