Delving into Data: What your surveys tell us about STARTALK programs

David Ellis, Betsy Hart, Meg Malone
Session Overview

- STARTALK Surveys
- Major findings
  - Impact
  - Participants
  - Stakeholders
- Discussion
STARTALK Surveys

✦ Program Director Impact
✦ Participant
  ✦ By program for teacher and students participants
✦ Participant Longitudinal (every two years)
✦ Stakeholder
  ✦ Team Leaders
  ✦ Program Directors
  ✦ Instructors in student and teacher programs
  ✦ Site Visitors
Impact: the Program Directors

Impact
- Program Level
- Institutions
- Participants
- Language Fields
- Communities
- Other
Program Director Impact Surveys: Student Programs (n=100)

Program level: programs started because of STARTALK

- 40 program directors in 2013 were aware of school based language programs
- 197 programs identified from 2010
- 41 program directors knew of 49 after-school, community, or heritage programs
197 Programs: Where Are They?

<table>
<thead>
<tr>
<th>State</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>40</td>
</tr>
<tr>
<td>Texas</td>
<td>16</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>14</td>
</tr>
<tr>
<td>Illinois</td>
<td>13</td>
</tr>
<tr>
<td>Utah</td>
<td>12</td>
</tr>
<tr>
<td>Maryland</td>
<td>10</td>
</tr>
<tr>
<td>South Carolina</td>
<td>9</td>
</tr>
<tr>
<td>Virginia</td>
<td>8</td>
</tr>
<tr>
<td>Delaware</td>
<td>6</td>
</tr>
<tr>
<td>Kentucky</td>
<td>5</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>5</td>
</tr>
<tr>
<td>Maine</td>
<td>5</td>
</tr>
<tr>
<td>Michigan</td>
<td>5</td>
</tr>
<tr>
<td>New Jersey</td>
<td>5</td>
</tr>
<tr>
<td>Indiana</td>
<td>4</td>
</tr>
<tr>
<td>Wyoming</td>
<td>4</td>
</tr>
<tr>
<td>Georgia</td>
<td>3</td>
</tr>
<tr>
<td>Iowa</td>
<td>3</td>
</tr>
<tr>
<td>North Carolina</td>
<td>3</td>
</tr>
<tr>
<td>West Virginia</td>
<td>3</td>
</tr>
<tr>
<td>Kansas</td>
<td>2</td>
</tr>
<tr>
<td>Mississippi</td>
<td>2</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>2</td>
</tr>
<tr>
<td>New York</td>
<td>2</td>
</tr>
</tbody>
</table>
197 Programs: What Languages?

- Chinese: 132
- Arabic: 54
- Hindi: 11
- Portuguese: 10
- Persian: 3
- Russian: 2
- Dari: 1
- Swahili: 1
197 Programs: What Grade Levels?

- K-5: 87 programs
- 6-8: 63 programs
- 9-12: 92 programs
- Postsecondary: 18 programs
Program Director Impact Surveys: Student Programs (n=100)

Institutional level

❖ 55 program directors report an increase in language enrollments
❖ STARTALK principles and resources are being used in academic year programs
❖ 48 knew of students who had participated in study abroad subsequent to their STARTALK summer
Impact on Students

- 48 knew of students who had participated in study abroad subsequent to their STARTALK summer
- 29 knew of students who participated in NSLI-Y or the Flagship Program
- 47 had employed past participants in their programs
- 93 reported that students stated their intentions to continue their study of the target language
Program Director Impact Surveys: Student Programs (n=100)

Impact on the Community

- 98 program directors were able to recruit students from various socio-economic groups
- 96 program directors were able to recruit students from various ethnic groups
- 40 reported that they had recruited students with special needs
Program Director Impact Surveys: Student Programs (n=100)

Other Impact

- Influence on teacher development
- Development of empowered, confident students
- Credibility to the study of LCTLS at precollege levels
- Community building
- Communities of practice
- Excitement for summer language learning
Program Director Impact Surveys: Teacher Programs (n=65)

- Program level
  - School-year programs started by teachers
  - LCTL pedagogy programs impact on other languages

