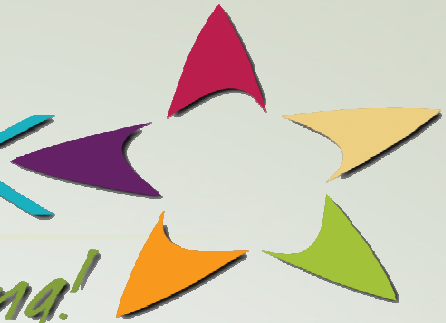


STARTALK

Start Talking!



**“Sustainable Teacher Recruitment,
Preparation, and Support for Continuous
Professional Growth and Success”**

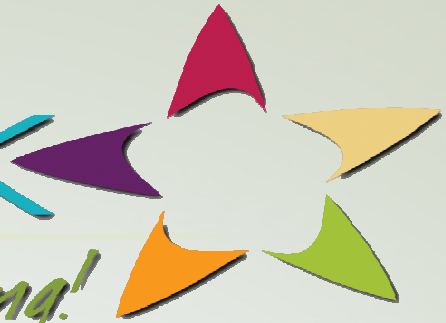
STARTALK FALL Conference 2016

Atlanta Georgia

October 15, 2016

STARTALK

Start Talking!



WELCOME and INTRODUCTIONS

Dr. Stella Kwoh, Director

**Berkeley STARTALK Student/Teacher and Infrastructure Programs
STARTALK Team Leader/Visitor**

Dr. Duarte M. Silva, Director

**Stanford STARTALK Student/Teacher/Multimedia Programs
STARTALK Team Leader/Visitor**

Assumption: STARTALK teachers need to be able to...

- ★ **Plan effectively** for language, content, and cultural learning **to happen.**
- ★ Provide engaging **learning experiences** for students to acquire language, content, and culture using a variety of **learning tools** and **strategies**
- ★ Use learner **performance & feedback** to advance student learning

Session's Organizing Questions

- ★ How do We **Recruit, Prepare** and **Support** STARTALK (World Language) teachers for Continuous Professional Growth and Development?
- ★ How do we leverage STARTALK and other resources to maximize teacher preparation at different stages of the Teacher Learning Continua?

Swanson & Wagner Questions For Recruiting and Inspiring Future Language Educators (FLA, Fall 2016)

- ★ How can we create transparency with regard to available routes for pre-service WL teachers?
- ★ How can we facilitate collaboration between all language educators and institutions ... to support... (WL teacher preparation)?
- ★ How can we conduct evidence-based research (and make it accessible)that helps us address pressing questions in our profession....?

Participant Activity I Question A

- ★ What successful strategies have you employed to **recruit** and **select** participants for your teacher programs?

Participant Activity I Question B

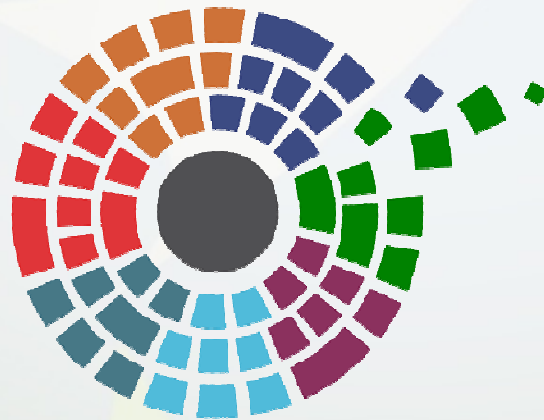
- ★ What frameworks/Tools have you employed to assess participants **prior knowledge, skills and abilities** and their **current** professional learning needs?

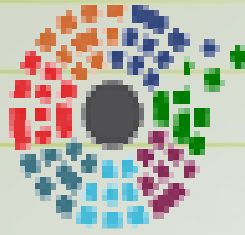
Participant Activity I Question C

- ★ What key **strategies**, **tools** and **resources** have you leveraged and/or employed to systematically move program participants through the various stages of professional growth and development?

