Program Narrative Guide: Teacher Programs

In the **program narrative** section of the application, applicants respond to a series of questions to provide the rationale for the proposed program, outline instructional goals, describe program activities, and justify the personnel charged with implementing the program. Responses to the program narrative questions should include concrete and realistic plans for the design and implementation of the program goals and should be guided by a solid understanding of the STARTALK Principles for Effective Teaching and Learning and the Teacher Effectiveness for Language Learning Framework.

STARTALK is soliciting applications for several teacher development program types. Each program type is designed to meet the needs of different teacher groups. Use the chart below to determine the program type that most closely aligns with the vision for your program. This narrative guide outlines the requirements for **overview, focus, and demonstration teacher programs.**

OVERVIEW PROGRAM	FOCUS PROGRAM	DEMONSTRATION PROGRAM
Provides participants with opportunities to understand and explain the roles of selected key concepts for effective language teaching.	Provides participants with opportunities to plan for implementation of selected key concepts for effective language teaching.	Provides participants with opportunities to plan and implement key concepts in highly structured peer or micro-teaching experiences.

Program Feature
Participants receive the necessary background information to participate in other STARTALK programs.

Program Feature
Participants develop a deep understanding of key concepts. Participants may attend multiple programs with different foci.

Program Feature
Participants receive feedback by applying their new learning in micro- or peer-teaching experiences.

Program Content
What is the pedagogical focus of the program?
Provides an introduction to key concepts to develop background knowledge of effective language learning.

Program Content
What is the pedagogical focus of the program?
Focused on one STARTALK Principle and a set of TELL criteria in support of the principle.

Program Content
What is the pedagogical focus of the program?
Designed around a series of TELL criteria from one or more domains.

Program Assessment
How will applicants apply what they learn in the program?
Participants will compare their current practices to what they are learning and will reflect on how their practices might change.

Program Assessment
How will applicants apply what they learn in the program?
Participants will develop materials and resources to plan for implementation.

Program Assessment
How will applicants apply what they learn in the program?
Participants will develop learning plans, activities, and other resources and have opportunities to implement the developed materials.

Program Narrative Questions & Hints

Program Narrative Questions & Hints

Program Narrative Questions & Hints

Review the narrative questions and hints for each teacher program type below.

OVERVIEW TEACHER PROGRAM

STARTALK overview teacher programs provide introductory opportunities to understand and explain the role of selected key concepts for effective language teaching. Participants in STARTALK teacher overview programs will receive the necessary background information to participate in other STARTALK teacher or student programs.

The narrative questions below provide hints and directions based on the review criteria used by proposal reviewers to rate applications in order to determine recommendations for funding. Applicants are advised to review the hints while preparing the program narrative section of their proposals. Please be aware that each narrative question response has a 3,000-character limit, which is about 500 words. Applicants will not be able to enter responses that exceed the character limit in SOPHIE. Examples provided in the hints are not intended to be exhaustive but guide the applicant's own development of their proposal.

Overview Program: Participants

Questions in this section ask applicants to describe participants in the program, their backgrounds, and how the program will ensure that every teacher is able to grow as a result of their participation.

1. **Describe the participants you are hoping to enroll in your program, including their qualifications, background knowledge, needs, etc.**

   - Identify who the participants will be (language, certification status, geographical area, affiliation with a school/district, etc.).
   - Describe the steps you will take to ensure that participants have the necessary backgrounds (pre-service teachers, new teachers, heritage school teachers, teacher leaders, previous STARTALK experience, etc.) for this type of program.
   - *For returning programs:* Describe how the learning experiences for returning participants will be modified and how participants will benefit from participating again (different performance assessments, different theme, different TELL criteria or STARTALK Principle, etc.).

2. **What structures do you have in place that will address the different backgrounds and experiences that your participants bring to the program? How will your program allow for all participants to grow professionally as a result of their participation?**

   - Describe an extensive application process that allows the program to identify participants' backgrounds (teaching background, current strengths, and professional goals) and how the information will be used to adapt program activities (TELL self-assessment, pre-program survey, interview, teaching demonstration video, etc.).
   - Describe specific activities that will allow the program to differentiate based on participant background and experience (multiple tracks for participants, assignment grouping, choice boards, etc.).