- Institution level
  - 25 report an increase in language teacher training program enrollments

- Teacher participants
  - 41 programs award credits toward professional development, certification, and endorsements
  - 52 program directors hired participants in academic year and STARTALK programs
Program Director Impact Surveys: Teacher Programs (n=65)

- **Language Fields**
  - 16 programs presented about STARTALK at ACTFL
  - 32 programs presented about STARTALK at other conferences
  - 6 programs have published articles related to STARTALK
  - 7 reported that doctoral students are writing dissertations about STARTALK or using STARTALK data
Program Director Impact Surveys: Teacher Programs (n=65)

✨ Other Impact

✨ Communities of practice
✨ School district-university relationships
✨ Growth of the “STARTALK model”
✨ Demand for STARTALK-trained teachers
2014 Participant Surveys
K-5 Student Respondents
N=936

- Chinese: 74%
- Hindi: 8%
- Portuguese: 13%
- Russian: 1%
- Urdu: 4%

Grades 6-16 Student Respondents
N=2295

- Chinese: 53%
- Arabic: 23%
- Hindi: 8%
- Russian: 6%
- Urdu: 5%
- Other: 5%
Student Response Rate by Language

<table>
<thead>
<tr>
<th>Language</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dari (N=12)</td>
<td>100%</td>
</tr>
<tr>
<td>Arabic (N=580)</td>
<td>90%</td>
</tr>
<tr>
<td>Russian (N=157)</td>
<td>80%</td>
</tr>
<tr>
<td>Swahili (N=47)</td>
<td>60%</td>
</tr>
<tr>
<td>Persian (N=39)</td>
<td>40%</td>
</tr>
<tr>
<td>Chinese (N=2843)</td>
<td>20%</td>
</tr>
<tr>
<td>Hindi (N=394)</td>
<td>20%</td>
</tr>
<tr>
<td>Urdu (N=287)</td>
<td>20%</td>
</tr>
<tr>
<td>Portuguese (N=439)</td>
<td>10%</td>
</tr>
<tr>
<td>Turkish (N=27)</td>
<td>10%</td>
</tr>
</tbody>
</table>
# Student Respondent FL Proficiency

<table>
<thead>
<tr>
<th>Language</th>
<th>STL only</th>
<th>English only</th>
<th>STL multi-lingual</th>
<th>Non-STL LOTE only</th>
<th>Non-STL multilingual</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>9</td>
<td>304</td>
<td>36</td>
<td>13</td>
<td>174</td>
<td>536</td>
</tr>
<tr>
<td>Chinese</td>
<td>25</td>
<td>1418</td>
<td>168</td>
<td>38</td>
<td>235</td>
<td>1884</td>
</tr>
<tr>
<td>Hindi</td>
<td>3</td>
<td>121</td>
<td>59</td>
<td>6</td>
<td>61</td>
<td>250</td>
</tr>
<tr>
<td>Dari</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Persian</td>
<td>4</td>
<td>7</td>
<td>9</td>
<td>1</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>Portuguese</td>
<td>3</td>
<td>128</td>
<td>10</td>
<td>2</td>
<td>4</td>
<td>147</td>
</tr>
<tr>
<td>Russian</td>
<td>4</td>
<td>65</td>
<td>34</td>
<td>5</td>
<td>33</td>
<td>141</td>
</tr>
<tr>
<td>Swahili</td>
<td>0</td>
<td>21</td>
<td>3</td>
<td>1</td>
<td>11</td>
<td>36</td>
</tr>
<tr>
<td>Turkish</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>7</td>
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<tr>
<td>Urdu</td>
<td>19</td>
<td>84</td>
<td>34</td>
<td>2</td>
<td>7</td>
<td>146</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
<td><strong>2157</strong></td>
<td><strong>358</strong></td>
<td><strong>68</strong></td>
<td><strong>533</strong></td>
<td><strong>3186</strong></td>
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</table>
# Student Respondent FL Proficiency

