A DIGITAL TOOLKIT FOR GUIDING TEACHERS THROUGH REFLECTION
Our Program

Sustaining Blended/Online Language Instruction Through STELLA

- Part 1: June 16 – July 6, 2014
  - mostly asynchronous daily
  - 3 week training schedule
  - ~ 50 participants

- Part 2: July 14 – 24, 2014
  - entirely synchronous 5-days
  - micro-teaching & debriefing
  - 9 participants (Arabic / Chinese)

Entirely online. No face-to-face meeting.

Focus: Become an Effective Online Language Teacher
STARTALK Principles

- Using the Target Language and Providing Comprehensible Input for Instruction
- Conducting Performance-Based Assessment
- Facilitating a Learner-Centered Classroom

STELLA (STARTALK TELL Alignment)

“STELLA modules offer guidance through practical activities that illustrate both the STARTALK principles and the practices identified by TELL as representing highly effective teachers.”

Modules are meant to help teachers become familiar with TELL domains and criteria.
The TELL Framework

Preparing for Student Learning
- Environment
- Planning

Advancing Student Learning
- The Learning Experience
- Performance & Feedback

Supporting Student Learning
- Collaboration
- Professionalism
- Learning Tools
Instructional Team

Instructors
- **Barbara Lindsey** (Adjunct Assoc. Professor, University of Maryland University College in Masters of Education in Instructional Technology program)
- **Dr. Bobby Hobgood** (Adjunct Asst. Professor, University of Maryland University College in Masters of Education in Instructional Technology program)

Consultants
- **Lauren Rosen** (University of Wisconsin System Collaborative Language Program)
- **Thomas Sauer** (Director of Design & Communication, AdvanceLearning)

Associates
- **Dr. Andrea Guillaume** (Cal State Fullerton, Assessment & Professional Development Consultant)
- **Heather Sweetser** (Arabic Language Specialist)
- **Pei-ni Lin Causarano** (Chinese Language Specialist)
- **Maria Costea** (Technical Support)
- **Mahbuba Hammad and Moeed Sufi** (Teaching Assistants)
Key Course Elements

Each day, participants deepen understanding and integration of principles through a structured sequence involving:

- **Background Knowledge Activator**
  Web conference, video, or activity to set the stage for the day’s focus.

- **Learning Sequence**
  Activities to engage participants in the day’s content.

- **Knowledge Application**
  Opportunity for participants to try out what they’ve learned and to demonstrate their understanding.

- **Reflection or Personal Connection**
  A moment to analyze and summarize what they’ve experienced and how it relates to their teaching.
Program Outcomes

- Describe the role of teacher effectiveness in student learning.
- Apply tools and strategies in distance learning environments that support self-selected The Learning Experience and Performance & Feedback criteria from Teacher Effectiveness for Language Learning (TELL).
- Develop distance learning activities based on self-selected TELL The Learning Experience and Performance & Feedback criteria.
- Create a TELL-informed personalized growth plan for distance learning teaching practices and professional growth.
TELL Criteria

LE4
I ensure that students receive comprehensible input.

LE5
I provide opportunities for my students to acquire language in meaningful contexts.

PF2
I employ a variety of feedback strategies designed to assist the learner in growing toward the target.

PF3
I provide my students opportunities to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.
Daily Topic Schedule (Part 1)

1. Webinar - Introduction to TELL
2. Designing for Understanding: Making Input Comprehensible in Asynchronous Sessions (LE4)
3. Tools and Strategies for Student Success: Making Input Comprehensible in Synchronous Sessions (LE4)
6. Giving Language Learning Context: Contextualized Language Learning in Synchronous sessions (LE5)

How do you provide meaningful learning experiences that advance student learning?
Daily Topic Schedule (Part 1)

8. Peer Microteaching & Feedback (LE 4/5)
9. Performance-Based Feedback: Student Growth in Asynchronous Sessions (PF2)
10. Assessment for Learning: Student Growth in Synchronous Sessions (PF2)
11. Developing Independent Learners: Feedback Strategies in Asynchronous Sessions (PF3)
13. The Performance and Feedback Loop: A Symbiotic Relationship (PF 2/3)

How do you and your students use performance and feedback to advance student learning?
Daily Topic Schedule (Part 1)

15. Peer Microteaching Performance & Feedback: Synchronous sessions (PF 2/3)
16. Learning and Teaching World Languages Effectively in Online/Blended Environments (PF 2/3)
17. Webinar - Purposeful Practice: Planning for Professional Growth
18. Leaders and Learners: A Growth Model Mindset
19. Charting Our Personalized Growth
20. Supporting Teacher Effectiveness: Our Professional Learning Community
TELL – Professionalism domain

“How does your continued growth as a professional support student learning?”