Overview Program: Reflection

This section only applies to applicants who were previously funded. How will recommendations from previous programs be addressed?

3. **Explain how you will address the challenges and recommendations provided in your most recent site visit report. These recommendations will be pre-populated and refer to narrative questions 5 and 6 in the site visit report. If you cannot address a recommendation, provide a reason.**

   - List modifications to the program in response to each recommendation.
   - Ensure program modifications are meaningful and indicate a program's intent to grow and improve.
   - Justify or provide rationale for recommendations that are not addressed.

Overview Program: Goals

This section asks applicants to outline the overall focus of the program and identify learning goals that will guide the development of the program curriculum once approved for funding. What are the major learning outcomes of the program?

4. **Identify up to four (4) TELL criteria from the Planning domain that will help participants develop background knowledge and prepare them for planning of effective language learning.**

   - You will be able to select up to four items from a list of TELL criteria from the Planning domain. Review the TELL framework prior to completing this section of the proposal.

Overview Program: Assessment

This section asks applicants to identify how participant growth will be measured, documented, and collected throughout the program. How will participant growth toward program goals be measured?

5. **Describe the evidence you will collect to show that each participant has met the major goals of the program. Include examples for each of the representative TELL criteria statements addressed by your program.**

   - Identify evidence that is appropriate for the program type, selected TELL criteria, and, when applicable, STARTALK Principle and program length.
   - Describe how evidence will be collected from participants (online portfolio, recorded teaching demonstrations, etc.).
   - Describe evidence that is focused on demonstration of knowledge instead of application of skills (identification of practices in learning plans, classroom observations, summary of articles, presentations, etc.).

Overview Program: Implementation

Questions in this section ask applicants to describe the different activities participants will engage in order to meet the program goals. What learning experiences will guide participants in meeting the program goals?

6. **Describe the learning experiences you will design that will allow participants to acquire new knowledge.**

   - Describe a clear alignment between learning experiences that directly connect to the identified TELL criteria or STARTALK Principle and prepare participants to demonstrate the learning required by performance assessments.
   - Describe a variety of learning experiences that will model research-based practices in language teaching and learning.
   - Describe how learning experiences will actively engage the adult learner.
   - Justify the need for identified guest speakers and how they will contribute to the goals of the program.
   - Describe how the program will use participant feedback and evidence of learning to refine learning experiences.

7. **Describe the opportunities participants will have to demonstrate their understanding of new knowledge.**

   - Describe opportunities for participants to demonstrate knowledge and comprehension of new learning based on the identified TELL criteria (identifying key concepts, summarizing new learning, recognizing theory in practice, etc.).

8. **How will participants receive feedback on their work that will prepare them to plan for effective language learning?**

   - Describe processes that will be used for participants to receive meaningful feedback on their learning throughout the program (journal, instructor meetings, reflection feedback, etc.).
   - Describe processes that will be used for participants to reflect on and apply feedback for continued growth (Catalyst, TELL feedback tools, observation protocols, etc.).
   - Describe processes that will be used for participants to interact in order to provide feedback for and act on feedback from other participants (interactive journaling among peers and instructors, blogging, etc.).

9. **What is the intent of the online portion of your program? How will program goals be addressed by the online activities?** *Only for applicants who indicate their program will be partially or entirely online.*

   - Describe a clear purpose for the online portion of the program (preparation for program, resource sharing, extension of program, etc.).
   - Describe a clear connection between the learning goals for the online portion of the program and the learning goals for the on-site component (focus discussions, feedback on evidence submitted, viewing of classroom videos, etc.).
   - Include multiple checks for learning in the online portion (adaptive format, selection of tasks based on feedback, etc.).
   - Include online activities that allow participants to begin building a community prior to the on-site component (forum discussions, interactive chat boards, social media, etc.).

10. **What post-program activities will allow participants to continue to process new learning?**

    - Describe in detail how participants will continue their professional growth after the program ends (fall follow-up workshops, graduate course enrollment, online module, etc.).
    - Identify a process to monitor and support participants' transfer of new knowledge and/or skills into their classrooms or other teaching contexts (online coaching, classroom visits, phone support, etc.).

