

STARTALK: Preparing Teachers for the 21st Century

Collaboration and Professionalism: Advocacy



Targets for Today

By the end of our work together this afternoon, I can

- Identify 3 ways to advocate for language study in general and Russian or Persian in particular
- Describe the importance of professional organizations and name at least 3 for world languages

TELL Framework

- Preparing for Student Learning
 - Environment, Planning
 - Advancing Student Learning
 - The Learning Experience, Performance and Feedback, Learning Tools
 - **Supporting Student Learning**
 - **Collaboration, Professionalism**
- <http://www.tellproject.com/the-framework/>

Collaboration

- CI I collaborate with stakeholders to communicate how effective learning experiences promote lifelong language learning.
 - THINK-PAIR-SHARE:
 - Who are your stakeholders?

CI continued

- a. I clearly communicate how languages are learned.
- b. I clearly communicate how stakeholders can facilitate and support learning.
- c. I collaborate with stakeholders to communicate positive messages about language learning.

Advocacy

- Why should we as teachers advocate for language study?
 - in general?
 - Russian or Persian in particular?

Advocacy Tools

- ACTFL position papers
- ACTFL Take Action!
 - <http://capwiz.com/actfl/home/>
- Join professional organizations
- Speak to parent groups
- <http://speakingintonguesfilm.info/>

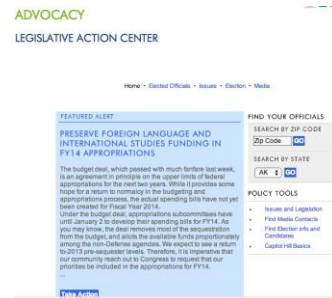
Position Papers

- ACTFL: News
- Languages as a Core Component of Education for All Students
- Language Learning for Heritage and Native Speakers

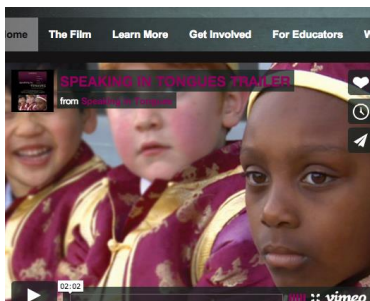
ACTFL Advocacy Tools



Take Action! @ACTFL.org



Speaking in Tongues documentary



You be the advocate!

- Let's say you have one minute in an elevator with your principal. You want to convince her/him that your school should add a Russian or Persian program.
- What would you say, in your one minute?

Professionalism

- PR5 I give back to the profession in a variety of ways.

PR5

- a. I actively participate in professional learning networks and/or professional organizations.
- b. I share my expertise with colleagues within and outside my content area in a variety of venues.
- c. I pursue leadership opportunities in my school community, professional organization, or other educational venues.

Professional Organizations

- Become a member
- Attend conferences
- Participate in webinars
- Access their resources
- Network – meet other educators
- Volunteer

Professional Organizations

- WAFLT – Washington Association for Language Teaching
 - Fall conference in October
 - This year, in Vancouver– theme of Reaching Global Competence
 - Newsletter, eGroups, workshops, grants, scholarships, Credit for Proficiency
 - <http://waflt.net/>

Professional Organizations

- PNCFL – Pacific Northwest Council for Languages
 - Automatically a member if member of WAFLT
 - Newsletters, awards, access to national Teacher of the Year competition, national “lobbying” through JNCL-NCLIS
 - <http://www.pncfl.org/>

Professional Organizations

- ACTFL – American Council on the Teaching of Foreign Languages
 - Large convention and exhibits in November – 5,000-8,000 participants
 - Resources, advocacy, standards, position statements, awards, scholarships, grants, Special Interest Groups (SIGS)
 - <http://www.actfl.org/>

STARTALK

- 2 conferences annually
- Resources for less commonly taught languages (LCTLs)
- <https://startalk.umd.edu/>

Language-specific organizations

- ACTR: American Council of Teachers of Russian <https://membership.actr.org/>
- AATP: American Association of Teachers of Persian <http://www.aatpersian.org/>
- NCOLCTL: Less commonly taught languages <http://www.ncolctl.org/>

Scavenger Hunt – ACTFL Packet

- With a partner, find. .
 - Date, location, and theme of next convention
 - Basic membership rate for one year
 - The “so you say” topic in The Language Educator

Exit slip

Can you?

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