



Mission

To provide summer language learning opportunities for students and professional development opportunities for teachers in critical languages

Goals

- To have programs in all 50 states, offer 10 languages
 - As of 2012, STARTALK is in 48 states
 - All but North Dakota and Louisiana
- 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 curricula



STARTALK Vision

- ☐ Focus on **learners**
 - More students studying critical languages
 - Longer sequences of instruction
 - More meaningful language learning outcomes
 - Effective use of technology



STARTALK Vision

- ☐ Focus on **teachers**
 - Increased number of highly effective and certified world language teachers
 - Better system for preparing and certifying world language teachers
 - Rigorous preparation
 - Demonstrated skills and knowledge
 - Continued opportunities for professional development
 - Increased leadership, coordination and incentives from federal and state agencies



STARTALK Vision

- ☐ Focus on **programs**
 - Technical assistance to local and regional programs
 - Academic year programs adopting the STARTALK models



Current STARTALK Languages (2013)

- Arabic: 19 Student Programs, 21 Teacher Programs
- Chinese: 64, 50
- Dari: 1, 10
- Hindi: 11, 11
- Portuguese: 4, 13
- Persian: 2, 12
- Russian: 9, 14
- Swahili: 2, 8
- Turkish: 1, 10
- Urdu: 6, 10



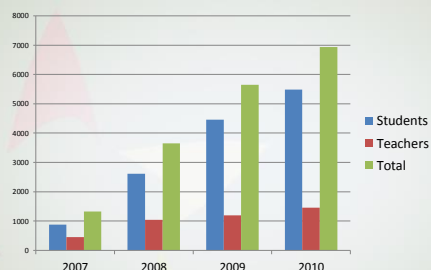
Total: 177 (107 Student, 70 Teacher)

Quality and Consistency

STARTALK Endorsed Best Practices

- 1 Implementing a standards-based and thematically organized curriculum
- 2 Facilitating a student-centered classroom
- 3 Using the target language for instruction
- 4 Integrating culture into language instruction
- 5 Adopting and using authentic materials
- 6 Conducting performance-based assessment

Enrollments: 2007 - 2010



Affective Impact: Students

- 96% enjoy learning languages
- 98% think it is important to learn about other people and places
- 78% plan to continue studying the STARTALK language



Affective Impact: Teachers

- Increased confidence in teaching
- Increased willingness to implement effective strategies
- Increased collaboration among STARTALK trainees



Lessons Learned about Short-term Language Programs (1/2)

- Students
 - Unexpected demand
 - Follow-up for heritage schools
 - Opportunities beyond Saturday schools
 - Inclusion of non-heritage peers
 - Opportunity to learn language in STARTALK setting
 - Category IV languages are learnable!
 - Transformational experience
 - Continue in school year, university
 - Socializing with other language lovers

Lessons Learned about Short-term Language Programs (2/2)

- Teachers
 - Unexpected demand
 - Profile
 - Highly educated
 - Native speakers of target language
 - Most unaccustomed to US educational settings
 - Predominantly female
 - Shifting age group
 - 76% plan to pursue certification
 - Combination programs