

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Language Resource Centers**

**CFDA # 84.229A**

**PR/Award # P229A180004**

**Grants.gov Tracking#: GRANT12658927**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P229A180004

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/22/2018"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="University of Maryland"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="526002033"/>	* c. Organizational DUNS: <input type="text" value="7909342850000"/>

**d. Address:**

* Street1:	<input type="text" value="7809 Regents Drive 3112 Lee Building"/>
Street2:	<input type="text" value="Office of Research Administration"/>
* City:	<input type="text" value="College Park"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="MD: Maryland"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="20742-5141"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="College of Arts and Humanities"/>	Division Name: <input type="text" value="National Foreign Language Cntr"/>
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**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Stephanie"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Swartz"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Senior Contract Administrator"/>
---

Organizational Affiliation: <input type="text" value="University of Maryland"/>
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* Telephone Number: <input type="text" value="301-405-8280"/>	Fax Number: <input type="text" value="301-314-9569"/>
---	---

* Email: <input type="text" value="sswartz1@umd.edu"/>
--

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.229

CFDA Title:

Language Resource Centers

**\* 12. Funding Opportunity Number:**

ED-GRANTS-052418-001

\* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

**13. Competition Identification Number:**

84-229A2018-1

Title:

Language Resource Centers 84.229A

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Professionals in Education Advancing Research and Language Learning (PEARLL)  
A Language Resource Center (LRC) at the University of Maryland

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="755,335.45"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="755,335.45"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Maryland

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	92,394.01	94,942.60	96,798.84	96,787.45		380,922.90
2. Fringe Benefits	25,408.36	26,109.22	26,619.68	26,616.55		104,753.81
3. Travel	2,490.00	3,540.00	4,930.00	5,050.00		16,010.00
4. Equipment						
5. Supplies	176.65	176.65	176.65	176.65		706.60
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	54,472.84	50,172.84	46,172.84	46,172.84		196,991.36
9. Total Direct Costs (lines 1-8)	174,941.86	174,941.31	174,698.01	174,803.49		699,384.67
10. Indirect Costs*	13,995.35	13,995.31	13,975.84	13,984.28		55,950.78
11. Training Stipends						
12. Total Costs (lines 9-11)	188,937.21	188,936.62	188,673.85	188,787.77		755,335.45

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2021 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): HHS

The Indirect Cost Rate is 27.50%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.

PR/Award # P229A180004

Name of Institution/Organization University of Maryland	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Monique Anderson</p>	<p>TITLE</p> <p>Assistant Director</p>
<p>APPLICANT ORGANIZATION</p> <p>University of Maryland</p>	<p>DATE SUBMITTED</p> <p>06/22/2018</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: University of Maryland

\* Street 1: 7809 Regents Drive 3112 Lee Building    \* Street 2: Office of Research Administration

\* City: College Park    \* State: MD: Maryland    \* Zip: 20742-5141

Congressional District, if known: MD-005

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> US Department of Education	<b>7. * Federal Program Name/Description:</b> Language Resource Centers
	CFDA Number, if applicable: 84.229

<b>8. Federal Action Number, if known:</b> NA	<b>9. Award Amount, if known:</b> \$
--	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix:    \* First Name: NA    Middle Name:    \* Last Name: NA    Suffix:    \* Street 1: NA    \* Street 2:    \* City: NA    \* State:    \* Zip:   

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix:    \* First Name: NA    Middle Name:    \* Last Name: NA    Suffix:    \* Street 1: NA    \* Street 2:    \* City: NA    \* State:    \* Zip:   

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Monique Anderson

\* Name: Prefix:    \* First Name: Monique    Middle Name:    \* Last Name: Anderson    Suffix:   

Title: Assistant Director    Telephone No.: 301-405-6269    Date: 06/22/2018

**Federal Use Only:**    Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

### Optional - You may attach 1 file to this page.

1242-GEPA\_Statement.pdf

Add Attachment

Delete Attachment

View Attachment

Department of Education's General Education Provisions Act (GEPA), Section 427 Statement

**Professionals in Education Advancing Research and Language Learning (PEARLL)**

A Language Resource Center (LRC) at the University of Maryland

The University of Maryland is committed to maintaining a welcoming, diverse, and accessible environment both on campus and in its extended, online learning communities. This commitment includes working to overcome the six barriers highlighted in Section 427 of the GEPA: gender, race, national origin, color, disability and age. The University will work to ensure equitable access remains a cornerstone of PEARLL and its community of language professionals.

The University of Maryland is committed to providing legal accommodations to students, staff, and faculty. The University provides disability accommodations to students, employees, and visitors, and as an equal opportunity and affirmative action employer, the University has policies to ensure nondiscrimination and equitable employment opportunities. The University's statement on equal employment opportunity can be found here: <https://uhr.umd.edu/eoo/>. The University also provides substantive training on anti-discriminatory and anti-harassment policies.

Moreover, the University of Maryland's commitment to diversity and accessibility extends beyond legal protections. The University constantly assesses its progress and improves its policies to counteract barriers. For instance, the Chief Diversity Officer has recently established, among other initiatives, new bias training for senior administrators and a UMD Student Leadership Council for Equity, Diversity, and Inclusion.<sup>1</sup>

Accessibility has also been a cornerstone of NFLC-UMD's e-learning materials for language learners. For years, NFLC-UMD has produced language learning materials that comply with the accessibility requirements of Section 508 of the federal government's Rehabilitation Act, ensuring they are accessible to all users regardless of disability.

Recruitment of participants for in-person and virtual professional learning and research opportunities will target a wide variety of educators. Since the majority of PEARLL's professional development materials and opportunities will be provided in online learning environments, NFLC-UMD will, to the extent possible, take measures such as captions, voiceovers, transcripts, and alternative text or alt-text descriptors of non-text content, to make electronic multimedia materials accessible. PEARLL will support transcription of a podcast for language educators, for accessibility purposes. All PEARLL summer institutes or workshops will be held at ADA compliant accessible facilities.

The University of Maryland will partner with Miami Dade College and Northern Virginia Community College, both minority serving institutions, to pilot PEARLL's professional development program. Via these partnerships, PEARLL will conduct targeted outreach to language departments and language professionals at these and other community colleges to advertise the availability of its materials and services, and to make them suitable to those educators' needs. As part of this proposed research projects, the LRC will assess how its professional learning programs have served the needs of individuals who are members of historically underrepresented groups. This research will allow PEARLL to constantly refine its materials to better serve a variety of users across the country.

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<sup>1</sup> <https://faculty.umd.edu/diversity/article2.html>

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>	
<input style="width: 100%;" type="text" value="University of Maryland"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Monique"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Anderson"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Assistant Director"/>	
<b>* SIGNATURE:</b> <input style="width: 300px;" type="text" value="Monique Anderson"/>	<b>* DATE:</b> <input style="width: 150px;" type="text" value="06/22/2018"/>

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
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**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

1241-Human\_Subjects\_Narrative.pdf

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Human Subjects Narrative  
**Professionals in Education Advancing Research and Language Learning (PEARLL)**  
A Language Resource Center (LRC) at the University of Maryland

The proposed research includes three projects—Teacher effectiveness (research project 1), Student gains (research project 2), and Instructional practices and teachers’ attitudes towards teaching practices (research project 3)—each associated with a specific subset of research activities.

**Exempt research**

Research activities in research project 2 include research involving test and demographics data from students, which qualifies for exemptions (1), (2), and (3) of the U.S. Department of Education’s Regulations for the Protection of Human Subjects. Test data will be collected by school or college administration in the established educational settings, involving normal educational practices (exemption 1) without involvement of the researchers (exemption 2). The proposed research includes the collection of existing student data; these data will be assigned novel identifiers that are linked only to other data and not to student names or existing student identification numbers (exemption 3). There is no risk to the study participants associated with the use of these data by the researchers.

**Non-exempt research**

Research projects 1 and 3 will involve teacher-focused research activities, which will include collecting teacher-generated and teacher-adopted materials for use in the classroom and during preparation for the lessons. Although most of the instructional materials of such sort are typically accessible to school and college administrators, as part of the proposed research teachers may be required to develop and submit materials that are not typically available to the administrators, such as video or audio recordings of the teacher conducting a class or of the teacher’s interaction with a coach or a PD instructor or mentor (research project 1). We also plan to collect basic demographic and professional data which may not be available through the school district or college administration, including the number of years of teaching experience, history of PD, educational background, etc, as part of a survey on instructional practices and teacher attitudes. The survey will also contain questions that will require teachers to rate or evaluate their own and other teachers’ instructional practices and attitudes (research project 3). We also intend to collect interview data from the teachers in order to get a better picture of the teachers’ experience as part of the PD activities and of its perceived impact on their teaching (research project 3). Collection of such data from human subjects will require IRB approval via the UMD IRB office in compliance with the U.S. Department of Education’s Regulations for the Protection of Human Subjects.

(1) **Human Subjects Involvement and Characteristics:** The non-exempt aspects of the research activities will involve healthy adults who are currently involved in teaching world languages in a professional capacity (school teachers, instructors, professors, etc.). There will be two cohorts of teachers recruited for participation in the proposed research activities. In Year 2

the first cohort will be recruited, comprising 35 educators. In Year 3 of the study the second cohort of participants will be recruited, comprising 50 educators. There are no age or gender restrictions.

(2) **Sources of Materials:** The proposed study will make use of the existing data available through school and college administrators (teaching portfolios, lessons plans, classroom observation reports, etc.), as well as materials produced by the teachers specifically for the purpose of the PD and/or the research (videos of classroom activities, survey responses, records of interviews and interactions with the coach, etc.).

(3) **Recruitment and Informed Consent:** We anticipate to recruit teaching professionals nationally through public school districts, community colleges, government and nonprofit foreign language education and advocacy centers and/or current or future NFLC-UMD or PEARLL partner organizations. The study will be advertised through professional and educational organizations. Interested candidates will be made aware that their participation in the research is voluntary and will be informed of their right to terminate participation at any point. They will be provided with a copy of the IRB approved document, describing the study, prior to signing the informed consent. UMD IRB has made prior authorization to accept typed name of the participant (in an email communication or in an electronic form) as a documented proof of consent.

(4) **Potential Risks:** The study presents minimal risk to the participants.

(5) **Protection Against Risk:** All data collected from the human subjects will be assigned identification codes that will be used throughout the duration of the study to label participants' data. The key to the identifier codes will be kept by the PI separately from the collected data in a locked location inaccessible to others. The collected data will be kept in a safe location in the possession of the PI for 10 years after the completion of the study for audit.

(6) **Importance of the Knowledge to be Gained:** The study will allow us to provide empirically driven evidence to shine light on the contribution of various PD activities to the effectiveness of language educators. Our research will also produce unique experimental data to further explore the question of whether student language proficiency gains are associated with improvements in teachers' effectiveness. In addition, with the feedback from the participants, we will develop a series of teaching materials and modules that will be disseminated across the larger world language teaching community with an intent to increase teachers' exposure to the best available teaching practices and to raise educator awareness of the importance of continued professional development through the teaching career.

(7) **Collaborating Site(s):** The majority of the data collection activities will take place at the participant's place of employment, where s/he engages with the students. Data will be uploaded by the participants to the secured website, where it will be made available to the researchers via password-protected access.

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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\* Attachment:

## Abstract

### **Professionals in Education Advancing Research and Language Learning (PEARLL)** A Language Resource Center (LRC) at the University of Maryland

The University of Maryland (UMD) proposes to establish **Professionals in Education Advancing Research and Language Learning (PEARLL)**, an LRC offering a comprehensive, research-based program for excellence in language instruction. Housed at the National Foreign Language Center at the University (NFLC-UMD), PEARLL will create a common vision for high-quality language learning and provide new models of professional development and support materials for language educators, with a special focus on the needs of community colleges and less commonly taught language (LCTL) instructors.

A growing body of research points to teacher effectiveness as one of the most critical factors in student achievement. To ensure that US learners develop the linguistic and cultural competency the nation needs, world language educators need a clear vision of the best instructional practices and a pathway to reflectively implement those practices. UMD is uniquely positioned to respond to this challenge.

Through the STARTALK initiative and other federal projects, NFLC-UMD has supported teacher development programs for LCTL educators for over a decade and has developed a large catalog of multimedia student and teacher resources in these languages. Its partner, UMD's College of Education, trains teachers of seven languages, including three LCTLs (Chinese, Italian, and Russian). In collaboration with a national team of renowned experts in the field, key personnel from UMD will develop criteria and resources for PEARLL's professional development program.

PEARLL will implement four initiatives to achieve its vision for transforming world language instruction through a highly effective, research-based professional learning program:

1. Developing an online collection of professional development tools and resources based on the Teacher Effectiveness for Language Learning (TELL) framework, including a digital portfolio for tracking individual progress.
2. Delivering a suite of professional development opportunities for language educators, including asynchronous online learning modules (in both English and high-demand LCTLs Arabic, Chinese, and Russian), online coaching, and an annual intensive summer institute.
3. Conducting three closely aligned research studies to measure PEARLL's impact on teaching practices and student outcomes and to gather feedback on teacher beliefs and attitudes toward new teaching practices.
4. Creating networks of K–12 schools and community college language instructors to disseminate information, promote PEARLL's initiatives, and facilitate capacity-building.

UMD will partner with two community colleges (Miami Dade College and Northern Virginia Community College), both of which are minority-serving institutions, to pilot the resources and services offered by PEARLL. While supporting excellence across the profession, PEARLL will establish a community of professional dialogue and growth specifically for underserved groups of educators.

In sum, PEARLL will revolutionize professional development for language educators around the country by promoting shared, research-based standards for effective language teaching from kindergarten through higher education across languages and teaching contexts. PEARLL's resources will enrich the body of teacher training materials created by LRCs around the country.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

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**Professionals in Education Advancing Research and Language Learning (PEARLL)**  
A Language Resource Center (LRC) at the University of Maryland

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**Professionals in Education Advancing Research and Language Learning (PEARLL)**  
A Language Resource Center (LRC) at the University of Maryland

## **Introduction**

Ongoing training and support of educators is a primary factor in student outcomes and teacher retention. However, that training and support are not easy to find, especially for instructors of less commonly taught languages (LCTLs) and language instructors at community colleges.

**Professionals in Education Advancing Research and Language Learning (PEARLL)**, a Language Resource Center, will address this challenge by raising the bar for professional development and support for language educators, particularly in these high-need areas.

Global realities of the twenty-first century present new opportunities and challenges for every discipline in schools, and world language learning is no different. Recent research on the US economy has shown high demand for employees with multilingual and multicultural abilities—not only among university graduates (Damari et al, 2017), but also among those with less than a bachelor’s degree, including high school graduates and students of community colleges (New American Economy, 2017). And while Spanish remains the highest-demand language other than English, employers are showing increasing demand for less commonly taught languages such as Chinese, Korean, and Arabic (New American Economy, 2017). At a time when high school, community college, and university graduates must be prepared to relate to, study with, and work alongside people of different linguistic and cultural backgrounds and collectively engage in exploring new possibilities and solving global problems, world language educators must stop and ask themselves how they can better prepare twenty-first century learners to become globally competent and more significantly equip them with the linguistic and cultural ability to engage with the world both at home and abroad. It is clear that “effective teachers are the most important factor contributing to student achievement” (NADSFL, 2015, p. 1). But what exactly do effective

world language educators do to ensure that students achieve world language and cultural competence? In order for world language instructors to effectively prepare students for a world of increasing international interactions, we must be able to clearly define what it means to be an effective world language educator. The Teacher Effectiveness for Language Learning (TELL) framework, which is at the center of PEARLL's projects, is designed to do just that.

With TELL as a foundation, PEARLL will provide educators from kindergarten through postsecondary settings with a clear, concrete understanding of effective language teaching practices through the creation of tools, resources, and professional development (PD) opportunities. All of these will be undergirded by research explicitly tying these tools, resources, and opportunities to instructor and student outcomes. Finally, educators will be supported through the creation of capacity-building networks. The products and services developed by PEARLL will directly impact the work of all other Language Resource Centers (LRCs), as well as language departments in school districts, community colleges, and universities.

PEARLL will:

**(I) Identify research-based characteristics of educator effectiveness for language learning** to help create a common vision for language learning from kindergarten through postsecondary education. This will be accomplished by updating the TELL framework to reflect the most current view of best practices in the field, by developing new TELL resources to address the needs of diverse communities of language educators, and by developing a self-assessment tool and online portfolio for educators.

**(II) Create an infrastructure that will transform the landscape of professional development for language educators.** Informed by effective teaching criteria identified in the TELL framework, PEARLL will develop professional learning resources, educator coaching

models, and an annual summer institute that will push PD for language educators beyond the limited workshop model to a panoramic view of continual growth in a community of practice.

**(III) Measure the impact of PEARLL PD activities on educator effectiveness for language learning.** The benchmarks for PEARLL’s success will be measurable changes in educator teaching practices and measurable improvements in student proficiency outcomes.

**(IV) Disseminate information that supports educator effectiveness in language learning through networks of language educators.** PEARLL will disseminate TELL resources, PD models, and research results through publications, social media, and networks of community college language instructors and K–12 language educators.

The University of Maryland’s expertise in language teacher preparation is unparalleled, making it is uniquely qualified to host PEARLL. PEARLL will be administered by the National Foreign Language Center at the University of Maryland (NFLC-UMD). NFLC-UMD administers STARTALK, a nationwide initiative supporting language learning and teacher preparation in LCTLs. Since its inception in 2007, more than fifty-six thousand students and twelve thousand teachers have participated in STARTALK programs in every state and the District of Columbia. NFLC-UMD establishes standards and develops extensive materials for high-quality summer language learning and teacher development experiences. As described in several of the letters of support appended to this proposal, STARTALK has had tremendous impact in the area of LCTL educator development. PEARLL will extend lessons learned from administering STARTALK to a broader context by offering year-round PD opportunities and serving a larger group of languages. NFLC-UMD also houses the Teacher Effectiveness for Language Learning (TELL) Project. Created by four district language supervisors, the TELL framework identifies essential characteristics of effective world language teachers in seven

domains. This framework is the foundation for all STARTALK teacher development program curricula.

Finally, the College of Education at the University of Maryland trains teachers of seven languages, including three less commonly taught languages (Chinese, Italian, and Russian), and has longstanding successful partnerships with local school districts. The Multilingual Research Center (MRC) of the College of Education is committed to promoting research and outreach related to multilingualism and multilingual communities, and works through its programs and partnerships to disseminate research-based information about language and language learning to teachers, school systems, and national and international research communities.

PEARLL activities will respond to both competitive preference priorities by focusing on educators of LCTLs, building on NFLC-UMD's experience administering STARTALK and the College of Education's experience training teachers of LCTLs, and by collaborating with two of the largest, most diverse community colleges in the country (Miami Dade College and Northern Virginia Community College) in defining the needs of community college instructors and tailoring PEARLL's resources to that audience.

If the profession needs educators to do their part in effectively preparing students to live in a world of increasing international interactions, it must be able to effectively prepare its educators. To that end, PEARLL will develop the necessary tools and processes to empower educators to be constant learners across a variety of contexts. Whether a teacher is a seasoned reflective practitioner or new to the field, an instructor of a LCTL, or a community college instructor, PEARLL will provide research-guided development for a better prepared teaching community.

## 1. Plan of Operation

Ongoing support of educators is essential for teacher retention and student learning. Ann Jaquith of Stanford University states that “. . . instructional capacity refers to the collection of resources for teaching that supports instruction and the ability to effectively use these resources to engage students and deepen learning” (2013). This definition of capacity is notable because it marries a body of supporting resources that all teachers need with the development of instructional proficiency. Jaquith refers to four types of instructional resources necessary to build instructional capacity: instructional knowledge, instructional tools or materials, instructional relationships, and organizational structures.

PEARLL fully realizes each one of Jaquith’s instructional resources to build effectiveness in language educators and is organizing a series of projects around the following four goals: (I) identifying research-based characteristics of educator effectiveness for language learning to create a common vision for language learning from kindergarten through postsecondary education; (II) creating an infrastructure that will transform the landscape of PD to develop educator effectiveness; (III) measuring educator effectiveness for language learning by measuring changes in educator teaching practices and improvements in student proficiency outcomes; and (IV) disseminating information that supports educator effectiveness in language learning.

The successful completion of the activities for each of the four goal areas, which will focus in particular on the teaching of LCTLs, will directly impact the work of all other language resource centers, as well as language departments in school districts, community colleges, and universities.

## 1.1 Identifying Research-Based Characteristics of Educator Effectiveness for Language Learning

To reach the goal of **identifying research-based characteristics of educator effectiveness for language learning**, PEARLL will (1) house and provide support for the TELL framework in order to provide a new vision for language learning that reaches educators at all levels, (2) curate a video library of effective teaching practices, and (3) develop, in collaboration with the Center for Applied Second Language Studies (CASLS), a tool (TELLfolio) to help educators document their own effective practices.

### 1.1.1 Teacher Effectiveness for Language Learning (TELL) Project

*Team: Thomas Sauer (lead), Megan Madigan Peercy*

Initiated by a group of district supervisors of world language teachers in 2011, the TELL Project is a collection of products and pedagogical processes that has the potential to transform the impact of world language teachers by establishing a common framework of highly effective teaching practices and providing training and resources to help teachers implement those practices. TELL synthesizes work from the general education arena, identifying those strategies that effective teachers use and making them specific to the work of world language teachers. The foundational piece of the TELL Project is the TELL framework, which establishes those characteristics and behaviors that model teachers exhibit.

PEARLL projects that directly support the TELL project as a foundation for the rest of the proposed PEARLL work will include (1) revising the TELL framework to be in alignment with the most current view of best practices in the field, (2) updating existing TELL resources, (3) creating new resources that support educators' implementation of TELL framework criteria, and (4) developing versions of TELL resources that are particularly tailored to the needs of community college instructors.

In order to identify what the model language teacher does, the TELL Project catalogs teacher effectiveness criteria into seven domains across three focus areas. The focus areas are: Preparing for Student Learning, Advancing Student Learning, and Supporting Student Learning. Each domain of the framework provides opportunities for deep thinking on what research indicates effective teachers do within each domain through a guiding question about observable teacher behaviors or characteristics. Specific criteria and sub-criteria clearly delineate model teacher behaviors for each domain. A carefully designed framework revision process to reflect the field’s most current thinking and most current research findings will be the initial focus of our work during the first year. This process will be foundational to PEARLL and will be used to guide the other projects outlined in this proposal.

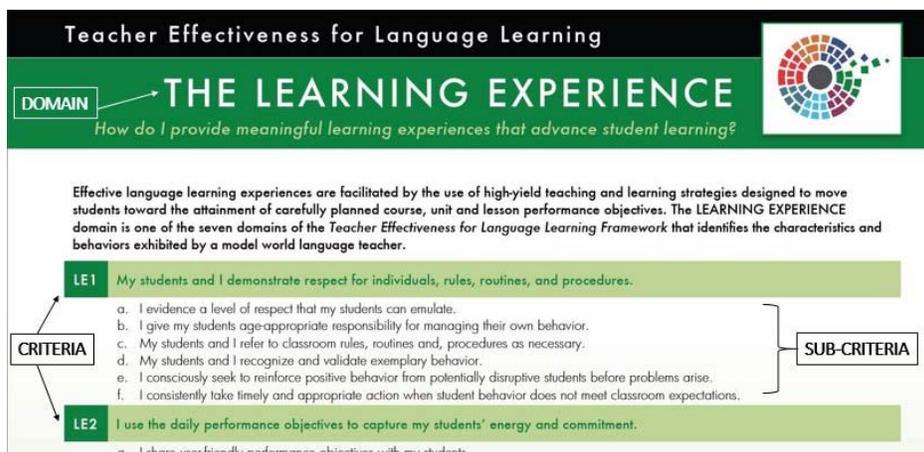


Figure 1. Sample domain, criteria, and sub-criteria, TELL framework.

Additional activities relating to TELL will include revising existing resources such as self-assessment tools and classroom observation and feedback forms, creating crosswalks to other effectiveness frameworks,<sup>1</sup> and developing additional resources that support the TELL framework, including thoroughly documenting the research-based evidence supporting the different domains of the framework. A particular focus during the first two years will be to

<sup>1</sup> E.g., the ACTFL/CAEP Standards, INTASC Model Core Teaching Standards, National Board Teaching Standards, Charlotte Danielson’s Framework for Teaching, and Robert Marzano’s Casual Teacher Evaluation Model.

increase the reach of TELL from its current use primarily in K–12 education to postsecondary education, including community colleges, by developing TELL tools that specifically address the needs of those educators. The outcomes of this goal will be disseminated primarily through a website that will be part of the PEARLL web presence, as well as social media channels.

