How to Plan and Propose a Successful STARTALK Program

Betsy Hart          Nicole Rumeau          Laura Terrill
National Foreign Language Center
ACTFL 2014
Welcome & Introductions
Workshop Outcomes

You will be able to:

* Generate ideas for a language program
* Develop a plan to implement your ideas
* Identify program outcomes
* Write a proposal that clearly describes your program
* Identify best practices for running your program
What is STARTALK?
... to increase the number of Americans learning, speaking, and teaching critical need foreign languages by offering students and teachers of these languages creative and engaging summer experiences that strive to exemplify best practices in language education and in language teacher development, forming an extensive community of practice that seeks continuous improvement in such criteria as outcomes-driven program design, standards-based curriculum planning, learner-centered approaches, excellence in selection and development of materials, and meaningful assessment of outcomes.
STARTALK: Critical Need Languages

2007: Arabic & Chinese
2008: +Hindi, Persian, & Urdu
2009: +Swahili & Turkish
2010: +Dari & Russian
2011: +Portuguese
2012: all 10
2013: all 10
2014: all 10
2015: +Korean
Who Can Get STARTALK Funding?

Eligibility requirements:
- Capacity to offer a STARTALK program
- Prior experience
- Evidence of participant safety and insurance
- U.S. entity
- Accounting resources to manage finances

Priorities:
- Serve a diverse population
- Incorporate technology into the classroom
- Provide opportunity to continue learning
  - Academic year programs
  - Plans to continue STARTALK
Who Can Get STARTALK Funding?

Types of institutions:
- Post secondary institutions
- State and regional educational agencies
- School districts
- Public and private schools
- Community organizations
- Language associations
- Corporations
Considerations

- Languages offered
- Location
- Levels of instruction
- Cost per participant
STARTALK: Who Are We?

The Journey to Become a Standards-Based World Language Teacher

What’s the difference?

STARTALK 2014
Students are highly motivated, self-selected language learners

An overwhelming majority believe that learning another language will help them get along better with people who are different from them

91% plan to continue study of a STARTALK language
Teacher Programs: 2014 Update

- 10% list English as their native language; 8% were born in the US
- 52% have a master’s degree
- 20% are certified to teach the language; 58% plan to become certified
- 97% report that their confidence in teaching language increased
- 97% report that they had opportunities to practice the new skills learned in the program
STARTALK: Types of Programs

★ 90 Student K-16 programs
★ 56 Teacher programs
★ 27 Combination Student/Teacher programs

14% of the programs were new in 2014
Language Learning for Students
Professional Development for Teachers

The Journey to Become a Standards-Based World Language Teacher

STARTALK 2014
Combination Student/Teacher Programs

- Teacher trainers conduct mini-lessons under the mentorship of lead teachers
- Students benefit from small group activities
- Teachers reflect daily on their classroom experiences
2014 STARTALK Programs

[Map of the United States showing states with STARTALK programs, with some states highlighted in gray.]
STARTALK: The Annual Cycle

Managing for Quality
- Integrating quality checks into all steps
- Reflecting on what worked and what did not work
- Incorporating feedback into the process and sharing with stakeholders
STARTALK: Managing for Quality

Proposal
- Outlines the program and key personnel
- Serves as the definitive plan for the program
- Undergoes review by three independent reviewers

Curriculum Template
- Describes learning goals, assessments, and teaching strategies
- Establishes context for daily lessons
- Is developed in consultation with the team leader
- Undergoes a co-review approval process that encourages growth and innovation

Site Visit
- Promotes STARTALK mindset of continuous improvement
- Provides opportunities for a STARTALK team to observe the program and provide feedback
STARTALK-endorsed Principles

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment
STARTALK-endorsed Principles

**Student**
- Is it apparent that the proposal incorporates the best practices emphasized by STARTALK: use of target language, facilitation of a student-centered classroom, meaningful interaction in the target language, integration of content, language and culture, adaptation and use of authentic materials and differentiation of instruction based on student need?

