Panel Discussion
Leadership and Mentorship
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Lisa Huang Healy
The College Board
Leadership and Mentorship
--How our Peer Coaching System has Impacted the Effectiveness of our Program

Lisa Huang Healy
Associate Director,
Chinese Language & Culture Initiatives,
The College Board
Objectives

- Provides peer role models and advisors to participants
- Provides key leadership development opportunities
Guest Teacher Startalk Program

Startalk Guest Teacher Summer Institute is the 10-day Chinese Guest Teacher Pre-service Training program (7/18-28) for over 100 Chinese teachers.

Our goals:

- Prepare teachers to teach effectively in American classrooms
- Apply the learning to U.S. school context by conducting an intensive mini-course in Chinese language and culture.
Structure

- Mentors are screened and selected by the program based on applications.
- Mentors are organized by teaching level and matched with Guest Teacher Advisors’ groups.
- Mentors help with instruction, and help observe and evaluate the participants.
- Mentors are part of the support system.
Roles

- Instructional assistants
- Residential advisors
- Cultural advisors
- Microteaching evaluators and demo instructors
- Microteaching “supervisor” and cultural activity instructor for student microteaching
Impact

- Helps with program staffing: extends the support beyond the staff team capability.
- Helps new teachers (STARTALK participants) have peer role models that they can identify with and that they feel understand their situation and concerns.
- Helps solidify the mentors’ own learning and provide the PD opportunity for mentors.
- Helps build the future leadership for the Chinese teaching field, and specifically for guest teacher community.
Success Stories

- Mentors have become the district/state core teachers: You Yinyao, Wu Jingjing
Tips

- Prepare the mentors well and set up a careful team relationship with the instructors and staff.
- Be careful to establish the mentors’ authority and roles with participants.
Questions?

Lisa Healy: lhealy@collegeboard.org
guestteacher@collegeboard.org

Thank you!
Panel Discussion

Toni Theisen
Stanford University
Leadership and Mentorship: STARTALK Leadership Development for Teachers of Critical Languages and Cultures

April, 2018-STARTALK Conference

Toni Theisen, Program Facilitator
Stanford Graduate School of Education
Stanford, CA
Program Purpose

- facets of leadership
- support SLA
- innovate and create
- flexible leadership

STARTALK Principles
- STARTALK Principles beyond walls of class
- leadership strategies
- sustainability facets of leadership
- sustainability beyond walls of class
- SLA sustainability
- move leaders beyond walls of class
Program Setting

- CLTA Summer Seminar
- STARTALK Program
- 6 CLTA strands-150 teachers
- Theme
- “Learning Lab”
Our Beliefs

• There are many different kinds of roles and leaders, and all are necessary to a healthy organization.
• Leaders are lurking among us, but are not always clearly visible and must be overtly identified and encouraged to explore and develop their potential.
• Leadership development curriculum should be planned and implemented to get the best results and long-term commitment.
Program Participants

- Advanced group-returning participants
- New Group
- Participated in several other STARTALK programs
- Strong evidence of understanding of the STARTALK Principles

- Enthusiasm
- Curiosity
- Helpfulness
- Experience
- Positive attitude
- People skills
- Growth mindset
Sharing their learning

Advanced Group

Learning with Instructors
Program Topics

- Leadership theory
- Standards & Pedagogy
- Team building
- Leadership Goals
  Adapted from TELL Framework
- Effective presentations
- Advocacy and Elevator Speeches
- Facilitating meetings
- Dealing with difficult people
What should a world language teacher leader know?
Challenges

- Authentic opportunities to practice leadership skills.
- Leaders need mentors and mentors are hard to find.
- Safe spaces to step up to leadership.
- Sustain continuous professional mentoring to develop growth plan.
Leadership is a Choice

A leader is someone who chooses to act in a supportive and visionary capacity to encourage themselves and their colleagues toward growth and success, regardless of the title that person holds.
Panel Discussion
Brandon Zaslow
Occidental College
Putting Standards Front and Center
Building Leadership in the Arabic Language Teaching Community
Technology as the Core of Standards-Based Arabic Instruction

Occidental College World Language Project
Brandon Zaslow
bzaslow@oxy.edu
Who
- CSMP
- CWLP
- OCWLP

What
Building communities that develop, sustain and enhance teacher leadership in classrooms, schools, and language teaching communities

How
- Multi-entry points
- Expansive definition of leadership
- Support System throughout language teaching career
Putting Arabic Standards Front and Center

Invitational

Building Leadership

Proficient

Developing

Advancing

Technology as a Core

Beginning

Developing
Our Successes

95% of California’s certified Arabic language teachers are from our program.

10 Instructors
3 Leaders-in-Training
6 Ready to join

2 Instructors

17 Presenters, PD, Lead Teachers

95% of California’s certified Arabic language teachers are from our program.
Teachers Teaching Teachers

Research-Based, Pedagogically Sound Practice

Learning by Doing

Time to Develop Leadership Capacity
Programs Provide Support System
Designing Learning Episodes

Designing Learning Plans

Designing Thematic Units

Designing Curriculum Maps

Designing Workshops / Training Sessions
STARTALK Summer Sessions

Examining Data (Student Performances) Revising Work

Setting Goals for Improvement

Coaching

Classroom Visits
Resources

PUTTING THE STANDARDS FRONT AND CENTER

The materials present concepts simply, are reflected in instructional materials and video-clips on target practice, provide participant-centered activities that stimulate reflection and the use of tools to gauge on target practice, focus on the delivery and differentiation of model materials and offer a modular approach that can be used to construct a variety of professional development experiences.

The materials include a model unit, lessons, and learning episodes that were created with funds from a Qatar Foundation International (QFI) grant and STARTALK to provide the resources necessary for teachers to learn to teach rather than create and teach.

1. The Pre-Program Survey provides program directors with information that helps in the selection of participants and the differentiation of instruction.

2. The Pedagogical Sessions feature STARTALK project proposals, present concepts simply, provide participant-centered activities that stimulate reflection and assess on target practice. Sessions may be used in a variety of professional development programs based on time, interest, and understanding of the principles and practices of standards-based instruction.

3. The Technology Sessions demonstrate step-by-step how to use a variety of technologies that support a standards-based instructional approach.

4. The PowerPoint present the learning outcomes for the day, the daily schedule, a warm-up activity, and reflections to close for the day.

5. Resources such as lesson plans, curricula, instructional & support material, reading lists, and more.

6. E-Learning Modules

INTRODUCTION

Welcome to Integrating Language, Culture and Content a STARTALK Multimedia Workshop produced by the Occidental College site of the California Foreign Language Project. This workshop is designed to support teachers in all phases of their career, leaders of professional development, and university faculty, responsible for teacher education.

The workshop showcases the Standards for Foreign Language Learning in the 21st Century in action as Arabic language teachers integrate language, culture and content.

This program is intended for use in a twelve-hour professional development program.

The workshop has been divided into six segments for easy viewing online. Each segment is accompanied by downloadable PDF resources, and each video segment can be viewed in your browser or downloaded in MP4 format for viewing on most portable media devices.

DOWNLOAD VIDEO

SEGMENT MATERIALS

INSTRUCTOR’S MANUAL
Thank You for Your Attention!

Next Step:
Choose your Breakout Sessions
Enjoy the day!