

STARTALK

Start Talking!



*“Preparing and Supporting
STARTALK Teachers to Focus on What
is Essential to Learn and Teach”*

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Stanford University, California World Language Project STARTALK Programs

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WELCOME and INTRODUCTIONS

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Goal: 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**.
- ★ Use learner **performance & feedback** to advance student learning.

Organizing Questions

- ★ How do the *STARTALK Modules for Teacher Development* and the *Endorsed Principles* support the preparation of STARTALK teachers to acquire competence and demonstrate performance of the three essential practices described in the previous slide?
- ★ How do we plan and deliver professional learning programs that makes this happen?

Guiding Principles, Resources and Tools

STELLA Modules

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

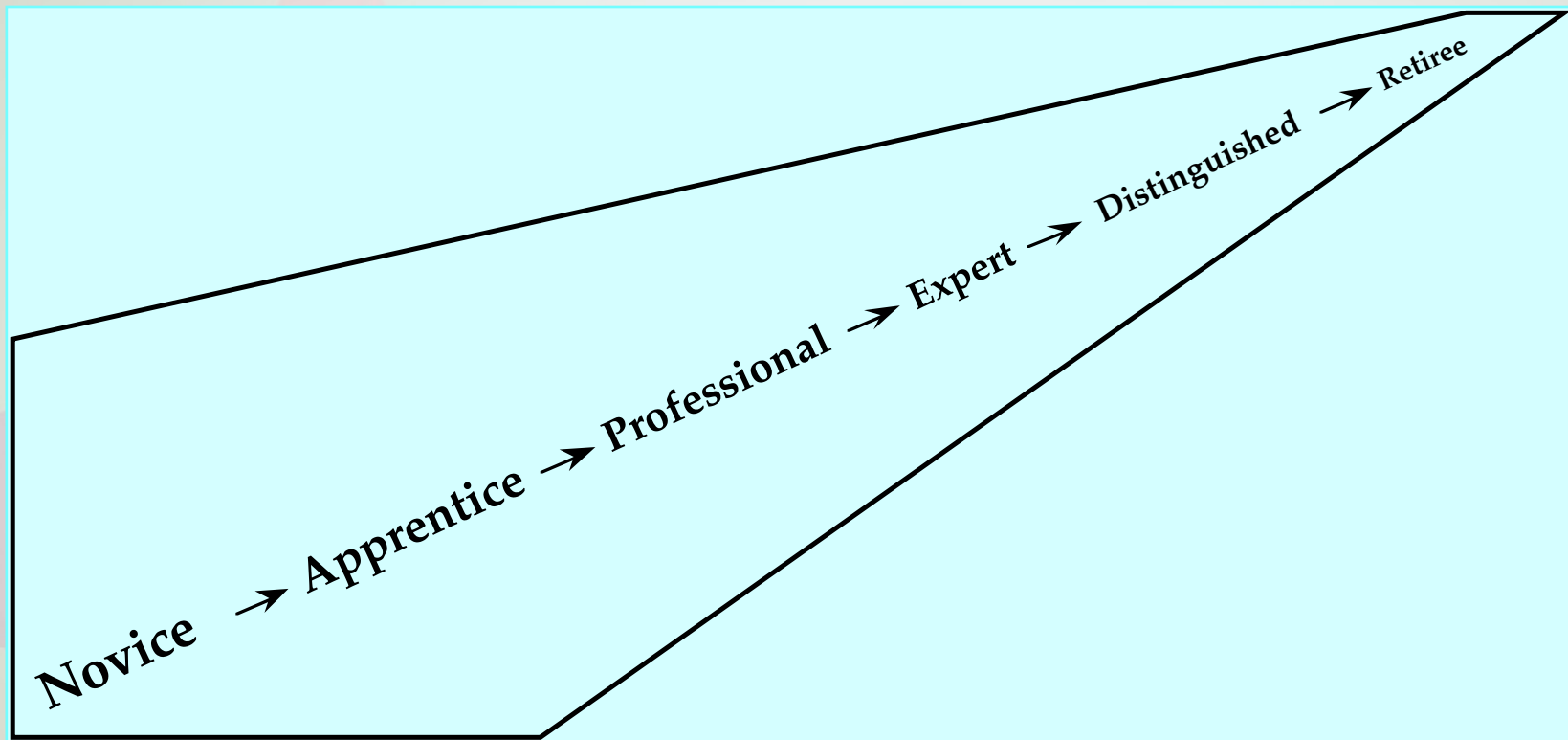
STARTALK Endorsed Principles

- ★ 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



STARTALK Continuum of Teacher Proficiency

- ★ Beginning STARTALK Teachers
- ★ Emerging STARTALK Teachers
- ★ Advancing STARTALK Teachers

