Applying for a STARTALK Grant: Designing a Winning Proposal

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Welcome
Introductions

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• STARTALK Staff
• Participants
Overview of the Workshop

• Introduction to STARTALK
• Describe STARTALK process and cycle
• Focus on the planning process
• Discuss how to design an effective STARTALK/world language program
Expected Outcomes—

You will understand:

• the STARTALK program, expectations, and requirements
• the conceptual planning process to develop a STARTALK proposal
• the essential characteristics of an effective STARTALK/world language program
What is STARTALK?
Mission
to provide summer language learning opportunities for students and professional development opportunities for teachers in critical languages
STARTALK Video
Goals

• To have programs in all 50 states by 2011, offering up to 10 languages

• To increase the quality and supply of teachers of critical languages throughout the nation

• To stimulate significant increases in the number of students enrolled in the study of critical languages

• To improve the quality and effectiveness of critical language curriculum
STUDENT Programs: 2011 Update

• Students are highly motivated, self-selected language learners
• An overwhelming majority believe that learning another language will help them better understand people who are different from them
• 91% plan to continue study of the STARTALK language
Teacher Programs: 2011 Update

- 12% list English as their native language; 11% were born in the US
- 84% are female
- 44% have a master’s degree
- 71% are currently teaching the STARTALK language
- 21% certified to teach the language; 54% plan to become certified
Combination and Collaborative Programs

• Teacher trainers conduct mini lessons under the mentorship of lead teacher
• Students benefit from small group activities
• Teachers reflect daily on their classroom experiences
Current STARTALK Languages

- Arabic
- Chinese
- Dari
- Hindi
- Portuguese
- Persian
- Russian
- Swahili
- Turkish
- Urdu
Quality Assurance

- National competition
- Review process
- Spring Conference: Expectation Setting
- Curriculum Approval
- Site Visit
- Fall Conference: Sharing
Quality and Consistency

STARTALK Endorsed Best Practices

– 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
What is a STARTALK Program?

• Student Program
The STARTALK Process

- Application
- Spring Conference: Orientation
- Curriculum Development & Approval
- Site Visit
- Reflection & Reporting
- Fall Conference: Sharing
- Analysis & Research
Application

• National competition
• Online application
  – Eligibility requirements
  – Priorities
• Review Process
Conferences

• Spring Conference: Expectation Setting
  – Orientation for new programs
  – Professional development
  – Networking opportunities

• Fall Conference: Sharing
  – Sharing successes and challenges
  – Building STARTALK communities of practice
  – Identifying areas for future improvement
Curriculum Development & Approval

• Online Curriculum Template
  – Common template and user guide
  – Incorporates backward design principles
  – Integrates standards and STARTALK-endorsed instructional strategies/best practices
  – Available at
    http://startalk.umd.edu/curriculum-guide/
Site visit

• Site Visit Team
  – Team Leader and relevant specialists
  – Language and curriculum specialist

• Purpose and procedures
  – Standardized protocols
  – Class observations
  – Interviews with students and staff

• Feedback to programs
  – Debriefing (face to face)
  – Report
Reflection & Reporting

- Conferences
- Surveys
- Reports
- Focus groups
- Ongoing conversations
- Networking among participants
STARTALK 2012 Timeline

• Request for Proposals (October)
• Proposal Review (November/December)
• Award Notification (February)
• Award Start Date (mid-April)
• Orientation Conference (May)
• Curriculum Development and Approval (April-May)
• Program Implementation (June, July, & August)
• Site Visits (June, July, & August)
• Post-program Conference (October)
• Final Reports (December - February)
BREAK
Who Can Get STARTALK Funding?

Eligibility

• Capacity to offer a STARTALK program
• Languages, states, ages, levels of instruction
• Prior experience
• Evidence of participant safety and insurance
Who Can Get STARTALK Funding?

- Post secondary institutions
- State and regional educational agencies
- School districts
- Public and private schools
- Community organizations
- Language associations
- Corporations
National competition

Eligibility requirements:

- demonstrate the capability to offer age-appropriate standards-based language learning summer programs in a culturally rich environment for students in K-16 levels
- have prior experience with summer foreign language camps, programs, courses or academies for students to gain and improve their linguistic and cultural competence

Returning programs

- Incorporation of recommendations from previous site visits
Application (2/3)

– Program Priorities:
  • Combination Teacher & Student Programs
  • Teacher programs with practicum
  • Collaboration with other programs
  • Opportunities for continued student learning beyond the summer program
  • Blended learning models
Application (3/3)

• Review process
  – 3 independent reviews of each application
  – Review criteria include:
    • Clearly stated goals with measurable outcomes and performance indicators
    • Alignment with national standards
    • Clear plan for assessing outcomes
    • Qualified staff
    • Reasonable budget
The Planning & Design Process
Why Plan?