**Teacher**
- Is it apparent that the proposal incorporates the best practices emphasized by STARTALK: differentiate instruction based on participant need, provide opportunities for mentoring and coaching, provide opportunities to discuss and examine cultural ways of learning and teaching, provide opportunities for peer sharing and learning, model meaningful interaction in the target language, model integration of content, language and culture, model adaptation and use of authentic materials?
Planning a Program: Initial Planning

Is there a demand for this language in this community?

Use the Mapping the Nation website to learn about language demand and resources in your city.

http://mappingthenation.net/
Planning a Program: Initial Planning

Developing an Idea

Considerations:

✨ Type of Program
  ✨ Student
    ✨ Grade level(s)
  ✨ Teacher
  ✨ Combination

✨ Language(s)

✨ Duration:
  ✨ Programs providing 90 hours or more of instruction over 3 or more weeks are preferred
Planning a Program: Initial Planning

Build an Argument

- Benefits of learning languages
  - Cognitive benefits
  - Economic benefits
- Demand for language
- Availability of continued instruction
Planning a Program: Initial Planning

Build Support

- Partners
  - Community resources
  - Heritage language programs

- Educational institutions
  - Community colleges
  - Public/private schools

- Administrators

- Local politicians
Executive Summary

Does the summary serve as a stand-alone document that shows how the program is well designed with a strong potential to be successfully implemented?

Stage 1:
What will learners be able to do with what they know by the end of the program?

Program Overview and Theme
In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?
Reason/Rationale

**Student**
- Is there a compelling and realistic rationale for providing the program?
- Does this program meet the STARTALK mandate to learn the target language in a meaningful way that may lead to the attainment of higher language proficiency?

**Teacher**
- How will the program support the STARTALK mandate of increasing the numbers and expertise of teachers of designated languages?
- Are pathways to certification included in the program? Will credits or professional development units be offered?
Who Are the Target Participants for the Program?

**Student Programs**
- Will participants be heritage learners? Non-heritage? A mix of both?
- What proficiency levels are targeted?
- What age groups are targeted?

**Teacher Programs**
- Should participants have teaching experience?
- Do participants need a certain level of English proficiency?
Writing the Proposal

Backward Design

How would you define it?
Backward design is a method of designing educational curriculum by setting goals before choosing instructional methods and forms of assessment.
Backward Design

Identify desired results
What will learners be able to do with what they know by the end of the program?

Determine acceptable evidence
How will learners demonstrate what they can do with what they know by the end of the program?

Plan learning experiences and instruction
What will prepare learners to demonstrate what they can do with what they know?
LESS IS MORE!

“Covering lots of content by lecturing...does not mean anything other than that your students have been exposed to many ideas; they could not necessarily use these ideas themselves.”

-Robert G. Fuller (1994)

Narrow your focus. Be realistic. Consider:

• How experienced is your audience?
• How much time do you have?
• Is it really possible to teach an entire method’s course?
Program Goals

Student and Teacher

- Are the program goals realistic?
- Does a plan exist to collect meaningful evidence that program goals have been achieved?
What Is Really Important?

What can the student or teacher participant do as a result of the learning experiences?

<table>
<thead>
<tr>
<th>GOAL AREAS</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION</td>
<td>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</td>
</tr>
<tr>
<td></td>
<td>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
</tr>
<tr>
<td>CULTURES</td>
<td>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</td>
</tr>
<tr>
<td></td>
<td>Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</td>
</tr>
</tbody>
</table>
# World-Readiness Standards for Learning Languages

<table>
<thead>
<tr>
<th>Goal Areas</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cultures</strong></td>
<td>Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</td>
</tr>
</tbody>
</table>
Integration of Culture, Content and Language

- **Culture**
  - Culturally focused
  - Products, practices, perspectives

- **Content**
  - Intrinsically interesting
  - Cognitively demanding
  - Standards-based