Challenge: How do we determine what is essential to focus on in our programs?



Focus of Workshop: Four STELLA Modules

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

Learning Tools

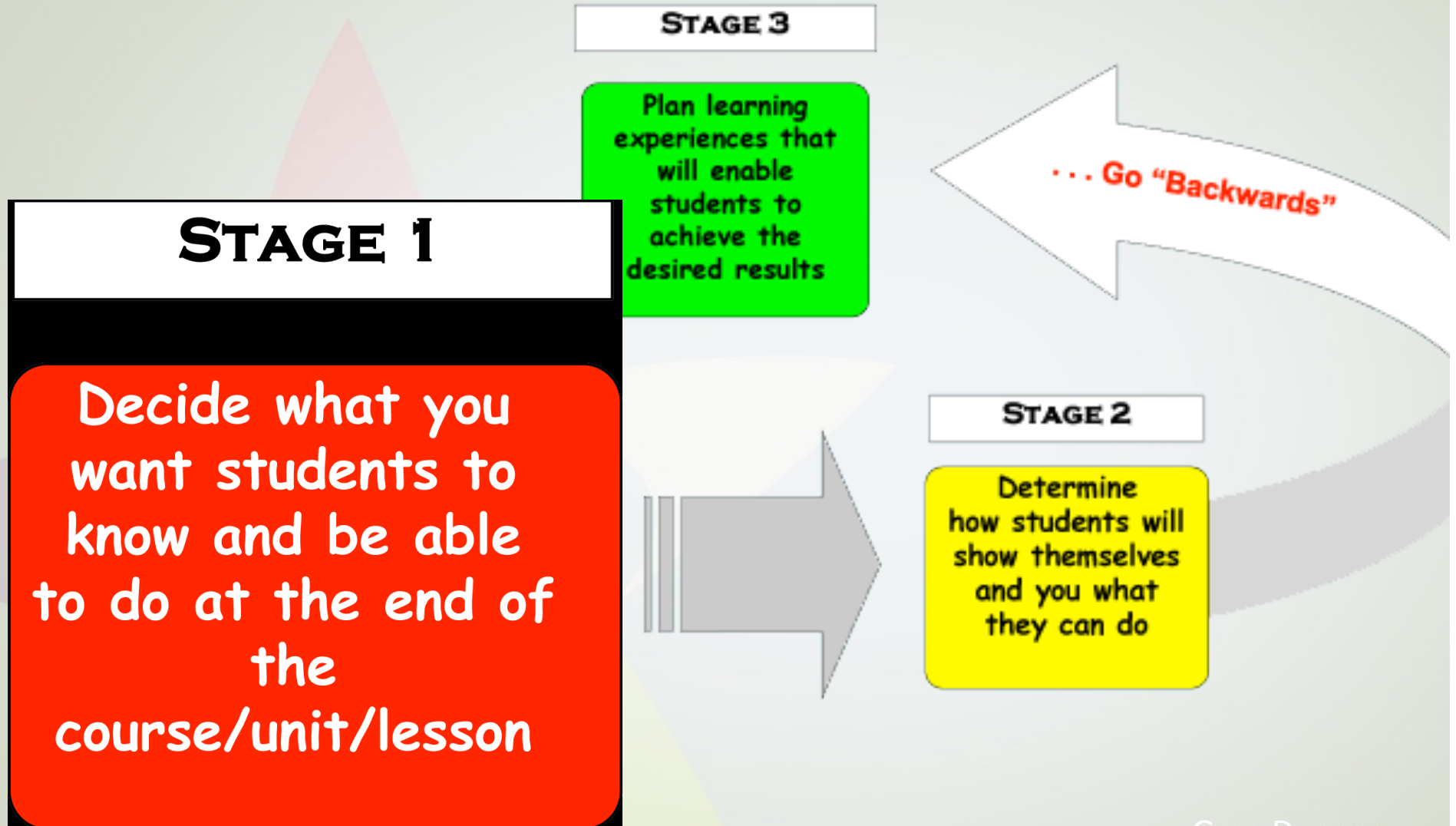
Group Activity: Four STELLA Modules

- ★ Divide Participants into 4 Groups:
 - ★ Planning
 - ★ The Learning Experience
 - ★ Learning Tools
 - ★ Performance and Feedback