### 1.1.2 A video library of effective teaching practices

*Key personnel: Thomas Sauer (lead)*

Even when educators learn about effective teaching practices, they frequently have trouble envisioning what those practices will look like in their classrooms. To address this need, PEARLL will develop a dynamic platform showcasing videos of high-quality instructional strategies. Videos will feature educators demonstrating high fidelity to strategy implementation, teacher reflections on the implementation, as well as student and world language expert interviews reflecting on the impact of strategies on student learning.

PEARLL’s connection to the federally funded STARTALK program, housed at the NFLC-UMD, will allow us to identify and recruit practicing teachers who are already exhibiting the very behaviors outlined in the TELL framework, as alumni of STARTALK teacher development programs who have built their curricula around the TELL framework. We will draw on our network of teachers from the over 140 annual STARTALK summer programs, and these instructors will be invited to share video recordings of themselves teaching in order to exemplify strategies identified as critical practices for any language instructor.

Since not every TELL criterion lends itself to video capture, a focus of this project will be the Learning Experience domain of the framework, which identifies teacher behaviors that respond to the question, How do teachers facilitate learning experiences that advance student learning? In addition to crowdsourcing videos, we will identify additional already existing high-quality

footage in the library of videos collected from STARTALK programs over the past twelve years. All video submissions will be reviewed for TELL framework alignment by an editorial board made up of district supervisors, teacher educators, and other language learning experts and edited into short video vignettes of no more than five minutes. This library of videos will be connected directly to the TELL framework, providing language educators and those supporting them with much needed visualization of the characteristics of identified effective practices.

### 1.1.3 TELLfolio

*Key personnel: Julie Sykes, Stephanie Knight*

There is a growing body of research supporting the need for goal setting in the learning process (e.g., Moeller et al, 2012); tools such as LinguaFolio Online and Pulsar, developed by CASLS, provide learners opportunities for self-assessment as they chart their language learning progress. Goal setting can also benefit educators' own performance when carefully designed and supported as part of a PD cycle. Providing educators with a lens through which to scrutinize their teaching and the opportunity to chart their progress toward professional growth is the purpose of TELLfolio, a self-assessment tool and online portfolio aimed at collecting evidence of teacher practices in alignment with criteria identified in the TELL framework. This web-based system will be developed in partnership with CASLS, drawing on CASLS' experience in developing tools for the collection of classroom evidence. TELLfolio will guide educators by allowing them to compare their current practices with TELL framework criteria, set and monitor goals for their own professional growth, upload evidence such as videos and planning and assessment documents from their own teaching environment, and plan pathways to become more effective language educators by connecting them with relevant PD resources. TELLfolio will support educators' goals by steering them to a set of curated PD resources such as a collection of

academic readings, videos, online PD modules, and online coaching that targets the skill or area of practice identified as a goal.

TELLfolio will be piloted with mostly LCTL educators in order to support those teachers who normally do not have access to such a highly structured PD system. By the end of the four-year grant cycle we anticipate making TELLfolio available to any educator and envision this tool being used by other educational organizations, including other LRCs, in order to better support the needs of teachers, provide more direct access to the large library of existing LRC resources, and monitor progress of professional growth.

Partnering with PEARLL, CASLS will design and develop the teacher portfolio, TELLfolio, pilot it with language educators, make revisions, and add a robust one-to-one mentoring system. Dr. Sykes and Ms. Knight will coordinate product design and development and PEARLL will conduct pilot implementation. Both partners will collaborate to implement necessary revisions based on pilot data. Both centers' experience with technological innovation, robust teacher professional development networks, and national reach make them ideal partners to scale the support of reflective practice through TELLfolio.

## 1.2 Creating an Infrastructure That Will Transform the Landscape of Professional Development for Language Educators

Effective PD experiences need to have purpose, cohesion, and direction (Guskey, 2014). By maintaining fidelity to the research-based indicators of effective teaching set out by the TELL framework, PEARLL will develop activities designed to reach the goal of **creating an infrastructure that will transform the landscape of PD for language educators**. Focusing on the extraordinary needs and challenges of LCTL educators at any level, we propose offering PD experiences through three delivery modes: (1) asynchronous online PD modules, (2) an online

coaching platform, and (3) an annual summer institute. The complementarity of these three modes will enable PEARLL to both reach a wide audience of educators and invite interested teachers to avail themselves of extensive resources and learning opportunities, thereby creating a first-of-its-kind national professional learning community focused on teacher effectiveness.

### 1.2.1 Online professional development modules

*Key personnel: Miranda Abadir (lead), Greta Lundgaard, Catherine Ritz, Laura Terrill*

Guiding educators toward learning and transferring new knowledge and skills into their practice will require PD opportunities that meet the following criteria: (1) immediate—provides information that is immediately useful; (2) relevant and applicable—can be applied by the specific teacher to their specific classroom; (3) actionable—knowledge or strategies can be acted upon and put into practice; and (4) personalized—can be differentiated for individual teachers or groups of teachers.

PEARLL will develop a series of asynchronous multimedia learning modules that will help educators see links among the professional growth goals they have identified in TELLfolio, the classroom library of practices, and the TELL framework itself. Housed on the PEARLL website, these modules will support any educator in three phases of development, guiding users on a path from acquiring new knowledge, to extending their learning, to observing strategies in use in actual classrooms, culminating in the application of TELL criteria in their own classrooms.

Connecting these modules to the TELLfolio will allow us to offer truly differentiated and aligned PD that meets the individual goals of the participants while at the same time reaching a much larger audience via an online platform. The majority of modules will be offered in English and will be appropriate for all educators; however, some modules will be tailored to the specific needs of LCTL teachers and will be available in Chinese, Arabic, and Russian.

### 1.2.2 Educator coaching models

*Key personnel: Laura Terrill, Thomas Sauer*

Effective coaching requires a collaborative interactive environment, with opportunities to recruit expert help or on-demand support. PEARLL will develop and implement models for the coaching of language educators, which will provide such support for teachers and instructors throughout the academic year. One of the models, which can be implemented in person by district supervisors or department chairs, will depend on the resources developed to support the TELL framework, such as feedback forms, observation protocols, and professional growth plans. Another model will be the development of an online coaching platform that connects educators with language learning experts and other practicing educators to provide just-in-time feedback and support for improvement.

Focusing at first on underserved LCTL teachers for this project will allow us to create a platform that is sustainable and will serve as a model for teachers of other languages. Pilot participants will be able to upload classroom video footage and receive time-stamped feedback on their practice, outlining their strengths and weaknesses while also identifying next steps and suggestions for PD resources through virtual interaction with a coach. PEARLL will first draw on the expertise of district supervisors and community college department chairs who will be trained on the TELL framework, effective coaching strategies, and the mechanics of the virtual coaching platform during the summer institute in our first year. After piloting the platform with a limited number of educators during our third and fourth years, which will be followed by additional training during the summers, the platform will be opened up to allow practicing educators to become coaches. This will increase the reach of the TELL framework and PEARLL

coaching models; a self-sustaining platform will enable educators to support each other, with reference to a common set of expectations.

### 1.2.3 Summer institute

*Key personnel: Perla Blejer*

Ongoing support that provides educators with just-in-time resources is critical to building a culture of professional learning, as described in the sections above. Nevertheless, the less busy summer schedule provides an important opportunity for teachers to explore professional growth at much deeper levels. Through the annual PEARLL summer institute, we will offer in-depth PD experiences over multiple days. Targeting different audiences each year will allow us to reach multiple stakeholder groups as they learn about educator effectiveness and how PEARLL processes and tools can assist them in their own growth process. We will target district supervisors and leaders in community college world language departments during year one to identify potential leaders for the PEARLL virtual coaching project. Years two and three will target educators of LCTLs in K–12 and at community colleges, who will become participants in the coaching project as well as the online PD modules. During year four, a combination of these audiences, as well as non-teaching administrators who support world language educators, will be invited to discuss how the PEARLL activities have impacted instructional practices and student learning outcomes.

### 1.3 Measuring the Impact of PD Activities on Educator Effectiveness for Language Learning

To support this goal, we will conduct a three-part study that will measure the impact of the TELL-based PD opportunities on (1) educator practices, (2) student outcomes, and (3) educator beliefs and attitudes.

### 1.3.1 The relationship between professional development and teaching practices

*Key personnel: Rebecca Damari (lead), Svetlana Cook*

This project will seek to identify whether there is a relationship between the PD offered by PEARLL and participating educators' teaching practices. We will collect and compare classroom data (lessons plans, materials from the instructors' portfolios via TELLfolio, classroom observations and/or instructor-submitted video recordings of the lessons) submitted by the instructors before and after their participation in the PEARLL PD activities, specifically their use of the online modules (1.2.1), their participation in virtual coaching (1.2.2), and their participation in the summer institute (1.2.3), and will examine whether changes in practice vary by language taught or by teaching context. During year one, we will develop rating rubrics that we will use to measure the extent of changes in classroom practice from before to after participation in the PD opportunities along several dimensions. The rubrics will be developed based on criteria identified in the TELL framework and informed by STARTALK site visit protocols and second language acquisition principles. We will compare changes in practice among participants in the three modes of delivery described above. As a control group, we will recruit teachers similar in background and work context who do not participate in our PD opportunities. In year two, we will begin to collect baseline data. Additional data collections will be conducted upon completion of treatment. Teaching materials will be rated by independent evaluators who will be trained on how to use the rubric. Inter-rater reliability checks will be implemented through this phase of the study. Data analysis and reporting will occur in year four.

### 1.3.2 The relationship between professional development and student outcomes

*Key personnel: Svetlana Cook (lead), Rebecca Damari*

The focus of research activities of this project is to determine whether there is a relationship between an educator's participation in the PD opportunities offered by PEARLL and those educators' students' outcomes in terms of language proficiency, and whether that relationship varies by target language or by educational context. Using the same sample of teachers, or a sub-sample, we will collect student language assessment scores from before and after the teachers participate in our PD opportunities (online modules, coaching, and the summer institute) to determine whether changes in teacher practice are associated with improvements in student outcomes. Since we plan to recruit teachers of various languages from various school districts, we will make use of the data of the language outcome assessment instruments used at the time of data collection in a particular district for a particular language. The variability of the assessment instruments does not present a major challenge to the validity of the study, since the focus of the study is the student gains, or the improvement of the student's score relative to the range of possible scores, and not the actual raw score on the test. The inherent variability in the test score or the assessment procedures associated with each individual assessment instrument will be controlled statistically (as random effects). Student data will be collected in year three, and data analysis and reporting will occur in year four.

### 1.3.3 Analysis of educators' attitudes and beliefs about teaching practices

*Key personnel: Catherine Ritz, Rebecca Damari*

We will also examine how educators adapt to new information about teaching practice, via surveys, interviews, and focus groups. This analysis will take into account language taught and teaching context and will inform future design of PEARLL resources and PD activities. An educator beliefs survey will provide data on instructors' openness to incorporating new methodologies and language teaching techniques and will give us insight into their self-

perception of their effectiveness in the classroom and of their success in providing educational and emotional support to the students. The survey will be developed in year one by project staff in consultation with training facilitators, partner school districts and community colleges, and external evaluators, all of whom have experience developing surveys of teacher practices. The survey will be administered in years three and four.

As an additional measure of the effectiveness of the PD models identified in this proposal (online modules, video library of effective practices, summer institute, virtual coaching platform), we will look at shifts in teacher beliefs and attitudes toward language education, their self-perceptions regarding their effectiveness in providing instruction, and the successes, challenges, and dilemmas teachers experience when attempting to implement the outcomes of PD in their classrooms. Interview protocols will be developed in year one by the PEARLL staff and in consultation with training facilitators and external evaluators. Protocols will be tailored to the specific PD being targeted in each model. These protocols will focus on three research questions: How do teachers' beliefs and attitudes toward language education shift as a result of participation in PD? How have teachers' self-perceptions with regard to their effectiveness in providing instruction been transformed through their learning? What successes, challenges, or dilemmas do teachers experience when attempting to implement their learning? Initial interviews will be conducted in year two to determine a baseline for each teacher. Teachers will then be interviewed after their participation in the summer institute or their completion of the PD modules or virtual coaching, and at a later date once they have begun implementing what they learned in their own classrooms (in year three). As a component of certain interviews, teachers will be asked to provide documentation of attempts to implement learning (such as teacher-developed lesson plans or assessments), which will be discussed in the interview. Teacher

interviews and documents will be analyzed in year four to describe shifting teacher beliefs, attitudes, and self-perceptions and to identify and describe patterns of success, challenges, and dilemmas as teachers attempt to implement learning.

#### 1.4 Disseminating Information That Supports Educator Effectiveness in Language Learning

While each of the previous goals includes built-in mechanisms for dissemination, in order to support PEARLL's goal of **disseminating information that supports effective language educators**, this proposal seeks to develop multiple vehicles that will increase the reach of PEARLL's projects.

##### 1.4.1 Network of community college language instructors and departments

*Key personnel: Juan Carlos Morales*

Despite the extraordinary challenges (e.g., course overload, low pay) teaching at a community college entails, research shows there is no lack of faculty interest in professional growth and self-improvement (Nagano, Funk, and Ketcham, 2017). Capitalizing on the demonstrated interest in participating in sustained PD programs, PEARLL seeks to develop a model for how to **support community college language instructors**, in partnership with two large community colleges, Miami Dade College and Northern Virginia Community College. As two of the largest community colleges in the country with enrollments totaling ninety-two thousand and seventy-seven thousand students respectively, this will create a much needed professional support network for hundreds of underserved world language educators.

After convening a focus group of community college instructors in year one through additional meetings during the first year summer institute, community college instructors will be the first to benefit from the PEARLL tools such as TELLfolio, online modules, and online coaching.

#### 1.4.2 Model classroom network

*Key personnel: Greta Lundgaard (lead), Jennifer Carson*

Creating a **network of model classrooms and districts** that promote the application of the TELL framework criteria will allow PEARLL to expand access to the critical information identified as part of the projects in goal I of this proposal, identifying research-based characteristics of teacher effectiveness for language learning. Teachers who are part of the network will be first to receive support through the tools developed in goal II of this proposal: online coaching, online PD opportunities, invitations to participate in the summer institute, and access to a virtual network of other TELL classroom teachers experiencing similar challenges and opportunities. Participating programs will be identified through a rigorous process that includes extensive program review and a site visit by a local district supervisor. The teachers in the selected programs will have to exemplify a strong commitment to their world language program as well as an openness to the innovative methods that will be implemented. PEARLL will draw on its strong connection with the National Association of District Supervisors of Foreign Languages (NADSFL) first to identify possible schools and districts, emphasizing the benefits of the PD tools to the teachers, and second to lay a foundation of knowledge in the schools by training the district supervisors or department chairs during the summer institute.

We envision that by year four, **PEARLL classrooms** will become regional centers for teacher effectiveness for other schools and districts in their geographic areas. Educators visiting PEARLL classrooms will be able to witness firsthand practices identified in the TELL framework. Administrators and teachers will also be able to discuss with staff issues of mutual concern as well as the potential for future collaboration of their language programs. Creating

such a network will allow PEARLL to increase its reach significantly and create structures for a self-sustaining system that promotes effective language learning practices.

### 1.4.3 Publications

*Key personnel: Nicole Rumeau (lead), Stacey Johnson*

The focus of all publications efforts will be the development of practitioners who shape the field through a common vision for highly effective teaching, reflective teaching practice, and engagement in lifelong professional learning. To that end, in addition to the research publications described in the research project section above, PEARLL will disseminate information through the following channels:

- An **up-to-date website** and a **quarterly newsletter** will highlight PEARLL's activities and update the field on newly developed resources.
- An additional **newsletter targeting K–12 administrators and community college department chairs** will provide information to those who support language educators but often aren't part of the networks that provide information teachers need.
- Dedicated social media accounts will establish a strong **social media presence**, capitalizing on the over six thousand already existing followers of TELL Project–related channels to share PEARLL activities and research outcomes and actively engage educators in professional discourse in order to provide additional just-in time support.
- The weekly *We Teach Languages* podcast is a podcast and blog that explores the question, What does effective language teaching look like? through interviews with real teachers offering diverse perspectives. A listening guide and transcription of each episode will create an additional PD opportunity and broader accessibility.

## 1.5 Effective Plan of Management

PEARLL's projects will be overseen by codirectors Rebecca Damari and Thomas Sauer and by project manager Nicole Rumeau. The codirectors will work with project leads, the advisory board, and external evaluators to ensure that projects are planned strategically and executed successfully to serve the intended audiences. The project manager (PM) will have oversight of communications, budget, quality management, and risk management.

PEARLL will use project management industry standards and lessons learned by NFLC-UMD over the past fifteen years of successful execution of its state and federally funded grants and contracts. The PM will work closely with project leads and advisors to develop and execute the actions necessary to ensure all grant requirements are met, monitor the progress of the projects, and ensure the delivery of the resources and materials identified as deliverables in this proposal. PEARLL will organize project management activities around the following areas:

- **Communications management:** Project success requires accurate and timely communication among project stakeholders. PMs communicate with team members regularly to ensure steady progress toward project requirements.
- **Cost management:** The PM will create a work breakdown structure to manage PEARLL's objectives and costs. NFLC-UMD financial analysts monitor and forecast expenses. The PM will review this information regularly to determine project impact and take corrective action as needed to ensure all grant requirements are met.
- **Quality management:** Quality assurance (QA) is inherent to all projects. By requiring adherence to processes created in response to past experiences, PEARLL processes will result in high-quality deliverables. During the planning phase of each project, a unique

quality management (QM) plan will be developed, which describes roles and responsibilities for the project and documents the steps that will be followed at each stage of the project.

- **Risk management:** The PM will perform risk identification and contingency planning. The anticipated likelihood and severity of the risks identified influence project management decisions. The project manager for PEARLL is trained to look for risks, and team members will be trained to speak up about issues that could have an impact on work. Risk management plays a key role in project success, and PEARL will follow a strong, well-developed risk management process that has led to the successful completion of literally all of the projects and programs of the NFLC-UMD.

### 1.6 Equal Access for Minority Groups

PEARLL's PD activities will be created to serve and accommodate all world language instructors, regardless of gender, race, national origin, color, disability, or age. Consistent with UMD's commitment to providing a welcoming learning community for all, PEARLL will strive to ensure its programs are inclusive and equally accessible, including through recruiting diverse audiences and ensuring that both in-person trainings and digital resources are accessible to participants with disabilities. Through its partnerships with Miami Dade College and Northern Virginia Community College, both minority-serving institutions, PEARLL will monitor the reach of its programs and the diversity of its audiences and will adjust resources as needed to guarantee equal access. PEARLL will also strive to reflect the diverse community of world language teachers in the tools and resources it creates, including its videos of educators demonstrating effective teaching strategies. In developing materials to address the specific needs of teachers of LCTLs, PEARLL will develop materials that reflect and showcase a variety of ethnic and national cultures.

## 2. Quality of Key Personnel

### 2.1 Administrative Team

PEARLL will be led by codirectors Rebecca Damari and Thomas Sauer, who will also hold roles in directing individual initiatives described below. The directors will be supported by Nicole Rumeau, project manager, and Bryan Anderson, director of art and media production.

**Dr. Rebecca Damari, codirector**, holds an MS and PhD in linguistics from Georgetown University. She is the director of research for NFLC-UMD, where she oversees all in-house research relating to STARTALK, including surveys of participant satisfaction, program evaluation, and the short-term and long-term impact of the STARTALK initiative. Dr. Damari supervises three graduate students, as well as one full-time staff member, providing them with in-depth, hands-on research training. In addition to their work with STARTALK, Dr. Damari and her team conduct research on the need for a multilingual workforce, demographics and questions of equity of access in language immersion programs, and the success of language immersion programs. Prior to her work at NFLC-UMD, Dr. Damari was a principal investigator on DARPA's largest social science-driven research program to date, for which she led research on social interaction in military role-play scenarios, with the goal of improving military training in social interaction. She has been an Interagency Language Roundtable (ILR) plenary speaker. She began her higher education at Howard Community College in Maryland. She will dedicate 20 percent of her time to overseeing and participating in PEARLL projects in year one and 15 percent in years two through four.

**Thomas Sauer, codirector**, holds an MA in Germanic languages and literatures from the University of Kentucky as well as an MA in instructional leadership and school administration from Bellarmine University. He has been described as a visionary thinker, designer, and change

facilitator and applies those traits in his current role as senior associate for professional development at NFLC-UMD. Mr. Sauer previously worked as an independent consultant after serving as a world language specialist for several school systems. Mr. Sauer taught German at the University of Kentucky, Georgetown College, the Kentucky Institute for International Studies, and Kentucky Educational Television. He is a sought-after workshop facilitator, curriculum developer, and keynote speaker. Mr. Sauer served on the Board of Directors of the American Council on the Teaching of Foreign Languages, as president of the Kentucky World Language Association, as well as on the Board of the National Association of District Supervisors of Foreign Languages and the Central States Conference on the Teaching of Foreign Languages. He will dedicate 25 percent of his time to overseeing and participating in PEARLL projects in year one, 20 percent in year two, and 15 percent in years three and four.

**Nicole Rumeau, project manager**, is the assistant director of programs for NFLC-UMD and the senior project manager for STARTALK. Ms. Rumeau has a project management professional (PMP) certificate from the Project Management Institute (since 2013) and has over ten years of project management experience. She received a BA in French language and literature from the University of Maryland and a MA in international relations with a concentration in intercultural communication and negotiations from Syracuse University's Maxwell School of Citizenship and Public Affairs. She will dedicate 10 percent of her time to managing PEARLL's projects.

**Bryan Anderson** is director of art and media production for NFLC-UMD, where he manages a department responsible for the production and management of video and audio assets for the Center's distance learning projects. His department is also responsible for all graphic design, corporate identity, web presence, and user interface design for NFLC-UMD products. Anderson

has strong web, video, audio and graphic design skills. He will dedicate nine percent of his time to PEARLL projects in years one and two, and four percent in years three and four.

Table 1. Personnel<sup>2</sup>

<p><b>Goal I: Identifying research-based characteristics of educator effectiveness for language learning</b></p> <p><i>Lead:</i> Thomas Sauer (UMD)</p> <p><i>Team members:</i> Megan Madigan Percy (UMD), Stephanie Knight (CASLS), Julie Sykes (CASLS)</p> <p><i>Advisers:</i> Sharon Deering, Greg Duncan, Alyssa Villarreal (Shelby County Schools, TN)</p>
<p><b>Goal II: Creating an infrastructure that will transform the landscape of professional development for language educators</b></p> <p><i>Lead:</i> Greta Lundgaard (UMD)</p> <p><i>Team members:</i> Miranda Abadir (UMD), Laura Terrill, Perla Blejer (UMD), Catherine Ritz (Boston U.)</p>
<p><b>Goal III: Measuring the impact of PEARLL PD activities on educator effectiveness for language learning</b></p> <p><i>Lead:</i> Rebecca Damari (UMD)</p> <p><i>Team members:</i> Svetlana Cook (UMD), Catherine Ritz (Boston U.)</p>
<p><b>Goal IV: Disseminating information that supports educator effectiveness in language learning</b></p> <p><i>Lead:</i> Juan Carlos Morales (Miami Dade College), Greta Lundgaard (UMD)</p> <p><i>Team members:</i> Nicole Rumeau (UMD), Bryan Anderson (UMD)</p> <p><i>Adviser:</i> Laura Franklin (NOVA), Jennifer Carson (NADSFL)</p>

## 2.2 Goal I: Identifying Research-Based Characteristics of Educator Effectiveness for Language Learning

PEARLL codirector Thomas Sauer will lead this initiative (included in his time allocation listed above) with support from Megan Madigan Percy and Stephanie Knight and Julie Sykes of CASLS.

**Dr. Megan Madigan Percy** is an associate professor of applied linguistics and language education in the Department of Teaching and Learning, Policy and Leadership at the University of Maryland with expertise in the areas of teacher learning, teacher collaboration, and methods

<sup>2</sup> Personnel listed without affiliation are independent consultants.

for teaching language learners across content areas. She has experience working with teachers and students in school settings as the co-PI of a \$1.5M four-year Institute for Education Sciences (IES) English Learners Goal 2 project, as well as many other school-based investigations of the practices that teachers use with learners, and teacher learning from collaborative engagement.

### 2.3 Goal II: Creating an Infrastructure That Will Transform the Landscape of Professional Development for Language Educators

**Greta Lundgaard** is senior associate for outreach at NFLC-UMD and a content specialist for the STARTALK program. Ms. Lundgaard holds a BS in education and an MA in German and second language acquisition. She has been the district coordinator of foreign languages for the Lewisville Independent School District (TX) and the Plano Independent School District (TX). At NFLC-UMD, Ms. Lundgaard's responsibilities include content development, conference content planning, K–16 articulation, and resource development. She frequently partners with schools and school districts to provide coaching and professional learning experiences for world language teachers. She will dedicate 10 percent of her time to PEARLL projects in years one and two, and 5 percent of her time in years three and four.