- **Language**
  - Meaningful Communication
  - Interpersonal
  - Interpretive
  - Presentational
# Model Curricula

<table>
<thead>
<tr>
<th>Title</th>
<th>Oh, The Places You’ll Go!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>K–8</td>
</tr>
<tr>
<td>Proficiency Level</td>
<td>Novice Mid</td>
</tr>
<tr>
<td>Targeted Performance Level</td>
<td>Novice Mid/Novice High</td>
</tr>
</tbody>
</table>

Students will explore authentic practices and products that relate to traveling to a foreign country. They will make the trip with their family to get to know different regions and to investigate endangered animals in that part of the world. Before leaving on the trip, they will make preparations. They will learn about the region, its geographical features, climate, and the endangered animals found there. At home in the United States, they will practice greetings so that they can address people they meet using appropriate register, titles, courtesy expressions, and gestures. They will get their passport, and they will pack their suitcases. Once they arrive at their location, they will join an expedition to visit an area where endangered animals live. They will investigate the ecology, the animals’ habitats, and the issues that are affecting their existence. When they return to the United States, they will use their language skills to tell others about the animals, describing the animal, commenting on where it lives, and giving a simple reason about why the animal is endangered.
Teacher Program: Major Goals

Comment on the major goals for your program and how you will know if they have been achieved. How will your selected content topics align with your goals and address the specific needs for your targeted audience?

**Is the response:**
- [ ] Clearly evident
- [ ] Evident
- [ ] Weakly evident
- [ ] Not evident
Comment on the major goals for your program and how you will know if they have been achieved. How will your selected content topics align with your goals and address the specific needs for your targeted audience?

- To update the participants with the latest theories and the best practices in teaching foreign languages and the xxxx language, to improve their knowledge and skills in instruction by emphasizing the STARTALK Principles and engaging them to teach language through the Five C's: Communication, Culture, Connections, Comparisons, and Communities.
- To provide opportunities for the teachers to experiment selected teaching approaches proven to be effective and different from the conventional ones with the guidance and coaching of the Lead Instructor.
- To use Coaching as a way to teach the xxxx language by modeling the Lead Instructor for teachers to learn simultaneous assessment in class and immediate feedback to students.
- To meet the three goals, we will include topics such as the latest research on foreign language instruction, innovative approaches to teach xxxx, the xxxx language as a field of study, and the relationship between teaching the language and xxxx culture will be selected with the recommendations of the Visiting Team in 2012 and 2013. Presentation of those topics will be made by invited speakers and the Lead Instructor.
NCSSFL-ACTFL Can-Do Statements
# Global Benchmarks

<table>
<thead>
<tr>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>Novice High</th>
<th>Intermediate Low</th>
<th>Intermediate Mid</th>
<th>Intermediate High</th>
<th>Advanced Low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Global Can-Do Benchmarks**

General description of the proficiency level for each of the modes:

- **Interpersonal Communication**
  - Novice Low: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.
  - Novice Mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.
  - Novice High: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.
  - Intermediate Low: I can participate in conversations on a number of familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions.
  - Intermediate Mid: I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions.
  - Intermediate High: I can participate in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually discuss people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
  - Advanced Low: I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.

- **Presentational Speaking**
  - Novice Low: I can copy some familiar words, characters, or phrases.
  - Novice Mid: I can write lists and memorized phrases on familiar topics.
  - Novice High: I can write short messages and notes on familiar topics related to everyday life.
  - Intermediate Low: I can present information on most familiar topics using a series of simple sentences.
  - Intermediate Mid: I can present information on a wide variety of familiar topics using connected sentences.
  - Intermediate High: I can present presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.
  - Advanced Low: I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames.

- **Presentational Writing**
  - Novice Low: I can write briefly about most familiar topics and present information using a series of simple sentences.
  - Novice Mid: I can write on a wide variety of familiar topics using connected sentences.
  - Novice High: I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.
  - Intermediate Low: I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.
  - Intermediate Mid: I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames.
INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.
I can handle short social interactions in everyday situations by asking and answering simple questions.