Overview Program: Personnel

Questions in this section ask applicants to provide information on the personnel who will be charged with implementing the proposed program. The program director and instructional lead must be named at the time of application. Identify the major responsibilities tasked to that position within your program, and explain for each responsibility the previous qualifications, experience, and/or training of the identified person and how that qualifies them for that position.

For other roles, name as many other individuals as possible, providing the qualifications, experience, and/or training of the identified person. When an individual has not yet been identified, you may say TBD (to be determined) and outline the responsibilities and desired qualifications for the position. All roles identified in the budget must be listed in this section, and vice versa.

11. Program Director (required)

The program director (PD) is the leader of the program responsible for the overall administration of the program, however, often PDs also play a role in the instructional content development of the program. The program director is the main contact with STARTALK Central and the National Security Agency. The main responsibilities include:

- Overseeing all program activities
- Hiring and managing program staff
- Managing program recruitment
- Ensuring safety of participants
- Managing the program budget
- Ensuring completion of all grant requirements
- **Remaining on-site for duration of program**

- Identify major responsibilities of the program director (staffing, budgeting, program evaluation, etc.).
- Connect the program director's background and experience to the identified responsibilities (target language experience, experience with student populations, etc.).
- Ensure program director has knowledge of and experience with STARTALK programs.

12. Instructional Lead (required)

The instructional lead (IL) is the content and pedagogy lead for the program and supports the program director in the overall implementation of all activities. The main responsibilities include:

- Developing the curriculum
- Planning and implementing professional development for program staff
- Leading the facilitation of learning experiences for teacher participants
- Providing feedback to instructors

- Identify major responsibilities of the instructional lead (professional development, teacher coaching, curriculum development, etc.).
- Connect the instructional lead's background and experience to the responsibilities (e.g. coaching experience, curriculum development experience, etc.).
- Ensure instructional lead has demonstrated expertise in current world language pedagogy and is knowledgeable about the STARTALK Principles (significant experience in a proficiency-focused system, experience as instructor in a STARTALK program, etc.).
- Ensure instructional lead has direct experience working in or strong knowledge of the US educational system (certified teacher, administrator in K–16 educational institution, etc.).
- Ensure instructional lead has significant experience working with adult learners and providing professional development.

13. Instructional Team

- Demonstrate how the additional personnel support the program (roles of instructors, roles of guest speakers, roles of technology specialists, etc.).
- Identify and name specific personnel whose qualifications prepare them for their roles.

Overview Program: Summary

The program summary will be shared with the federal government if the proposal is funded. What important program features do you want the funders to know about?

14. **Please write a program summary no longer than five sentences total, being sure to detail the program outcomes, the number of participants and their teaching levels, the number of instructional hours, and the duration of the program.**

- Provide required information (outcomes, number of participants and their teaching levels, number of instructional hours, and the duration of the program).
- Provide a clear snapshot of the program.
- Use no more than five sentences.

STARTALK focus teacher programs provide opportunities to plan for implementation of selected key concepts for effective language teaching. Participants in STARTALK teacher focus programs will develop a deep understanding of key concepts. Participants may attend multiple programs with different areas of focus.

The questions provide hints and directions based on the review criteria used by proposal reviewers to rate applications in order to determine recommendations for funding. Applicants are advised to review the hints while preparing the program narrative section of their proposals. Please be aware that each narrative question response has a 3,000-character limit, which is about 500 words. Applicants will not be able to enter responses that exceed the character limit in SOPHIE. Examples provided in the hints are not intended to be exhaustive but guide the applicant's own development of their proposal.

Focus Program: Participants

Questions in this section ask applicants to describe participants in the program, their backgrounds, and how the program will ensure that every teacher is able to grow as a result of their participation.

1. **Describe the participants you are hoping to enroll in your program, including their qualifications, background knowledge, needs, etc.**

   - Identify who the participants will be (language, certification status, geographical area, affiliation with a school/district, etc.).
   - Describe the steps you will take to ensure that participants have the necessary backgrounds (pre-service teachers, new teachers, heritage school teachers, teacher leaders, previous STARTALK experience, etc.) for this type of program.
   - For returning programs: Describe how the learning experiences for returning participants will be modified and how participants will benefit from participating again (different performance assessments, different theme, different TELL criteria or STARTALK Principle, etc.).