**Miranda Abadir** holds an MA in English literature and a graduate certificate in distance education and e-learning from the University of Maryland. She has experience in materials and assessment development on multiple projects for various government clients. Her work is largely focused on the design and development of asynchronous, self-paced online courses ranging from standalone units to intensive course modules. She has designed and taught study abroad courses for the University of Maryland in Egypt and Morocco and has designed curriculum for and taught short-term EFL courses in Egypt in mixed-level, multi-age classrooms, as well as a course

for English teachers in Egypt. She will dedicate 10 percent of her time to PEARLL projects in years two and three, and 5 percent of her time in year four.

**Laura Terrill** holds a BA in French from the University of Missouri and a MA in secondary administration from Northeast Missouri State University. She taught French at all levels for twenty-one years before becoming the coordinator of foreign language and English as a second language and then director of curriculum. She has taught methods courses in St. Louis and in Indianapolis and continues to present at the local, state, regional, and national levels. She recently worked as a content specialist for the National Foreign Language Resource Center. She has served on the Board of Directors for Central States and ACTFL.

**Dr. Perla Blejer** serves as the coordinator of world language education programs at the University of Maryland's Department of Teaching and Learning, Policy and Leadership in Applied Linguistics and Language Education, and she is a member of the Steering Committee of the Multilingual Research Center at the University of Maryland. She holds a doctoral degree from the George Washington University in educational leadership with a specialization in higher education administration. Dr. Blejer has taught courses in foreign language methods, curriculum design, educational psychology, and sociology at the college level. Her professional experience includes teacher training in the fields of teaching foreign language and curriculum design.

#### [2.4 Goal III: Measuring the Impact of PD Activities on Educator Effectiveness for Language Learning](#)

PEARLL codirector Rebecca Damari will lead this initiative (included in her time allocation listed above) with support from Svetlana Cook (UMD) and Catherine Ritz (Boston University).

**Dr. Svetlana V. Cook** is a second language acquisition specialist at NFLC-UMD. She is a Maryland-certified K–12 teacher and an experienced second language educator. Her research

interests include second language acquisition, teaching methodology, and foreign language assessment. Dr. Cook is an expert in research design, experimental methodology, survey development, and qualitative and quantitative research methods, and she has over fifteen years of experience conducting research studies with educational institutions and government agencies. She will spend 10 percent of her time on PEARLL research projects in years one and two, and 20 percent in years three and four.

**Dr. Catherine Ritz** is a clinical assistant professor and the director of modern foreign language education at the Boston University Wheelock College of Education & Human Development. Dr. Ritz has taught French and Spanish at the secondary level, is a National Board certified teacher of French, and was the director of world languages in a public school district in the Boston area before joining Boston University. Her areas of interest include developing proficiency-based thematic curricula and performance assessments, effective foreign language methods and pedagogy, and foreign language teacher development. Dr. Ritz has served on the Board of the Massachusetts Foreign Language Association and was president in 2015 and 2016.

#### [2.5 Goal IV: Disseminating Information That Supports Educator Effectiveness in Language Learning](#)

Juan Carlos Morales (Miami Dade College) will colead this initiative with Greta Lundgaard, whose bio and time allocation appear in Section 2.3.1, above.

**Dr. Juan Carlos Morales** spent over seventeen years as a high school teacher in Miami Dade County Public Schools, where he taught German, Japanese, French, and ESL. In 2007, he was named SCOLT Regional Teacher of the Year and was a finalist for ACTFL Teacher of the Year. In 2011, he became a director of curriculum and content for the College Board's World Languages and Cultures program, where he led the development of teacher support materials,

curriculum, and assessment in Advanced Placement (AP) Language and Culture in Spanish, German, Japanese, and Latin. Since 2014, he has served as the World Language Department chairperson at Miami Dade College InterAmerican Campus. Dr. Morales completed his doctorate in higher education leadership at the University of Miami.

## 2.6 Advisory Board

The PEARLL advisory board is comprised of national leaders in world language education. Guidance provided by the advisory board through quarterly meetings will allow PEARLL to directly address the needs of those educators who will benefit from the activities, resources and materials identified in this proposal.

**Ms. Martha Abbott** is executive director for the American Council on the Teaching of Foreign Languages (ACTFL). Her career began in Fairfax County Public Schools (VA) where she was a language teacher, foreign language coordinator, and director of high school instruction. She has served on national committees to develop student standards, beginning teacher standards, and performance assessments in world languages. Under her leadership, ACTFL created the Center for Assessment, Research and Development and launched the public awareness campaign *Lead with Languages*. She served as a commissioner for the American Academy of Arts and Sciences national report *America's Languages: Investing in Language Education in the 21st Century*. She holds a BA in Spanish with a minor in Latin from the University of Mary Washington and an MA in Spanish linguistics from Georgetown University.

**Dr. Helena Curtain** is an internationally known expert on second language teaching methodology, curriculum development, and bilingual education who has worked as a language educator at all levels. She is the coauthor of *Languages and Learners: Making the Match*, which has been translated into Chinese. She has received several national and regional awards and has

authored numerous articles dealing with second language instruction. She served as a foreign language curriculum specialist for the Milwaukee Public Schools coordinating and supervising K–12 foreign language, immersion, and ESOL programs. She served as associate professor at the University of Wisconsin-Milwaukee and directed the foreign language and ESOL teacher preparation programs. She has broad experience working with schools and school districts, and conducting workshops throughout the United States and internationally in thirty-nine countries.

**Dr. Laura Franklin** has been a Professor of French in the Liberal Arts Division of Northern Virginia Community College since 1992. She teaches French and Brazilian Portuguese with a BA, MA and PhD from George Washington University. She has served two terms on the ACTFL Board of Directors and the NECTFL Board. She was a Program Director for STARTALK from the beginning of the initiative, leading a workshop on Technology Enhanced Language Learning called NOVASTARTALK until 2016.

**Dr. Antonia Schleicher** is a senior research scholar in African studies and adjunct professor of linguistics at IU-Bloomington. She is the founding executive director of the Indiana University Center for Language Excellence and the founding director of the National African Language Resource Center. In 2010, she received the UW-Madison Chancellor's Distinguished Teaching Award and the National Council of Less Commonly Taught Languages Walton Award for a Lifetime Distinguished Career in support of less commonly taught languages. Schleicher has authored four textbooks and three multimedia CD-ROMs for the learning of Yoruba and has coauthored textbooks for other African languages such as Swahili, Shona, and Pulaar. She coauthored *African Language Pedagogy: An Emerging Field*. Schleicher has degrees from the University of Ibadan, Nigeria, and the University of Kansas, and much of her current work deals with pedagogical issues in foreign and second language acquisition.

**Dr. Duarte Silva** is executive director of the California World Language Project (CWLP) in the Stanford University Graduate School of Education. CWLP, designed to enhance PD opportunities for California’s language educators, has nine regional sites at California State University campuses, independent colleges and universities, and county offices of education. Dr. Silva oversees program evaluation outcomes implemented at each site. As a former member of the States Curriculum Commission, Dr. Silva chaired the Foreign Language Subject Matter Committee and was a member of several other committees that advised the State Board of Education on a variety of language related issues. For twenty-one years, Dr. Silva was the codirector of the Summer Seminar for Language Educators cosponsored by the California Language Teachers’ Association and the California Foreign Language Project. Dr. Silva has been the director of STARTALK student and teacher programs.

### 2.7 Nondiscriminatory Hiring Practices

The University of Maryland College Park is an equal opportunity institution with respect to both education and employment. The University’s statement on equal employment opportunity can be found here: <https://uhr.umd.edu/eo/>. The University does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in admission, or access to, or treatment of, or employment in, its programs and activities as required by federal (Title VI, Title IX, Section 504) and state laws and regulations.

### 3. Adequacy of Resources

PEARLL will benefit from full access to UMD’s expansive, state-of-the-art resources. As the state’s flagship university and a R1 research facility, UMD is a distinguished research and teaching institution, with the largest university library system in the Washington, DC, metro area. UMD prides itself on being a globally connected university. It is committed to enrolling

and supporting international students, and in the 2015–2016 academic year almost 1,900 students studied abroad (<http://globalmaryland.umd.edu/offices/education-abroad/facts-and-figures>).

UMD also houses an expansive language community that will facilitate and support PEARLL’s goals; the University is home to departments of linguistics and second language acquisition, as well as units teaching more than a dozen languages, including the Persian Flagship Program and Arabic Flagship Program. The interdisciplinary Language Science Center at UMD brings together more than two hundred scientists from twenty-two different departments and centers around campus who specialize in research on language.

NFLC-UMD is dedicated to cultivating language competency and improving proficiency in languages other than English throughout the United States. NFLC-UMD has more than fifteen years of experience crafting language learning materials and supporting language teaching.

NFLC-UMD has the capacity, facilities, and administrative resources necessary to support PEARLL’s operation. In addition to standard office equipment, such as computers, printers, its own Internet servers, and telephones, NFLC-UMD is equipped with a state-of-the-art audio/video recording studio and green screen technology necessary to create multimedia classroom resources for world language teachers. It also supports an extensive and proven videoconferencing system that can be used to facilitate “face-to-face” long-distance communication without necessitating expensive travel. From day one, PEARLL will be poised to collaborate with language instructors and centers across the country.

NFLC-UMD supports a full-time staff of sixty-nine employees, many of whom are organized into functional units available to support PEARLL’s objectives. NFLC-UMD’s second language acquisition, art and media, web application development, and editing teams will facilitate the design, development, and production of multimedia classroom resources. The teams

have experience building innovative online modules to deliver language learning resources. STARTALK program managers have years of experience organizing conferences and gathering and analyzing survey results, and the research team is composed of experts in the field.

NFLC-UMD has completed all sponsored projects on time and on budget. This 100 percent success rate is a result of the relentless commitment of NFLC-UMD staff to meet all grant and contract requirements. NFLC-UMD's current and past work includes contracts with the National Security Agency (NSA): LangNet (2002–2009), Analyst Learning Link (2010–2017), and Lemonzest (2017–present), for which NFLC-UMD has developed tens of thousands of online language learning and assessment materials in over one hundred languages and regional dialects. NFLC-UMD has also successfully completed multiple contracts with the Department of Defense for Defense Language Proficiency Test Item Development (2014–present), for which it has developed several thousand test items in fourteen less commonly taught languages and dialects. Since 2007, NFLC-UMD has administered STARTALK, launched as part of the National Security Language Initiative in 2006. STARTALK, funded by the NSA, provides summer language learning opportunities for kindergarten through college students and PD opportunities for teachers of critical languages. In NFLC-UMD's role administering STARTALK, it establishes standards for high-quality summer learning, holds the summer programs to those standards, and develops extensive materials to support the quality of the programs. All of these contracts have required NFLC-UMD to develop and implement extensive, reliable processes and procedures for managing people, resources, time lines, and budgets to consistently deliver high-quality products and services that serve its clients and the world language community.

NFLC-UMD's work also includes successful performance on grants from the United States Department of Education (USED): NFLC-UMD developed the Read Chinese! (2006–2010) and

Read Arabic! (2009–2012) programs for the International Research and Studies Program of USED. Both programs provided electronic learning materials to help beginning and intermediate students in these less commonly taught languages. In 1997, NFLC-UMD was awarded a five-year grant under USED for the Evaluation of Exchange, Language, and International Area Studies (EELIAS) and developed an online reporting system for Title VI programs. In 1999, the NFLC-UMD created a searchable database of language and culture resources for the USED Fund for the Improvement of Postsecondary Education (FIPSE), and in 2005 NFLC-UMD expanded the database for students in grades K–12 with a grant from the USED. The following year NFLC-UMD also developed LangNet learning objects in Chinese for the USED.

#### **4. Need and Potential Impact**

There is a growing body of research that points to the effectiveness of educators as one of the most critical factors in student achievement. Research shows that it is not the particular school that students attend, or the size of the school, or even the size of the classes that impacts learning nearly as much as the effectiveness of the instructor (Darling-Hammond, 1999, 2004; Mendro, 1998; Stronge and Ward, 2002; Stronge, Ward, and Grant, 2011; Wright, Horn, and Sanders, 1997). And while a solid foundation in subject matter content is clearly important for any educator, research suggests that it is not so much what the teacher *knows* but what the teacher *does* in the classroom that maximizes student achievement (e.g., Wenglinsky, 2002). The TELL framework provides a much-needed reference to help language educators to identify high-impact teaching practices and to measure their own practices against this standard. PEARLL will support educators in their practice by developing and disseminating a closely coordinated set of professional learning resources particularly oriented to address the needs of LCTL educators and instructors at community colleges.

#### 4.1 Need for Professional Development Opportunities

An increased focus on teacher accountability has left many educators to grow their instructional practice in novel ways. While in many institutions PD is embedded into the academic year, it is often not content specific or personalized to the individual needs of the instructors. World language educators are often confronted with a “disconnect” between increased accountability and limited, if any, support for their growth. For example, STARTALK teacher development program participants, LCTL educators by definition, frequently indicate that they are not getting enough administrative and financial support to pursue PD in their workplace, and even if the financial need were met, such opportunities are rare and could be expensive to attend.

*“There are very few, if any at all, professional development opportunities for teachers of Russian, not only in our regional school districts, but even at the national level. Funding needs to continue for the LCTLs like Russian and others.”*

*“Without STARTALK I would have been too overwhelmed to keep teaching, as the state provides minimal training and support and expects us to hold our own in the classroom.”*

The insufficiency of currently available PD opportunities, particularly for LCTL educators, is echoed in several of the letters of support for this proposal.

#### 4.2 Effectiveness of Professional Development

Even when PD activities are provided for educators, the quality and impact on student learning leaves much to be desired. Over 90 percent of PD opportunities provided to teachers during a given school year are workshop-style training sessions (Darling-Hammond et al, 2009). This stands in stark contrast to teachers’ minimal exposure to other forms of PD (Darling-Hammond et al, 2009). Despite its prevalence, the workshop model’s track record for changing teachers’ practice and student achievement is abysmal. Short, one-shot workshops often don’t change teacher practice and have no effect on student achievement (Bush, 1984; Yoon et al, 2007).

Sustained duration of PD has been identified as one of the critical features of a successful PD program (Darling-Hammond, Hyler, and Garder, 2017).

At the same time, sustainability of PD activities is only part of the equation. Many successful programs suggest that the key to effective teacher training is in the collaborative and open interaction that takes place among peers (Darling-Hammond, Hyler, and Garder, 2017). As Joyce and Showers (2002) suggest, peer coaching “not only contributes to the transfer of training; it also facilitates the development of new school norms of collegiality and experimentation.” Others also reported the benefits of peer-to-peer coaching through portfolio reviews and through feedback on assessment rubrics (McLaughlin and Zarrow, 2001). Evidence of the importance of peer networking and peer interactions is frequently found in survey responses from STARTALK teacher development program participants:

*“As the only Russian teacher in a small, rural district, STARTALK has provided me with opportunities to connect with other teachers of Russian. I have been able to immerse myself in a language experience that has informed and improved my teaching.”*

*“We minority language teachers often feel alone, and this gave me the opportunity to talk to my fellow teachers.”*

While many school districts have explored models that can provide sustained, long-term engagement with PD activities, sustainability has been limited by the cost of such activities and access in particular for LCTL teachers who are geographically isolated within their schools, districts, and often their own states. This evidence speaks for a need to develop new models of PD and the need for research that connects different types of PD to measurable changes in teacher practices as well as student achievement in language learning. Through addressing both of those needs, PEARLL seeks to lead the nation by creating an infrastructure for professional learning and research that will transform the field’s understanding of effective PD.

### 4.3 Community College Needs

Community colleges face a number of unique challenges supporting their faculty and staff through PD opportunities. These challenges are particularly great when supporting LCTL faculty. Full-time instructors do not have flexibility in their schedules to devote any significant amount of time to PD due to their heavy teaching loads, and neither do the part-time teaching staff, who often have primary full-time careers outside of the college. This limits the college's ability to schedule PD activities to effectively engage both full-time and part-time employees (Smith, 2007). To make matters worse, many part-time college instructors do not have any teaching background and get hired simply for their ability to speak the language, making them less effective in the classroom.

Another major issue for language teaching at the community college level is the limited engagement of students with world languages in general, with world language enrollment declining by 15.9 percent at two-year institutions between fall 2013 and fall 2016 (Looney and Lusin, 2018). Lack of effective and well-equipped world language teachers is likely to be one of the factors contributing to decreased enrollment. In the long run, low engagement leads to a major gap in the enrollment of language majors for four-year institutions, thus significantly reducing the world language capability of the workforce. An overall low interest among the community colleges to grow their language programs and invest in PD for the instructors appears at odds with student demographics' comprising a disproportionate number of immigrant students (Teranishi, Suárez-Orozco, and Suárez-Orozco, 2011); with many of these students likely to be heritage speakers of LCTLs, an investment by community colleges in their language courses and their language instructors could lead to higher rates of enrollment and attainment among community college students compared with four-year institutions.

Research, however, shows that the reason for the poor state of LCTLs at the community college level is not a lack of faculty interest in professional growth and self-improvement. In fact, in a recent survey only 7 percent of community college foreign language instructors reported little interest in PD, while 23 percent of instructors saw insufficient PD opportunities as a professional setback (Nagano, Funk, and Ketcham, 2017). Engaging community college language instructors in a sustained PD program will address this challenge.

#### 4.4 Potential Impact of Activities

Language resource centers have a strong history of supporting educators through providing specialized and focused training opportunities and by developing and disseminating resources and materials that address the needs of certain subgroups of language educators. PEARLL seeks not only to impact the educators we are able to serve through our own PD offerings, but to provide a common vision of educator effectiveness and effective PD, which can be adopted by any LRC, school district, or college language department. PEARLL also seeks to reshape how PD opportunities provided by LRCs are identified and accessed by educators, creating a true network of all resource centers that will improve the overall quality of language education at all levels of instruction for educators of all languages.

The proposed TELLfolio will allow educators to self-assess their current performance levels and set goals and will connect them to a variety of PD opportunities, such as the video library of effective teaching practices, online modules developed by PEARLL, and resources from other providers, including other LRCs. The online coaching platform will create a collaborative interactive environment, with opportunities to recruit expert help or on-demand online support, and will facilitate the ability of educators around the country to support each other in adopting more effective teaching practices. The research projects will provide a foundation for

understanding the relationship between various forms of PD, quality of teaching practices, and student outcomes in language learning. All PEARLL projects are designed to create a common vision through their alignment to the TELL framework while at the same time establishing one of the largest professional learning communities of world language educators to meet the overall goal of improving the teaching and learning of foreign languages across the country.

*Table 2. Impact of PEARLL Activities*

<p><b>Goal I: Identifying research-based characteristics of educator effectiveness for language learning.</b></p> <ul style="list-style-type: none"> <li>• Wide-scale dissemination of a revised <i>TELL Project</i> framework, with supporting resources, will increase its standing as a foundational document in the world language education field to provide a common vision for effective language teaching at any level.</li> <li>• Providing a <i>Library of Effective Practices</i>: will increase the understanding of concepts outlined in the TELL framework, creating a much needed resource for educators to observe implementation of research-supported language learning strategies.</li> <li>• <i>TELLfolio</i> will enable educators to document their professional growth, for their own purposes and for performance review, and to access PD provided by PEARLL and other LRCs.</li> </ul>
<p><b>Goal II: Creating a professional learning infrastructure to develop effective language educators.</b></p> <ul style="list-style-type: none"> <li>• <i>Online Professional Learning Modules</i> provide just-in-time professional learning opportunities that are linked to professional growth goals educators identify for themselves in TELLfolio.</li> <li>• <i>Educator Coaching Models</i> provides educators with just-in-time feedback and support for improvement, and the online coaching framework and platform will enable capacity-building peer coaching.</li> <li>• The <i>Summer Institute</i> will provide invaluable networking opportunities, especially for LCTL educators and community college instructors as they learn about principles of educator effectiveness and how PEARLL processes and tools can assist them in their own growth process.</li> </ul>
<p><b>Goal III: Measuring the impact of PD activities on educator effectiveness for language learning.</b></p> <ul style="list-style-type: none"> <li>• The <i>Research Projects</i> will (1) provide evidence of the relative effectiveness of the three delivery modes for effecting changes in teacher practice, (2) provide evidence of the effectiveness of the TELL framework and the three delivery modes for facilitating improvements in student outcomes, and (3) educate language instructors, supervisors, trainers, and researchers about how instructors experience PD and exposure to new teaching methodologies and techniques. This will make these audiences aware of the challenges educators face, particularly instructors of LCTLs and community college language instructors.</li> </ul>
<p><b>Goal IV: Disseminating information that supports educator effectiveness in language learning.</b></p> <ul style="list-style-type: none"> <li>• The <i>Community College Network</i> will provide access to previously unavailable PD through inclusion in PEARLL activities and pilot projects for TELLfolio and online modules. It will provide a forum for community college language instructors to learn from each other and share successes and challenges.</li> <li>• The <i>Model Classrooms</i> network will allow for expanded reach for PEARLL projects and access to critical information for educators, while also providing opportunities for K-12 language teachers to learn from each other.</li> <li>• <i>Publications</i> will aid in the development of practitioners who shape the field through a common vision for highly effective teaching, reflective teaching practice, and engagement in lifelong professional learning.</li> </ul>

## 5. Likelihood of Achieving Results

NFLC-UMD, which will house PEARLL, has a stellar track record of delivering results for major federal contracts, on time and on budget, as described in detail in Section 3, Adequacy of Resources. The PEARLL projects will benefit from an established project management structure, which addresses communications management, cost management, quality management, and risk management. NFLC-UMD will also have the benefit of guidance from its advisory board, all experts in the field of language teaching, whose experience spans PD, materials development, research, and dissemination of information about all of the above. NFLC-UMD will rely on advice from this distinguished panel to help achieve its goals.

### 5.1 Identifying Research-Based Characteristics of Educator Effectiveness for Language Learning

The projects serving this goal—TELL resource development and dissemination and a library of effective teaching practices—will be facilitated by the experience of their coordinator, Thomas Sauer. Mr. Sauer, codirector of PEARLL, is also one of the founders of the TELL Project, and has been involved at every stage in the establishment of the TELL criteria, the development of the TELL framework, and the production of associated resources. Despite largely being an unfunded initiative to date, TELL has consistently produced updates to the criteria to keep the framework aligned with current with research and best practices in the field. TELL has, over time, also produced a multitude of resources to enable educators to benefit from the framework and implement its principles in their teaching. Mr. Sauer will bring this experience, and its accompanying commitment to the TELL framework as a resource for language teachers, to the PEARLL projects. He will be supported in this by Megan Madigan Peercy of the Multilingual Research Center, who will coordinate the **documentation of research support** for the TELL criteria. As a faculty member in the Department of Teaching and Learning, Policy and

Leadership in the UMD College of Education, as well as the Multilingual Research Center, Dr. Percy is fully invested in identifying research-based practices of effective language teaching. In developing a **library of effective teaching practices**, PEARLL will build on a small library already developed by STARTALK, expanding it to create more examples of different types of effective teaching practices, in more languages. Via STARTALK, NFLC-UMD has established the ability to identify and curate these examples effectively. New TELL materials and the library of effective teaching practices will be distributed via the TELL website, the PEARLL website, at conferences, and through social media. Also through STARTALK, NFLC-UMD has worked extensively with CASLS to develop Pulsar, a language learning portfolio for students, and this partnership will be expanded to develop **TELLfolio**, a similar tool that will be of direct use to the educators who participate in the PD opportunities described in this proposal, aiding them in tracking their progression and development as teachers.

## 5.2 Creating an Infrastructure That Will Transform the Landscape of Professional Development for Language Educators

The proposed PD projects will draw on expertise developed through a number of past and ongoing federally sponsored projects. The **online learning modules** will be developed through collaboration among Miranda Abadir, Greta Lundgaard, Catherine Ritz, and Laura Terrill, all experts in instructional design and instructor support in various educational contexts of language learning. Miranda Abadir has a graduate certificate in e-learning and brings over ten years of experience working on online language learning objects and language assessment objects as part of large-scale projects for a variety of federal clients. She will ensure that that the learning modules are developed in accordance with best practices developed at NFLC-UMD over the course of more than a decade of developing online learning objects and assessment objects. The

**online coaching models** will build on lessons learned from a 2017–2018 virtual coaching pilot conducted by STARTALK, an effort led by Laura Terrill and Thomas Sauer, who have firsthand experience with online coaching for language educators. The **summer institute** will benefit from Perla Blejer’s expertise in training teachers of a variety of languages and the PEARLL team’s experience designing and planning biannual conferences for STARTALK summer programs. The design of the summer institute will draw on these conferences, in which experts in the field provide PD opportunities for participants and participants share their own successful instructional practices with each other. NFLC-UMD has been holding spring and fall conferences every year for more than ten years and has developed extensive protocols and practices for holding successful conferences.

