Introduction    Crosswalk    Implementation

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I can explain how the Startalk framework intersects with the TELL principles and the TELL Project.

I can identify implementation tools of the TELL Project.

I can identify possible uses of the TELL project in my Startalk program.
STARTALK Principles

- Implementing a Standards-Based and Thematically Organized Curriculum
- Facilitating a Learner-Centered Classroom
- Using the target language and providing comprehensible input
- Integrating Culture, Content, and Language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment
What do you think?

In your group, review the assigned Startalk Principle:
What criteria would/should you be able to observe in a classroom in order to meet the STARTALK principles.
Unpacking the STARTALK Principles

The TELL Project
Teacher Effectiveness for Language Learning

STARTALK PRINCIPLES
Alignment of STARTALK-Endorsed Principles for Effective Teaching & Learning

USING THE TARGET LANGUAGE AND PROVIDING COMPREHENSIBLE INPUT FOR INSTRUCTION
- The teacher uses a variety of strategies to make language comprehensible, monitors student comprehension, and makes adjustments as necessary.
- The teacher uses a variety of strategies to make language comprehensible, monitors student comprehension, and makes adjustments as necessary.
- The teacher avoids the use of translation by using verbal and non-verbal strategies and also avoids eliciting translation from students.

PLANNING
P8  My daily lesson plans contain activities that are contextualized, connect to prior learning, and require attention to meaning.
   a. I select activities that ensure a learner-centered environment that meets individual learning needs.
   b. I plan activities that provide students with consistent comprehensible input that is meaning bearing.
   c. I plan how I will explain/introduce activities and concepts using only the target language.
   d. I plan adequate opportunities for students to process spoken and written language before being expected to produce it.
   e. I create opportunities for my students and me to access, evaluate and use authentic materials.
   f. I create opportunities for my students to collaborate, publish and interact with language learners, experts and other audiences (locally and globally).
   g. I identify and select appropriate resources for planning learning activities.

TEACHING THE LESSON
T6  I ensure that students receive consistent and comprehensible input that is meaning bearing.
   a. At least 90% of what the teacher says and/or materials the teacher shares with the students is in the target language.
   b. I minimize my use of English by carefully and deliberately determining when and if I use English in the classroom.
   c. I ensure that my students acquire vocabulary within a meaningful context and through the use of cultural products and practices.
   d. I use a variety of strategies (e.g., visuals, concrete objects, hands-on experiences) to make language comprehensible.
   e. I frequently check for understanding throughout the lesson.
   f. I clarify what I say by using a variety of techniques (e.g., simplification, restating, adjusting the speed).

RESOURCES
R1  My students and I use a variety of resources, most of which are authentic, to help learners meet performance objectives.
R2  I incorporate authentic materials that facilitate the understanding of relationships among cultural products, practices and perspectives.
R3  My students and I appropriately use available technologies to develop and assess real world language and cultural competencies.
R6  My students and I use classroom-learning aids (e.g., word walls, passwords and language ladders, samples of student work) as tools to facilitate learning.
Preparing for Student Learning
SELF-ASSESSMENTS

Teacher Effectiveness for Language Learning

Introduction    Crosswalk    Implementation

STARTALK Principles
IMPLEMENTING A STANDARDS-BASED AND THEMATICALLY ORGANIZED CURRICULUM

Self-Assessment Criteria

**P1:** I can identify and assess the effectiveness of my teaching practices.
- I regularly reflect on my teaching methods and strategies.
- I seek feedback from students and peers to improve my instruction.

**P2:** I can design and deliver meaningful language experiences for students.
- I create engaging activities that align with students' interests.
- I modify activities based on students' progress.

**P3:** I can assess student learning and adjust instruction accordingly.
- I use a variety of assessment tools to monitor student progress.
- I provide timely and constructive feedback to students.

**P4:** I can collaborate with colleagues to improve teaching and learning.
- I participate in professional development activities.
- I share resources and strategies with other teachers.

**P5:** I can reflect on my own effectiveness and make informed decisions about teaching and learning.
- I engage in self-reflective practice to identify areas for improvement.
- I set goals for professional growth and monitor my progress.

**P6:** I can promote a positive learning environment.
- I create a supportive and inclusive classroom culture.
- I foster a sense of community among students.

**P7:** I can analyze language data for instructional purposes.
- I collect and analyze student language samples.
- I use data to inform my teaching decisions.

STARTALK Principles
EVALUATING A STUDENT-CENTERED CLASSROOM

Self-Assessment Criteria

**P1:** I can design and implement effective classroom strategies.
- I adapt my teaching approaches to meet the needs of diverse learners.
- I use technology to enhance learning experiences.

**P2:** I can create a safe and inclusive learning environment.
- I establish clear expectations and routines.
- I encourage active participation and collaboration.

**P3:** I can foster students' autonomy and self-direction.
- I provide opportunities for students to take initiative.
- I support students in setting and achieving personal goals.

**P4:** I can promote a culture of respect and valuing differences.
- I model inclusive and respectful interactions.
- I address and prevent instances of discrimination.

**P5:** I can reflect on and improve my teaching practices.
- I engage in continuous professional development.
- I seek feedback and reflections from students and peers.

**P6:** I can support students' social and emotional development.
- I model and teach social skills and emotional regulation strategies.
- I create a supportive classroom community.