2. **What structures do you have in place that will address the different backgrounds and experiences that your participants bring to the program? How will your program allow for all participants to grow professionally as a result of their participation?**

   - Describe an extensive application process that allows the program to identify participants' backgrounds (teaching background, current strengths, and professional goals) and how the information will be used to adapt program activities (TELL self-assessment, pre-program survey, interview, teaching demonstration video, etc.).
   - Describe specific activities that will allow the program to differentiate based on participant background and experience (multiple tracks for participants, assignment grouping, choice boards, etc.).

Focus Program: Reflection

This section only applies to applicants who were previously funded. How will recommendations from previous programs be addressed?

3. **Explain how you will address the challenges and recommendations provided in your most recent site visit report. These recommendations will be pre-populated and refer to narrative questions 5 and 6 in the site visit report. If you cannot address a recommendation, provide a reason.**

   - List modifications to the program in response to each recommendation.
   - Ensure program modifications are meaningful and indicate a program's intent to grow and improve.
   - Justify or provide rationale for recommendations that are not addressed.

Focus Program: Goals

This section asks applicants to outline the overall focus of the program and identify learning goals that will guide the development of the program curriculum once approved for funding. What are the major learning outcomes of the program?

4. **Select the STARTALK Principle that will become the major focus of your program. Identify up to two (2) TELL criteria from the Planning domain and up to two (2) additional TELL criteria that support the principle you selected.**

   - You will be able to select via a dropdown menu one STARTALK Principle and up to two TELL criteria from the Planning domain as well as up to two additional criteria from other TELL domains. Review the STARTALK principles and the TELL framework prior to starting your proposal.

Focus Program: Assessment

This section asks applicants to identify how participant growth will be measured, documented, and collected throughout the program. How will participants' growth in the program be measured?

5. **Describe the evidence you will collect to show that each participant has met the major goals of the program. Include examples for the STARTALK Principle selected and each of the representative TELL criteria statements addressed by your program.**

   - Identify evidence that is appropriate for the program type, selected TELL criteria, and, when applicable, STARTALK Principle and program length.
   - Describe how evidence will be collected from participants (online portfolio, recorded teaching demonstrations, etc.).
   - Identify evidence that is realistic and meaningful for participants and describes application to classroom practice (explanation of how to implement a strategy, categorization or organization of concepts, reflection focused on changes in beliefs and/or classroom practice, etc.).

Focus Program: Implementation

Questions in this section ask applicants to describe the different activities participants will engage in to meet the program goals. What learning experiences will guide participants in meeting the program goals?

6. **Describe the learning experiences you will design that will allow participants to acquire new knowledge.**

   - Describe a clear alignment between learning experiences that directly connect to the identified TELL criteria or STARTALK Principle and prepare participants to demonstrate the learning required by performance assessments.
   - Describe a variety of learning experiences that will model research-based practices in language teaching and learning.
   - Describe how learning experiences will actively engage the adult learner.
   - Justify the need for identified guest speakers and how they will contribute to the goals of the program.
   - Describe how the program will use participant feedback and evidence of learning to refine learning experiences.

7. **Describe the opportunities participants will have to demonstrate their understanding of new knowledge and skills.**

   - Describe opportunities for participants to demonstrate knowledge, comprehension, and application of new learning based on the identified TELL criteria and STARTALK Principle.
   - Describe opportunities for participants to implement theoretical understanding into practice by designing materials intended for use in a classroom (design of learning plans, IPAs, selection of age-appropriate resources, etc.).

8. **How will participants receive feedback on their work that will prepare them to implement new knowledge and skills in a classroom?**

   - Describe processes that will be used for participants to receive meaningful feedback on their learning throughout the program (journal, instructor meetings, reflection feedback, etc.).
   - Describe processes that will be used for participants to reflect on and apply feedback for continued growth (Catalyst, TELL feedback tools, observation protocols, etc.).
   - Describe processes that will be used for participants to interact in order to provide feedback for and act on feedback from other participants (interactive journaling among peers and instructors, blogging, etc.).