<table>
<thead>
<tr>
<th>Language</th>
<th>STL only</th>
<th>English only</th>
<th>STL multilingual</th>
<th>Non-STL LOTE only</th>
<th>Non-STL multilingual</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>5</td>
<td>338</td>
<td>32</td>
<td>7</td>
<td>153</td>
<td>535</td>
</tr>
<tr>
<td>Chinese</td>
<td>10</td>
<td>1554</td>
<td>104</td>
<td>24</td>
<td>203</td>
<td>1895</td>
</tr>
<tr>
<td>Hindi</td>
<td>0</td>
<td>166</td>
<td>52</td>
<td>2</td>
<td>31</td>
<td>251</td>
</tr>
<tr>
<td>Dari</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Persian</td>
<td>2</td>
<td>11</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>Portuguese</td>
<td>2</td>
<td>139</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>149</td>
</tr>
<tr>
<td>Russian</td>
<td>2</td>
<td>64</td>
<td>35</td>
<td>0</td>
<td>41</td>
<td>142</td>
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<tr>
<td>Swahili</td>
<td>0</td>
<td>22</td>
<td>3</td>
<td>0</td>
<td>11</td>
<td>36</td>
</tr>
<tr>
<td>Turkish</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Urdu</td>
<td>10</td>
<td>115</td>
<td>7</td>
<td>2</td>
<td>12</td>
<td>146</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
<td><strong>2421</strong></td>
<td><strong>248</strong></td>
<td><strong>39</strong></td>
<td><strong>459</strong></td>
<td><strong>3200</strong></td>
</tr>
</tbody>
</table>
Student Opinions About Language Learning

- Learning a new language will help me get a better job in the future: 95.7%
- Learning a new language will help me do better in school: 87.0%
- It will help me get along better with people different from me: 95.0%
- I think it is important to learn about other peoples and places: 96.8%
- I feel comfortable being around people of different cultural backgrounds: 94.5%
- I enjoy meeting people speaking other languages: 94.4%
- I enjoy learning foreign languages: 96.2%
The target language was used in the classroom most of the time.

I had many opportunities to speak the target language.

The books and other written materials we used in class were helpful.

I received feedback from my teacher that was helpful to me.

I received feedback from my classmates that was helpful to me.

I could understand most of what was happening in the classroom.

I know more about the language and culture.

Learning a language during the summer was a good experience.

Multimedia resources were available to help my learning.

I received feedback from my teacher that was helpful to me.

The books and other written materials we used in class were helpful.

I had many opportunities to speak the target language.

The target language was used in the classroom most of the time.

I know more about the language and culture.

Learning a language during the summer was a good experience.

Multimedia resources were available to help my learning.

I received feedback from my teacher that was helpful to me.

The books and other written materials we used in class were helpful.

I had many opportunities to speak the target language.

The target language was used in the classroom most of the time.
The field trip(s) we took were helpful for my language learning

90.0%

The field trip(s) we took helped me understand the people who speak the language I was studying

89.3%

I used some of the language skills I learned in class on our field trip(s)

90.9%

My fieldtrip(s) was fun

96.6%
### Student NSLI Participation

<table>
<thead>
<tr>
<th>Participation Type</th>
<th># of Respondents (N=2295)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes – NSLI Youth</td>
<td>23 (1.0%)</td>
</tr>
<tr>
<td>Yes – The Flagship Program</td>
<td>6 (0.2%)</td>
</tr>
<tr>
<td>No</td>
<td>1611 (70.1%)</td>
</tr>
<tr>
<td>I don’t know/No response</td>
<td>655 (28.5%)</td>
</tr>
</tbody>
</table>
Teacher Respondents by Language

- Chinese: 68%
- Arabic: 14%
- Russian: 7%
- Portuguese: 3%
- Hindi: 2%
- Persian: 2%
- Urdu: 2%
- Other: 2%
Teacher Respondents By Age

Under 20  20-29  30-39  40-49  50-59  60-69  70 and over

200  250  300

0  50  100  150  200  250  300
Teacher Respondents By State
Teacher Respondents by Gender