- ★ Select and prepare to share the three most essential tasks of the module and Identify the appropriate participant level that the task best lends itself to.
- ★ Identify reporter and prepare to share your tasks and levels with the whole group.

STELLA Module Planning



Backward Unit Design (UBD)



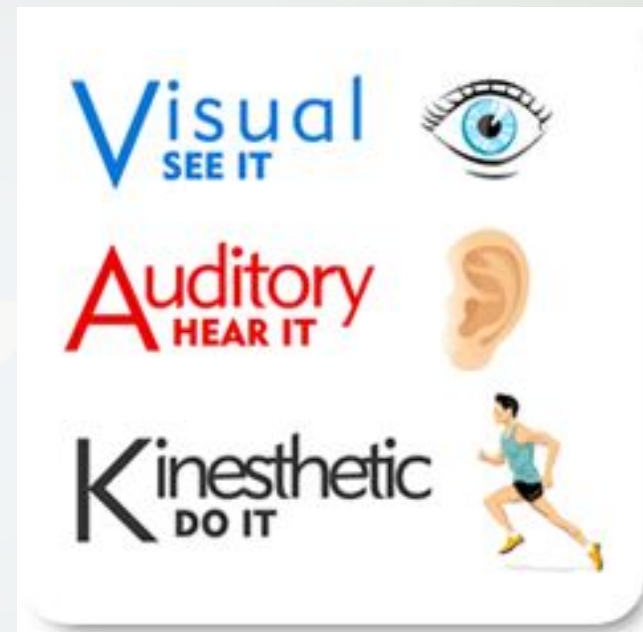
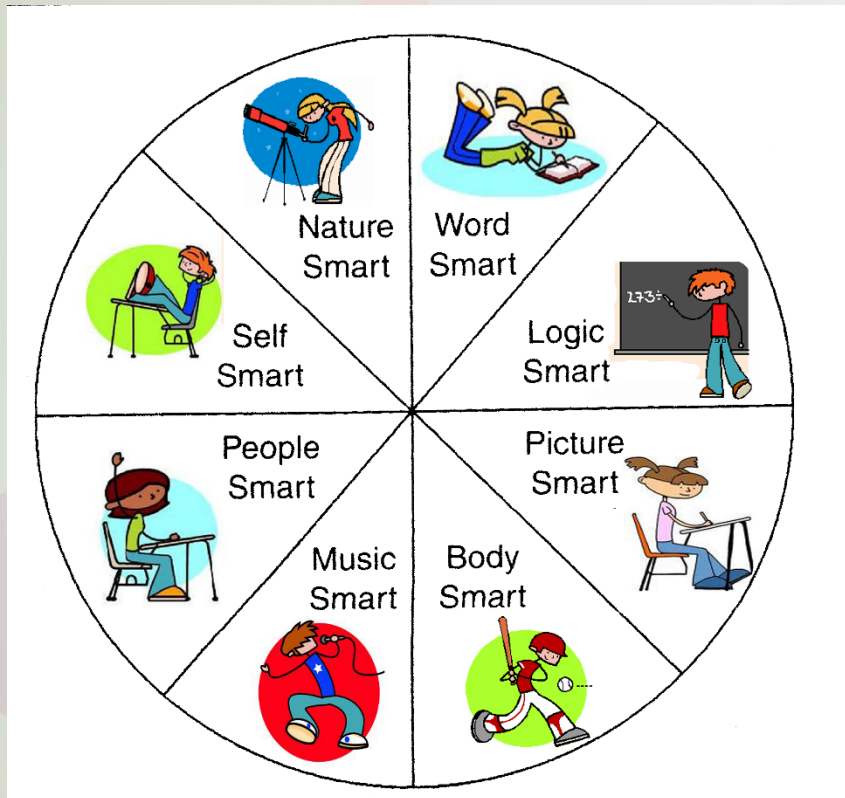
Understanding by Design