Teacher Effectiveness for Language Learning

www.tellproject.org





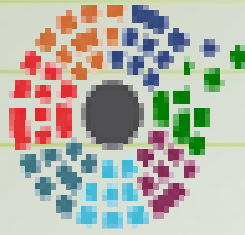
teacher effectiveness

FOR LANGUAGE LEARNING

- ★ Preparing for Student Learning
- ★ Advancing Student Learning
- ★ Supporting Student Learning

Participant Activity II

- ★ Brainstorm and list what professional learning program components might support participants to grow in each of these areas:
 - ★ Preparing for Student Learning
 - ★ Advancing Student Learning
 - ★ Supporting Student Learning



teacher effectiveness

FOR LANGUAGE LEARNING

- ★ Preparing for Student Learning
 - ✧ Environment and Planning
- ★ Advancing Student Learning
 - ✧ The Learning Experience
 - ✧ Performance and Feedback
 - ✧ Learning Tools
- ★ Supporting Student Learning
 - ✧ Collaboration and Professionalism

Guiding Principles, Resources and Tools

STELLA Modules

- ★ Planning for Learning
- ★ The Learning Experience
- ★ Learning Tools
- ★ Performance and Feedback
- ★ Environment
- ★ Collaboration
- ★ Professionalism

STARTALK Endorsed Principles

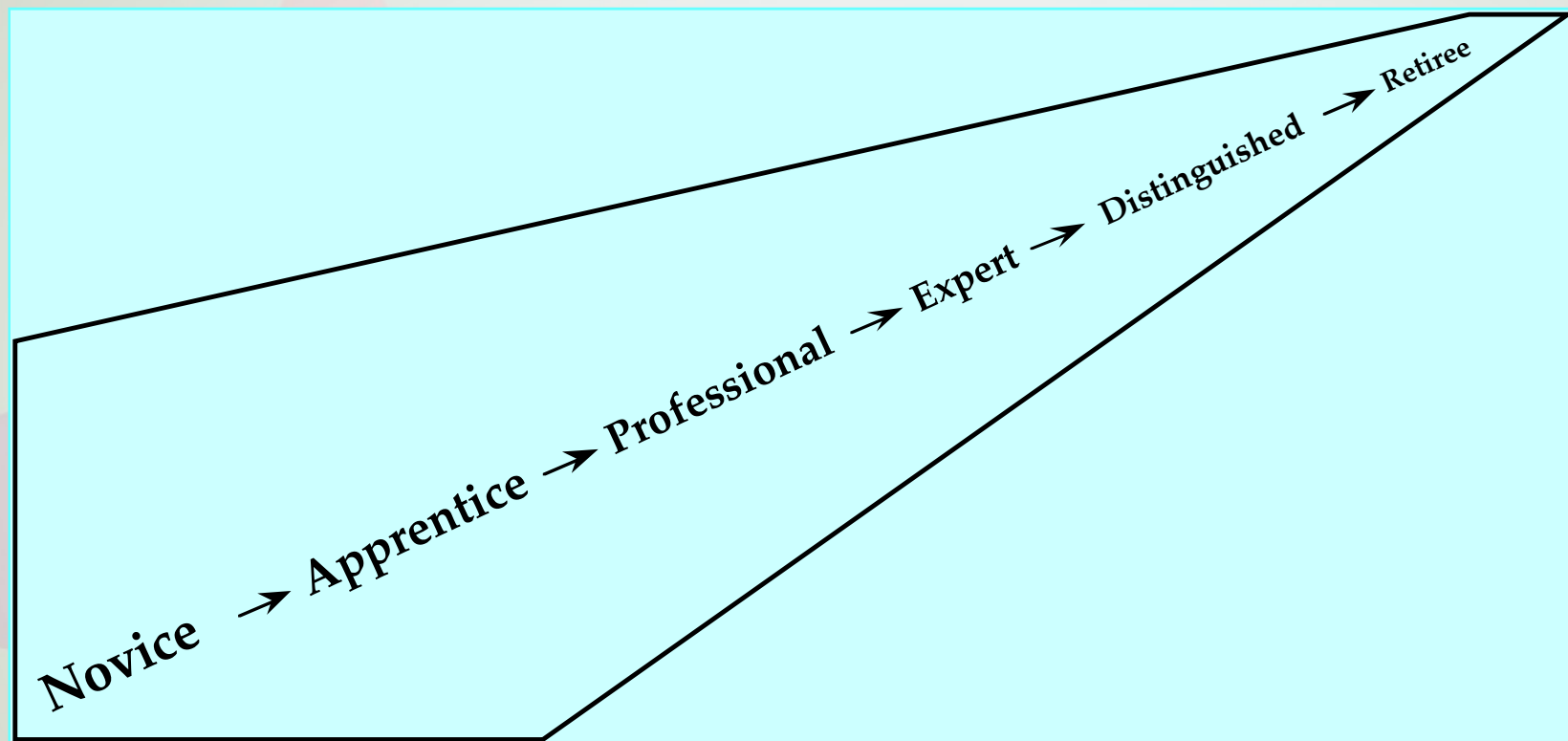
- ★ Standards-based Curriculum
- ★ Learner Centered Instruction
- ★ Using the Target Language
- ★ Integrating Culture, Content and Language
- ★ Adaption and Using Age-Appropriate Authentic Materials