### 5.3 Measuring the Impact of PD Activities on Educator Effectiveness for Language Learning

PEARLL codirector Rebecca Damari has extensive experience managing large-scale, long-term research projects with frequent deadlines, both in her work at NFLC-UMD and in prior roles. In her work for STARTALK in particular, Dr. Damari’s work has focused on studies measuring the impact of STARTALK programs on participants. Svetlana Cook is an expert in research design, experimental methodology, survey development, and qualitative and quantitative research methods, and she has over fifteen years of experience conducting research studies with educational institutions and government agencies. For recruiting teacher participants for the research projects, PEARLL will have the advantage of inviting teachers from the existing pool of PD participants already recruited for the opportunities offered in Goal II of PEARLL. Since PEARLL will be reaching teachers through their school districts or their colleges or universities, the relationships with the districts and institutions of higher education will already be established, which will facilitate requests for language assessment data from students.

#### 5.4 Disseminating Information That Supports Educator Effectiveness in Language Learning

Dissemination efforts will be led by Juan Carlos Morales (for community colleges) and Greta Lundgaard (for K–12 schools and districts), both of whom are widely recognized as leaders in those domains. Each will begin with their existing, extensive professional networks to create capacity-building networks in their own domains. The *We Teach Languages* podcast and blog has already produced over fifty episodes and has established a following on social media. PEARLL funding will help strengthen the infrastructure of the podcast, enabling it to cover a wider range of topics and reach more listeners. PEARLL funding will also facilitate transcription of the podcasts to reach a wider audience.

### 6. Description of Final Form of Results

#### 6.1 TELL Project Resources

PEARLL-produced resources will be designed to benefit the other LRCs as well as language departments in school districts, community colleges, and universities. They will include:

- Self-assessment tools, instructor observation and feedback forms, and documentation of the research-based evidence for the TELL domains and criteria
- Crosswalks to other teaching effectiveness frameworks
- Video library of effective teaching strategies

#### 6.2 TELLfolio

PEARLL will partner with the CASLS at the University of Oregon to produce a **self-assessment and online portfolio** specifically for language educators. **TELLfolio** will be integrated with other PD projects and resources described in this proposal and will connect with activities of other LRCs to help teachers find the resources they need more quickly. It will be accessible through an online platform and through a mobile app. With the consent of its users, it will be

used to compile documents and data to support PEARLL’s research efforts. At the end of the grant period, it has been thoroughly piloted, TELLfolio will be made available to all the other LRCs for use in conjunction with their PD activities.

### 6.3 Professional Development Opportunities

PD opportunities will consist of **online modules, online coaching, and an annual summer institute**. These opportunities will first be disseminated through our networks (the K–12 model classroom network and community college network, as well as the network of tens of thousands of STARTALK program personnel and alumni). The online coaching model will be designed as a “train the trainer” approach, in which teachers who are coached by PEARLL-trained coaches are then in turn able to coach their peers by using a set of clear resources (including those described in Section 6.1, Resources).

### 6.4 Research Projects

For each research project, PEARLL will produce a **series of brief reports** to be published on the PEARLL website and disseminated via newsletter to its networks around the country. PEARLL will also submit abstracts to present at professional conferences such as ACTFL and compose **at least one manuscript for each research project** to be submitted for publication in journals such as *Foreign Language Annals*, *Language Teaching Research*, *Language Learning*, and *International Journal of Bilingual Education and Bilingualism*, as appropriate.

### 6.5 Publications

In addition to the research publications described above, PEARLL will produce a **quarterly newsletter** that will highlight the center’s activities and early research findings and will update the field on newly developed resources. Dedicated social media channels for both the TELL Project and PEARLL will be utilized to grow PEARLL’s reach, through K–12 and community

colleges networks and through conference presentations. PEARLL will maintain a website with updated information about all of its projects. A **biannual newsletter targeting K–12 administrators and community college department chairs** will be developed to provide information to those who support language educators. Episodes of the *We Teach Languages* podcast that are produced in support of PEARLL’s objectives will mention the partnership with PEARLL and acknowledge funding via the Language Resource Centers grant.

## 7. Evaluation Plan

The external evaluation of the project will be conducted by the Center for Research and Reform in Education (CRRE) at Johns Hopkins University. Dr. Steven M. Ross, center evaluation director, will lead the study. The CRRE has extensive experience in program evaluation, having recently served as the external evaluator on multiple funded federal projects (e.g., four large-scale Investing in Innovation and EIR grants). For the present project, the CRRE evaluation team will conduct both the formative and summative evaluation studies, using the evaluation plan developed as part of this proposal. Dr. Ross will ensure that the evaluation evidence is collected, analyzed, and reported to the project PIs and funder on a timely basis. In addition, he will provide technical assistance and monitoring of the submission by the project PIs of the annual GPRA measures data (e.g., % LRC products/activities judged successful by customers and expert review, and project efficiency). Dr. Ross and CRRE research scientists will work directly with PEARLL’s advisory board (a panel of experts on various aspects of language learning and teaching) to achieve overall grant, specific evaluation study, and evidence dissemination goals.

The evaluators will design the study to collect and analyze both quantitative (outcomes-based) and qualitative data directly aligned to the grant activities and goals. The plan will address formative evaluation needs for program improvement continuously throughout the project

implementation period and summative evaluation evidence at project completion to determine success in achieving effectiveness goals. The latter focus will rely extensively on quantifiable measures, although qualitative evidence collected from surveys, interviews, and observations will be employed for interpreting and corroborating formative and summative evidence through the reported and observed activities and perceptions of key participants and stakeholders.

To ensure full alliance of the evaluation plan with grant goals and activities, the CRRE team will collaborate with project staff in developing a logic model in the first several months of project year one. The model and the associated evaluation questions will guide instrument design and data collection for the formative and summative evaluation phases of the project, as outlined below. Major evaluation questions are:

1. To what extent is PEARLL succeeding in administering the intended activities?
2. To what extent is PEARLL succeeding in meeting the needs of its customers (i.e., teacher participants in PD offerings)?
3. To what extent is PEARLL succeeding in meeting the needs of its key stakeholders, including schools, school districts, community colleges, students, and the language education community?
4. To what extent was the project successful in establishing PEARLL and achieving its four main goals?

### 7.1 Formative and Summative Evaluation Methods and Areas of Focus

The primary objective of the *formative evaluation* is to provide the project staff timely and continuous feedback regarding implementation progress and the effectiveness of project activities. Five primary evaluation tools will be used in the formative evaluation phase: (1) document review and analysis (question 1); (2) surveys of customers and stakeholders, including

demographic data, to assess participant perceptions of the quality, usefulness, and relevance of PEARLL's products (questions 1–3); (3) access and usage statistics for online materials; (4) interviews with appropriate project staff regarding perceived implementation fidelity, challenges, successes, and recommendations (questions 1–3); and (5) judgements (conveyed in an annual focus group) by members of the expert review panel regarding project implementation fidelity, product quality, and effectiveness to date (questions 1–3 and GPRA performance indicators). The specific formative evaluation strategies used for each activity are identified in Tables 3–6. The evaluators will provide to project staff summary results for each assessment as they become available, along with recommendations for refinement as the grant activity continues.

The primary purpose of the *summative evaluation* will be to determine, toward the completion of the grant period, whether the project was successful in designing and developing PEARLL (question 4). The study will focus on PEARLL's development and provision of research-based, highly effective PD for world language educators, particularly teachers of LCTLs. This culminating question will encompass the four major project goals as well as implementation of planned project activities and customer/stakeholder satisfaction with the content, activities, and outcomes of project components. Synthesis of the annual formative (intermediary) evaluation data will reveal how and to what degree the project components contributed to project effectiveness at different project phases and over time. Summative measures will include those described and employed annually in the formative evaluation studies (i.e., document review, customer/stakeholder survey, administrative staff interviews, usage/access data, expert panel reviews) but synthesize all data to address the culminating questions of project effectiveness in achieving goals (see question 4), Tables 3–6 review the various measures and their uses.

*Table 3. Review of Project Goal 1, Identify Research-Based Characteristics*

<b>Activities</b>	<b>Evaluation Methods and Tools</b>	<b>Time Line</b>
1. Update existing TELL resources to reflect TELL framework revisions.	Review website evidence; document access and usage statistics.	End of each project year
2. Develop TELL resources to support needs of community college educators.	Review website evidence; document access and usage statistics.	End of year 3
3. Establish an editorial board to review classroom teaching videos.	Review documentation and evidence of meetings.	End of each project year
4. Collect and screen classroom teaching videos to be considered as model videos.	Review completed video scoring rubrics and website evidence.	End of each project year
5. Pilot self-assessment functionality of TELLfolio.	Review website evidence; interview participant sample.	End of years 2–4
6. Pilot teacher evidence upload functionality.	Review website evidence; interview participant sample.	End of years 2–4

*Table 4. Review of Project Goal 2, Create an Infrastructure That Will Transform the Landscape of PD*

<b>Activities</b>	<b>Evaluation Methods and Tools</b>	<b>Time Line</b>
1. Create online PD modules and post on PEARLL website.	Review website evidence; document participation and completion rates; interview participant sample.	Midpoint and end of years 2–4
2. Adapt PD modules for LCTL audiences.	Review website evidence; document participation and completion rates; interview participant sample.	Midpoint and end of years 2–4
3. Provide PD to language educators through intensive summer institutes.	Review documentation; interview participant sample.	Summer of each project year

*Table 5. Review of Project Goal 3, Measure the Impact of PD Activities on Educator Effectiveness*

<b>Activities</b>	<b>Evaluation Methods and Tools</b>	<b>Time Line</b>
1. Collect pre-intervention and post-intervention data from educators.	Review consent forms, portfolio and observation data; interview participant sample.	Midpoint and end of years 2 and 3
2. Collect pre-intervention and post-intervention student assessment data.	Review documentation.	End of year 3
3. Collect pre-intervention and post-intervention educator beliefs data.	Review documentation, interview recordings or notes.	End of year 3
4. Analyze and report on the collected data.	Review quantitative analyses; verify the development of a manuscript.	End of year 3, midpoint and end of year 4

*Table 6. Review of Project Goal 4, Disseminate Information that Supports Effective Language Educators, and overall project effectiveness*

<b>Activities</b>	<b>Evaluation Methods and Tools</b>	<b>Time Line</b>
1. Create model classrooms network.	Review documentation of participant data, meetings, and resources; interview sample of participants and stakeholders.	Midpoint and end of years 2–4
2. Create network of community college	Review documentation of participant data,	Midpoint and end of

educators.	meetings, and resources; interview sample of participants and stakeholders.	years 2–4
3. Interact with language educators through social media and other channels.	Review documentation.	Midpoint and end of each project year
4. Distribute information about PEARLL activities via print and digital text.	Review documentation; interview sample of stakeholders.	Midpoint and end of each project year
5. Overall project effectiveness.	All documentation; participant and stakeholder interviews; intervention-control group outcomes for teachers and students; administrative staff interviews; advisory board yearly feedback	Each project year

## 7.2 Analyses

The evaluators have extensive experience and expertise in both quantitative and qualitative data analyses. Quantitative analyses will use descriptive statistics to reflect yearly and cumulative outcomes but also higher-level methods such as multiple linear regression to compare intervention and control groups while adjusting for sample demographic characteristics.

Qualitative analyses of open-ended survey and interview responses will be guided by Miles and Huberman’s (2004) model, consisting of transcribing responses, deriving codes, identifying themes, and revision and refinement based on member checking and interrater review. CRRE analysts will subject the qualitative data sources to coding using NVivo, a software program for mixed-methods research that allows multiple users to collaborate by viewing and accessing qualitative and quantitative data with an online system.

## 7.3 Reporting

The evaluators will conduct quarterly online meetings with the grant leadership team to discuss progress of the study and grant activity as well as ongoing findings. They will produce annual formative evaluation reports (by March of each year) and a culminating summative evaluation report (by August of year four).

## 8. Budget and Cost Effectiveness

Being housed in the established NFLC-UMD at the University of Maryland, PEARLL will benefit from established operations, facilities, and equipment. The following also make the proposed budget cost effective:

- TELL founders Sharon Deering, Greg Duncan, and Alyssa Villarreal, NADSFL president Jennifer Carson, as well as the PEARLL advisory board members will be generously serving without expectation of compensation, in service to the profession.
- The costs of designing TELLfolio are included in CASLS' budget, not in PEARLL's budget.
- We will charge a registration fee of \$150 per person for the intensive summer institutes, which will offset expenses related to offering the summer institute, including but not limited to the cost of food, room rentals, and technology.
- NFLC-UMD has an established telecommuting and teleconferencing culture, which will help facilitate communications with the advisory board, independent evaluators, community college focus group participants, and other partners without the need for expensive travel.
- Efforts to recruit teachers for PD and research will be aided by partner community colleges and partner school districts, both those already committed and those to join once PEARLL is funded. This will help limit recruitment expenses.

Finally, the initiatives developed as part of PEARLL will each serve as resources to directly strengthen the work of other LRCs. All the products developed for PEARLL will be designed to facilitate the delivery of PD without necessitating travel and speaker expenses. Funding for this proposal will be an investment in an infrastructure from which all other LRCs—and all other language programs across the country—will benefit.

## 9. Competitive Preference Priorities

PEARLL will draw on NFLC-UMD's, STARTALK's, and MRC's experience serving the LCTL community to address the particular needs of educators in LCTLs. Frequently working in relative isolation from other instructors of the language, they need language-general and language-specific instructional strategies and techniques, but also opportunities to network with each other to share their own experiences and best practices. PEARLL will provide targeted training modules in selected LCTLs (Arabic, Chinese, and Russian) and networking opportunities through the library of exemplary instructional practices and the summer institute. Though our projects and services will be available to instructors of all world languages, we will reach out specifically to LCTL educators in recruitment. PEARLL's personnel represent a variety of LCTLs, with three advisory board members who are LCTL educators.

Language instructors at community colleges and minority-serving institutions also have distinct needs, growing largely out of time and financial constraints. Through strong partnerships with MDC and NOVA, two of the largest and most diverse community colleges in the country, we will establish focus groups to identify the best ways to serve these needs. Materials in the library of instructional practices will be tagged in such a way that community college instructors can share and locate videos specific to their work context. Our network of community college language instructors will also provide valuable opportunities for those educators to exchange information about their needs, challenges, and discoveries in their teaching.

As the online coaching project develops, we expect to train initial participants both in the LCTL and community college spheres to be able to coach their peers, resulting in a sustainable model for the TELL principles to be distributed to wider audiences around the country.

## List of acronyms

ACTFL	American Council on the Teaching of Foreign Languages
AP	Advanced Placement
CASLS	Center for Applied Second Language Studies (at the University of Oregon)
CRRE	Center for Research and Reform in Education (at Johns Hopkins University)
CWLP	California World Language Project
DARPA	Defense Advanced Research Projects Agency
EELIAS	Evaluation of Exchange, Language, and International Area Studies
EFL	English as a Foreign Language
EIR	Education Innovation and Research
ESOL	English for Speakers of Other Languages
FIPSE	Fund for the Improvement of Postsecondary Education (USED)
ILR	Interagency Language Roundtable
LCTL(s)	Less Commonly Taught Language(s)
MaFLA	Massachusetts Foreign Language Association
MDC	Miami Dade College
MRC	Multilingual Research Center (at the University of Maryland)
NADSFL	National Association of District Supervisors of Foreign Languages
NECTFL	Northeast Conference on the Teaching of Foreign Languages
NFLC-UMD	National Foreign Language Center (at the University of Maryland)
NOVA	Northern Virginia Community College
NSA	National Security Agency
PD	Professional Development
PEARLL	Professionals in Education Advancing Research and Language Learning
PI	Principal Investigator
PM	Project Manager
PMP	Project Management Professional
QA	Quality Assurance
QM	Quality Management
SCOLT	Southern Conference on Language Teaching
STARTALK	(STARTALK is not an acronym)
UMD	University of Maryland
TELL	Teacher Effectiveness for Language Learning

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

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To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

# PEARLL Proposal

## Appendix A: Curricula Vitae of Key Personnel

### PEARLL Core Staff

1. **Rebecca Damari**; PEARLL Co-Director, University of Maryland
2. **Thomas Sauer**; PEARLL Co-Director, University of Maryland
3. **Nicole Rumeau**; PEARLL Project Manager, University of Maryland
4. **Bryan Anderson**; PEARLL Art & Media Support, University of Maryland

### PEARLL Project Leads

5. **Megan Madigan Percy**; University of Maryland, College of Education
6. **Greta Lundgaard**; University of Maryland, National Foreign Language Center
7. **Miranda Abadie**; University of Maryland, College of Education
8. **Laura Terrill**; Independent Consultant
9. **Perla Blejer**; University of Maryland, College of Education
10. **Svetlana Cook**; University of Maryland National Foreign Language Center
11. **Catherine Ritz**; Boston University, Wheelock College of Education and Human Development
12. **Juan Carlos Morales**; Miami Dade College, InterAmerican Campus
13. **Stacy Margarita Johnson**; Vanderbilt University

**Rebecca Rubin Damari**

Curriculum Vitae

Silver Spring, MD  
rdamari@nflc.umd.edu

**EDUCATION**

Ph.D., Linguistics. Georgetown University, 2012.

- Dissertation: *Stancetaking as identity work: The case of mixed American/Israeli couples*  
Committee: Robert Podesva (chair), Deborah Schiffrin, Sarah Bunin Benor

M.S., Linguistics. Georgetown University, 2007 (Magna Cum Laude).

- First Qualifying Paper: *Unity through language? The language policies of Seeds of Peace*
- Second Qualifying Paper: *A bicultural portrait: Language choice and parental control acts in an Israeli-American family*

B.A., Interdisciplinary Studies. University of MD, Baltimore County, 2001 (Summa Cum Laude).

**RELEVANT PROFESSIONAL EXPERIENCE**

**National Foreign Language Center (NFLC), University of Maryland**

**Director of Research, 2016–present**

- Conduct research projects related to K–12 and postsecondary language education and the need for a multilingual workforce.
- Oversee the design, administration, analysis, and reporting of several large-scale annual surveys as well as frequent special surveys related to the achievements and impact of the STARTALK program.
- Coordinate and contribute to the writing of small- and large-scale grant proposals to foundations and government agencies to fund research projects and teacher training performed by NFLC.
- Contribute to research-driven innovations and improvements in STARTALK surveys and other STARTALK processes.
- Represent NFLC and STARTALK via conference presentations and publications.
- Coordinate teacher training workshops for teachers in local language immersion programs, working with local schools, districts, and master trainers.
- Supervise a team of 4 researchers working on a variety of research projects.
- Serve on the NFLC executive committee, responsible for governance of the center.
- Serve on the NFLC senior leadership committee and strategic planning committee.

**Georgetown University  
Postdoctoral Research Faculty, 2011–2015**

- Co-founded and co-directed the Social Interaction Research Group. Major projects included an interdisciplinary DARPA program (Strategic Social Interaction Modules) to develop new training in cross-cultural communication informed by cutting-edge social science research, and a privately funded initiative to improve video-based detection of human behaviors.
- Designed and directed the implementation of qualitative and quantitative social science research.
- Analyzed verbal and nonverbal behavior in video data, conducting coding and detailed qualitative and quantitative analysis, using SPSS, Elan, and NVivo.
- Conducted and supervised ethnographically-informed research fieldwork, including visiting military training sites, observing and videorecording trainings, conducting semistructured interviews with research participants.
- Wrote reports and delivered multimedia Powerpoint presentations to researchers in different fields (psychology, engineering, computer vision, curriculum development, game design) as well as client representatives and military stakeholders.
- Managed a team of 4–6 graduate research assistants, including coordinating training, workflow, and timelines.
- Composed grant and IRB submissions.
- Oversaw annual budget of \$300,000–\$400,000.

**Georgetown University  
Teaching Associate, 2009–2010**

- Developed a course in Cross-Cultural Communication, including choosing instructional methods, reading assignments, and assessment guidelines.

<b>GRANTS AND AWARDS (SELECTED)</b>
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Fall 2011– Spring 2015	Strategic Social Interaction Modules project, Defense Advanced Research Projects Agency (DARPA) (\$1,345,000)
Summer 2007	Foreign Language and Area Studies (FLAS) fellowship for Hebrew language study in Israel (tuition and fees plus \$2,500 stipend)
Fall 2005– Spring 2010	Tuition Scholarship and Assistantship Stipend, Georgetown University Graduate School of Arts and Sciences
May 2001	Inducted, Phi Beta Kappa, Eta of Maryland
Summer 2000	UMBC Honors College Special Sessions Scholarship for archaeological excavation
Spring 2000	Baltimore Hebrew University Ulpan Prize for Excellence in the Hebrew Language

<b>PUBLICATIONS</b>
---------------------

- 2017 Damari, R.R., Rivers, W.P., Brecht, R.D., Gardner, P., Pulupa, C., and Robinson, J. "The demand for multilingual human capital in the US labor market." *Foreign Language Annals* 50(1): 13–37.
- 2015 Damari, R.R., Rubin, G., & Logan-Terry, A. "Navigating face-threatening terrain: Questioning strategies in cross-cultural military training scenarios." Proceedings of the International Conference on Cross-Cultural Decision Making, Las Vegas, NV. July 26–30.
- 2015 Logan-Terry, A. & Damari, R.R. "Key culture-general interactional skills for military personnel." Proceedings of the International Conference on Cross-Cultural Decision Making, Las Vegas, NV. July 26–30.
- 2013 Damari, R.R. Review of *Multilingualism at Work: From Policies to Practices in Public, Medical, and Business Settings*, Bernd Meyer and Birgit Apfelbaum, eds. John Benjamins, 2010. *Language in Society* 42(1): 99–100.
- 2012 Damari, R.R. Review of *Prosody in Interaction*, Dagmar Barth-Weingarten, Elisabeth Reber, and Margret Selting, eds. John Benjamins, 2010. *Linguist List* 23.1717 (April 3).
- 2010 Damari, R.R. "Intertextual stancetaking and the local negotiation of cultural identities by a binational couple." *Journal of Sociolinguistics* 14(5): 597–617.
- 2009 Damari, R.R. "Stance taking as identity work: Attributed, accreted, and adjusted stances taken by an intercultural couple." *eVox: Georgetown Working Papers in Language, Discourse, and Society* 3(1): 18–37.

<b>MANUSCRIPTS IN PREPARATION</b>
-----------------------------------

- Damari, R.R., and Hong, Y. "School programs in less-commonly taught languages: Lessons learned." For submission to the *Journal of the National Conference of Less-Commonly Taught Languages*.
- Damari, R.R., and You, W. "The impact of STARTALK on heritage language learners and second language learners: Continued study and use of a less-commonly taught language" For submission to the *International Journal of Bilingual Education and Bilingualism*.
- Damari, R.R., Pulupa, C., Bertelli, V., and Silver, L. "Equity of access in DC bilingual immersion programs: What do the demographics tell us?" For release as an independent research report.
- Damari, R.R. and Logan-Terry, A. "Rapport building in military role play training." For submission to *Research on Language and Social Interaction*.
- Damari, R.R. "The phonetics of stancetaking by bilingual speakers." For submission to *International Journal of Bilingualism*.