9. **What is the intent of the online portion of your program? How will program goals be addressed by the online activities?** *Only for applicants who indicate their program will be partially or entirely online.*

   - Describe a clear purpose for the online portion of the program (preparation for program, resource sharing, extension of program, etc.).
   - Describe a clear connection between the learning goals for the online portion of the program and the learning goals for the on-site component (focus discussions, feedback on evidence submitted, viewing of classroom videos, etc.).
   - Include multiple checks for learning in the online portion (adaptive format, selection of tasks based on feedback, etc.).
   - Include online activities that allow participants to begin building a community prior to the on-site component (forum discussions, interactive chat boards, social media, etc.).

10. **What post-program activities will allow participants to continue to process new learning?**

    - Describe in detail how participants will continue their professional growth after the program ends (fall follow-up workshops, graduate course enrollment, online module, etc.).
    - Identify a process to monitor and support participants' transfer of new knowledge and/or skills into their classrooms or other teaching contexts (online coaching, classroom visits, phone support, etc.).

Focus Program: Personnel

Questions in this section ask applicants to provide information on the personnel who will be charged with implementing the proposed program. The program director and instructional lead must be named at the time of application. Identify the major responsibilities tasked to that position within your program, and explain for each responsibility the previous qualifications, experience, and/or training of the identified person and how that qualifies them for that position.

For other roles, name as many other individuals as possible, providing the qualifications, experience, and/or training of the identified person. When an individual has not yet been identified, you may say TBD (to be determined) and outline the responsibilities and desired qualifications for the position. All roles identified in the budget must be listed in this section, and vice versa.

11. Program Director (required)

The program director (PD) is the leader of the program responsible for the overall administration of the program, however, often PDs also play a role in the instructional content development of the program. The program director is the main contact with STARTALK Central and the National Security Agency. The main responsibilities include:

- Overseeing all program activities
- Hiring and managing program staff
- Managing program recruitment
- Ensuring safety of participants
- Managing the program budget
- Ensuring completion of all grant requirements
- **Remaining on-site for duration of program**

- Identify major responsibilities of the program director (staffing, budgeting, program evaluation, etc.).
- Connect the program director's background and experience to the identified responsibilities (target language experience, experience with student populations, etc.).
- Ensure program director has knowledge of and experience with STARTALK programs.

12. Instructional Lead (required)

The instructional lead (IL) is the content and pedagogy lead for the program and supports the program director in the overall implementation of all activities. The main responsibilities include:

- Developing the curriculum
- Planning and implementing professional development for program staff
- Leading the facilitation of learning experiences for teacher participants
- Providing feedback to instructors

- Identify major responsibilities of the instructional lead (professional development, teacher coaching, curriculum development, etc.).
- Connect the instructional lead's background and experience to the responsibilities (e.g. coaching experience, curriculum development experience, etc.).
- Ensure instructional lead has demonstrated expertise in current world language pedagogy and is knowledgeable about the STARTALK Principles (significant experience in a proficiency-focused system, experience as instructor in a STARTALK program, etc.).
- Ensure instructional lead has direct experience working in or strong knowledge of the US educational system (certified teacher, administrator in K–16 educational institution, etc.).
- Ensure instructional lead has significant experience working with adult learners and providing professional development.

13. Instructional Team

- Demonstrate how the additional personnel support the program (roles of instructors, roles of guest speakers, roles of technology specialists, etc.).
- Identify and name specific personnel whose qualifications prepare them for their roles.

The program summary will be shared with the federal government if the proposal is funded. What important program features do you want the funders to know about?

14. **Please write a program summary no longer than five sentences total, being sure to detail the program outcomes, the number of participants and their teaching levels, the number of instructional hours, and the duration of the program.**

- Provide required information (outcomes, number of participants and their teaching levels, number of instructional hours, and the duration of the program).
- Provide a clear snapshot of the program.
- Use no more than five sentences.

DEMONSTRATION TEACHER PROGRAM

STARTALK demonstration teacher programs provide opportunities to plan and implement key concepts in a highly structured peer-teaching or micro-teaching experience. Participants in STARTALK teacher demonstration programs will receive feedback on their professional growth by applying their new learning in a micro- or peer-teaching experience.