Danielson's Framework for Teaching

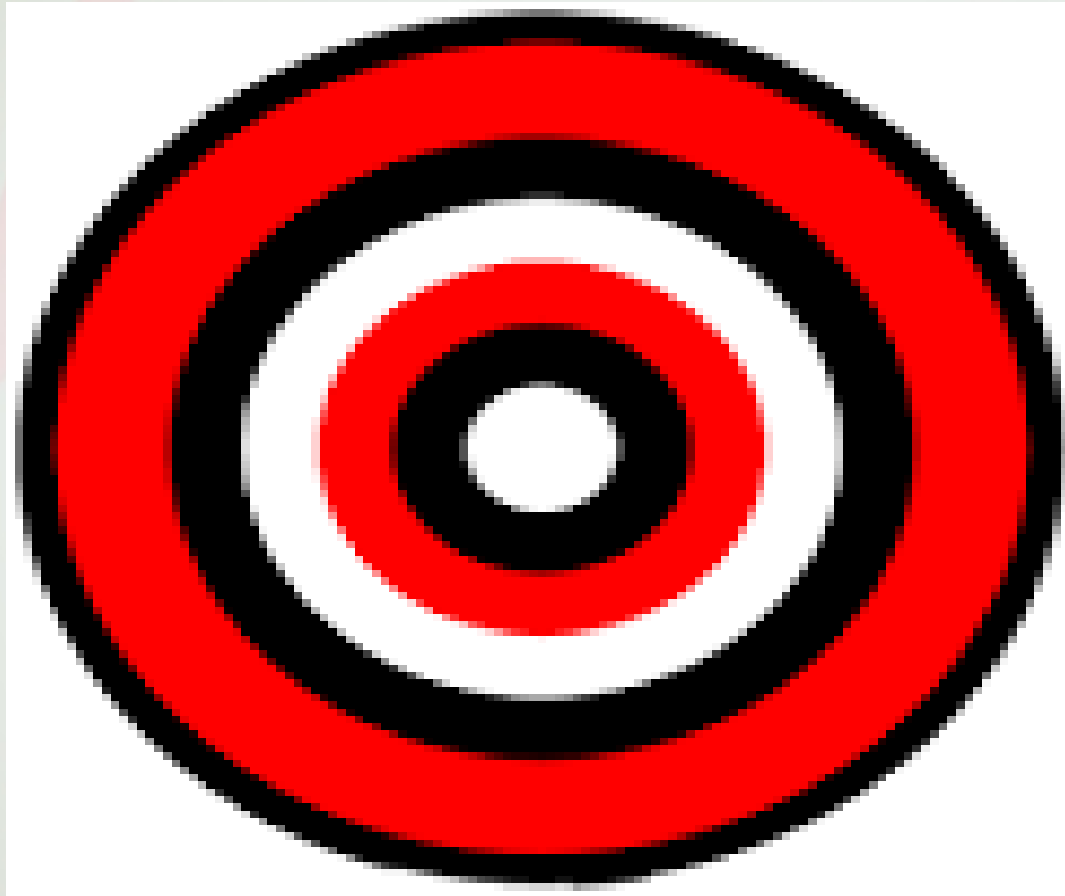
- ★ Domain I: Planning and Preparation
- ★ Domain II: Classroom Environment
- ★ Domain III: Instruction
- ★ Domain IV: Professionalism and Responsibility



Phases of Teacher Learning Continua



Challenge: How do we plan programs that are focused and strategically address a specific audience along the continua?



Two Recruitment Models

* Heritage Community Model (Berkeley)

- * Description
- * Challenges
- * Needs
- * Program Features

* University Language Majors' Model (CLTA/Stanford)

- * Description
- * Challenges
- * Needs
- * Program Features

Unique Challenges Faced by STARTALK Participants

- * Often Not Schooled in or Familiar with US School System
- * Generally Primary Language is Not English
- * Most Often do Not Pursue Traditional Pathways to Certification
- * Rarely Have Mentors in Their Schools Who Teach the Same Language and Culture

Recent Research Findings on Teacher Preparation and Readiness (FLA Fall 2016)

- * ...edTPA scores do not align with mentor teacher/university supervisors evaluations
- * ...candidates whose primary language is not English may need additional support with academic English
- * ...candidate mentors and supervisors lacked an understanding how the various university, state and national assessments fit together to measure the knowledge, skills and dispositions...necessary for effectively teaching a world language

(Russel & Devall, An Examination of the edTPA and Other Measures of Teacher Preparation and Readiness, Foreign Language Annals, Fall 2016)

Creating Transformational Professional Learning Experiences in Our Professional Learning Programs

“In order for teachers to transform learning environments for their students, they have to experience transformational experiences themselves”

STARTALK teachers should be able to...