<b>RESEARCH PRESENTATIONS</b>
-------------------------------

*Peer-reviewed*

- 2017 Damari, R.R. "Need for and characteristics of successful PreK-12 world language programs." Paper presented at the convention of the American Council on the Teaching of Foreign Languages. Nashville, TN. November 17–19.
- 2017 Rivers, W.P., Brecht, R., Damari, R.D., and Baker, K.B. "Language, Culture, and Jobs in the US and APEC." Session presented at the convention of the American Council on the Teaching of Foreign Languages. Nashville, TN. November 17–19.
- 2017 Damari, R.R. and Hong, Y. "K–12 and university programs in less commonly taught languages: Origins and strengths, goals and challenges." Paper presented at the annual conference of the National Council of Less Commonly Taught Languages. Rolling Meadows, IL. April 21–23.
- 2017 Damari, R.R., Pulupa, C., and Rivers, W.P. "The demand for early-career hires with language and culture skills: A survey of U.S. hiring managers." Paper presented at the American Association for Applied Linguistics annual meeting, Portland, OR. March 17–21.
- 2017 Damari, R.R. "Research-based support for world language programs in a budget-constrained environment." Paper presented at the Northeast Conference on the Teaching of Foreign Languages, New York, NY. February 9–11.
- 2015 Damari, R.R., Rubin, G., & Logan-Terry, A. "Navigating face-threatening terrain: Questioning strategies in cross-cultural military training scenarios." Paper presented at the International Conference on Cross-Cultural Decision Making, Las Vegas, NV. July 26–30.
- 2015 Logan-Terry, A. & Damari, R.R. "Key culture-general interactional skills for military personnel." Paper presented at the International Conference on Cross-Cultural Decision Making, Las Vegas, NV. July 26–30.
- 2012 Damari, R.R. "Military officers' authority and use of directives across contexts." Paper presented at the National Communication Association (NCA) annual convention (Panel: *Authority and Resistance in Military, Police, and Customer-Service Encounters*), Orlando, FL. November 15–18.
- 2012 Damari, R.R. and Logan-Terry, A. "Language and military institutions: Discourse analysis of cross-cultural encounters." Paper accepted to the International Linguistic Association (ILA) annual conference, New York, NY. April 13–15.
- 2012 Damari, R.R. and Logan-Terry, A. "Getting punked in Afghanistan: Operationalizing 'success' in military cross-cultural encounters." Paper accepted to the American Association of Applied Linguistics (AAAL) annual meeting, Boston, MA. March 24–27.

- 2012 Damari, R.R. "Quantitative measures of explicit and implicit identity construction at a cultural border." Paper presented at the Georgetown University Round Table on Languages and Linguistics (GURT), Washington, DC. March 8–11.
- 2011 Damari, R.R. "Stancetaking and vowel quality in bilingual speakers." Paper presented at New Ways of Analyzing Variation (NWAV) 40, Washington, DC. October 27–30.
- 2011 Damari, R.R. and Logan-Terry, A. "Getting punked in Afghanistan: Operationalizing 'success' in military cross-cultural communication." Paper presented at the 1<sup>st</sup> Meeting of the Language and Social Interaction working group (LANSI), Columbia University, New York, October 14–15.
- 2011 Damari, R.R. "'They're like, diametrically different cultures if you ask me': Accountability in interpersonally high-stakes stancetaking." Paper presented at the 1<sup>st</sup> Annual Intercultural Communication Graduate Research Expo, UMBC, Baltimore, MD. April 9.
- 2011 Damari, R.R. "Language choice as a symbolic means of constructing family identity." Paper presented at the American Association of Applied Linguistics (AAAL) annual meeting (Panel: *Jewish Languages in Use: Identities, Ideologies, and Interactions*), Chicago, IL. March 26–29.
- 2011 Damari, R.R. "Epistemic stance as a means of self-positioning in binational couples." Poster presented at the Linguistic Society of America (LSA) annual meeting, Pittsburgh, PA. January 6–9.
- 2010 Damari, R.R. "'You're part of us but you're a little bit different too': Binational American/Israeli couples and their communities." Poster presented at the Association for Jewish Studies (AJS) annual meeting, Boston, MA. December 19–21.
- 2010 Damari, R.R. "Complicating alignment: Binational couples and their communities." Paper presented at the American Anthropology Association (AAA) annual meeting (Panel: *Circulated Stances and the Role of Ethnography*), New Orleans, LA. November 17–21.
- 2010 Damari, R.R. "Epistemic stance and national identity in binational couples." Paper accepted to New Ways of Analyzing Variation (NWAV) 39, San Antonio, TX. November 4–6.
- 2010 Damari, R.R. "A phonetic analysis of stancetaking by a binational couple." Paper presented at Sociolinguistics Symposium 18, Southampton, UK. September 1–4.
- 2009 Damari, R.R. "Stance taking as identity work: Attributed, accreted, and adjusted stances taken by an intercultural couple." Paper presented at the American Association for Applied Linguistics (AAAL) annual meeting, Denver, CO. March 21–24.
- 2008 Damari, R.R. "Stance taking as identity work: Attributed, accreted, and adjusted stances taken by an intercultural couple." Paper presented at New Ways of Analyzing Variation (NWAV) 37, Houston, TX. November 6–9.
- 2007 Damari, R.R. "Are Israeli Americans linguistically American Jews? A bicultural portrait of an Israeli-American family." Paper presented at Jewish Languages and Identity in a Globalized World, University of Maryland, College Park. December 2–3.

- 2007 Damari, R.R. "Unity through language? The language policies of Seeds of Peace." Paper accepted to the conference of the Georgetown Linguistics Society (GLS), Georgetown University. March 30–April 1.

*Invited*

- 2018 Damari, R.R. "NFLC research on language learning and teaching: K-12, university, and adult learners." Plenary presentation at the Interagency Language Roundtable (ILR) meeting, Riverdale, MD, March 16.
- 2017 Damari, R.R. Panelist, "Linguistics beyond academia: The versatility of linguistics training in the professional world." Panel organizers: Cala Zubair and Anastasia Nylund. Linguistic Society of America Annual Meeting, Austin, TX, January 5–8.
- 2013 Damari, R.R. and Logan-Terry, A. "'Why are you always watching and recording people?' Interactional Sociolinguistics in the wild." Presentation at Aptima, Inc., August 29.
- 2012 Logan-Terry, A. and Damari, R.R. "'Why are you cuffing me? I'm the victim!' Authority-based institutional discourse." Presentation at Georgetown University Department of Linguistics, September 28.
- 2012 Damari, R.R. and Logan-Terry, A. "Cross-cultural communication in the military." Cross-Cultural Communication, Prof. Anna Trester. Georgetown University, June 13.
- 2012 Damari, R.R. and Logan-Terry, A. "Cross-cultural communication in the military." Cross-Cultural Communication, Prof. Jennifer Sclafani. Georgetown University, April 12.
- 2011 Panelist, Workshop on Language and Government. Georgetown University Department of Linguistics, November 9.
- 2011 Logan-Terry, A. and Damari, R.R. "Getting punked in Afghanistan: An introduction to Georgetown's involvement in DARPA's military cross-cultural communication research project." Presentation at Georgetown University Department of Linguistics, September 23.
- 2011 Damari, R.R. "Patterns of epistemic stance strategies in binational couples." Poster presented at Prospective Student Weekend, Georgetown University Department of Linguistics, February 25.
- 2010 Damari, R.R. "Stance taking as identity work: Attributed, accreted, and adjusted stances taken by an intercultural couple." Poster presented at Prospective Student Weekend, Georgetown University Department of Linguistics, February 19.

<b>CONFERENCE PANELS</b>
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- 2012 Co-organizer with Mardi Kidwell. “Authority and resistance in military, police, and customer-service encounters.” For the National Communication Association (NCA) annual convention, Orlando, FL. November 15–18.
- 2010 Co-organizer with Cala Zubair. “Circulated stances and the role of ethnography.” For the American Anthropological Society (AAA) annual meeting, New Orleans, LA. November 17–21.

<b>TEACHING EXPERIENCE</b>
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*University: Primary Instructor*

- Spring 2010 **Cross-Cultural Communication** (undergraduate course)  
Georgetown University
- Fall 2009 **Cross-Cultural Communication** (undergraduate)  
Georgetown University

*University: Teaching Assistant*

- Spring 2009 **Introduction to Language** (undergraduate)  
Prof. Sue Lorenson  
Georgetown University
- Fall 2008 **Cross-Cultural Communication** (undergraduate)  
Prof. Deborah Tannen  
Georgetown University
- Spring 2008 **Introduction to Language** (undergraduate)  
Prof. Jeff Connor-Linton  
Georgetown University
- Fall 2007 **Phonology** (undergraduate)  
Prof. Elizabeth Zsiga  
Georgetown University
- Spring 2007 **Phonetics and Phonology I** (graduate course)  
Prof. Robert Podesva  
Georgetown University

*K-12*

- 2001 – 2003 Taught weekend Hebrew language classes to students in grades 3 and 5.

<b>TEACHER TRAINING</b>
-------------------------

- Spring 2010–  
Fall 2011 Apprenticeship in Teaching Program, Center for New Designs in Learning & Scholarship, Georgetown University

Fall 2005– Linguistics Teaching Practicum, Georgetown University  
Spring 2006

### SERVICE

2017– Reviewer, *Foreign Language Annals*  
Present

2016– Board member, Sela Public Charter School, Washington, DC  
Present

2016– Reviewer, *Armed Forces and Society*  
Present

2015– Reviewer, *Journal of Sociolinguistics*  
Present

2014 External reviewer, Army Research Office (research proposals)

2012 Reviewer, *Multilingua* (special issue)

2009–2011 Assistant editor-in-chief, *eVox: Georgetown Working Papers in Language, Discourse, and Society*

2007 Co-chair, Georgetown Linguistics Society (GLS) Biennial Meeting

### LANGUAGES

English (native)  
Modern Hebrew (intermediate oral and written proficiency)  
Modern Standard Arabic (novice oral and written proficiency)

### PROFESSIONAL AFFILIATIONS

American Association of Applied Linguistics (AAAL)  
American Council on the Teaching of Foreign Languages (ACTFL)  
Linguistic Society of America (LSA)  
National Conference of Less-Commonly Taught Languages (NCOLCTL)

# THOMAS M. SAUER

838 EAST HIGH STREET #267 • LEXINGTON, KENTUCKY 40502

PHONE (859) 420-9992 • E-MAIL THOMAS.SAUER@GMAIL.COM • TWITTER: @TMSAUE1

## PROFESSIONAL EXPERIENCE

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### SENIOR ASSOCIATE FOR PROFESSIONAL DEVELOPMENT

August 2017 - present

### National Foreign Language Center, University of Maryland (College Park, MD)

Design professional development resources and programs to support STARTALK programs and other NFLC partners.

### EDUCATIONAL ENTREPRENEUR

August 2013 – October 2017

### LearningShifts – self-employed (Lexington, KY)

Conducted workshops, webinars and other professional development training for over 100 school districts, universities and other educational organizations.

### DIRECTOR OF DESIGN & COMMUNICATIONS

August 2013 – February 2017

### The Partnership to Advance Learning (Memphis, TN)

Developed and implemented design strategies (educational design, professional development design, resource design) for non-profit educational organization.

### LEARNING & INNOVATION SPECIALIST

August 2013 – July 2014

### Fayette County Public Schools Learning (Lexington, KY)

Collaborating with district staff to identify and design innovation programs including the district's first STEAM high school.

### DISTRICT WORLD LANGUAGE CONTENT SPECIALIST

August 2012 – July 2013

### Fayette County Public Schools Learning (Lexington, KY)

Guiding and supporting almost 100 teachers in developing resources and implementing a performance-based program.

### DISTRICT WORLD LANGUAGE CONTENT SPECIALIST

August 2005 – July 2012

### Jefferson County Public Schools Learning (Louisville, KY)

Guiding and supporting almost 200 teachers in developing resources and implementing a performance-based program.

### DISTANCE LEARNING GERMAN TEACHER/ TUTOR COORDINATOR

August 1999 – August 2005

### Kentucky Educational Television (Lexington, KY)

Developed distance learning German courses (levels 1-3) via television and web. Supervised team of tutors to provide telephone tutoring support.

### STUDY ABROAD FACULTY

July 2004

### Kentucky Institute for International Studies (Bowling Green, KY)

Taught two courses to students participating in study abroad program in Munich, Germany.

### ADJUNCT FACULTY

August 2003 – May 2005

### Georgetown College, (Georgetown KY)

Taught beginning and intermediate German language and culture courses.

### ADJUNCT FACULTY

August 2002 – May 2003

### University of Kentucky (Lexington, KY)

Taught beginning and intermediate German language and culture courses.

## EDUCATION

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<b>MASTER OF ARTS</b> 2008	<b>Bellarmino University (Louisville, KY)</b> Instructional Leadership & School Administration
<b>MASTER OF ARTS</b> 2001	<b>University of Kentucky (Lexington, KY)</b> Germanic Languages and Literatures
<b>BACHELOR OF ARTS</b> 1999	<b>University of Kentucky (Lexington, KY)</b> Foreign Languages & International Economics

## LEADERSHIP EXPERIENCE

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<b>STARTALK EDITORIAL BOARD</b> 2015-2017	<b>National Foreign Language Center</b>
<b>STARTALK ADVISORY BOARD</b> 2012-2017	<b>National Foreign Language Center</b>
<b>BOARD OF DIRECTORS</b> 2012-2014	<b>American Council on the Teaching of Foreign Languages</b>
<b>CONVENTION CHAIR</b> 2013	<b>American Council on the Teaching of Foreign Languages</b>
<b>EXECUTIVE BOARD</b> 2003-2012	<b>Kentucky World Language Association</b>
<b>WORLD LANGUAGE TASK FORCE</b> 2011	<b>Kentucky Educational Professional Standards Board</b>
<b>EXECUTIVE BOARD</b> 2007-2010	<b>Central States Conference on the Teaching of Foreign Languages</b>
<b>EXECUTIVE BOARD</b> 2006-2010	<b>National Association of District Supervisors of Foreign Languages</b>
<b>PRESIDENT</b> 2005-2008	<b>Kentucky World Language Association</b>
<b>LEADERSHIP PROGRAM</b> 2005-2006	<b>Central States Conference on the Teaching of Foreign Languages</b>
<b>KEY LEADER MISSION TRIP TO CHINA</b> 2006	<b>Kentucky World Trade Center</b>
<b>ADVISORY COUNCIL</b> 2004-2010	<b>Central States Conference on the Teaching of Foreign Languages</b>
<b>WORLD LANGUAGE TASK FORCE</b> 2006-2007	<b>Kentucky Council on Post-Secondary Education</b>

## GRANT EXPERIENCE

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- 2016 **EPIC Resources for Reflective Teachers**  
Co-wrote and co-directed **\$90,000** infrastructure-building grant creating exemplars of effective learning strategies.
- 2015 **Building the STARTALK Legacy: Teachers Mentoring Teachers**  
Co-wrote and co-directed **\$90,000** federal grant implementing online professional learning program
- 2014 **Developing Resources for STARTALK Teacher Programs**  
Co-wrote and co-directed **\$90,000** federal grant creating exemplars of effective learning strategies.
- 2014 **Advancing Learning through the next generation of teacher leaders**  
Co-wrote and co-directed **\$90,000** federal grant for teacher leader development.
- 2013 **FCPS-STARTALK Chinese Summer Program**  
Wrote and directed **\$87,000** federal grant creating a Chinese summer institute.
- 2012 **Crane House Chinese Language Institute**  
Wrote and consulted **\$87,000** federal grant creating a Chinese summer institute.
- 2011 **Crane House Chinese Language Institute**  
Wrote and consulted **\$90,000** federal grant creating a Chinese summer institute.
- 2011 **STARTALK: Connecting and Collaborating with the Arab World**  
Wrote and consulted **\$84,000** federal grant creating an Arabic summer institute.
- 2010 **Crane House Chinese Language Institute**  
Wrote and consulted **\$89,000** federal grant creating a Chinese summer institute.
- 2008-2010 **Kentucky World Language Teacher Network Grant**  
Co-wrote and co-directed **\$230,000** state grant creating end-of-course assessments.
- 2010 **Crane House Chinese Language Institute**  
Wrote and consulted **\$98,000** federal grant creating a Chinese summer institute.
- 2008 **Chinese Language and Culture: A Field of Arts**  
Wrote **\$92,000** state grant creating an integrated Arts and Chinese language program.
- 2008 **jumpstart: Summer Language Institute for Chinese**  
Wrote and consulted **\$95,000** federal grant creating a Chinese summer institute.
- 2008 **New Horizons: Expanding the Vision**  
Wrote and directed **\$450,000** federal grant to introduce Chinese in 15 schools.
- 2005 **Bringing the Vision into Focus**  
Directed last year of a **\$500,000** federal professional development grant.

## PUBLICATIONS

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- 2018 **The STARTALK Community: Developing World Language Teachers Through Principles and Practice.**  
*The Language Educator*. American Council on the Teaching of Foreign Languages.
- 2017 **NCSSFL-ACTFL Can-Do Statements.**  
American Council on the Teaching of Foreign Languages.
- 2016 **Let's Learn Together: Putting Teachers in the Driver Seat of their Professional Growth.**  
*The Language Educator*. American Council on the Teaching of Foreign Languages.
- 2015 **Principles of Effective World Language Programs**  
National Association of District Supervisor of Foreign Languages
- 2014 **Empowered Educators: When the Teacher becomes the Learner.**  
*The Language Educator*. American Council on the Teaching of Foreign Languages
- 2011 **21<sup>st</sup> Century Skills Map: World Languages.**  
Partnership for 21<sup>st</sup> Century Skills.
- 2005 **Creating A Model World Language System for Kentucky's Students.**  
*Kentucky World Language Association*.
- 2004 **Kultur Activities**  
*Deutsch: Na klar!: An Introductory German*. McGraw Hill

## ONLINE PUBLISHING

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- 2015-present **Path 2 Proficiency**  
[www.path2proficiency.org](http://www.path2proficiency.org). Self-published editor of blogging community.
- 2011 & 2014 **Teacher Effectiveness for Language Learning Project**  
[www.TELLproject.org](http://www.TELLproject.org). Self-published framework and support materials.

## SELECTED WORKSHOPS

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- 2015 **Proficiency and Literacy: Language Learning and the Common Core.**  
Series of three face-to-face and online workshops for the Delaware Department of Education, Dover, DE.
- 2014-2015 **Taking the Guessing Out of Assessing.**  
Various invited workshop locations including Arlington ISD, TX, Fort Worth ISD, TX, and Williamson County Public Schools, TN.

- 2013-2016      **Proficiency 101: Giving Students a Can-Do Attitude for Language Learning.**  
Various locations including: Delaware Department of Education, Dover, DE, Palo Alto Unified School District, Palo Alto, CA
  
- 2011            **Preparing, Advancing & Supporting Student Learning – The Teacher Effectiveness for Language Learning (TELL) Project.**  
invited workshop for National Council of State Supervisor of Foreign Languages (NCSSFL); Denver, CO & Startalk Spring Conference, Albuquerque, NM
  
- 2011            **Personalized Learning for the iGeneration.**  
Edison Township Public Schools, Edison, NJ; Glastonbury Public Schools, Glastonbury, CT; Red Clay Consolidated School District, DE
  
- 2009-2010     **Be(coming) a Digital Citizen: Learning in Classroom 2.0.**  
Kentucky World Language Association, Lexington, KY; Central States Conference, Minneapolis, MN; Northeast Conference on the Teaching of Foreign Languages.
  
- 2004-2006     **Blogging - A New Pathway to Writing in the 21st Century.**  
Massachusetts Foreign Language Association, Sturbridge, MA; Central States Conference, Columbus, OH; Kentucky Teaching and Learning Conference, Louisville, KY.

**SELECTED PRESENTATIONS**

- .....
- 2015            **The Time is Now: Answering the Tough Questions.**  
Keynote speaker. Southwest Conference on Language Teaching. Denver, CO.
  
  - 2015            **Connecting the Dots: What a Can-do Can Do for Your Students.**  
American Council on the Teaching of Foreign Languages (ACTFL) Convention, San Diego, CA
  
  - 2014            **Building Your PERA Portrait.**  
Keynote speaker. Illinois Council on the Teaching of Foreign Languages (ICTFL), Chicago, IL
  
  - 2015            **Advocate, Communicate, Educate.**  
Keynote speaker. Hawaii Association of Language Teachers (HALT) Conference; Honolulu, HI
  
  - 2013            **Are you Connected?**  
Keynote speaker. Connecticut Council on Language Teaching (CtCOLT)
  
  - 2010            **The Lost "C": The Communities Goal Area.**  
Invited plenary speaker. American Council on the Teaching of Foreign Languages (ACTFL) Convention; Boston, MA
  
  - 2009            **Be(coming) a Digital Citizen: Learning in the 21<sup>st</sup> Century.**  
Keynote for National Association of District Supervisors of Foreign Languages Annual Meeting, San Diego, CA

## AWARDS

### **SUPERVISOR OF THE YEAR**

2011

.....  
National Association of District Supervisors of Foreign Languages

### **GLOBAL VISIONARY AWARD**

2010

World Affairs Council of Kentucky and Southern Indiana

## MEMBERSHIPS

2003-2018

.....  
American Council on the Teaching of Foreign Languages

2014-2016

Association for Supervision and Curriculum Development

2000-2017

Kentucky World Language Association

2005-2018

National Association of District Supervisors of Foreign Languages

2016-2018

National Network of Early Language Learners

1999-2006, 2017-2018

American Association of Teachers of German

# NICOLE V. RUMEAU, PMP

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2730 Summers Ridge Dr  
Odenton, MD 21113  
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## Areas of Excellence

- Project Planning
  - Project Management
  - Project Implementation
  - Portfolio Management
  - Financial Management
  - Strategic Planning
  - External Communications
  - Project Innovation
  - Resource Management
  - Grant Proposal, Review, and Award Management
  - Team Development
  - Professional Development
  - Conference Planning
  - Continuous Improvement
- 

## Professional Experience

**Assistant Program Director – 2017-present**

**Senior Project Manager – 2011-2017**

**Project Manager – 2007-2011**

NATIONAL FOREIGN LANGUAGE CENTER, University of Maryland, College Park, MD

- Initiate and manage all new programs at the NFLC;
- Strategically plan community outreach initiatives;
- Plan and execute mission-based fundraising;
- Manage STARTALK, a \$140 million federal contract for national critical language K-16 education and teacher professional development program, in all phases of project implementation including proposal development;
- Serve, along with director, as primary liaison with federal sponsor of STARTALK, NSA;
- Identify annual program objective, develop processes, and prioritize and monitor progress toward those objectives;
- Develop and manage program evaluation processes and reporting, including site visits and surveys;
- Manage yearly solicitation, collection, review and selection of up to 160 education grants from 50 states;
- Initiate, manage, and oversee the development of instructional materials;
- Monitor and oversee the completion of deliverables by outside vendors, consultants, and grantees;
- Secure sub-contracts with various vendors;
- Monitor project budget including burn rate, projections, encumbrances, and expenditures;
- Recruit, develop, and manage a team of 15-25 people; and
- Serve as a member of the core strategic planning committee for the NFLC.

Key Accomplishments:

- Planned, initiated, and directed NFLC's first summer camp for 3-5<sup>th</sup> graders learning French and Spanish.
- Wrote the Project Management proposal for both 5-year contracts with the Federal Government.
- Collaborated on the development of the proposal collection and review process for STARTALK grants.
- Developed work process for monitoring grants, collecting required deliverables, and coordinating the on site evaluation of each grantee.
- Developed and implemented KeepTalking, a project partnering with several organizations introducing students nationwide to international affairs careers.
- Develop and deliver presentations and national conferences throughout the country including the American Council on the Teaching of Foreign Languages and the Northeast Council on the Teaching of Foreign Languages.
- Planned and implemented 9 conferences of grantees, (up to 400 attendees per event).
- Implemented a program soliciting staff feedback and creative ideas for continuous improvement.

**Interim Quality Assurance Manager – 2006-2007**

NATIONAL FOREIGN LANGUAGE CENTER, University of Maryland, College Park, MD

- Managed a team of 2 editors.
- Reviewed and edited all NFLC documents and e-learning software text
- Determined French texts' level using Interagency Language Roundtable language proficiency scale.

**Research Coordinator – 2005-2007**

NATIONAL FOREIGN LANGUAGE CENTER, University of Maryland, College Park, MD

- Provided business development research resulting in increased connections with private funders interested in serving the US non-English speaking population.

Key Accomplishments

- Assisted in the development of interpreter training software.

**Program Associate – 2002-2005 (Washington, DC, Burundi, Kenya)**

WOODROW WILSON INTERNATIONAL CENTER FOR SCHOLARS, Africa Program, Washington, DC

- Coordinated negotiations skills training workshops for opposing factions in Burundi and Kenya.
- Hired and supervised 2 interns and 1 assistant.
- Served as an English/French interpreter and translated texts for and during workshops in Burundi and Kenya.

Key Accomplishments

- Planned and executed events featuring various African heads of state.

