Learn Conference
May 14-15, 2014

STARTALK Goals

* To increase the quality and supply of teachers of critical languages throughout the nation
* To stimulate significant increases in the number of students enrolled in the study of critical languages
* To improve the quality and effectiveness of critical language curriculum

Source: ODNI, 2009

Goals STARTALK Achieved

* Become a national program
  * Operated in all 50 states with participants from all 50
  * 10 STARTALK languages
* Increase the quality and supply of teachers
  * 8500 teachers trained with proven techniques
    * Backward-Mapping Design
    * Student Centered
    * Staying in foreign language

What is STARTALK?

* Language learning for more students
  * Early start: K-12
  * Geographically diverse
  * Opportunities for long-term articulation
* Professional development for teachers
  * Language-specific training
  * Blend of theory & practice

STARTALK 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

STARTALK 2007 – 2013

* Number of programs
  * Student: 559
  * Teacher: 387
* Number of enrollments
  * Student: 35,658
  * Teacher: 8,509

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 Teacher Programs

Teacher Program Language Offerings

# of programs by language	2012	2013
Arabic	21	21
Chinese	47	50
Dari	7	10
Hindi	10	11
Persian	9	12
Portuguese	8	13
Russian	11	14
Swahili	6	8
Turkish	8	10
Urdu	9	10

Demand for STARTALK Programs 2013

Program Type	Applications	Enrollments	Completions
Student	10,042	8,453	8,171
Teacher	2,222	1,495	1,388

STELLA

$*$ Teacher Effectiveness of Language Learning (TELL) Project + STARTALK principles = STELLA

 $*$ Collaboration

 $*$ Environment

 $*$ Learning Tools

 $*$ Performance and Feedback

 $*$ Planning

 $*$ Professionalism

 $*$ The Learning Experience

 https://startalk.umd.edu/resources

STELLA Modules for Teacher Training
PERFORMANCE & FEEDBACK

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 participant need)*:

- Participants will read an article or listen to a presentation about the **importance of assessment** in U.S. schools today.
- Participants will discuss how the **importance of assessment** in U.S. schools could affect their practice.
- Participants will analyze newspaper and online reports of test scores, and based on their teaching experience, 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, as well as how new and emerging teachers can address these concerns within their respective teaching philosophies and

Features of STARTALK Teacher Programs

* 2-8 weeks long (online and face-to-face "HANDS ON" EXPERIENCE

* Pathways to certification (28 in 2012, 20 in 2013)

* Diverges from the one-size-fits-all training

* Focus: What best serves language learning

* Practical Experience: creates community of practice

* MICROTEACHING

Typical Activities

* Observing Model Teachers in the classroom
* Developing Lesson Plans
* Microteaching
    * Definition: a scaled down teaching encounter
    * Outcomes
        * Provides opportunities for targeted feedback
        * Serves as a possible performance assessment
* Reflection

Reflect: Analysis of Site Visit Reports

* Teacher Program Challenges
    * Using instructional time effectively
    * Differentiating instruction based on participant need
    * Modeling learner-centered classrooms
    * Implementing standards-based and thematically organized curricula

STARTALK Teacher Participants

The 2013 Participants: Teachers

* 87% native speakers of the target language
* 13% US born
* 84% female
* 52% between 30 – 49 years old
* 57% graduate degree
  * 51% Master's degree
  * 6% Doctorate

2013 Teacher Program Participant Experience

1204 teacher program participants completed survey

✴ **93%** teach at least one STARTALK language.

✴ **64%** will be teaching a STARTALK language in Fall 2013.

✴ 26% have **only** attended short-term workshops or STARTALK or had no previous training in language teaching.

Teacher Program Participant Feedback

Overwhelmingly positive and grateful for experience:

★ **98%** reported that their confidence in teaching in the target language increased after program participation.

★ **99**% reported that they acquired knowledge and skills that are important and useful.

Impact

Survey of Teacher Participants

Have you incorporated STARTALK principles in your classroom?

No 19 (6%)

Yes 292 (94%)

- Yes 94%
- No 6%
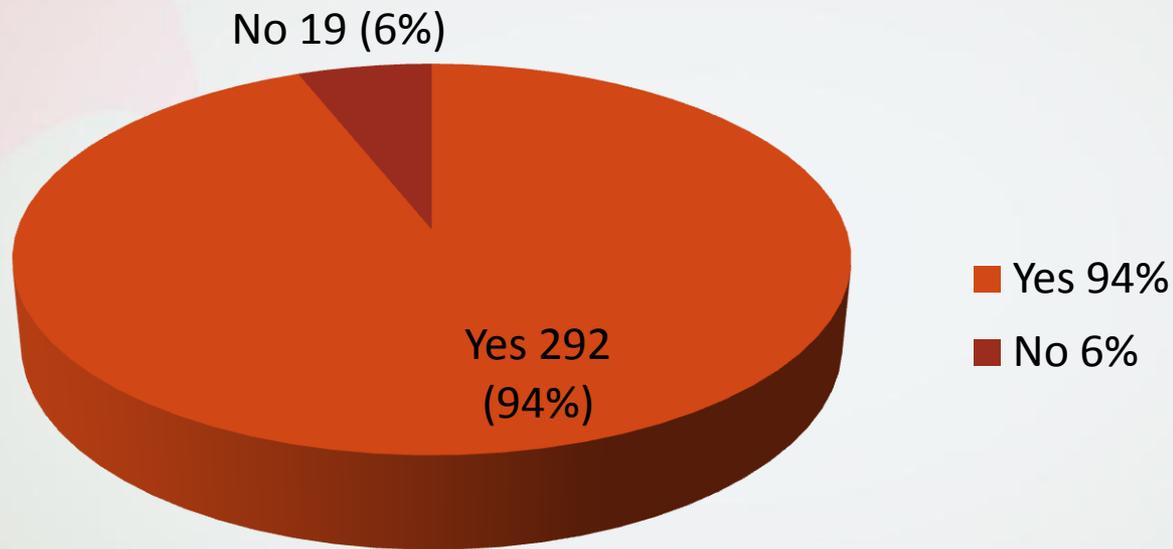
Vision for Teacher Programs

* Access to mentoring after the STARTALK program
* Credentialing and licensure aligned with teacher effectiveness
* Effective training resources are available
* A critical language job bank to match teacher supply and need

Discussion: Questions