Global Can-Do benchmarks:

General description of the proficiency level for each of the modes

I can ask and answer questions on factual information that is familiar to me.

I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.
I can handle short social interactions in everyday situations by asking and answering simple questions.

I can have a simple conversation on a number of everyday topics.

☐ I can talk with someone about everyday matters.
☐ I can talk with someone to request help.
☐ I can talk with someone to make arrangements.
☐ I can ________

I can use the language to meet my basic needs in familiar situations.

☐ I can use the language to ask for help at school, work, or in the community.
☐ I can use the language to make a reservation.
☐ I can use the language to arrange for transportation, such as by train, bus, or a ride with friends.
☐ I can ______________________________

I can ask and answer questions on factual information that is familiar to me.

☐ I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
☐ I can ______________________________
INTERMEDIATE LOW

I can participate in conversations on a number of familiar topics using simple sentences.
I can handle short social interactions in everyday situations by asking and answering simple questions.

I can have a simple conversation on a number of everyday topics.
☐ I can talk with someone about family or household tasks.
☐ I can talk with someone about hobbies and interests.
☐ I can talk with someone about school or work.
☐ I can ________________________________

I can ask and answer questions on factual information that is familiar to me.
☐ I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.
☐ I can ________________________________

I can use the language to meet my basic needs in familiar situations.
☐ I can ask for help at school, work, or in the community.
☐ I can make a reservation.
☐ I can arrange for transportation, such as by train, bus, taxi, or car.
☐ I can ________________________________

Target statements (checklist):
- Provide instructional focus
- Create class evidence
- Should emphasize “re-spiraling”
Stage 1:
What will learners be able to do with what they know by the end of the program?

<table>
<thead>
<tr>
<th>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</th>
<th>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be sure to label the mode and proficiency level of each statement.</td>
<td>Number the Can-do statements here and then transfer to Stage 3.</td>
</tr>
</tbody>
</table>
Is it apparent that the curriculum will be backward designed, thematic and focused on how students will be able to use language in all three modes of communication? Are activities designed in ways that enable students to develop proficiency in the target language?

Stage 3:
What will prepare learners to demonstrate what they can do with what they know?

<table>
<thead>
<tr>
<th>PROGRAM CAN-DO STATEMENTS</th>
<th>LANGUAGE, CULTURE, CONTENT</th>
<th>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE Learners will experience &amp; demonstrate ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners can ...</td>
<td>Learners need to use ...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The mission of the Teacher Effectiveness for Language Learning (TELL) Project is to define what effective language teachers do and facilitate their growth to prepare for, advance and support language learning.
Effective language learning experiences are facilitated by the use of assessment strategies that allow students to demonstrate what they can do with what they know and to receive helpful feedback that advances the attainment of the performance objectives. The PERFORMANCE & FEEDBACK domain is one of the seven domains of the Teacher Effectiveness for Language Learning Framework that identifies the characteristics and behaviors exhibited by a model world language teacher.

**PF1** My students demonstrate growth through performances that are reflective of their learning experiences.

- a. My students demonstrate growth relative to the performance objectives.
- b. My students demonstrate growth relative to the targeted proficiency level.
- c. My students demonstrate growth across the modes of communication.
- d. I provide choice to my students in demonstrating their growth toward and beyond the targets.
- e. I vary assessment strategies to account for individual student needs.

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

- a. I provide my students with frequent descriptive feedback.
- b. I provide feedback that is close in time to demonstrated performance.
- c. I provide feedback that is supported by evidence from the student performance.
- d. I provide my students with opportunities to compare their current performance to previous performances.
- e. My students and I use rubrics as ways to define quality and to provide feedback.
STELLA Modules for Teacher Development

STARTALK 2014

How do my students and I use performance and feedback to advance student learning?