The questions provide hints and directions based on the review criteria used by proposal reviewers to rate applications in order to determine recommendations for funding. Applicants are advised to review the hints while preparing the program narrative section of their proposals. Please be aware that each narrative question response has a 3,000-character limit, which is about 500 words. Applicants will not be able to enter responses that exceed the character limit in SOPHIE. Examples provided in the hints are not intended to be exhaustive but guide the applicant's own development of their proposal.

Demonstration Program: Participants

Questions in this section ask applicants to describe participants in the program, their backgrounds, and how the program will ensure that every teacher is able to grow as a result of their participation.

1. **Describe the participants you are hoping to enroll in your program, including their qualifications, background knowledge, needs, etc.**

   - Identify who the participants will be (language, certification status, geographical area, affiliation with a school/district, etc.).
   - Describe the steps you will take to ensure that participants have the necessary backgrounds (pre-service teachers, new teachers, heritage school teachers, teacher leaders, previous STARTALK experience, etc.) for this type of program.
   - For returning programs: Describe how the learning experiences for returning participants will be modified and how participants will benefit from participating again (different performance assessments, different theme, different TELL criteria or STARTALK Principle, etc.).

2. **What structures do you have in place that will address the different backgrounds and experiences that your participants bring to the program? How will your program allow for all participants to grow professionally as a result of their participation?**

   - Describe an extensive application process that allows the program to identify participants' backgrounds (teaching background, current strengths, and professional goals) and how the information will be used to adapt program activities (TELL self-assessment, pre-program survey, interview, teaching demonstration video, etc.) .
   - Describe specific activities that will allow the program to differentiate based on participant background and experience (multiple tracks for participants, assignment grouping, choice boards, etc.).

Demonstration Program: Reflection

This section only applies to applicants who were previously funded. How will recommendations from previous programs be addressed?

3. **Explain how you will address the challenges and recommendations provided in your most recent site visit report. These recommendations will be pre-populated and refer to narrative questions 5 and 6 in the site visit report. If you cannot address a recommendation, provide a reason.**

   - List modifications to the program in response to each recommendation.
   - Ensure program modifications are meaningful and indicate a program's intent to grow and improve.
   - Justify or provide rationale for recommendations that are not addressed.

Demonstration Program: Goals

Questions in this section ask applicants to outline the overall focus of the program and identify learning goals that will guide the development of the program curriculum once approved for funding. What are the major learning outcomes of the program?

4. **Identify up to two (2) TELL criteria from the Planning domain and up to two (2) additional TELL criteria that will provide participants with feedback on their own practices.**

   - You will be able to select via dropdown menu up to two TELL criteria from the Planning domain as well as up to two additional TELL criteria from any domain. Review the TELL framework prior to starting your proposal to select your criteria.

Demonstration Program: Assessment

This section asks applicants to identify how participant growth will be measured, documented, and collected throughout the program. How will participant growth in the program be measured?

5. **Describe the evidence you will collect to show that each participant has met the major goals of the program. Include examples for each of the representative TELL criteria statements addressed by your program.**

   - Identify evidence that is appropriate for the program type, selected TELL criteria, and, when applicable, STARTALK Principle and program length.
   - Describe how evidence will be collected from participants (online portfolio, recorded teaching demonstrations, etc.).
   - Identify evidence that is realistic and meaningful for participants and enables them to transfer their learning into their own classrooms (developing learning plans, micro-teaching, etc.).

Demonstration Program: Implementation

Questions in this section ask applicants to describe the different activities participants will engage in to meet the program goals. What learning experiences will guide participants in meeting the program goals?

6. **Describe the learning experiences you will design that will allow participants the opportunity to gain insights into their teaching practices.**

   - Describe a clear alignment between learning experiences that directly connect to the identified TELL criteria or STARTALK Principle and prepare participants to demonstrate the learning required by performance assessments.
   - Describe a variety of learning experiences that will model research-based practices in language teaching and learning.
   - Describe how learning experiences will actively engage the adult learner.
   - Justify the need for identified guest speakers and how they will contribute to the goals of the program.
   - Describe how the program will use participant feedback and evidence of learning to refine learning experiences.