• Target participants
• Goals: where are we going?
• Outcomes: what will the participants be able to do as a result of this program?
• Activities and timeline: how will we get there?
Online Curriculum Guide
Can-Do Statements

• Develop a unit with Backward Design
• Design theme based performance assessment in the 3 communicative modes
• Determine instructional strategies for integrating language, culture, and content
Backward Design

• Identify desired results
• Determine acceptable evidence of learning
• Plan learning experiences and instruction
Planning: first steps

- Potential participants
  - Students
  - Teachers

- Organizational/institutional capacity
  - Language(s)
  - Program types
  - Student profiles

- Community resources/partners
Define your program
Designing a STARTALK Program

1) Select a theme
2) Identify desired results
3) Determine acceptable evidence of learning
4) List learning experiences and instruction
Planning Discussion

• Breakouts
Planning Process for Grants

• Conduct needs assessment
• Identify goals and outcomes
• Design assessment
• Identify specific knowledge and skills
• Develop activities
• Select personnel
• Develop timeline
• Work out a budget
Administration & Staffing

Administrative Resources

- Adequately staffed
- Clear roles
- Appropriate location
- Ability to attract sufficient enrollment
- Institutional support
Budget

Financial Resources

• Cost effectiveness
• Number of participants served
• Duration and intensity of program
• Quality of instruction
BREAK
Characteristics of an Effective Language Program

Alignment of Assessment, Curriculum, and Instruction

- Realistic and measurable outcomes
- Performance-based assessment
- Evaluation plan for participant growth and program effectiveness
Characteristics of an Effective Language Program

Curriculum and Instruction

- Standards-based and thematically organized curriculum
- Lesson plans that incorporate STARTALK-endorsed best practices such as:
  - Student-centered classrooms
  - Use of target language for instruction
  - Integration of culture into language instruction
  - Use of authentic materials
What STARTALK resources are available?

- STARTALK Multimedia Workshop Collection
- STARTALK Classroom Video Collection
- Online Curriculum Template Development Guide
- Sample Planning and Classroom Materials
- List of Resources by Language

www.startalk.umd.edu
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.

Resources | News & Announcements

Guides
- Online Curriculum Development Guide

Materials
- Curriculum, Unit, and Lesson Plan Templates
- 2009 Sample Curricula and Other Materials
- 2010 Sample Curricula and Supporting Materials

Collections
- Classroom Video Collection
- Multimedia Teacher Workshops Collection

Other Resources
- Standards for Foreign Language Learning in the 21st Century
- Bibliographic Lists of Language-Specific Materials
- Instructional Design Materials
- Glossary of Terms

Parents and Students | Teachers | Current and Future Program Directors | Consultants

2007 | 2008 | 2009 | 2010 | 2011
Teacher Development Materials Collection

1) Teacher Training Videos
2) Multimedia Teacher Workshops
3) Collection of Curriculum Plans and Resources
4) Online Curriculum Guide
Teacher Training Videos

- real-life examples of teachers
- STARTALK-endorsed effective practices in Arabic, Chinese, Hindi, Persian, Swahili, Turkish and Urdu
- These videos can be used alone or incorporated into more extensive teacher education materials.
STARTALK Classroom Video Collection: Chinese
OneWorld Now!

Unit Theme: Relationships

Unit Subtheme: Interacting in Shops and at Markets

Lesson Goals:
At the end of this lesson, students will be able to

- describe clothing by commenting on size and colors,
- recognize and describe traditional Chinese clothing,
- buy and sell clothing, and
- negotiate price when shopping in Chinese.

Part 1
As the lesson begins, Sun introduces new clothing vocabulary, models accurate use of measure words, and checks for comprehension.

Questions to consider

- What different strategies does Sun use to introduce new vocabulary? How might the variety of strategies impact student engagement?
- How are measure words incorporated in a natural context throughout this lesson?
- How does the instructor check for understanding immediately after introducing new vocabulary?
- How does the instructor begin to move students from the word level to the sentence level as she introduces the new vocabulary?
Reflect on the Lesson

- Which of the 5C's were reflected in this lesson? How were they incorporated?
- Which modes of communication were used during the lesson? How were they incorporated into the lesson?
- How will students be able to transfer their learning to real world situations?
- If you taught this lesson, what might you do differently? Why?
- If you were working with these students for the next class, what would you do?
• Student Curriculum Guide
Lesson Learned: Student Programs

• Students
  • Unexpected demand
  • Follow-up for heritage schools
    – Opportunities beyond Saturday schools
    – Inclusion of non-heritage peers
  • Opportunity to learn language in STARTALK setting
  • Category IV languages are learnable!
  • Transformational experience
    – Continue in school year, university
    – Socializing with other language lovers
STARTALK Student Program

- Springfield MA Public Schools
Lesson Learned: Teacher Programs

• Teachers
  • Unexpected demand
  • Profile
    – Highly educated
    – Native speakers of target language
    – Most unaccustomed to US educational settings
    – Predominantly female
    – Shifting age group
  • 54% plan to pursue certification
  • Combination programs
STARTALK Teacher Program

- Michigan State University
Challenges

- Duration of summer programs
- Opportunity to continue
- Program variety (length, level, focus)
- Teacher experience
  - Teacher and student programs
  - Professional development
- Standardization and flexibility across programs
- Assessment