“Secrets To Running a Successful Teacher Training Program!”

STARTALK Spring 2016 Conference

Marjorie Hall Haley - GMU
Who & Where

1. Arabic, Chinese, Korean, and Russian Languages
2. StarTalk Summer Institutes for Critical Need Language Teachers
3. A Blended Learning Model
Identify a theme. Decide what your goals/objectives are. Create a Needs Assessment to distribute.
Always go back to your proposal that was accepted. Make sure that you protect the integrity of that document. Any changes/deviations should be reported and shared with StarTalk headquarters.
Assemble your team. Carefully identify key personnel. Identify their roles and responsibilities. Spell them out!
SECURE A LOCATION

LOGISTICS: Food, Materials, Parking, Resources, Technology
GUEST CONSULTANTS

• Choose carefully
• Provide explicit training
• Determine their needs/requirements
Preparing For The Site Visit

1. Make sure all logistics are definitively worked out.
2. Have all materials ready & available.
3. Brief teachers about the visit and share expectations and requirements.
4. Go over the day’s agenda with staff.
DAILY REFLECTIONS

1. Participants reflect at the end of each session
2. Staff debriefs at the end of each day
ROLE OF PROGRAM DIRECTOR

• On site _every_ day
• An active participant – not just an observer and manager
• First to arrive and last to leave
• Work with and among teacher participants. Don’t set yourself apart.
• Create a TO DO LIST and stick to it
• Thank your team _EVERY_ day!
ALIGN YOUR PROGRAM WITH ALL STARTALK REQUIREMENTS
TEACHERS’ CURRICULUM TEMPLATE
PLAN TO DIFFERENTIATE

• First-timers
• Returnees
• Pre-Service
• In-Service
• Elementary, Secondary, Post-secondary
• Level of English proficiency
DELIVERY SYSTEMS

• FACE-TO-FACE
• ONLINE
• BLENDED
• RESIDENTIAL VS DRIVE IN DAILY
Week 1
Teachers are engaged in a series of readings, video viewings, tasks, activities to introduce them to the topic and give them background information for when they arrive during week 2. Tasks are monitored by Program Director.

Week 2
Teachers meet face-to-face for six days of professional development workshops. Teachers engage in micro teaching simulations with children language camps.

Week 3
Teachers use NING as the social media platform to further their participation in a community of learners. Create products, dispositions, and deliverables.
These workshops provided participants with multiple opportunities to explore and reflect on the critical considerations that directly influence transitioning to teaching in a learner-centered classroom.
### TABLE 1.1

**Participant demographics: Pre-Institute Survey**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Arabic (12)</th>
<th>Chinese (15)</th>
</tr>
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<tbody>
<tr>
<td>Gender</td>
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<tr>
<td>Male</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>14</td>
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<tr>
<td>Returning / New teachers</td>
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<td></td>
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<tr>
<td>First time attending</td>
<td>9</td>
<td></td>
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<tr>
<td>Second time attending</td>
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<td></td>
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<tr>
<td>3 or more times attending</td>
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<td></td>
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<tr>
<td><strong>Teaching Status</strong></td>
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<td></td>
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<tr>
<td>Currently employed as a language teacher</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Currently not employed as a language teacher but interested in becoming a language teacher in the U.S.</td>
<td>4</td>
<td></td>
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<tr>
<td>In-service with license</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>In-service with no license</td>
<td>13</td>
<td></td>
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</tbody>
</table>
PATHWAYS TO LICENSURE
TEACHING PRACTICUM

• Working with children
• Background checks
ASSESSMENT: Data Collection Measurements

1. Pre- and Post-Institute Surveys
2. Post-Teaching Simulation Group Interview
3. Online Discussion Board – Ning
4. Culminating Projects

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Are well educated

Are often lettered

Come from well-established careers

Once in the US however, they are not considered “highly qualified” to teach in K-12 settings

Many of these individuals are hired by heritage or weekend schools, many of which do not require a teaching license
Current Trends: Ideas for a Theoretical Framework

- FL/WL Education: The Cultures of US Education
  - Student culture
  - Teacher culture
- Teacher Preparation
  - Learning to prepare students for 21st Century skills
  - Understanding cross-cultural and global competence
  - Cultures of Education: Teacher Identity
- Professional Development
  - Models for Teacher Change
Data Collection

Teacher work sample products

Blog-based class discussion

Notes from lesson delivery during practice teaching simulations

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THINK

What do you think are some of the obstacles Critical Need Language teachers face when transitioning into US schools?

PAIR

Share your answers with a partner

SHARE

With the whole group
Challenges Critical Need Language Teachers Face

- Standards-based instruction
- Staying in the target language
- Classroom management
- Performance-based assessment
- Learner-centered instruction
Expectations of Critical Need Language Teachers

Teacher as Learner

Today’s Millennial Learner

Understanding the U.S. Education System

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Questions?  Thoughts?  Comments?
GMU STARTALK RESEARCH CYCLE

- 2008
- 2009
- 2010
- 2011
- 2012
- 2013
- 2014
- 2015
- 2016


Publications (Cont’d)

GMU STARTALK 2015
Shukran! Xie xie! 감사합니다

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