Education, Awards, and Certifications,

**Masters of Arts in International Relations, 2002**

SYRACUSE UNIVERSITY MAXWELL SCHOOL, Syracuse, NY  
Concentration: Intercultural Communications and Negotiations; Sub-Saharan Africa

**Bachelor of Arts**, *magna cum laude*, 2001  
UNIVERSITY OF MARYLAND, College Park, MD,  
Major: French Language and Literature  
Minor: Spanish

**Study Abroad, France**, 1999-2000  
UNIVERSITE de NICE, Nice France  
Diplôme supérieur d'études françaises (advanced diploma of French studies)  
Faculté de Lettres, Etudes françaises pour l'étranger

**Fellowship**, 1998-2002  
INSTITUTE FOR INTERNATIONAL PUBLIC POLICY (IIPP)  
Fellowship program geared toward a master's degree in international affairs

**Certificate, Project Management Professional (PMP)**, 2012  
PROJECT MANAGEMENT INSTITUTE  
Internationally recognized professional association for project managers  
Expiration December 2018

**Certificate, Leadership Development**, 2009  
UNIVERSITY OF MARYLAND, College Park, MD  
Leadership Development Institute

### **Skills and Activities**

**Computer:** Microsoft Access, Word, Excel, Outlook, & Project; WorkFront (formerly AtTask)

**Languages:** Fluent French, intermediate-low Spanish

**Member:** GLOBAL ACCESS PIPELINE, a consortium of individuals and organizations dedicated to international affairs education and career access for underserved populations.

Bryan Anderson

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banderson@nflc.umd.edu | 301.675.3053

## Employment

May 2008  
to  
present

### *Director of Art and Media Production*

National Foreign Language Center  
University of Maryland  
College Park, MD

#### Vision, leadership and management

- Chair of NFLC Strategic Planning Committee.
- Media and e-learning contributor to the STARTALK program.
- Management and training of staff, consultants and contractors.
- Budgeting and forecasting.

#### Internet technologies

- Creative and technical director for multiple NFLC web properties.
- Established social media channels for NFLC, identified tools to streamline social channel management, and manage social media staff.
- Architect and manager of NFLC e-learning portal that currently hosts over 14,000 lessons and courses.

#### E-learning and software development

- Creative director for multiple e-learning products, many requiring complex animations, simulations, audio and video.
- Produce and direct video productions including...
  - Scripted e-learning media captured in green screen studio
  - Interviews in studio and on location
  - Multi-camera productions of events and classroom instruction
- Creative lead and developer for desktop multimedia application used for research funded by National Institutes of Health.
- Creation of workflow automation tools to enhance productivity and reduce repetitive work.
- Evaluation and selection of e-learning rapid development tools.

#### Technical systems management

- Evaluation, procurement, implementation, and management of media SAN to improve productivity and collaboration among video editors, graphic designers, and audio engineers.
- Evaluation, procurement, and implementation of digital asset management system.
- Management of relationships with technical service providers for media SAN.
- Implementation and management of in-house streaming media server.
- Evaluation and procurement of live production video switching system with social media integration tools.
- Advise and evaluate AV tools to improve telework quality and distance collaboration.

<p>March 2008 to May 2008</p>	<p><i>Manager, Digital Media Products</i> Product Strategy and Development Laureate Higher Education Group Baltimore, MD</p> <p>Management of all facets of Video Department and Multimedia Department for Laureate Higher Education Group initiatives.</p> <ul style="list-style-type: none"><li>• Project management for the simultaneous development of educational assets delivered to all educational domains served by Laureate.</li><li>• Budget forecasting and management.</li><li>• Contractor negotiations.</li><li>• Quality control.</li><li>• Client management.</li><li>• Research and development of new media types and delivery mechanisms.</li><li>• Primary liaison with course developers and instructional designers for final delivery of all digital assets.</li><li>• Primary liaison with IT department for management of video SAN dedicated to media production.</li><li>• Management and training of staff, consultants and contractors.</li></ul>
<p>November 2006 to February 2008</p>	<p><i>Senior Multimedia Producer</i> Laureate Education, Inc. Baltimore, MD</p> <p>Formation and management of a multimedia department with the goal of expanding media delivery options beyond traditional video.</p> <ul style="list-style-type: none"><li>• Inception of department, including defining production methods, best practices, research, development, and marketing of the department to internal clients.</li><li>• Interface with course developers to determine most appropriate use of media to meet course objectives and budget targets.</li><li>• Developed innovative delivery methods using DVD technology that could be used on both television and computer environments.</li><li>• Design and development of 3D environments used for the delivery of course material.</li><li>• Management and training of staff, consultants and contractors.</li><li>• Project management, quality control, internal and external client management.</li></ul>

<p>April 2004 to November 2006</p>	<p><i>Multimedia and Creative Coordinator</i> National Foreign Language Center at the University of Maryland College Park, MD</p> <p>Established a multimedia department in support of an innovative distance learning platform.</p> <ul style="list-style-type: none"><li>• Designed and built the video production studio for the center, including the specification and purchase of all hardware and software, installation of green screen, lighting system, Avid and Final Cut Pro edit suites.</li><li>• Hiring and management of video production staff.</li><li>• Collaboration with programmers, Flash developers, video, audio, and graphic specialists.</li><li>• Video production, post-production, green screen compositing, audio post-production and compression of assets for final delivery.</li><li>• Design of user interfaces, media elements, and packaging.</li><li>• Act as creative lead on multiple projects, including collaboration with Instructional Design, Interactive Media Technologies, and Web Application Development departments.</li></ul> <p>Other projects</p> <ul style="list-style-type: none"><li>• Oversight of the redesign and launch of NLFC website to provide more effective branding and client servicing, including selection of vendor and acting as primary liaison.</li><li>• Design and production of company marketing materials including multimedia CD-ROMs, printed materials, trade show displays and corporate identity systems.</li></ul>
<p>January 1994 to February 2012</p>	<p><i>Co-founder and partner</i> Global Internet Services, Inc. <a href="http://www.globalinternet.net">www.globalinternet.net</a></p> <ul style="list-style-type: none"><li>• Web hosting platform specification, implementation and management.</li><li>• Web site and user interface design.</li><li>• Project management.</li><li>• Business development.</li><li>• Customer relations and support.</li><li>• Product development.</li><li>• Concurrent hosting of over 400 domains.</li></ul>
<p>April 1988 to November 1993</p>	<p><i>Owner</i> Ionian Ridge, Inc. Wetaskiwin, AB Canada</p> <p>Recording Engineer/Arranger/Producer</p> <ul style="list-style-type: none"><li>• Composition, arranging and production of music for various theater, special event, album and film projects.</li><li>• Engineering, mixing and mastering of music for delivery on CD, video and film.</li><li>• Production of music education materials for distribution worldwide by Roland Corporation, Hal Leonard Publishing/Disney, Edirol Corporation and others.</li></ul>

## Software Proficiencies

Internet	HTML5, CSS3, JavaScript (basic) Technical understanding of multiple JavaScript frameworks Content Management Systems – Drupal, Joomla, Wordpress (basic)
Video	Adobe - Premiere, After Effects, Media Encoder Apple - Final Cut Pro 7, Motion, Compressor Telestream - Episode Engine
Music and audio production	Adobe – Audition iZotope - Ozone, RX Post Production Suite Apple – Soundtrack Pro, Logic MOTU – Digital Performer Propellerheads – Reason Native Instruments – Komplete Avid – Protools Makemusic – Finale
Graphic design	Adobe – Photoshop, InDesign, Acrobat Pro, Illustrator
Project management	Microsoft Project, WorkFront
Office and productivity	Microsoft– Office Suite Apple – Pages, Keynote, Numbers, FileMaker Pro Google – Google Apps for business (Docs, Sheets, Forms, Slides, Sites), including management of domain Open source – Odoo (formerly OpenERP)
Development	LiveCode (Windows, MacOS, Linux, iOS, Android) PHP (basic)
Operating systems	Apple– OSX (client and server), iOS Microsoft – Windows XP – Windows 10 Linux – Ubuntu, CentOS, RedHat

## Education

1982 to 1987	Azusa Pacific University – Azusa, CA. B.A. Major in Music, with a music theory and music education emphasis Minor in Computer Science
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## References

Available upon request

## Curriculum Vitae for MEGAN MADIGAN PEERCY

Office Address: 2311 Benjamin Building  
University of Maryland  
College Park, MD 20742  
(301) 405-0067 (phone), (301) 314-9055 (fax)  
mpeercy@umd.edu

### Academic Appointments at UMD

- 2015-present Associate Professor, University of Maryland, Department of Teaching and Learning, Policy and Leadership.
- 2006-2015 Assistant Professor, University of Maryland, Department of Teaching and Learning, Policy and Leadership (formerly Department of Curriculum and Instruction).

### Administrative Appointments at UMD

- 2017-present Division Head, Language, Literacy, and Social Inquiry (TLPL Department)
- 2015-present Co-Director, Multilingual Research Center

### Other Employment, selected

- 2011-2012 Middle school and high school Spanish teacher, Albuquerque Academy, Albuquerque, NM.
- 2004-2006 Faculty Lecturer (Linguistics), Rice University, Linguistics Department.
- 2004-2006 Faculty Lecturer (Spanish), Rice University, Center for the Study of Languages.
- 2001 ESOL Teacher, UltraDent Products, Salt Lake City, UT.
- 2000-2002 Instructor in second language education, University of Utah, Department of Teaching & Learning.
- 1999-2001 Spanish Instructor, University of Utah, Department of Languages and Literature.
- 1999-2000 Coordinator for first and second year Spanish program, University of Utah, Department of Languages and Literature.

### Educational Background

- 2004 University of Utah; Ph.D., Teaching and Learning, Specialization in Second Language Education  
Dissertation: *Continuities and disruptions in the discursive formation of two English as a second language teachers*
- 2000 University of Utah; Master of Arts in Teaching in Languages and Literature (Spanish), Certification in TESOL  
Master's Thesis: *Task-based language teaching in the foreign language classroom: Pedagogical tasks, target tasks, and authentic classroom tasks*

1995 Trinity University; San Antonio, TX; B.S., Spanish and Business Administration, Concentration in Marketing

### **Additional Certifications and Licenses**

TESOL K-12, Maryland

Spanish 7-12, Maryland

## **II. RESEARCH, SCHOLARLY, CREATIVE AND/OR PROFESSIONAL ACTIVITIES**

(first author is senior author except where noted otherwise)

(\* = refereed, + = invited, ^ = student, # = PK-12 teacher or administrator)

### **II.A. Books**

#### **a.2. Books edited, last 2 years**

\*Sharkey, J. & Percy, M. M. (Eds.). (in press). *Self-study of language and literacy teacher education practices: Culturally and linguistically diverse contexts*. Bingley, UK: Emerald Publishing.

#### **b.1. Chapters in books, last 2 years**

\*Percy, M. M., ^DeStefano, M., ^#Sethna, K., & ^#Bitter, M. (2018). Scaffolding scaffolding: A collaborative effort to understand and enact appropriate scaffolding for EL learning in science. In J. Sharkey (Ed.), *Engaging Research: Transformative Practice for Elementary Settings* (pp. 133-148). Alexandria, VA: TESOL Press.

+\* Percy, M. M., ^Alkandil, D., ^Caufman, R., ^Hudson, S., ^Lane, S., ^Petillo, A. E., ^Reeves, E., & ^Sonnier, A. (2018). 'Standing in a messy sandpit: The learning side of self-study research. In J. K. Ritter, M. Lunenberg, K. Pithouse-Morgan, A. P. Samaras, & E. Vanassche (Eds.), *Teaching, learning, and enacting of self-study methodology: Unraveling a complex interplay* (pp. 259-273). Dordrecht, The Netherlands: Springer.

+\* Percy, M. M. (2018). Mainstream and ESL teacher collaboration. In J. Lontas, M. DelliCarpini, G. Park, & S. Salas (Eds.), *TESOL encyclopedia of English language teaching, v.7* (section on teacher training and professional development) (pp. 4631-4636). Hoboken, NJ: Wiley.

+\* Percy, M. M. & Sharkey, J. (forthcoming). Self-study in English Language Teaching: Emerging considerations about the intersection of teacher educators' identities and pedagogies. In J. Kitchen, A. Berry, S. M. Bullock, A. Crowe, H. Guðjónsdóttir, & M. Taylor, (Eds.), *International Handbook of Self-Study of Teaching and Teacher Education* (2nd ed.). Dordrecht, The Netherlands: Springer.

\* Percy, M. M., Tigert, J., ^Feagin, K., ^Kidwell, T., Fredricks, D., ^Lawyer, M., ^#Bitter, M., ^#Canales, N., ^#Mallory, A. (forthcoming). "I need to take care of myself": The case for self-care as a core practice for teaching. In C. R. Rinke & L. Mawhinney (Eds.), *Opportunities and challenges in teacher recruitment and retention*. Charlotte, NC: Information Age Publishing.

\* ^Kidwell, T., ^Budde, C., ^Guzmán, N., ^DeStefano, M., ^Tigert, J. M., & Percy, M. M. (in press). ESOL teacher candidate evaluation through edTPA. In P. Swanson & S. A. Hildebrand (Eds.),

*Researching edTPA Problems and Promises: Perspectives from ESOL, English, and WL Teacher Education*. Charlotte, NC: Information Age Publishing.

\*Trojan, F. J. & Percy, M. M. (in press). Moving beyond “Très bien”: Examining teacher educator practice in lesson rehearsals. In J. Sharkey & M. M. Percy (Eds.), *Self-study of language and literacy teacher education practices: Culturally and linguistically diverse contexts*. Bingley, UK: Emerald Publishing.

+\*Martin-Beltrán, M., ^Tigert, J., ^Groff, J., Percy, M. M., & Silverman, R. (forthcoming). Examining the pedagogical potential of language mixing in peer reading interactions. In J. MacSwan & C. Faltis (Eds.), *Critical perspectives on codeswitching in classroom settings: Language practices for multilingual teaching and learning*. New York: Routledge.

\*Percy, M. M. & #Austria, M. (2016). “It’s just really relevant to them”: One school district’s efforts to teach ELA credit-bearing newcomer ESOL courses. In L. de Oliveira & M. Shoffner (Eds.), *Teaching English language arts to English language learners: Preparing pre-service and in-service teachers* (pp. 215-239). London: Palgrave Macmillan.

\*Percy, M. M., ^DeStefano, M., ^Yazan, B., & Martin-Beltrán, M. (2016). “She’s my right hand”: Teacher collaboration for linguistically diverse students’ equitable access to curriculum. In J. C. Richards & K. Zenkov (Eds.), *Social justice, the Common Core, and closing the instructional gap: Empowering diverse learners and their teachers* (pp. 39-56). Charlotte, NC: Information Age Publishing.

\*^Selvi, A. F. & Percy, M. M. (2016). Diversity within TESOL teacher education programs. In J. Crandall & M. Christison (Eds.) *Teacher education and professional development in TESOL: Global perspectives* (pp. 83-97). New York, NY: Routledge.

\*^Yazan, B. & Percy, M. M. (2016). ESOL teacher candidates’ emotions and identity development. In J. Crandall & M. Christison (Eds.) *Teacher education and professional development in TESOL: Global perspectives* (pp. 53-67). New York, NY: Routledge.

## **II.C. Refereed Journal Articles, last 2 years**

\*Percy, M. M. & Sharkey, J. (in press). Missing a S-STEP? How self-study of teacher education practice can support the language teacher education knowledge base. *Language Teaching Research*.

\*Tigert, J. M. & Percy, M. M. (in press). Preparing to teach both content and language: Four ESOL teacher candidates’ experiences. *TESOL Journal*.

\* Tigert, J., ^Kidwell, T., ^Budde, C. M., ^Guzmán, N. L., ^Lawyer, M., & Percy, M. M. (in press). “It took my knowledge to the limits”: The edTPA teacher performance assessment and its implications for TESOL. *Teacher Learning and Professional Development*, 3(1).

\*Yazan, B. & Percy, M. M. (in press). “Pedagogically speaking, I’m doing the right things”: Three preservice ESOL teachers’ identity formation *Teacher Learning and Professional Development*, 3(1).

\*Percy, M. M. & Trojan, F. J. (2017). Making transparent the challenges of developing a practice-based pedagogy of teacher education. *Teaching and Teacher Education*, 61, 26-36.

- \*Peercy, M. M., ^Ditter, M., & ^DeStefano, M. (2017). “We need more consistency”: Negotiating the division of labor in ESOL-mainstream teacher collaboration. *TESOL Journal*, 8(1), 215-239.
- \*Peercy, M. M., Martin-Beltrán, M., ^Yazan, B., & ^DeStefano, M. (2017). “Jump in any time”: How teacher struggle with curricular reform generates opportunities for teacher learning. *Action in Teacher Education*, 39(2), 203-217. <http://dx.doi.org/10.1080/01626620.2016.1248302>
- \*Silverman, R. D., Martin-Beltran, M., Peercy, M., M., ^Hartranft, A., McNeish, D., ^Artzi, L., & Nunn, S. (2017). Effects of a cross-age peer learning program on the vocabulary and comprehension of ELs and Non-ELs in elementary school. *Elementary School Journal*, 117(3), 485-512.
- \*Martin-Beltrán, M., ^Tigert, J., Peercy, M. M., & Silverman, R. (2017). Using digital texts vs. paper texts to read together: Insights into engagement and mediation of literacy practices among linguistically diverse students. *International Journal of Educational Research*, 82, 135-146.
- \*Martin-Beltrán, M., Daniel, S., Peercy, M. M., & Silverman, R. (2017). Developing a zone of relevance: Emergent bilinguals’ use of social, linguistic, and cognitive support in peer-led literacy discussions. *International Multilingual Research Journal*, 11(3), 152-166.
- \*Perin, D., De La Paz, S., Piantedosi, K. W., & Peercy, M. M. (2017). The writing of language minority students: A literature review on its relation to oral proficiency. *Reading & Writing Quarterly*, 33(5), 465-483.
- \*Peercy, M. M. (2016). Introduction: New pedagogies in teacher education for teaching linguistically diverse learners. *International Multilingual Research Journal*, 10(3), 165-167.
- \*Troyan, F. J. & Peercy, M. M. (2016). “Feedback from outside of my own head”: Novice teachers’ perspectives on learning in lesson rehearsals. *International Multilingual Research Journal*, 10(3), 188-200.
- \*Peercy, M. M., ^DeStefano, M., ^Kidwell, T., & ^Ramirez, R. (2016). Co-constructing practice in an online ESOL literacy methods course. *Professional Development in Education*, 42(5), 752-766.
- \*Daniel, S. M., Martin-Beltrán, M., Peercy, M. M., & Silverman, R. D. (2016). Moving beyond “Yes or no?” Shifting from over-scaffolding to contingent scaffolding in literacy education with emergent bilingual students. *TESOL Journal*, 7(2), 393-420.

## **II.E. Conferences, Workshops, and Talks**

### ***e.1. Keynotes***

Peercy, M. M. (2017, October). *Identifying and using core practices for students learning English*. Keynote presented at Three Rivers TESOL Annual Conference. Pittsburgh, PA.

Peercy, M. M. (2016, November). *Preparing teachers for practice with linguistically and culturally diverse learners: Some considerations and questions*. Keynote presentation at Simon Fraser University Teacher Education Research Symposium. Vancouver, Canada.

Peercy, M. M. (2016, October). *Core practices for teaching English language learners: What are they?* Keynote presentation at University of Maryland Language and Literacy Research Center meeting. College Park, MD.

Peercy, M. M. (2014, September). *Why teacher collaboration matters.* Keynote presentation at Kentucky TESOL (KYTESOL) Annual Meeting, Louisville, KY.

## **II.F. Professional and Extension Publications**

### ***f.7. Refereed curricula***

Silverman, R. D., Martin-Beltran, M., & Peercy, M. M. (2014). Reading Buddies multimedia curriculum: <http://www.pbslearningmedia.org/resource/msts14.ela.lpmarthatruestories/marthas-true-stories-buddies-program-overview/>

*All authors contributed equally to conceptualization and creation of curriculum.*

## **II.J. Sponsored Research and Programs Administered by the Office of Research and Evaluation**

### ***j.1. Grants***

University of Maryland Vice President for Research Designated Research Initiative Fund Investment Program, Tier 1 Seed Grant/Proof of Concept, 2015-2016.

*Research-Practice Partnerships in Language and Literacy.*

Silverman, R. D. (Principal Investigator), Barber, A. T., Cummings, K., Peercy, M. M., Martin-Beltrán, M., Turner, J. D. (Co-Principal Investigators).

Amount awarded: \$50,000.

Institute of Education Sciences Goal 2 English Learners Grant, 2011-2014.

*Reinventing Reading Buddies: Developing a Cross-Age Peer Tutoring Program to Promote the Vocabulary and Comprehension of English Learners.*

Silverman, R. D. (Principal Investigator), Martin-Beltrán, M. (Co-Principal Investigator), & Peercy, M. M. (Co-Principal Investigator).

Amount awarded: \$1.5 million.

Maryland Higher Education Commission Grant: Improving Teacher Quality grant in collaboration with Prince George's County Public Schools, Montgomery County Public Schools, and University of Maryland College of Arts and Humanities, 2008-2009.

*Enhancing Language and Cultural Competencies for Spanish and French Teachers.*

Blejer, P. (Principal Investigator), Lavine, R. (Co-Principal Investigator), Gallagher, C. (Co-Principal Investigator), Martin-Beltrán, M. (Co-Principal Investigator), & Peercy, M. M. (Co-Principal Investigator).

Amount awarded: \$187,000.00

University of Maryland K-16 Partnership Development and Maryland Higher Education Commission Professional Development School Enhancement Grant, 2008-2009.

*Developing Literacy in English Language Learners Through Home-School Connections.*

Peercy, M. M. (Principal Investigator), Martin-Beltrán, M., & Silverman, R. D.

Amount awarded: \$9,000.00

# Greta Lundgaard

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## Areas of Expertise

- World Language Program Evaluation and Design
- World Language Curriculum Design and Implementation
- Lesson Planning and Lesson Implementation
- Instructional Coaching
- Proficiency & Performance Assessments
- Formative Assessment and Feedback
- Student Centered Instruction
- Teacher Effectiveness
- Teacher Leadership
- 21<sup>st</sup> Century Learning Experiences

## Education

Master of Arts in German and Second Language Acquisition  
University of Texas at Arlington 2009

Bachelor of Arts in Education  
Texas A&M University at Corpus Christi (formerly known as Corpus Christi State University) 1980

## Professional Experiences

### **National Foreign Language Center Staff Member**

Faculty Assistant at the National Foreign Language Center. STARTALK Program Content Specialist with responsibilities including collaboration and participation in STARTALK projects regarding content development, conference content planning, K-12 coaching, K-16 articulation, and resource development. Participant with STARTALK Program since 2010 as Team Leader, Site Visitor, Advisory and Editorial Board member. Other duties include site visit team management, program evaluation reporting and serving as a liaison between language programs and STARTALK.

### **ACTFL Consultant 2014 – present**

Consultant on behalf of ACTFL for schools, school districts, and state education agencies across the united states and in Asia around topics such as: curriculum design and unit development; student centered instruction, instructional coaching, Integrated Performance Assessments, and the Proficiency Guidelines, Performance Descriptors, and the NCSSFL/ACTFL Can Do Statements. Lead Planner and Facilitator of the Leadership Initiative for Language Learning, 2015, 2016, 2017. Webinar developer for the Literacy & Languages Collaboration Center, 2016-2017. Lead Planner and Instructor for the ACTFL Program Design Institute STARTALK Summer Program, 2015, 2016, 2017.

### **Independent Consultant 2006- present**

Consultant for schools, school districts, and state education agencies across the united states and in Asia around topics such as: curriculum design and unit development; student centered instruction, instructional coaching, lesson design and implementation, proficiency-based instruction and assessment. Invited development and delivery of webinars for College Board, NADSFL, New York State Association for Foreign Language Teaching, and ACTFL.

## **Curriculum Coordinator Plano Independent School District Plano, TX 2004-2016**

Initiated and implemented common proficiency-based curriculum, assessment, and instruction; provided instructional coaching and feedback; delivered professional development in a wide variety of topics and contexts, including Backward Design, Professional Collaboration, Teacher and Student Mindset, Formative Assessment and Feedback, Rubric Development and Calibration, Reading to Learn, Writing to Learn, Advanced Placement strategies, AVID strategies, Target Language Teaching

## **Curriculum Coordinator Lewisville Independent School District Lewisville, TX 2001-2004**

Initiated ground work on the development of a proficiency-based curriculum; delivered professional development around proficiency-based instruction, the World Readiness Standards, and performance assessments.