Female (N=725) 83.9%

Male (N=139) 16.1%
Aggregated Teaching Levels of Respondents

- Pre-Kindergarten
- Elementary (K-5)
- Middle School (6-8)
- High School (9-12)
- Post-Secondary

Languages represented:
- Arabic
- Chinese
- Dar
- Hindi
- Persian
- Port
- Russian
- Swahili
- Turkish
- Urdu
Respondent Highest Degree Attained

- <BA/BS: 4.7%
- BA/BS: 36.4%
- MA/MS/PhD: 58.9%
Respondents Who Will Teach STL This Year

- **YES**: 78.6% (78.6%)
- **UNSURE**: 13.4% (13.4%)
- **NO**: 8% (8%)
Respondents Certified To Teach Languages

**STARTALK**
- **NO** 17.9%
- **WANT** 57.8%
- **YES** 19.7%

**OTHER**
- **NO** 40.6%
- **WANT** 41.4%
- **YES** 11.5%
I was kept informed about issues that affected program logistics.

Changes in the program were communicated to me in a timely fashion.

My questions to the program were addressed promptly and adequately.

The goals of the program were clear.

The goals of the program were achieved.

The program had adequate language materials (e.g., computers, overhead projectors, supplies).

The program had adequate language materials (e.g., books, CDs, dictionaries).
After participating in this program, my confidence in teaching the target language... 96.9%

I had sufficient opportunities to practice new skills that I learned in the program. 92.1%

I acquired useful knowledge and skills about the three modes of communication. 96.8%

I learned and can use backward design in planning. 96.8%

The instructors were able to prepare me for teaching my target language and culture. 96.9%

The teacher trainers were knowledgeable about language education an 97.8%

My teacher trainer helped me become a more knowledgeable and skilled language teacher. 98.0%
Summary of Findings

**Student Programs**
1. Learner profile vs. curriculum
2. Value of language learning
3. Peer feedback
4. Field trips
5. NSLI Participation

**Teacher Programs**
1. Gender distribution
2. Teacher certification
3. Materials development
4. Skills implementation
Where are we and who are we?
Saturday, October 25, 2014

STARTALK Fall Meeting

Margaret E. Malone
Julie Sugarman
Francesca Di Silvio
This session provides an overview of STARTALK 2014 findings regarding the perceptions of:

- Program Directors
- Instructors in teacher programs
- Instructors in student programs
Outline

- Review results of surveys of
  - Program Directors
  - Instructors of teachers
  - Instructors of students

- Focus on
  - Good practices
  - Areas for improvement
  - Areas on ongoing strength
N=93, provided feedback on

- NSA funding
- Materials
- Professional development for instructors
- LFO
- Facebook
- Recruiting
- Surveys
- Curriculum template
100% of Program Directors would return to STARTALK

Thank you for giving us the opportunity to carry out this work – it’s extremely gratifying for us, as well as for the participants.

It is a privilege to do this job with such a good team and experienced colleagues.

I had the best experience ever as STARTALK program director. Such an honor! I learned a lot from the beginning of the process to the end of the program.

We value our Program Directors and appreciate their dedication.
<table>
<thead>
<tr>
<th>Issue</th>
<th>% Agree 2012</th>
<th>% Agree 2013</th>
<th>% Agree 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures set by NSA for receiving funds were consistent and clear.</td>
<td>96%</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td>I received program contracting documents in a timely manner from NSA.</td>
<td>90%</td>
<td>76%</td>
<td>87%</td>
</tr>
<tr>
<td>Invoices submitted to NSA/ONR were processed and funds received in a timely manner.</td>
<td>93%</td>
<td>89%</td>
<td>96%</td>
</tr>
<tr>
<td>My program had adequate funds.</td>
<td>97%</td>
<td>96%</td>
<td>80%</td>
</tr>
<tr>
<td>Frustration with contracting, responses to invoices, adequacy of funds.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Program Directors: Materials

Many of the videos and modules are old. Please add some fresh items from our programs.

I eventually did find the materials I needed on the website, but the website layout is not intuitive and items are difficult to find.

Infrastructure grants!

