The following LookFors will inform the site visit report. The site visit team will discuss their observations and determine LookFors that should be addressed in the narrative questions so that the program can receive meaningful feedback. While STARTALK Central will receive data on individual LookFors, it will be used only to compile data on the implementation of the STARTALK Principles for all programs. Programs may want to use the LookFors to help them implement a quality program.

### Program Design

1. The observed program matches the written descriptions of the program.
2. The STARTALK Principles are reflected in the program.
3. The schedule and content are appropriate and realistic for the length of the program.
4. The program is being implemented in a manner that not only meets the program goals outlined in the curriculum, but also the identified learning needs of the participants.
5. *Programs with an online component only:* The online elements(s) align with and advance learning toward curriculum goals.
6. *Combination programs only:* Engagement with the student program supports the learning goals of the teacher program.

### Learning Experiences

7. There is a clear and intentional sequence of experiences building toward participants being able to transfer new learning into their own teaching environments.
8. Participants acquire new knowledge, skills, and personal understanding through presentations, readings, and discussion.
9. Participants are provided multiple meaningful opportunities to process target information in a variety of modes and groupings.
10. Participants are given multiple opportunities to independently apply new knowledge and skills through a practicum or coaching experience.
11. Participants reflect on their learning and teaching context, exploring ways to personalize new knowledge and skills beyond the program through the development of materials, resources, etc.

### Instructional Strategies

12. Instructors deliver content using participant-centered and interactive strategies that can be transferred into a language classroom.
13. Instructors implement appropriate checks for learning or formative assessments, modeling how to monitor and adjust instruction in a language classroom.
14. Instructors demonstrate intentional differentiation based on the teaching and linguistic backgrounds of participants.
15. Instructors provide multiple opportunities for participants to receive descriptive feedback from a variety of sources such as peers, instructors, and self-assessments.
16. Instructors model the effective use of resources and tools that can be used in language classrooms.
17. Instructors integrate online or blended activities with face-to-face learning experiences.
Narrative Questions

Providing Feedback for Teacher Programs

Guided by the evidence collected from the LookFors, the site visit team will summarize their findings and provide formative feedback using the following narrative questions in a site visit report that is shared with programs.

1. What is working well with regard to program management and logistics?
2. What is working well with regard to instructional design? How is the program preparing participants to transfer new knowledge and skills into their own teaching environments?
3. *For returning programs:* How did the program use past recommendations to improve the program this year?
4. What recommendations are being made for the current year?
5. What opportunities are there for continued improvement with regard to program management or logistics should the program be funded in the future?
6. What opportunities are there to improve instructional planning design and instructional practice implementation should the program be funded in the future?
7. *For combination programs:* How does this teacher program benefit by being combined with a student program? What opportunities for growth exist?