## **Classroom Teacher: Texas and Louisiana certified in German, Biology, and English 1980 – 2001**

### **Awards and Professional Service**

Robert J. Ludwig Distinguished Leadership Award, New York State Association of Foreign Language Teachers 2017

Florence Steiner Award for Leadership in Foreign Language Education K-12 ACTFL 2016

District Supervisor of the Year, National Association of District Supervisors of Foreign Languages 2014

President, National Association of District Supervisors of Foreign Languages 2010-2012

President, Southwest Conference on Language Teaching 2011-2013

President, Texas Association for Language Supervision 2005-2006

Foreign Language Assistance Program Grant Recipient: 2006-2009 Plano ISD *Development of a Sustainable Chinese Language Program, grades 7-12*

Chinese Bridge Delegation 2006

Foreign Language Assistance Program Grant Recipient: 2004-2007 Lewisville ISD *Development of an articulated proficiency-based curriculum, levels 1-3, with student proficiency outcomes for each level of study*

### **Publications and Presentations**

#### **Published Materials & Reviews**

- **Webinars**
  - College Board: *Formative Assessment, Learning Targets, and Feedback*
  - ACTFL Languages and Literacy Collaboration Center: *Literacy in World Languages* 3-part series
  - ACTFL Languages and Literacy Collaboration Center: *Cultivating Connections* 5-part series
  - ACTFL Languages and Literacy Collaboration Center: *Talk Read Talk Write with Authentic Texts*
  - CT LILL: *What are Functional Goals & Objectives in WL Curriculum?*
  - National Association of District Supervisors of Foreign Languages: *Demystifying Literacy*
  - New York State Association of Foreign Language Teachers: *Teaching for Transfer-Planning for Transfer*
- **Texas Foreign Language Association Journal**
  - *Who's Rocking Your Boat? Non-Traditional Language Learners in LOTE Classrooms*
  - *Underprepared Language learners*
  - *Let's Collaborate to Teach Languages*
- **Language Resource from the National Capital Language Resource Center**
  - *Let's Collaborate to Teach Languages*

- **The Language Educator**
  - Guest Reviewer September 2013
  - *The ABCs to a Performance-Based Learning Plan* Jan/Feb 2015
  - *A Different Perspective: Seeing the World-Readiness Standards as Innovation* (with Brandon Locke) Jan/Feb 2016
  - *Designing for Motivation* August/September 2017
  - *The STARTALK Community: Developing World Language Teachers Through Principles and Practice* August/September 2018
- **School Leadership 2.0**
  - <http://www.schoolleadership20.com/forum/topics/a-texas-district-revamps-its-world-language-program-by-greta-lund>
- **Competency Works: Learning from the Cutting Edge**
  - <http://www.competencyworks.org/resources/whats-new-in-k-12-competency-education-3/>
- **Conferences My Way Videotaped Session**
  - *Connecting Rubrics to 21<sup>st</sup> Century Skills*, Northeast Conference on the Teaching of Foreign Languages 2011
- **Access ACTFL 2014 Videotaped Sessions**
  - *A Fuzzy Proposition: What Works to Motivate Learners*
- **Marshall Memo, 573**
  - *A Texas District Revamps Its World Language Program*

## World Language Talks, Workshops, Seminars, and Presentations

### Topics

- 21<sup>st</sup> Century Learning
- Curriculum: Standards based, Proficiency, Performance, Program Evaluation
- Instruction: Instructional Strategies, Lesson Implementation, Instructional Coaching
- Lesson Planning, Scaffolding, Moving from Unit Plan to Lesson Plan
- Can Do Statements, Learning Targets, and Learning Progressions
- Assessment: Performance, Rubrics, Integrated Performance Assessments
- Formative Assessment, Feedback, Learning Progressions
- Target Language Instruction
- Core Practices in World Language Instruction
- Student Centered Instruction
- Leadership, Professionalism, Mindset
- Literacy in World Language Classrooms
- Grammar Acquisition, Vocabulary Acquisition
- Immersion and Language Development
- Core Practices, High Leverage Instructional Practices

### World Languages Conference Presenter

- ACTFL 2009, 2010, 2011, 2012, 2014, 2015, 2016, 2017
- California Language Teachers Association 2015, 2016, 2017
- California Language Teachers Association Summer Seminar 2017
- Colorado Congress on Foreign Language Teaching 2011
- Central States Conference on Language Teaching 2010, 2011, 2012, 2014, 2017
- DFW-ASL Teacher Association 2014
- Montana Association of Language Teachers 2017
- New York State Association of Foreign Language Teachers 2017
- Northeast Conference on Language Teaching 2010, 2011, 2012, 2017
- Southern Conference on Language Teaching 2008, 2010, 2011, 2015, 2016, 2017
- Southwest Conference on Language Teaching 2008, 2013, 2014, 2015, 2016, 2017
- STARTALK Spring and Fall Conferences 2015, 2016, 2017, 2018

- Texas Education Service Centers X 2014; XVI 2008, XV 2008
- Texas Foreign Language Association: 1995, 1996, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2017
- Wyoming Foreign Language Teachers Association

## **Professional Organizations**

Member of:

- ACTFL
- ASCD
- The College Board
- Metroplex Foreign Language Supervisors
- National Association of District Supervisors of Foreign Languages (NADSFL)
- Northeast Conference on Teaching Foreign Languages (NECTFL)
- Southwest Conference on Language Teaching (SWCOLT)
- Texas Association for Language Supervision (TALS)
- Texas Foreign Language Association (TFLA)

## **References**

Upon request

# MIRANDA A B A D I R

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## **PROFESSIONAL EXPERIENCE:**

### **National Foreign Language Center, University of Maryland, College Park: August 2007-Present**

#### **Manager, Second Language Acquisition: September 2012-Present**

- Write, research, review, and develop high quality online learning materials and assessments for adult foreign language learners
- Create and maintain training materials for internal staff and external consultants
- Train and supervise internal staff and external consultants on various projects
- Coordinate with other functional units on resources, timelines, and larger project scope

#### **Second Language Acquisition Specialist: September 2007-September 2012**

- Wrote, researched, reviewed, and developed high quality learning materials for adult foreign language learners and state-level assessments for middle and high school students
- Developed materials and tested functionality of non-language related online learning materials for adult learners
- Collected, analyzed, and reported on STARTALK program data related to blended learning

### **Education Abroad, University of Maryland, College Park, Lecturer: Winter 2009 (Egypt), Winter 2016 and 2018 (Morocco)**

- Design course and prepare syllabus and itinerary for various study abroad programs
- Work with Education Abroad office and vendors to coordinate program logistics
- Market program, review program applications, and answer questions from students and parents
- Lead students in-country, address logistical issues or concerns, liaise with various vendors on the ground, and keep program on track and on budget
- Facilitate discussions on readings, prepare classroom materials, and review assignments

### **National Association for the Education of Young Children, Program Associate: July 2006-June 2007**

- Served as a primary point of contact for college/university faculty and staff and NCATE staff
- Maintained program files and tracked program patterns and growth
- Updated online community, monthly e-newsletter, and higher education sections of NAEYC's website
- Created and edited materials for 2 and 4-year early childhood education programs interested in or pursuing NAEYC accreditation
- Presenter at NAEYC conferences and coordinated program accreditation workshop logistics and presentation materials

### **Disability Support Services, Prince George's Community College, Administrator: July 2004-December 2006**

- Provided auxiliary services to students with disabilities in a classroom setting
- Maintained and updated student files and records
- Edited disability awareness manuals for campus community

**Freedom Consulting, Public Events Coordinator, October 2004-February 2006**

- Planned and organized community outreach events and activities for at-risk youth
- Researched various topics for workshop presentations and prepared workshop materials for groups
- Maintained records and vendor and speaker contacts

**VOLUNTEER AND INTERNSHIP EXPERIENCE:**

International Rescue Committee, English Language Tutor: June 2017-Present

Coptic Orphans, Egypt (multiple sites), Short-term English Teacher: Summer 2007 and Winter 2015

Mission Life Center and Hope Clinic, Fairfax, VA, Newsletter Editor: February 2011-August 2012

St. Abanoub Community School, Lusaka, Zambia, Short-term Teaching Assistant: Spring 2011

University Press of America, Editorial Intern: January 2006-May 2006

**EDUCATION:**

**University of Maryland, College Park**

Master of Arts in English Language and Literature, May 2009

Bachelor of Arts in English Language and Literature, May 2006

**University of Maryland, Baltimore County**

TESOL Graduate Certificate, December 2017

**University of Maryland, College Park**

Non-degree Graduate Studies in International Education Policy (Fall 2013-Fall 2016)

**University of Maryland University College**

Graduate Certificate in Distance Education and E-Learning, May 2012

**LANGUAGES AND TRAINING:**

Native Arabic speaker, Egyptian dialect

ILR text typology (Defense Language Institute training, October 2012, February 2014, and November 2017)

## **Laura L. Terrill**

8529 Stark Drive, Indianapolis, IN 46216

cell: 314-369-9678

[lterrill@gmail.com](mailto:lterrill@gmail.com)

### **SUMMARY OF QUALIFICATIONS**

Qualified by more than 35 years in the educational profession having taught French at all levels K-12. Currently working as in Independent Consultant for World Languages and English as a Second Language. Most recently taught high school French part-time in for the 2007/2008 school year. Prior to a relocation in 2005 served as the Interim Director of Curriculum and Instruction while continuing as the Foreign Language/ESL Coordinator for the Parkway School District in St. Louis, MO. Taught as an adjunct faculty member in Curriculum and Instruction at Washington University in St. Louis and at Butler and IUPUI in Indianapolis. Experienced leader having served as a Board Member for the Central States Conference on the Teaching of Foreign Languages and for the American Council on the Teaching of Foreign Languages. Served as program chair for both CSC and ACTFL. Frequent presenter at national, regional and state conferences. Co-author of recently published Second Edition of ACTFL Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design.

### **ADMINISTRATIVE EXPERIENCE**

#### **Independent Consultant - World Language and English as a Second Language**

*July 2005 – Current*

- STARTALK Team Leader and Site Visitor
- Curriculum Design and Implementation Support for School Districts
- ACTFL Professional Development Consultant

#### **Content Specialist - National Foreign Language Center, University of Maryland**

*February 2013 - 2015*

- Coordinated Development of Curriculum and Learning Plan Process and Documents
- Provided Professional Development to Team Leaders and Program

#### **Interim Director Curriculum and Instruction**

*Parkway School District, St. Louis, MO*

*July 2003 – July 2005*

- Served as a member of the Superintendent's Council.
- Interviewed and hired five district coordinators.
- Supervised and evaluated all district coordinators.
- Planned and delivered curriculum orientation for all new teachers.
- Worked with coordinators to analyze district data and to plan for revisions in curriculum.
- Supervised the curriculum review cycle for Science and Communication Arts.

- Attended all Board of Education meetings, presented frequently on curriculum topics.

**Foreign Language/ESL Coordinator**

*Parkway School District, St. Louis, MO*

*July 1997 – July 2005*

- Ensured coordination and articulation of curriculum on a district-wide basis. Worked closely with over 100 Foreign Language and ELL teachers.
- Developed district's first standards based curriculum guides in both foreign language and ESL.
- Conducted comprehensive program evaluations in both ESL and Foreign Language.
- Supported building administrators and staff in the selection of instructional materials and delivery of the curriculum in order to achieve stated learning objectives.
- Determined facility and equipment needs to carry out the instructional program.
- Prepared and administered required budgets.
- Planned, implemented and evaluated staff development activities specific to district and content needs for certified and non-certified staff.
- Assisted Human Resources and building principals in the selection of instructional staff.
- Ensured compliance with all federal and state requirements for district ELLs.
- Developed and implemented a pilot elementary Foreign Language Program.
- Served as MSIP Committee Chair for Curriculum and Instructional Climate.
- Coordinated all district foreign exchange and student travel programs, supervised student trips to France, Italy and Spain.

**TEACHING EXPERIENCE**

**Adjunct Faculty, Curriculum and Instruction**

*IUPUI, Indianapolis, IN Fall Spring 2011*

*Butler University, Indianapolis, IN Spring 2010*

- Taught Curriculum and Instruction for Modern Foreign Languages.
- Supervised student teachers.
- Participated in ACTFL/NCATE review process.

**French Teacher, Department Chair**

*Lawrence Central High School*

*Indianapolis, IN*

*2007 - 2008*

**Adjunct Faculty, Curriculum and Instruction**

*Washington University, St. Louis, MO*

*Fall 1999 – Spring 2004*

- Taught Curriculum and Instruction for Modern and Classical Foreign Languages.
- Planned and delivered training workshops for supervising teachers.
- Participated in NCATE review process.

**High School French Teacher**

*Parkway South and Central High Schools, St. Louis, MO  
Fall 1987 – Spring 1997*

**Middle and High School French Teacher**

*Francis Howell and Francis Howell North High Schools  
Barnwell and Hollenbeck Junior Highs, St. Charles, MO  
Fall 1979 – Spring 1987*

**Elementary French Teacher**

*Academy of the Sacred Heart, St. Charles, MO  
Fall 1976 – Spring 1979*

**EDUCATION**

**Basic and Intermediate Spanish, 2006**

*Inlingua Puerto Rico*

**MA Secondary Administration, 1983**

*Truman State University, Kirksville, MO*

**French Summer Study Programs**

*Université Catholique, Angers, France, 1982  
Université de Paris – Sorbonne, Paris, France, 1975*

**BS — French Major, German Minor, 1976**

*University of Missouri - St. Louis*

**Certifications**

*Secondary School Principal 7 -12, Missouri  
French K-12, Missouri, Indiana  
German K-12, Missouri, Indiana*

**PROFESSIONAL INVOLVEMENT**

**Additional Responsibilities**

- STARTALK Content Specialist, 2014 – 2015
- ACTFL Summer Institute – Maine, 2014, 2015
- ACTFL Summer Institute – Illinois, 2014, 2015
- NADSFL Summer Academy Trainer, 2010, 2012
- STARTALK Team Leader, 2007 – 2013, 2016-2018
- ACTFL Convention Program Chair, 2006

- Central States Representative to ACTFL 2002 - 2006
- Central States Board of Directors, 1994 – 2006
- Central States Program Chair, 1999
- Trained in the ACTFL Oral Proficiency Interview, 1991
- President, Francis Howell National Education Association, 1984
- President, Foreign Language Teachers Association of St. Louis, 1983

### **Recent Presentation Titles**

- The Power of the Image
- Challenges for the Future
- From Novice to Intermediate: Creating with Language
- Differentiate: Change the Task, Not the Goal
- Good, Better, Best Practices: Work Smarter, Not Harder
- Impact of Proficiency Testing on Classroom Practice
- Interactive Reading 101: Engaging Students with the Text
- Involve Them, They'll Learn
- Nothing Succeeds Like Success
- Planning with the End in Mind
- Standards for Learning: Brain-Based Teaching
- Strategic Writing
- Common Core and the Modes of Communication

### **Invited Presentations**

- Foreign Language Association of Maine, FLAME
- Houston Area Foreign Language Teachers, TX
- Texas Foreign Language Teachers Association, TX
- Michigan Foreign Language Teachers Association, MI
- Wisconsin Foreign Language Teachers Association, WI
- Indiana Foreign Language Teachers Association, IN
- Curriculum Development – Lake Zurich, IL
- Curriculum Development – Arlington Heights, IL
- Curriculum Development – Glevue, IL
- Curriculum Development – Barrington, IL
- Curriculum Development – Park Tudor, Indianapolis, IN
- Curriculum Development – Mundelein, IL
- ACTFL, CLASS Workshop for Chinese Teachers
- Foreign Language Association, MO
- Illinois Council on Teaching of Foreign Languages, IL
- Fort Worth Independent School District, TX
- Foreign Language Educators of New Jersey, NJ
- Kansas World Language Association, KS
- Massachusetts Foreign Language Teachers Association, MA
- Memphis Public Schools, TN

- National Association of District Supervisors
- Princeton Schools and Princeton Day School, NJ
- South Carolina Foreign Language Teachers Association, SC
- Texas District Supervisors of Foreign Language, TX
- Katy Independent School District, TX

### **Awards**

- Florence Steiner Award, ACTFL, 2013
- Founder's Award, Central States Conference, 2010
- National District Supervisor of the Year, 2005
- Missouri Distinguished Foreign Language Educator, 2004
- Pillar of Parkway, 2002
- Dedicated Service Award, FL Teachers Association of St. Louis, 1994

### **Memberships**

- Association for Supervision and Curriculum Development
- American Association of Teachers of French
- American Council of the Teaching of Foreign Language
- Central States Conference Advisory Council
- National Association of District Foreign Language Supervisors
- Foreign Language Association of Missouri
- National Education Association

# CURRICULUM VITAE

## Personal Information

### Perla Blejer

Clinical Associate Professor  
Department of Teaching, Learning, Policy & Leadership  
University of Maryland  
College of Education  
2311 Benjamin Building  
College Park, MD 207421  
Office telephone: (301)-405-7091  
[pblejer@umd.edu](mailto:pblejer@umd.edu)

## EDUCATION

- 1997 Doctor of Education, Educational Leadership, Higher Education Administration, The George Washington University, Washington, D.C.
- 1993 Educational Specialist, Curriculum and Planning, The George Washington University, Washington, D.C.
- 1975 M.A., Curriculum and Instruction, Loyola University, Chicago, Illinois.
- 1973 B.A., Sociology and Hebrew Literature, The Hebrew University, Jerusalem, Israel.
- 1973 Teacher Certification for Secondary Schools, School of Education, The Hebrew University, Jerusalem, Israel.

## EMPLOYMENT

- 2009-present Coordinator, World Languages Education Program. Department of Teaching and Learning, Policy and Leadership, College of Education, University of Maryland, College Park.
- 2009-present Professional Development Schools (PDS) Coordinator, World Languages Program. College of Education, University of Maryland, College Park.
- 2002-2009 Coordinator, Second Language Education and Culture (SLEC) (including TESOL and Foreign Language Programs). Department of Curriculum and Instruction, College of Education, University of Maryland, College Park.
- 2002-2009 Professional Development Schools Coordinator, TESOL and Foreign Language Programs. College of Education, University of Maryland, College Park.

Blejer, 2018

1998-2002 Director, Master's Program in Curriculum and Instruction. Institute for Professional Studies in Education, IPSE, Baltimore, Maryland, affiliate of McDaniel College in Maryland.

1980-2002 Chair, Foreign Language Department and Language Instructor, Grades 7-12. Melvin J. Berman Hebrew Academy, Rockville, Maryland, 1980- 2002.

### **Teaching, Mentoring and Advising**

#### **Teaching**

<b>Fall Semester</b>
TLPL 445 (formerly EDCI 410) / 695(formerly 688K): Methods I: K-12 World Language Methods and Technology (3)
TLPL 450 (formerly 433) / TLPL 696 (formerly 688A): Advanced K-12 World Language Methods and Technology (3)
TLPL 689 (formerly EDCI 689) Teaching Internship Sections 0101. 04 and IH60
<b>Spring Semester</b>
TLPL 478 (formerly EDCI 430) UG Seminar
TLPL 689: Graduate Teaching Internship
TLPL 485: UG Teaching Internship

#### **Course and Curriculum Development**

- 2018 Created new course syllabi for TLPL 695 and TLPL 696 (Revised the existing World Language Methods Courses, EDCI 410 and EDCI 433)
- 2012 Scholarship of Practice course. EDCI 410: K 12 Language Methods and Technology. In collaboration with Ali Fuad Selvi. This course is open to general education majors.
- 2011 Created new seminar. EDCI 689: World Language Teaching Internship Seminar required for all master's interns.
- 2009 Created new portfolio system. Technology Portfolio aligned with the Maryland Teacher Technology Standards.

#### **Redesign of Existing Courses**

- 2017 Revised the Methods II World Language course to be aligned to the edTPA tasks of Planning, Delivery and Assessment outcomes.
- 2012 EDCI 410: K-12 Language Methods and Technology. Redesigned the course to meet the new World Languages PK-12 state certification.

- 2010 EDCI 433: Advanced K-12 Foreign Language Methods and Technology. Revised course and introduced new assignments (e.g., case study, philosophy paper, linguistic paper).
- 2010 Professional Portfolio for World Language teacher candidates. Revised the portfolio and the evaluation rubric in alignment with state, national and College of Education standards.
- 2011 EDCI 430: Internship Seminar for undergraduates. Revised course syllabi.

### World Language Program Development

- 2018 Created a proposal for reduction of credits of M.Ed. World Language program from 42 to 36 credits. Proposal was presented and approved at the Department and College level. Scheduled for Campus PCC in September 2018
- 2015 Developed a new graduate Post Baccalaureate Certificate or World Language Professional Development (Approved by MHEC)
- 2014 Initiated and led the development of the Post Baccalaureate Certification Non-Degree (30 credits) option for Certification (Approved by MHEC)
- 2013 Modified and created new program requirements, redesigned courses, revised the Foreign Language website, redesigned courses, and aligned the courses with NCATE, with national and state standards and the Conceptual Framework of the College of Education.
- 2010 Chinese Reading Modules for Reading Courses, 2009-2010. In collaboration with Dr. Shuah Wang, Xiao Liu, Chien Yu Lin, and Jiahang Li, developed modules for reading courses for the Chinese Language teachers. These modules were further introduced to the required reading courses for the MasterCert program.
- 2009 EDCI 688B (Currently 613), Theory and Practice in Teaching Second Language Learners. Co-taught this new pedagogy course with Dr. Megan Percy, and collaborated in the syllabi for the first offering to both TESOL and World Language teacher candidates. Developed the World Language content of the course.
- 2009 Created an instructional Unit on Heritage Language Education. This unit was introduced to the EDCI 430, Undergraduate seminar and EDCI for the graduate teacher candidates.
- 2007 New Course Development for TESOL Minor. Spearheaded and worked with SLEC faculty and G assistants in the development of the following courses for the new TESOL minor:
- EDCI 488Q (currently EDCI 432): Issues in the Education of English Language Learners
  - EDCI 434: Pedagogy of Teaching English Language Learners
  - EDCI 435: Teaching English Language Learners Reading and Writing in the Secondary Content Areas
  - EDCI 488T (currently EDCI 436): Understanding Cross-Cultural Communication for Teaching English Language Learners.
  - EDCI 488P (Currently 437: English Grammar Pedagogy for Teachers of English Learners.

### **Mentoring**

Supervised and mentored doctoral students who served as Teaching Assistants (TAs):

2016-2017 Rachel Lijuan—EDCI 430  
2014-2016 Margaret Ditter – EDCI 613  
2012-15 Kayra Alvarado- EDCI 689  
2011 Jenny Jenny Pei-Jie Chen, EDCI 410  
2010 Chien Yu Li, EDCI 410  
2009 Rui Ma, EDCI 410

Supervised and mentored Ph.D students who served as World Language Program Graduate Assistants (GAs):

2017-2018 Xiaoli Gong  
2010-12 Bedrettin Yazan  
2008-09 Rui Ma

Supervised and Mentored Ph.D. students who served as World Language University Supervisors for WL interns in the field experience:

Spring 2018 Carmen Durham (Supervisor of 2 Spanish Language interns  
2017-2018 Xiaoli Gong (Supervisor of 2 Chinese Language interns per semester)  
2014-2016 – Margaret Ditter (Supervisor of 2 Spanish language interns per semester)

### **Advising**

As World Language Program Coordinator, advised Master's degree candidates about course selection and overall program plans in World Languages Program. As PDS Coordinator, advise both Master's and undergraduate teacher candidates.

2017-2018- Advised 22 students (15 as a PDS coordinator and 7 as Program Coordinator)  
2017-2018- Reviewed and evaluated 15 M.Ed. Seminar Papers

### Doctoral Dissertation Committee Membership

Current Margaret Ditter- Reader of Comprehensive Examination  
2015 Kayra Alvarado- Merrills, Re-Positioning Latino Heritage Language Learners: The Case of One Adolescent's Experiences in Multilingual Spaces  
2014 Supreet Ananand (Advisor: Rebecca Oxford)  
2012 Julie Sugarman, Equity in Dual Language Education: Practitioners' Perspectives (Advisor: Melinda M. Beltran).  
2011 Rui Ma, Academic Spoken English Strategy Use of Non-Native English Speaking Graduate Students (Advisor: Rebecca Oxford).  
2011 Chien Yu Li, A multi method design to investigate reading strategy use and reading interest in comprehension of English expository texts for Eight Grades in Taiwan. (Advisor: Peter Afflerbach).

### Advisee Awards and Recognition

- 2018 Katie Ericson- Best Teacher of the Year 2018- Howard County
- 2013 Brenda Barrera, Teachers of Promise Institute, Maryland State Department of Education.
- 2012 Joanna Liu, Best First Year Teacher Award, Crossland High School.
- 2010 Ashley Edwards, Harry Green Award for Community Service.
- 2009 Maria Mellace, Teachers of Promise Award, Maryland State Department of Education.

## **SERVICE AND LEADERSHIP**

### **Administrative Responsibilities and Accomplishments**

#### World Language Program Coordinator

Prepare departmental reports; participate in departmental decision-making process at the department and College levels. Oversee and prepare evaluation of program and degree candidates. Guide course scheduling and staffing and review courses and syllabi.