My students demonstrate growth through performances that are reflective of their learning experiences.

TELL Criteria: PF1

Instructional Topic: Importance of Assessment

Tasks (select as appropriate to meet the needs of participants):

- Participants will read an article or listen to a presentation about the importance of assessment in US schools today.
- Participants will discuss how the importance of assessment in US schools could affect their practices.
- Participants will analyze newspaper and online reports of test scores such as SAT, ACT and AP. Based on their teaching experience, they then discuss the importance of assessment within a school community.
- Participants will analyze and critique their own performance-based assessment practices.
- Participants will share their concerns about the importance of assessment with new and emerging teachers. They will also discuss how new and emerging teachers can address these concerns by changing their teaching philosophies and practices.

Resources:

### Teacher Curriculum Template

#### Stage 1:
What will participants be able to do with what they know by the end of the program?

<table>
<thead>
<tr>
<th>TELL DOMAINS</th>
<th>TELL CRITERIA STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Number the Criteria statements here and then transfer to Stage 2.</em></td>
</tr>
</tbody>
</table>
Process for Development of Curriculum Template

Student

🌟 Is it clear who will be involved in the curriculum development process and how the work will be done?

🌟 Will someone with experience with the targeted age group be involved in the design of the curriculum template?

🌟 Is it apparent that the curriculum will be backward designed, thematic, and focused on how students will be able to use language in all three modes of communication? Are activities designed in ways that enable students to develop proficiency in the target language?
Teacher

- Will those who are involved in the teaching of the program be involved in the development of the curriculum template? Is it clear that there is a plan for how the work will be done?

- Do those who are developing the curriculum have expertise in working with adult learners and also have experience working with students in U.S. K-12 schools?
Be conscious of budget, but realistic.

- Will the PD need clerical support?
- What happens if PD and lead instructor are the same person?
- What student/teacher ratio is best?
- Who is available to give feedback on daily lessons, coordinate lesson plans, etc.?
Program Director and Lead Instructor

- Are the program director and lead instructor named?
- Are their backgrounds explained in terms of the relevant knowledge and skills they bring to this particular program?
- Is it clear who will provide leadership in language teaching and learning? Does the person filling this role have relevant experience? (e.g. experience in academic-year programs, STARTALK programs, community organizations)
- **Student:** Does the program director or lead instructor have experience in teaching the target audience, e.g., K-2, 2-5, etc.?
- **Teacher:** Does either have sufficient experience in world language pedagogy?
- Is the program director or lead instructor proficient in the target languages and cultures?
- Does the program director or lead instructor have an understanding of US culture, including working with US students and schools?
Other Staff

**Student**: Is it clear what roles other staff members will fill? Does the description of each staff member's background make it clear that the person is qualified for this role (i.e. do the members of the teaching staff have experience in teaching the target age/grade level audience, or have they received training in a STARTALK teacher-training program or similar course)?

**Teacher**: Do they have experience in teaching the target audience, e.g., teachers of K-2, 2-5, etc.?

Are additional positions identified in terms of what individuals will do to support/enhance the program?

Are all positions accounted for in the budget detail?
Pause to Consider

- What are your goals?
- What evidence will you have to show that your goals have been met?
- How will you define the roles of PD and Lead Instructor?
Student Curriculum Template

Stage 2:
How will learners demonstrate what they can do with what they know by the end of the program?

<table>
<thead>
<tr>
<th>INTERPRETIVE TASK</th>
<th>INTERPERSONAL TASK</th>
<th>PRESENTATIONAL TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
<td>Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</td>
<td>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
</tr>
</tbody>
</table>
### Stage 2:
How will participants demonstrate what they can do with what they know by the end of the program?