<table>
<thead>
<tr>
<th>Useful?</th>
<th>Agree +Strongly</th>
<th>Disagree + Strongly</th>
<th>Did not use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom video collection</td>
<td>76%</td>
<td>3%</td>
<td>21%</td>
</tr>
<tr>
<td>Multimedia Teacher</td>
<td>70%</td>
<td>3%</td>
<td>27%</td>
</tr>
<tr>
<td>Development Workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STELLA Modules</td>
<td>79%</td>
<td>3%</td>
<td>18%</td>
</tr>
<tr>
<td>Field Trip Planning Guide</td>
<td>54%</td>
<td>1%</td>
<td>45%</td>
</tr>
<tr>
<td>STARTALK website navigation</td>
<td>96%</td>
<td>4%</td>
<td>0</td>
</tr>
<tr>
<td>I did not encounter difficulties recruiting participants.</td>
<td>Agree-2013</td>
<td>Agree 2014</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>73%</td>
<td>83%</td>
<td></td>
</tr>
</tbody>
</table>

Congratulations!
Our Instructors

- 94% of instructors in teacher programs felt supported by the PD

  *This was my second year participating and it has been an entirely positive experience both times.*

- 98% of instructors in student programs felt supported by the PD

  *I am grateful to the Director of the camp who gave me the opportunity to teach.*
## Instructors in Teacher Programs: Participant Challenges and Needs

<table>
<thead>
<tr>
<th></th>
<th>This did not come up in our program</th>
<th>Not a challenge</th>
<th>Somewhat of a challenge</th>
<th>Significant challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants lacked sufficient prerequisite knowledge or skills to understand new concepts or methods. (N=130)</td>
<td>42.3%</td>
<td>41.5%</td>
<td>13.8%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Participants lacked sufficient English skills to understand instruction and participate in group activities. (N=130)</td>
<td>63.1%</td>
<td>30.0%</td>
<td>6.2%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Participants lacked sufficient target language skills to understand instruction and participate in group activities. (N=129)</td>
<td>85.3%</td>
<td>11.6%</td>
<td>3.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Participants were grouped appropriately (e.g. by grade level taught, experience, or target language). (N=130)</td>
<td>80.0%</td>
<td>15.4%</td>
<td>3.8%</td>
<td>0.8%</td>
</tr>
<tr>
<td>It was difficult to get participants to complete all required assignments. (N=130)</td>
<td>58.5%</td>
<td>25.4%</td>
<td>14.6%</td>
<td>1.5%</td>
</tr>
</tbody>
</table>
Necessary prerequisites (16% were perceived as not ready)

Did not complete all assignments (17%)

The concepts that I thought would be difficult were not and others that I assumed they knew they did not. It made me rethink my curriculum a bit and what I could teach them / how I could teach it. It all worked out well.

It was hard to get effective discussions sometimes due to it being difficult for participants to complete all required assignments. Participants need to be required to complete the required assignments and not just partially reading/doing them.
<table>
<thead>
<tr>
<th></th>
<th>Agree+ Strongly</th>
<th>Disagree + Strongly</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students placed appropriately</td>
<td>94%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Reasonable expectations</td>
<td>96%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Enough time to provide feedback to students</td>
<td>94%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Lesson planning templates useful</td>
<td>96%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Paid adequately</td>
<td>82%</td>
<td>15%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Professional Development: Topics

Program Directors
- Assessment
- Integrating language and culture
- Classroom activities
- Classroom management
- Student-centered instruction

Technology

Differentiated instruction

Instructors in Student Programs
- Designing classroom activities
- Instructional strategies
- Lesson planning
- Target language instruction
- Comprehensible input
- Teaching grammar
Program Directors

How can we support Program Directors?

Recruiting issues were less intense in 2014. How can we continue to help? What do you think influenced this positive shift?

How can updated materials help Program Directors support their instructors?

What kind of professional development do our instructors need?
Teacher Program Instructors

How can we have a strong course with an achievable workload?

How can we provide the most necessary professional development and support for these instructors?

Student Program Instructors

How can we provide the professional development and ongoing support needed to maintain the STARTALK principles?

How can we pay our instructors appropriately?