1. Start with the end goal/objective in mind.
2. Determine acceptable evidence.
3. Develop learning activities that support students to acquire the language elements (function, vocabulary, structure, etc.) to meet the end goal/objective.

Three Modes of Communication



Learning Styles



Differentiation



Student



Engagement

Stella Module

The Learning Experience

★ Making Language and Content comprehensible:

✧ Comprehensible Input:

✧ Mulan on the Silk Road!

✧ Checks for Understanding

✧ Moving from Comprehensible Input to Guided Practice.

Stella Module

The Learning Experience



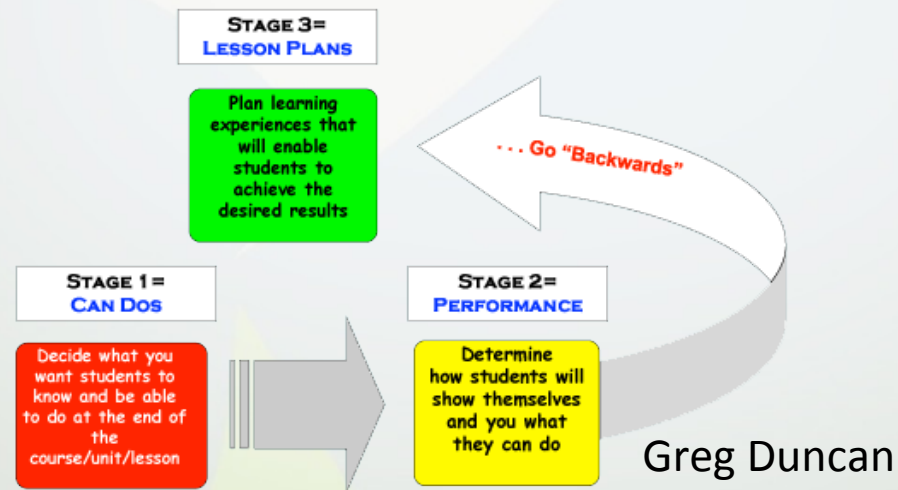
STELLA Module

Performance and Feedback

- ★ Performance-oriented Assessments.
- ★ Summative and Integrated Performance Assessments.
- ★ Focus on learning tasks that serve as formative assessment.

Understanding by Design (Again)

1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences and instruction.



1. Desired Results



2. Acceptable Evidence

Any prescription drug is safe to use if you drink or drive is true?
Even over-the-counter drugs can impair your driving
Only illegal drugs can impair your driving

23. You must use your seat belt:
Unless you are riding in a vehicle built before 1976
Unless you are riding in a limousine
And failure to do so will result in a traffic ticket

24. You should not start across an intersection if you know you will block the intersection when the light turns red:
Under any circumstances
Unless you entered the intersection on a yellow light
Unless you entered the intersection on a green light

25. Which of the following will help you to avoid being hit from behind?
Merge into another lane
Decreasing your following distance
Changing lanes frequently

26. At dawn or dusk, or in rain or snow, it can be hard to see and be seen. A good way to let other drivers know you are there is to turn:
Up the instrument panel lights
On your parking lights
On your headlights

27. You may cross double yellow lines to pass another vehicle if the vehicle in front of you moves to the right to let you pass.
You may cross double yellow lines to pass another vehicle if the vehicle in front of you moves to the right to let you pass.

What will they know?

2. Acceptable Evidence



What will they be able to do?

Performance-based Assessment

- ★ “Performance-based assessment requires a student to show us what they **know** and **can do**... in a meaningful, real-world application that is based on the curriculum’s listed student outcomes.”

A Collection of Performance Tasks and Rubrics: Foreign Language, Blaz, 2001

Performance Assessments

- ★ With a partner name another situation where performance assessment is the standard.
- ★ Share.