PR3: I am a reflective practitioner.

a) I use processes that allow me to analyze and reflect on my current practices.

b) I regularly use evidence of student growth to inform reflection on my practices.

c) I create a plan for my professional growth based on my reflections.

d) My behavior evidences awareness of the relationships between my beliefs and practices and their impact on learning.
Digital Toolkit: Engagement & Reflection

- **Yammer**
  - Primary space for written responses/reflections; subgroups

- **Tricider**
  - Specific assignments: Pros/Cons; voting

- **Padlet**
  - Specific assignments: written responses

- **Voicethread**
  - Specific assignments: multimedia responses

- **Screencast-o-matic**
  - Specific assignments: “think aloud” reflections on lesson design

- **Adobe Connect**
  - Web conferencing; debriefings
Rubrics

- Discussion Rubric (in syllabus)
- Think-Aloud Rubric (in syllabus)
- Micro-teaching Feedback Rubric (PDF)
  - TELL Full Class Observation Feedback Tool
- Personal Growth Plan Rubric (PDF)
  - TELL Personal Growth Plan
Online examples
**CLG 4: Select one idea from "18 Ways Teachers Can Use Google+ Hangouts"**

Describe how you would use this idea either for your own professional development or to advance your students' learning.

Then come back again later and vote for your favorite. Note: It can't be yours!

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Pros and cons</th>
<th>Votes</th>
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<tbody>
<tr>
<td>I like to capability to connect students with native speakers for language learning by I-Wen Yang</td>
<td>I love the idea, and we thought of doing it with Skype, but the problem is the time difference. S... more by Eman</td>
<td>8</td>
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<tr>
<td>Connecting native speakers to a language learner can be expensive when the learner is not physica... more</td>
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<tr>
<td>Take advantage of the whiteboard capabilities by Janna Chiang</td>
<td>I completely agree with you on how a picture worth a thousand words. I like the whiteboard capab... more by I-Wen Yang</td>
<td></td>
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<tr>
<td>I have used this function a lot when teaching writing for Chinese characters. Stroke orders is very important when writing Chinese characters. However, once students are... more by Yao</td>
<td>Yes, absolutely! Using the whiteboard capacity can also help to capture the good ideas from the t... more</td>
<td>8</td>
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Ryan Lower, shaima, Lulu and 5 more
I-Wen Yang

One of the formative assessment techniques that I used is establishing goals together with my students. Before each lesson plan is designed, I solicit what my students need/wish to accomplish. I then use the goals to design the plan with mini-check points throughout the lesson. At each mini-check point my students and I will do an evaluation individually to see where we are compared to our goal. I often end up modify the lesson based on the progress of the students. It is then become a formative assessment not just for my students but for me as a teacher as well. This allows an environment where we are together in this language learning journey together as a partner, and we grow together. Normally, when we do the goal setting and mini-check points, we use shared documents via google. But with this course, I have learned so many new technologies that I can definitely seeing myself introduce Padlet, voice thread, and tricider to brainstorm ideas and do mini-checks. With this type of formative assessment, my students and I benefit from keep on track with our course, and eliminate unnecessary efforts in learning.
Think Alouds (Screencast-o-matic)

Chinese teacher

Arabic teacher
Micro-teaching (synchronous)

What activities did her friends do or plan to do?
Micro-teaching (synchronous)

Group 1-Anne's diary

<table>
<thead>
<tr>
<th></th>
<th>Hieu</th>
<th>Jacob</th>
<th>Joel</th>
<th>Tracy</th>
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<tbody>
<tr>
<td>前天</td>
<td></td>
<td>看电影</td>
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<tr>
<td>昨天</td>
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<td>今天</td>
<td>看电影</td>
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<td>明天</td>
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<td>逛街</td>
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Paired work #2 听后小组讨论
1. Hieu和Jacob星期几去看电影？
2. Joel周末做什么活动？
3. Tracy星期几想逛街？
4. 安妮星期几去看电影?和谁去？

Paired work #3: 听后小组讨论安妮的活动:

<table>
<thead>
<tr>
<th>安妮的活动</th>
<th>number the activity chronologically</th>
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Students at CSUSB in micro-teaching session
Final Thoughts

- Design peer/collaborative activities
- Provide rubrics and self-assessment tools
- Facilitate instructor & peer feedback
- Develop sustained PLNs
- Cultivate familiarity with TELL Criteria