<table>
<thead>
<tr>
<th>TELL CRITERIA STATEMENTS</th>
<th>EVIDENCE/PRODUCT AND BRIEF DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Number the Criteria statements here and then transfer to Stage 3.</em></td>
<td></td>
</tr>
</tbody>
</table>
### Meaningful Goals and Assessments

<table>
<thead>
<tr>
<th>Goal</th>
<th>Performance-based?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will gain a basic understanding of contemporary China and lifestyles.</td>
<td></td>
</tr>
<tr>
<td>Students will count and use numbers.</td>
<td></td>
</tr>
<tr>
<td>Students will present a character or hero from Chinese history, folklore or popular culture.</td>
<td></td>
</tr>
<tr>
<td>Teachers will use the backward design process to plan lessons that help students to meet unit performance objectives.</td>
<td></td>
</tr>
<tr>
<td>Teachers will improve their knowledge and skills in instruction by emphasizing the STARTALK Principles and engaging them to teach language through the Five C's: Communication, Culture, Connections, Comparisons, and Communities.</td>
<td></td>
</tr>
</tbody>
</table>
Implementation

Student

✦ Is it clear what students are expected to know and be able to do with regard to the national standards?
✦ Is the curriculum addressed in terms of the 5Cs? Will students engage in all modes of communication: interpretive, interpersonal, and presentational?
✦ Is there an integration of culture, content, and language?

Teacher

✦ Does program content address national student content standards and best practices related to world language pedagogy?
✦ Will participants have opportunities to observe and discuss best practices and acquire hands-on experience?
Assessment

**Student**
- Is it clear how students will demonstrate what they have learned? Are the assessments meaningful, performance based, and appropriate to the age/proficiency level of the students?
- Will assessments be both formative and summative?
- Is it apparent that assessment is designed to allow students to use language in meaningful ways?

**Teacher**
- Is it clear how participants will demonstrate what they have learned? Are the assessments performance based? What evidence of participant growth will be collected?
- Are the assessments realistic and meaningful for the participants, the length of the program, and the context of learning?
Differentiation of Curriculum, Instruction, and Assessment

**Student**
- Is it clear that the program will accommodate the diverse needs of students? If necessary, are provisions made for proficiency levels or for heritage students?
- Is it clear how the program will determine the incoming proficiency of students from different backgrounds?
- Are provisions being made to address different learning styles?

**Teacher**
- What provisions will be made for participants with varied teaching experiences in a wide range of teaching situations, and with different levels of target language proficiency?
- How will the program determine the current level of understanding as participants begin the program?
Pause to Consider

- Are your goals measurable?
- Are they assessed in ways that are meaningful and performance-based?
- What specific evidence will you collect to show that goals have been met by individual students/participants?
Recruitment and Marketing

- Is it clear who the participants will be?
- **Student**: Are the recruitment plans inclusive and do they include efforts to recruit as diverse a cohort of students as possible given the nature of the program (e.g. heritage vs. non-heritage, general vs. targeting underserved populations)?
- Is a plan in place to market the program?
- Are the target enrollment numbers reasonable given the target population and the stated marketing plan?
Daily Schedule

**Student**
- Is the length of day reasonable in terms of program goals and appropriate to students' ages?
- Do students spend a significant part of the day involved in a variety of activities that require the use of the target language?
- Are students adequately supervised throughout the day?

**Teacher**
- Does the day allow for a blend of activities that integrate theory and practice?
- Is the length of day reasonable in terms of program goals?

**Residential Programs**
- Is it clear why there is a need for a residential program?
- Is it clear that evening and weekend activities are designed to allow for expanded learning experiences?
Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend of different types of activities and learning experiences throughout the day.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Culture**
- Culturally Focused
- Products, Practices, Perspectives

**Content**
- Intrinsically interesting
- Cognitively demanding
- Standards-based

**Language**
- Meaningful Communication
- Interpersonal
- Interpretive
- Presentational
Teacher Template

Program Outline and Schedule

Will participants be expected to do anything prior to the start of the onsite program? If yes, explain what they will do. How will the those learning experiences support the onsite experiences?