Traditional Language Tests

Interro de Verbes: Futur et Conditionnel

Écrivez les verbes entre parenthèses aux temps qui conviennent.

1. Tu (faire) _____ ta rédaction avant de regarder la télévision!
2. Aussitôt que nous (éteindre) _____ le feu dans la cheminée, nous (pouvoir) _____ nous coucher.
3. Ils n'auraient pas choisi cette auberge s'ils (savoir) _____ que les chambres étaient si chères.
4. S'il fait très chaud cet été, nous (acheter) _____ un climatiseur pour notre chambre.
5. Dès que les invités (partir) _____ , ma mère fera la vaisselle.
6. Ce monsieur (vouloir) _____ vous parler tout de suite.
7. Quand tu (choisir) _____ un bon vin, nous appellerons le garçon.

Performance-based Assessment

- ★ Recording conversations
- ★ Conducting interviews
- ★ Writing stories
- ★ Keeping a journal
- ★ Presenting or writing reports
- ★ Doing group/ individual projects
- ★ Performing a dance
- ★ Following a recipe
- ★ Conducting research
- ★ etc.

Why do we assess?

- ★ Jot down three reasons.
- ★ Share with your partner.

Summative Assessment

Assessment **OF** learning

- ★ The objective is to measure the total of what the student has learned.
- ★ At a certain point in time, what do students know and what are they able to do?

Formative Assessment

Assessment **FOR** Learning

- ★ Activities that provide ongoing information to be used as feedback to modify the teaching and learning activities.
- ✱ The objective is to promote growth.

The Garden Analogy

If we think of our students as plants ...

★ Summative Assessment

- ★ measures the plants
- ★ compares and analyzes measurements
- ★ does not affect the growth of the plants



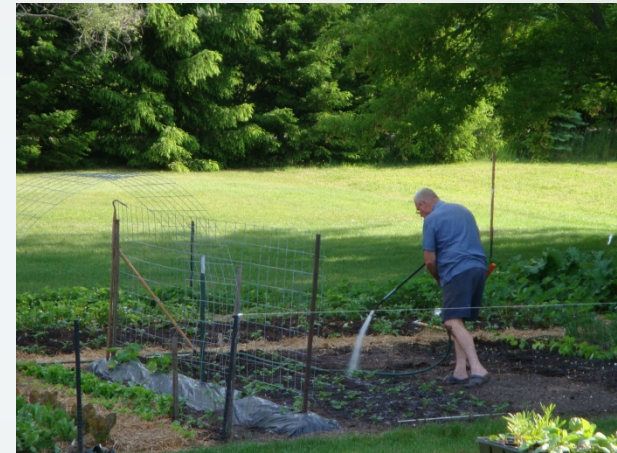
Elizabeth Matchett, Adapted from
Nicole Elenz-Martinez & Jim Smith

The Garden Analogy

If we think of our students as plants ...

★ Formative Assessment

- ★ feeds and waters the plants
- ★ Is appropriate to their needs
- ★ directly affects their growth



Elizabeth Matchett, Adapted from
Nicole Elenz-Martinez & Jim Smith

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Summative Assessment

(2. Acceptable Evidence)

- ★ Extends learning beyond the classroom.
- ★ Emphasizes important topics and ideas that help students understand the world in which they live and who they are.
- ★ Allows students to explore and respond to important questions about their own culture and other cultures.

Summative Assessment

(2. Acceptable Evidence)

- ★ Authentic (Real World)
- ★ Cognitively engaging
- ★ Intrinsically interesting
 - ✦ Relates to the learner's world
 - ✦ Relevant
 - ✦ Meaningful
- ★ Culturally connected
- ★ Communicatively purposeful

Summative Assessment

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Summative Assessment Examples

(2. Acceptable Evidence)

- ★ Unit Test
- ★ Performance Task
- ★ Product/Exhibit
- ★ Project
- ★ Demonstration
- ★ Portfolio Review
- ★ Standardized Tests
- ★ Integrated Performance Assessments

Integrated Performance Assessment

- ★ A cluster assessment featuring **Interpretive**, **Interpersonal** and **Presentation** tasks.
- ★ Aligned within a single theme or content area.
- ★ Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task.

