Effective Practices in Teacher Development: Lessons from STARTALK

American Council for the Teaching of Foreign Languages
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Presenters

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Presentation Overview

• What is STARTALK?
• What STARTALK resources are available?
• What lessons have been learned about teacher development?
Mission

to provide summer language learning opportunities for students and professional development opportunities for teachers in critical languages
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
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.

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](#)

This white paper serves as a roadmap for government agencies and educators in their efforts to transform world language education and the teacher supply system. It draws on data from a range of resources, including leading professionals and organizations in world languages and certification, the federally-funded STARTALK project, a national survey of states, and international comparison data on...
The STARTALK Classroom Video Collection was launched in January 2010.

Welcome to the STARTALK Classroom Video Collection. This video collection was compiled to provide real-life examples of teachers working to incorporate meaningful, effective practices in Arabic, Chinese, Hindi, Persian, Swahili, Turkish and Urdu classroom settings. In these videos, you will find teachers interacting and engaging with students and encouraging them to engage one another. You will see the teachers utilize role-playing to make students the center of the learning experience; make use of songs, videos, and other authentic materials in the target language; and, through the use of culturally rich activities such as moals, fully integrate the target language and culture into the classroom.

This collection is intended for current and future world language teachers in pre-K-12 programs, including those at heritage- and community-based schools. These videos can be used alone or incorporated into more extensive teacher education materials. Whether you are teaching now, preparing to become a world language teacher, or training and mentoring teachers, we feel certain that you will find these videos beneficial to your continued development as a language educator.

Each video below can be viewed online or downloaded to your own computer or mobile device. Download a copy of the viewing guide associated with each video for detailed information about each lesson.

System Requirements to View Videos | Back to the Language Teacher Development Materials page

**STARTALK Classroom Video Collection**

- **Thomas A. Edison Career and Technical Education High School**
  - Arabic, Intermediate Level
  - Charanjit Kaur and Surve Bhardwaj use visuals to contextualize new vocabulary and use the story of Gandhi as a way to integrate content and culture.

- **Kent State University**
  - Arabic, Novice
  - Pema Nkoronye shows her students an authentic interview between two native speakers, demonstrating both culturally appropriate greetings in context and how an interview is conducted in Arabic.

- **OneWorld Now!**
  - Arabic, Novice Level
  - Abdessemad Mekhlis uses role-play to demonstrate new vocabulary in a realistic context, and the integration language and culture by introducing a well-known quote often found hanging in Arabic shops.

- **Rutgers, The State University of New Jersey**
  - Chinese, Novice Level
  - Rebecca Wang uses props, body language, and music to make an authentic Chinese story and its concepts comprehensible for new learners.

- **San Diego State University/San Diego Turkish School**
  - Turkish, Novice
  - Gul and Aydin Gulker use a Turkish puppet play and traditional instruments to introduce basic weather expressions.

- **University of Pennsylvania**
  - Urdu, Intermediate Level
  - Rubab Qureshi melds cultural perspective, practices, and products while conducting a lesson on recipes and hospitality.
The STARTALK Multimedia Teacher Workshop Collection
What lessons have been learned about teacher development?
Importance of Community
Using target language for instruction
(Startalk Endorsed Best Practice)
Facilitating a student-centered classroom
(Startalk Endorsed Best Practice)
Integrating culture into language instruction
(Startalk Endorsed Best Practice)
Adopting and using authentic materials
(Startalk Endorsed Best Practice)
Conducting performance-based assessment
(Startalk Endorsed Best Practice)
Implementing standards-based and thematically organized curriculum
(Startalk Endorsed Best Practice)
“Serious Fun”