7. **Describe the opportunities that participants will have to apply new knowledge and skills in a micro- or peer-teaching environment.**

   - Describe opportunities for participants to implement theoretical understanding into practice by designing materials intended for use in a classroom.
   - Describe how participants will apply new learning in a micro- or peer-teaching experience, and detail how those opportunities will be structured (implementing learning plans and assessments, micro-teaching to a small group of peers, etc.).

8. **How will participants receive and process feedback on their micro- or peer-teaching that will prepare them to transfer new knowledge and skills to a classroom?**

   - Describe processes that will be used for participants to receive meaningful feedback on their learning throughout the program (journal, instructor meetings, reflection feedback, etc.).
   - Describe processes that will be used for participants to reflect on and apply feedback for continued growth (Catalyst, TELL feedback tools, observation protocols, etc.).
   - Describe processes that will be used for participants to interact in order to provide feedback for and act on feedback from other participants (interactive journaling among peers and instructors, blogging, etc.).

9. **What is the intent of the online portion of the program? How will program goals be addressed by the online activities?** *Only for applicants who indicate their program will be partially or entirely online.*

   - Describe a clear purpose for the online portion of the program (preparation for program, resource sharing, extension of program, etc.).
   - Describe a clear connection between the learning goals for the online portion of the program and the learning goals for the on-site component (focus discussions, feedback on evidence submitted, viewing of classroom videos, etc.).
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   - Include online activities that allow participants to begin building a community prior to the on-site component (forum discussions, interactive chat boards, social media, etc.).

10. **What post-program activities will you offer to ensure that participants apply new knowledge and skills in their setting?**

    - Describe in detail how participants will continue their professional growth after the program ends (fall follow-up workshops, graduate course enrollment, online module, etc.).
    - Identify a process to monitor and support participants' transfer of new knowledge and/or skills into their classrooms or other teaching contexts (online coaching, classroom visits, phone support, etc.).

Demonstration Program: Personnel

Questions in this section ask applicants to provide information on the personnel who will be charged with implementing the proposed program. The program director and instructional lead must be named at the time of application. Identify the major responsibilities tasked to that position within your program, and explain for each responsibility the previous qualifications, experience, and/or training of the identified person and how that qualifies them for that position.

For other roles, name as many other individuals as possible, providing the qualifications, experience, and/or training of the identified person. When an individual has not yet been identified, you may say TBD (to be determined) and outline the responsibilities and desired qualifications for the position. All roles identified in the budget must be listed in this section, and vice versa.

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- Ensuring safety of participants
- Managing the program budget
- Ensuring completion of all grant requirements
- **Remaining on-site for duration of program**

- Identify major responsibilities of the program director (staffing, budgeting, program evaluation, etc.).
- Connect the program director's background and experience to the identified responsibilities (target language experience, experience with student populations, etc.).
- Ensure program director has knowledge of and experience with STARTALK programs.

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- Leading the facilitation of learning experiences for teacher participants
- Providing feedback to instructors

- Identify major responsibilities of the instructional lead (professional development, teacher coaching, curriculum development, etc.).
- Connect the instructional lead's background and experience to the responsibilities (e.g. coaching experience, curriculum development experience, etc.).
- Ensure instructional lead has demonstrated expertise in current world language pedagogy and is knowledgeable about the STARTALK Principles (significant experience in a proficiency-focused system, experience as instructor in a STARTALK program, etc.).
- Ensure instructional lead has direct experience working in or strong knowledge of the US educational system (certified teacher, administrator in K–16 educational institution, etc.).
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13. Instructional Team

- Demonstrate how the additional personnel support the program (roles of instructors, roles of guest speakers, roles of technology specialists, etc.).
- Identify and name specific personnel whose qualifications prepare them for their roles.

Demonstration Program: Summary

The program summary will be shared with the federal government if the proposal is funded. What important program features do you want the funders to know about?

14. **Please write a program summary no longer than five sentences total, being sure to detail the program outcomes, the number of participants and their teaching levels, the number of instructional hours, and the duration of the program.**

- Provide required information (outcomes, number of participants and their teaching levels, number of instructional hours, and the duration of the program).
- Provide a clear snapshot of the program.
- Use no more than five sentences.