Integrated Performance Assessment

★ Interpretive

- ★ Examine authentic documents (Reading, Listening, Visual) that support the theme.

★ Interpersonal

- ★ Prepare conversation, discussion activities based on the documents.

★ Presentational

- ★ Create final project incorporating what they have learned and discussed.

3. Learning Experiences and Instruction

- ★ Include comprehensible input, guided practice, independent practice

AND

- ★ **Continuous checks for understanding and assessment**

Formative Assessment

★ “I see formative assessment as an ongoing exchange between a teacher and his or her students designed to help students grow as vigorously as possible and to help teachers contribute to that growth as fully as possible.”

Carol Ann Tomlinson

Formative Assessment

- ★ Formative assessment is not an instrument or an event, but a collection of practices with a common feature: they all lead to some action that improves learning.

Formative Assessment

(3. Learning Experiences & Instruction)

Assessments that:

- ★ are conducted throughout teaching and learning to diagnose student needs.
- ★ plan the next steps in instruction.
- ★ provide students with feedback they can use to improve the quality of their work.
- ★ help students see and feel how they are in control of their journey to success.

Elizabeth Matchett, Adapted from
Nicole Elenz-Martinez & Jim Smith

Formative Assessment Examples

(3. Learning Experiences & Instruction)

- ★ Daily assignments
- ★ Partner, A/B activities
- ★ Quick writes
- ★ Journals
- ★ Focus quizzes (verbs, vocabulary, etc.)
- ★ Cloze Activities
- ★ Graphic organizers
- ★ Ticket out at end of class
- ★ Etc., etc., etc.

Formative Assessment

- ★ With a partner come up with three examples of formative assessment
 - ★ Interpretive:
 - ★ Interpersonal:
 - ★ Presentational:

Feedback

- ★ Refers to information communicated to the learner, intended to modify the learner's thinking or behavior for the purpose of improving learning.

Elizabeth Matchett, Adapted from
Nicole Elenz-Martinez & Jim Smith

Feedback

- ★ The aim of assessment is to improve performance, not to audit it.
- ★ Students must learn to self-assess and self-correct.
- ★ Teaching sets learning in motion; feedback creates the change.
- ★ Feedback shows the learner where the deficit is in relation to the desired standard.

Margaret Dyer, adapted from Carolyn Moir

Feedback

Good feedback:

- ★ Timely and ongoing
- ★ Relates to a standard
- ★ Is provided before the activity is completed
- ★ Clear, holistic and analytic
- ★ Obvious to the performer
- ★ Not blame, nor praise
- ★ Causes better performance

Margaret Dyer, adapted from Carolyn Moir



John Hattie on Feedback

- ★ The most powerful single moderator that enhances achievement is feedback.
- ★ The simplest prescription for improving education must be ‘dollops of feedback’.
- ★ In particular, this should be about:
 - ✦ how and why the student understands and misunderstands
 - ✦ what directions the student must take to improve.

Elizabeth Matchett, Adapted from
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Implications for Classroom Practice

- ★ Sharing learning goals with students.
- ★ Involving students in self-assessment.
- ★ Providing feedback that helps students recognize their next steps and how to take them.
- ★ Being confident that every student can improve.

What is the shortest word in the English language that contains the letters: abcdef?

feedback

Elizabeth Matchett, Adapted from
Nicole Elenz-Martinez & Jim Smith

STARTALK STELLA Modules...

* **Environment**

* **Collaboration**

* **Professionalism**

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



STELLA Module

Professionalism

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

STELLA Module

Professionalism

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

STELLA Module Professionalism

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

STELLA Module

Professionalism

- ★ Connecting our STARTALK teacher participants to “American school culture”
 - ★ Colleagues
 - ★ Students
 - ★ Parents/Communities
 - ★ Other Stakeholders

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”

California Subject Matter Project

“Preparing and Supporting STARTALK Teachers to Focus on What is Essential to Learn and Teach”

Questions/Feedback

Concluding Thoughts

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***“Preparing and Supporting STARTALK
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Learn and Teach”***

Thank you!