**P7:** I can collaborate effectively with colleagues and parents.
- I participate in team meetings and parent-teacher conferences.
- I maintain open and respectful communication with colleagues.

STARTALK Principles
ALTERNATIVE ASSESSMENT

Self-Assessment Criteria

**P1:** I can design and implement alternative assessment methods.
- I select assessment tools that align with learning objectives.
- I provide opportunities for students to demonstrate understanding in multiple ways.

**P2:** I can adapt assessment strategies for diverse learners.
- I consider students' cultural and linguistic backgrounds.
- I modify assessment tasks to accommodate different learning styles.

**P3:** I can provide feedback that is constructive and informative.
- I offer specific and actionable suggestions for improvement.
- I establish clear criteria for success.

**P4:** I can reflect on and improve my assessment practices.
- I evaluate the effectiveness of my assessment strategies.
- I seek feedback from students and colleagues.

**P5:** I can promote a culture of continuous improvement.
- I encourage students to take ownership of their learning.
- I celebrate students' growth and progress.

**P6:** I can collaborate effectively with colleagues and stakeholders.
- I share assessment strategies and results with parents and colleagues.
- I seek input from stakeholders to inform and improve assessment practices.

**P7:** I can reflect on and improve my teaching practices.
- I engage in continuous professional development.
- I seek feedback and reflections from students and peers.

Teacher Effectiveness for Language Learning: SELF-ASSESSMENT
### STARTALK PRINCIPLES
Alignment of STARTALK-Endorsed Principles for Effective Teaching & Learning

#### IMPLEMENTING A STANDARDS-BASED AND THEMATICALLY ORGANIZED CURRICULUM

<table>
<thead>
<tr>
<th>Self-Assessment Criteria</th>
<th>I do not do this.</th>
<th>I do this sometimes</th>
<th>I do this most of the time</th>
<th>I do this with confidence</th>
<th>This is a goal of mine.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1</strong> I plan what I teach and assess based on my local curriculum and state and national standards.</td>
<td>X</td>
<td></td>
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<tr>
<td>I create and/or use units based on backward design principles and proficiency targets.</td>
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<tr>
<td>a. My unit performance objectives are focused on proficiency targets and are based on meaningful contexts.</td>
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<tr>
<td>b. My units provide opportunities for students to gain competence in the three communicative modes</td>
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<tr>
<td>c. My units provide opportunities for students to understand the relationships among products, practices and perspectives of the target culture(s).</td>
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<tr>
<td>d. My units incorporate opportunities to use previously acquired language in a variety of contexts.</td>
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<tr>
<td><strong>P2</strong> My daily lesson plans contain activities designed to keep all students engaged all the time.</td>
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<tr>
<td>a. I plan a variety of activities that are based on student attention/interest level and time needed for task.</td>
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<tr>
<td>b. I order activities keeping in mind that students remember best that which comes first, second best that which comes at the end, and least that which comes in the middle.</td>
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<tr>
<td>c. I plan activities that engage my students in all levels of thinking (<em>remembering</em>, <em>understanding</em>, <em>applying</em>, <em>analyzing</em>, <em>evaluating</em>, <em>creating</em>) appropriate to their stages of learning.</td>
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<tr>
<td>d. I plan activities that allow for physical movement.</td>
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<tr>
<td>e. I plan for smooth and efficient transitions throughout the class period.</td>
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</tbody>
</table>
Teacher Effectiveness for Language Learning: WALKTHROUGH

## TEACHING THE LESSON

<table>
<thead>
<tr>
<th>Comprehensible Input</th>
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</thead>
<tbody>
<tr>
<td>1. The teacher ensures that there is a meaningful context for all classroom language use.</td>
</tr>
<tr>
<td>2. At least 50% of what the teacher says and/or material the teacher shares with the students is in the target language.</td>
</tr>
<tr>
<td>3. The teacher uses English only after carefully and deliberately determining when and if to use it.</td>
</tr>
<tr>
<td>4. The teacher uses a variety of strategies to make language comprehensible.</td>
</tr>
<tr>
<td>a) The teacher uses visually, gestures, or body language to make himself/herself understood.</td>
</tr>
<tr>
<td>b) Visuals used by the teacher are colorful, visible/easily from all areas of the room, and culture specific.</td>
</tr>
<tr>
<td>5. The teacher frequently checks for understanding throughout the lesson.</td>
</tr>
<tr>
<td>6. The teacher modifies input by using a variety of strategies to clarify meaning.</td>
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</tbody>
</table>

## LEARNING ENVIRONMENT

<table>
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<tr>
<th>Classroom Interaction</th>
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| In highly effective language classes...

1. As soon as students enter the room, they become engaged in a meaningful activity tied to the lesson’s performance objective. |
| Observed Behavior: |

2. The lesson's performance objectives are clearly stated and posted. |
| Observed Behavior: |

3. Classroom rules are posted and referred to as necessary by the teacher. |
| Observed Behavior: |

4. Students follow procedures: |
   a) Participate actively in classroom activities (e.g., small group or pair work, placement of personal materials) |
   b) Request permission (e.g., to leave room, get a pencil, to speak) |
   c) Receive and turn in materials |
   d) Transition smoothly and efficiently through the class period. |

5. The teacher recognizes and validates exemplary behavior (e.g., thank you for following the rules). |
| Observed Behavior: |
Tell us!