★ STARTALK opportunities for creating transformational professional learning experiences

★ Student and Combination Programs

★ Teacher Professional Development Programs

STARTALK STELLA Modules...

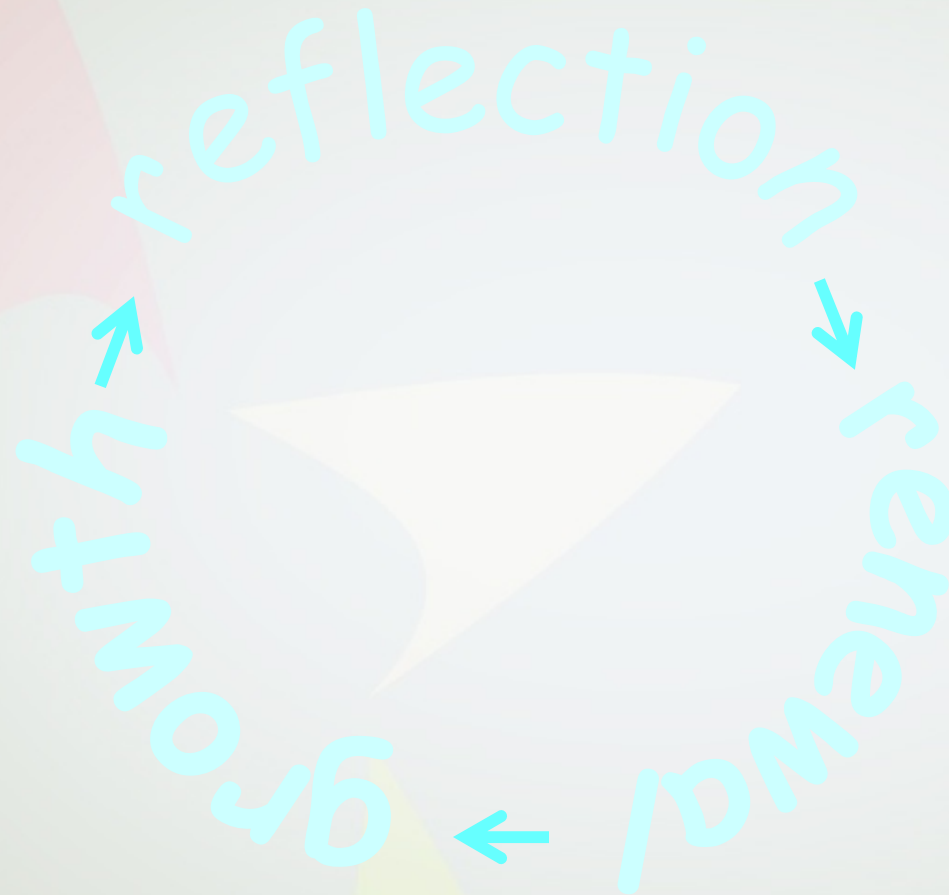
* **Collaboration**

* **Professionalism**

STARTALK STELLA Module: Collaboration

*** Promoting a culture of communication, reflection and action that supports student learning in all our professional learning programs**

Promoting a Culture of Reflective Practices



STARTALK STELLA Module: Professionalism

* Instilling the belief of life-long learning that permeates every stage of our careers

STARTALK STELLA Module: Professionalism

* Engaging “*teachers as learners, teachers as teachers and teachers as leaders*” in our professional learning programs

STARTALK STELLA Module: Professionalism

*** Creating participant-centered professional learning programs that model and transform classroom practices**

STARTALK STELLA Module: Professionalism

*** Connecting our STARTALK
teacher participants to
“American school culture”**

*** Colleagues**

*** Students**

*** Parents/Communities**

*** Other Stakeholders**

Concluding Thoughts

- ★ Thank YOU for your active participation
- ★ Thoughts/Feedback for how to we can continue to plan relevant professional learning programs that support:
 - ★ Planning for Student Learning
 - ★ Advancing Student Learning
 - ★ Supporting Student Learning

Continuing the Dialogue

✧ For further thoughts, information and dialogue, please contact:

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