<table>
<thead>
<tr>
<th>TIMELINE</th>
<th>INSTRUCTIONAL TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date, Day 1</td>
<td></td>
</tr>
<tr>
<td>Date, Day 2</td>
<td></td>
</tr>
</tbody>
</table>

What is the agenda for any days prior to the start of the program? What is the agenda each day during the program?

What will participants do to extend their learning after the program ends?
Continued Learning

**Student**
- Is a plan in place to allow students to continue to learn/use the language after the program ends?

**Teacher**
- Does the program take advantage of online learning in ways that support program goals?
- Is a plan in place to allow participants to continue their professional development after the program ends?
Professional Development Activities

**Student**
- Will instructors who will be teaching in the program receive training before the program begins?
- Will instructors be involved in the development of the curriculum template and the lessons?
- Does the program include plans for mentoring, and is sufficient time incorporated for planning, implementation, and reflection?

**Teacher**
- If guest speakers are involved, is it clear how the curriculum aspects will be coordinated with all those who are involved?
What STARTALK resources are available for teacher development?

- STELLA
- Model Curricula
- STARTALK Multimedia
- Workshop Collection
- STARTALK Classroom
- Video Collection
- Sample Curriculum Templates

www.startalk.umd.edu
Technology

**Student:** If technology tools are used, is it clear how they will support instruction and learning? If technology is part of the budget, it is clear how items purchased will be used to support instruction and enhance learning?

http://novastartalk.nvcc.edu
Pause to Consider

- How will you recruit your participants?
- What schedule will work best for your situation?
- How will you extend opportunities for learning?
- What development activities will work best for instructors in student programs?
Executive Summary

Student and Teacher

Does the summary serve as a stand-alone document that shows that the program is well designed with a strong potential to be successfully implemented?

Stage 1:
What will learners be able to do with what they know by the end of the program?
Budget

Student and Teacher

- Does the budget align with the proposal? Are all budget items explained in the proposal?

Considerations:

- Cost effectiveness
- Number of participants served
- Duration and intensity of program
How to plan for program logistics

What do you need to start your program, fill it with participants, keep participants safe, and fulfill technical and financial requirements?

- People
- Location
- Resources
- Scheduling
- Budget
People

- Recruit Staff
  - Administrative help
  - Classroom assistants
  - Other positions that may not be provided in summer
- Recruit Instructors
- Engage community leaders
Location

- Secure a location
  - What does your location require to support your program?
- Is the location insured?
- Is the location accessible to your target population?
- What support is offered in-kind or as an additional cost?
Resources

★ What resources will you need to establish your program?
★ Classroom materials
★ Office materials
★ Equipment
★ Technology
★ Marketing
★ Food
Scheduling: Spring

- Conference
- Curriculum planning
- Staff training
- Recruitment
- Advertising
- Instructor orientation and preparation
- Lesson planning
- Applications
- Selection
- Registration
- Parent and participant orientation
- Placement
Scheduling: Summer

- Site Visit
- Field Trips
- Participant consent forms and surveys
- Team meetings and reflections
- LinguaFolio

- Planning any fall/winter activities
Scheduling: Fall and Winter

- Closing ceremony
- Lessons learned/reflections meeting with team
- Final report
- Fall/winter activities
- Fall conference
- Fall/winter activities reporting
- Final invoicing and financial reporting
Now that you have your plan, create a budget

- Personnel
- Benefits
- Consultants
- STARTALK Conference travel
- Other travel, meals, and lodging
- Services
- Facilities
- Classroom and office supplies
- Indirect Costs
Online Resources

https://startalk.umd.edu/resources/

✦ Student Program Applicant Guide: https://startalk.umd.edu/proposals/StudentProgramApplicantGuide.pdf


Betsy Hart, Program Director
bhart@nflc.umd.edu

Nicole Rumeau, Senior Project Manager
nrumeau@nflc.umd.edu

Laura Terrill, Faculty Content Specialist
lterrell@gmail.com