- 2016 Developed a new M.Ed Teacher Leader Option in collaboration with the Persian language Department at the School of Languages at UMD- Students take 15 courses at the College of Education
- 2012 Secured approval of the program title change from Foreign Language to World Languages.
- 2012 Secured Maryland State Department of Education approval of the extension of the Foreign Language certification from 7-12 to PK-12.
- 2012 Revised the admission criteria for the Foreign Language program and created new interview questions for applicants to Master's Certification program, the essay guidelines and the evaluation rubric.
- 2009 Added new Chinese certification to the College of Education (in collaboration with the College of Arts and Humanities).
- 2008 Reinstated the requirement for students in the Foreign Language certification option to take the ACTFL Oral Proficiency Interview (OPI) as requirement for graduation.
- 2007 Developed a joint graduate program between Foreign Language Education, Department of Curriculum and Instruction, the Italian Department, School of Arts and Humanities, and the University of Perugia, Italy.
- 2006 Oversees and writes the program report for the American Council for the Teaching of Foreign Language (ACTFL) and the National Council for the Accreditation of Teacher Education programs (NCATE).
- 2003-08 Coordinated and evaluated the comprehensive exams.
- 2005-06 Established and coordinated two graduate outreach cohorts (for 25 teachers each) in partnership with Montgomery County Public Schools (MCPS) and Prince George's County Public Schools (PGCPS).

2004 Added new Italian certification to the College of Education (in collaboration with the College of Arts and Humanities).

### Program Development

2015 Developed a Post Baccalaureate Certificate or Professional Development (PBC-12 Credits) – Approved by Maryland Higher Education Commission (MHEC)

2007-09 Assisted in developing and implemented two new pathways for certification in foreign language, the non-degree Post Baccalaureate Certification (PBC) and the five year integrated option that allows undergraduates to graduate in five years with certification and graduate degree.

2005 Assisted in the development of the TESOL Minor.

### Partnerships

2012 Initiated a partnership and collaborated with the College of Education and the administration of the school in signing the Memorandum of Understanding (MOU) with Amidon Bowen Elementary Public School in the District of Columbia.

2012 Initiated a partnership with Paint Branch Elementary for a new site for placements of our Chinese language interns.

2002-present Professional Development Schools (PDS) Coordinator.

- Collaborate with local schools to place graduate students interns
- Build relationships in new sites
- Work with mentor teacher and interns
- Organize and conduct orientation for interns and mentors and collaborate with other PDS coordinators
- Recruit mentor teachers and hire supervisors
- Monitor interns in their internship a direct their professional portfolio

2010 Informational meeting on Foreign Language Certification options offered at the University of Maryland for Anne Arundel Public School teachers.

2010 Second Language Orientation Meeting for mentor teachers, in collaborating with the TESOL.PDS coordinator, Martin Luther King Middle School.

2009-2010 Informational meetings for prospective Chinese language teachers.

### **Committee Service**

#### Regional

2012 Advisory Board Member of the Global Studies Academy, Prince George's County Public Schools.

2011 University of Maryland PDS representative at the Strategic Improvement Team at Martin Luther King Middle School.

#### Departmental

- 2017-2018 Member of AEP Committee
- 2017-2018 Member of Search Committee for a TESOL Assistant Professor faculty member
- 2017-2018 PreK-12 Teacher Education Committee
- 2016-2018 Member of TLPL Division 2
- 2014-2015 Promotion Committee, Non Tenured Faculty
- 2013- Present TLPL Initial Certification Committee
- 2011-12 Member, Teacher Leader and Research Education Committee
- 2011 Member, Merit Pay for Non-tenured Faculty Committee
- 2010-11 Member, Task Force A, TLPL Certification Committee
- 2010-11 Member, SLEC Search Committee (Hires: Jeff McSwan and Kelly Rolstad)
- 2010 Member, Director of Chinese Center Search Committee (Hires: Ying Zhang)
- 2007-08 Member, TESOL Coordinator Search Committee (Hires: Colleen Gallagher)

### College

- 2015- Member of Multilingual Research Center
- 2011-12 Member, Teacher Leader Committee
- 2011-12 Member, Initial Certification Committee
- 2011-12 Member, College of Education-PDS Teacher Leader Committee
- 2009-present Member, Steering Committee Chinese Center for Teaching Chinese Language and Professional Development, College of Education
- 2009-present Member, Advisory Board, Chinese Center for Teaching Chinese Language

### Campus

- 2012-present Member, Advisory Board, MA in Hispanic Linguistics, Spanish and Portuguese Department, School of Arts and Humanities
- 2010 Collaborator, College of Arts and Humanities, Library and Computer Lab and ACTFL to establish a Testing Center for Conducting the Oral Proficiency Interview (OPI) at the University of Maryland
- 2008-09 Collaborator, Office of International Programs, University of Maryland to host and assist visiting scholar professors from abroad

### Scholarly and Creative Activities

- 2008-2010 Principal Investigator: Enhancing Language and Cultural Competences for Spanish and French Teachers. Maryland Higher Education Commission, Improving Teacher Quality Foreign Language. \$186,789.

### **Accreditation Reports**

Blejer, P. & Angeletti, K. (2012). *Accreditation report: University of Maryland World Languages Education Program*. Prepared for the American Council on the Teaching of Foreign Language and the National Council for Accreditation of Teacher Education. College Park, MD: College of Education, University of Maryland.

Blejer, P. & Oxford, R. (2006). *Rejoinder: Reinstating the ACTFL oral proficiency interview in the Foreign Languages Program*. Prepared for the American Council on the Teaching of Foreign Language and the National Council for Accreditation of Teacher Education. College Park, MD: College of Education, University of Maryland.

Blejer, P. & Kennedy, D. (2005). *Accreditation report: University of Maryland's Foreign Language Initial Teacher Certification Program (Grades 7-12)*. Prepared for the American Council on the Teaching of Foreign Language and the National Council for Accreditation of Teacher Education. College Park, MD: College of Education, University of Maryland.

Oxford, R. & Blejer, P. (2005). *Rejoinder: Foreign Language Teacher Certification Program (Grades 7-12)*. Prepared for the American Council on the Teaching of Foreign Language and the National Council for Accreditation of Teacher Education. College Park, MD: College of Education, University of Maryland.

Oxford, R. & Blejer, P. (2004). *Accreditation report: University of Maryland TESOL Program*. Prepared for the American Council on the Teaching of Foreign Language and the National Council for Accreditation of Teacher Education. College Park, MD: College of Education, University of Maryland.

### **Creative Activities**

- 2010 One Day Conference, Literacy and Technology: task based instruction. Workshop by Quique Aviles. In collaboration with Dr. Roberta Lavine, sponsored with grants from the MHEC grant. Conference open to mentor teachers in local schools and Advisory grant board members. College Park, June 2010.
- 2010 Portfolio Exhibitioner, Foreign Language interns, undG and G Foreign Language interns. Martin Luther King, May 2010
- 2009 Panel Discussion, "Making Connections between School and Home." In collaboration with Dr. Megan Peercy." Discussion included parent liaisons, students, and Heritage learners, March 2009

### **Workshops and Presentations**

Blejer, P. Foreign Language Keynote Speaker, Making Connections in the World Language classroom. Prince George's End of the year World Languages Principals Summit- ISSC Building, Capitol Heights, Maryland, May 2012.

Blejer, P. *Best practices for Teaching Second Language Learners*. Seminar for Suzhou Program/University of Maryland Professional Development Partnership, July 2012.

Blejer, P. *Classroom management strategies for practicing teachers*. Center for Teaching Chinese Language and Professional Development University of Maryland, May 2011.

Blejer, P., Spinnato, S. C., Stein, H., & Wang, S. C. New Teacher Preparation programs and New Certification Initiatives at the University of Maryland. Teacher White paper and

Blejer, 2018

Maryland's Chinese Language Teacher Initiatives. National Chinese Language Conference, Learning Chinese Globally, Washington, D.C., April 2010.

Professional Memberships

2008-present North East Conference

2007-present American Council on the Accreditation of Teacher Education (NCATE)

2007-present Maryland Foreign Language Association (MFLA)

# Svetlana V. Cook

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## CORE COMPETENCIES

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Second Language Acquisition | Instructional methods | Educational linguistics | Language assessment  
Course design and program evaluation | Survey development | Digital educational media development  
Data analysis | Experimental research | Statistical and analytics tools | Project management | Client relations

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## EDUCATION

2012 – **PhD** in Second Language Acquisition and Application  
*University of Maryland, College Park, Maryland*

2001 – **MA / PhD** in Cognitive Psychology and Linguistics  
*Tambov State University, Tambov, Russia*

1998 – **BA / MA** in English and French Language Education / TESOL  
*Tambov State University, Tambov, Russia*

## PROFESSIONAL EXPERIENCE

2015—present            **Second Language Acquisition Specialist**  
*University of Maryland National Foreign Language Center (NFLC), College Park, Maryland*

Manage content development for educational digital training and assessment products; develop content for high-stakes language tests; train and supervise subject matter experts and focus teams; develop training documentation.

2012—2015            **Research and Development Manager**  
*University of Maryland Center for Advanced Study of Language (CASL), College Park, Maryland*

Managed development of the innovative skill-assessment platform; spearheaded overall design and supervised its implementation; managed research and development efforts of Russian, Arabic, Chinese, Persian Farsi, Korean, and Spanish linguists in (co-PI); coordinated interdepartmental interactions with the support teams (media, software developers, labs, finance); collaborated with other project teams on app design for listening perception training; implemented a language training program evaluation plan; conducted analysis of the instructional benefit of web chats.

2010—2016            **Research Associate**  
*University of Maryland, College Park, Maryland / Duke University/UCLA*

Developed, implemented, and validated a Russian language proficiency test, comparing language competence of Russian language learners and heritage speakers of Russian in various linguistic domains using experimental behavioral techniques; performed data analysis and results interpretation.

2011—2012            **Test developer / Language Manager**  
*Second Language Testing, Inc. (SLTI), Rockville, Maryland*

Managed content development of the Amharic language proficiency assessment for a standardized assessment instrument; recruited and screened language experts, coordinated delivery schedule; provided quality assurance; developed content for Global Test of English Communication (GTEC), Pearson Test of English (PTE) and Pearson Test of English Academic (PTE Academic).

2009—2009                    **Content developer / Quality assurance**

*Avant Assessment, Eugene, Oregon*

Performed Russian language target passage and test item reviews for advanced Russian language proficiency assessment battery (DLPT, Superior level, ILR 3-4); assisted in passage development and item writing.

2007—2009                    **Research Assistant**

*Center for Advanced Study of Language (CASL)/University of Maryland, College Park, Maryland*

Coordinated development of the language (Russian) assessment tool; designed assessment components; supported the project statistician; developed content, platform programming.

## TEACHING EXPERIENCE

2015, 2016                    **Adjunct Professor**

*Second Language Acquisition Program, University of Maryland, College Park, Maryland*

Developed and taught a Second Language Acquisition (SLA) course *Fundamentals of Foreign Language Acquisition and Instruction* with emphasis on educationally oriented applied linguistics research to a group of foreign language instructors; selected appropriate materials and readings; developed and administered formative and summative assessments, advised on final projects.

2011                            **Teaching assistant / Co-instructor**

*Second Language Acquisition Program, University of Maryland, College Park, Maryland*

Assisted in the development of the graduate course for SLA students *Phonology, morphology and semantics in L2 lexical access* and co-taught selected topics; independently developed several sections of the course, assigned class readings, led discussions, consulted students on individual class-related data-focused projects.

2010                            **Russian language instructor / Proficiency tester**

*MultiLingual Solutions, Rockville, Maryland*

Lead Russian language training for government personnel during a short-term immersion for advanced learners of Russian (ILR 2-4); developed and implemented immersion activities; proficiency tester.

2009                            **Russian language adjunct instructor**

*Russian Language Department, University of Maryland, College Park, Maryland*

Taught courses in Intermediate Russian; developed curriculum, learning activities, and assessment instruments for progress assessment.

2005—2007                    **ESOL for Adults adjunct Instructor**

*Wor-Wic Community College, Salisbury, Maryland*

Developed the curriculum for a Basic adult ESL course; conducted classroom instructions and progress assessment; mentored students in overcoming educational and literacy challenges.

2005—2007                    **ESOL Instructor / Teacher**

*Pocomoke High School / Pocomoke Middle School, Pocomoke City, Maryland*

Provided individual and classroom ESL instruction to students at elementary, middle, and high school levels; developed individualized ESL learning plans and aligned them with the curricula for students of various English proficiency and grade levels; conducted standardized and curricula-related assessments; provided support to ESL students in non-ESL subject areas; performed liaison duties to the families of ESL students and the school officials.

1998—2002                    **Graduate Teaching Assistant**

*Department of English Linguistics, Tambov State University, Tambov, Russia* Conducted seminars and teaching practicums; assigned readings and led discussions during the seminars; developed and conducted progress assessments (oral and written exams); supervised students' practucums at public schools.

1998—1999                    **Adjunct instructor**

*Department of Russian as a Foreign Language, Tambov State University, Tambov, Russia*  
Instructed a group of students in Russian language during an Intensive Intermediate Russian course; developed curriculum and assessment instruments.

PUBLICATIONS

- Cook, S.**, Sweet, S., Gor, K., Jackson, S., Lancaster, A., Pandža, N., Pelzl, E., Douthy, C. (2018). Linguistic Correlates of Proficiency: At the intersection of testing and teaching. In J. Davis, J. Norris, M. Malone, T. MacKay, & S.A. Young (Eds.), *Useful assessment and evaluation in language education*. Washington, DC: Georgetown University Press. doi: 10.2307/j.ctvvngrq.9
- Gor, K., Chrabaszcz, A., & **Cook, S.** (2018). Early and late learners decompose inflected nouns, but can they tell which ones are inflected correctly? *Journal of Second Language Studies*, 1(1), 106-140.
- Gor, K., & **Cook, S.** (2018). A mare in a pub? Nonnative facilitation in phonological priming. *Second Language Research*, doi: 0267658318769962.
- Gor, K., Chrabaszcz, A., & **Cook, S.** (2018). A case for agreement: Processing of case inflection by early and late learners. *Linguistic Approaches to Bilingualism*. Published online 2 October, 2017.
- Gor, K., Chrabaszcz, A., & **Cook, S.** (2017). Processing of native and nonnative inflected words: Beyond affix stripping. *Journal of Memory and Language*, 93, 315-332.
- Cook, S.** (2016). Gender matters: From L1 grammar to L2 semantics. *Bilingualism: Language and Cognition*, 1-19. doi: 10.1017/S1366728916000766
- Cook, S.**, Pandža, N., Lancaster, A., & Gor, K. (2016). Fuzzy phonolexical representations lead to fuzzy form-to-meaning mappings. *Frontiers in Psychology* 7: 1345. doi: 10.3389/fpsyg.2016.01345
- Cook, S.**, & Gor, K. (2015). Lexical access in L2: Representational deficit or processing constraint? *The Mental Lexicon*, 10(2), 247-270.
- Gor, K., & **Cook, S.** (2010). Non-native processing of verbal morphology: In search of regularity. *Language Learning*, 60(1), 88-126.
- Gor, K., **Cook, S.**, Malyushenkova, V., & Vdovina, T. (2009a). Verbs of motion in highly proficient learners and heritage speakers of Russian. *Slavic and East European Journal*, 53(3), 386-408.
- Gor, K., **Cook, S.**, Malyushenkova, V., & Vdovina, T. (2009b). Chapter 15: Russian verbs of motion: Second language acquisition and cognitive linguistics perspectives. In V. Driagina-Hasko & R. Perelmutter (Eds.), *New approaches to Slavic Verbs of Motion*. Amsterdam / Philadelphia: John Benjamins, 386-408.

**Ivolgina [Cook], S.V.** (2001). Structure and organization of concept of quantitative qualification of verbal action. In N.N. Boldyrev (Ed.), *Tribute to anniversary of Novella A. Kobrina: Language as a Functional System*. Tambov: TSU, 24-29.

Boldyrev, N.N., & **Ivolgina [Cook], S.V.** (2001). *Business English: English textbook for students of Economics*. Tambov: TSU.

**Ivolgina [Cook], S.V.** (2000a). On the grammatical categories. In Boldyrev, N.N. (Ed.) *Papers of the II-nd Workshop in Cognitive Linguistics*. Tambov: TSU, 206-209.

**Ivolgina [Cook], S.V.** (2000b). Differential features of the category of quantitative qualification of verbal action in modern English. *Papers of the Round Table 'Traditional problems of Linguistics in New Paradigms of Linguistic Science'*. Moscow: Russian Academy of Science, Institute of Linguistics, 6.

Boldyrev, N.N., & **Ivolgina [Cook], S.V.** (1999) Structure and organization of the category of quantitative qualification of verbal action in modern English. *Tambov State University Newsletter. Humanities. II-nd edition*, Tambov: TSU, 115- 121.

#### TECHNICAL REPORTS

**Cook, S.**, Lancaster, A., Gor, K., Sweet, S., Jackson, S., & Doughty, C. (2015). Documenting the development of Linguistic Correlates of Proficiency (LCP) measures. Technical report. Center for Advanced Study of Language (CASL), University of Maryland.

Jackson, S., **Cook, S.**, Bonilla, C., Pelzl, E., Strong, R., Biller, A., Tare, M., & Doughty, C. (2013). Effectiveness of ATI intervention studies: Analysis of *Fuzzy Lexicon* training. Technical report. Center for Advanced Study of Language (CASL), University of Maryland.

**Cook, S.**, Bonilla, C., Pelzl, E., Clark, M., Miller, C., Triebwasser Prado, T., Tare, M., Vatz, K., Overfelt, C., Doughty, C., & Jackson, S. (2013). Developing a tailored training methodology for language learning. Technical report. Center for Advanced Study of Language (CASL), University of Maryland.

Michael, E., Colflesh, G., Karuzis, V., Key, M., **Cook, S.**, Silbert, N., Green, C., Browne, E., Rytting, C. A., Pelzl, E., & Bunting, M. (2013). Perceptual training for second language speech perception. Technical report. Center for Advanced Study of Language (CASL), University of Maryland.

Long, M. H., Gor, K., Koran, J., Vdovina, T., & **Cook, S.** (2009). Inventory of the linguistic correlates of proficiency for learners and heritage speakers of Russian for ILR levels 2 to 3. Technical report. Center for Advanced Study of Language (CASL). University of Maryland.

Long, M. H., Gor, K., Lee, S.-Y., **Cook, S.**, Vdovina, T., & Koran, J. (2008a). Draft inventory of the Linguistic Correlates of Proficiency for learners and heritage speakers of Russian of ILR levels 2 to 4. TTO 2128 Technical Report. Center for Advanced Study of Language (CASL). University of Maryland.

Long, M. H., Gor, K., Lee, S.-Y., Koran, J., Vdovina, T., & **Cook, S.** (2008b). Linguistic Correlates or Proficiency project: Results and implications of first round of Russian data collection. Executive Report, TTO 2128 Technical Report. Center for Advanced Study of Language (CASL). University of Maryland.

#### PAPER AND POSTER PRESENTATIONS

- Cook, S. V.**, Sweet, S. J., Gor, K., Jackson, S., Doughty, C., Lancaster, A., Pandza, N., Pelzl, E., Aghajanian-Stewart, K., & Howell, T. (2016, March). Linguistic Correlates of Proficiency (LCP): Methodology, features, & capabilities. Paper presented at Georgetown University Round Table on Languages and Linguistics, Washington, DC.
- Sweet, S. J., **Cook, S. V.**, Jackson, S., Doughty, C., Lancaster, A., Pandza, N., Pelzl, E., Aghajanian-Stewart, K., & Howell, T. (2016, March). Linguistic Correlates of Proficiency (LCP): Test performance report development. Paper presented at Georgetown University Round Table on Languages and Linguistics, Washington, DC.
- Pandža, N., Lancaster, A., **Cook, S.**, & Howell, T. (2015). Inventory of available lexical representations mediate accuracy in phonological perception and lexical access in L2. Paper presentation at Second Language Research Forum (SLRF), University of Georgia, Atlanta, GA, USA.
- Gor, K., & **Cook, S.** (2015). Late second language learners, but not early starters rely on fuzzy phonological representations of words in speech processing: Facilitation instead of inhibition in phonological priming. Paper presentation at International Symposium on Monolingual and Bilingual Speech 2015 (ISMBS 2015), Chania, Greece.
- Cook, S.**, & Gor, K. (2015). Statistical probabilities aid in the development of L2 phonological representations. Paper presentation at International Symposium on Monolingual and Bilingual Speech 2015 (ISMBS 2015), Chania, Greece.
- Gor, K., **Cook, S.**, & Chrabaszcz, A. (2015). Nonnative decomposition of inflected nouns: The role of proficiency and early/late start. Paper presentation at the conference of the European Second Language Association (EuroSLA 2015), Aix-en-Provence, France.
- Cook, S.**, & Gor, K. (2015). Does lexicon play a role in the development of nonnative phonological categories? Paper presentation at conference of the European Second Language Association (EuroSLA 2015), Aix-en-Provence, France.
- Michael, E., Colflesh, G., Karuzis, V., Key, M., **Cook, S.**, Silbert, N., Green, C., Browne, E., Rytting, C.A., Pelzl, E., & Bunting, M. (2014). Discrimination and identification training for Mandarin and Korean Speech Perception. Poster presentation at the Annual Meeting of the Psychonomic Society, Long Beach, CA, USA.
- Pelzl, E., Vafae, P., **Cook, S.**, Lancaster, A., & Gor, K. (2014). Linguistic correlates of proficiency. Paper presentation at ECOLT 2014, Teachers College at Columbia University, USA.
- Gor, K., Chrabaszcz, A., & **Cook, S.** (2014). If L2 learners decompose inflected words in lexical access, why are they insensitive to morphosyntactic information? Paper presentation at SLRF 2014, University of South Carolina, USA.
- Chrabaszcz, A., Gor, K., & **Cook, S.** (2014). Do second language learners take advantage of extra time in sentence processing? Poster presentation at SLRF 2014, University of South Carolina, USA.
- Cook, S.**, & Gor, K. (2014). Development of non-native phonological categories in L2: Bottom-up or top-down route? Paper presentation at SLRF 2014, University of South Carolina, USA.
- Lukyanchenko, A., Gor, K., & **Cook, S.** (2014). To decompose, or not to decompose, that is the question. Child language acquisition and bilingualism: Grammatical development in Russian and Norwegian, St. Petersburg, Russia.
- Gor, K., **Cook, S.**, & Chrabaszcz, A. (2014). Inflectional paradigm in second language lexical access: Decomposition without recomposition. Poster presentation at the 9th Mental Lexicon conference, Niagara-on-the-Lake, Ontario, Canada.
- Cook, S.**, & Gor, K. (2014). When nonnative words compete and when they don't. Poster presentation at the 9th Mental Lexicon conference, Niagara-on-the-Lake, Ontario, Canada.
- Tare, M., Golonka, E., Crooks, C., **Cook, S.**, Bonilla, C. (2014). Real-time interactive language tasks contribute to language gains: Analysis of text chat transcripts. Poster presented at Georgetown University Roundtable on Languages and Linguistics (GURT). Georgetown University, Washington, DC, USA.
- Cook, S.**, Gor, K., Colflesh, G., Green, C., Karuzis, V., Key, M., Michael, E., Rytting, C. A., & Silbert, N. (March, 2014). Effects of statistical learning and perceptual difficulty on the acquisition of non-native phonological contrasts. Paper presented at Georgetown University Roundtable on Languages and Linguistics (GURT). Georgetown University, Washington, DC, USA.

- Cook, S.**, Bonilla, C., Pelzl, E., Miller, C., Triebwasser Prado, T., Overfelt, C., Vatz, K., Clark, M., Jackson, S., & Doughty, C. (2014). Language aptitude and L2 lexical learning. Paper presented at American Association for Applied Linguistics Annual conference (AAAL), Portland, OR, USA.
- Cook, S.** (2013). Not all priming effects are created equal: Evidence from L1 and L2 Russian. Poster presented at 11th Symposium for Psycholinguistics, University of LaLaguna, Tenerife, Spain.
- Cook, S.** & Gor, K. (2012). How fine-grained are phonological representations of lexical entries in L2 lexicon? Paper presented at Second Language Research Forum (SLRF), Carnegie Melon University, PA, USA.
- Gor, K., **Cook, S.** & Jackson, S. (2012). Phonological, semantic, and morphological aspects of second language auditory lexical access. The 5th international conference on Cognitive Science. Kaliningrad, Russia.
- Gor, K., **Cook, S.**, Lukyanchenko, A., & Solovyeva, K. (2011). Under Pressure: What choice of experimental task reveals about L2 morphosyntax. Poster presented at Second Language Research Forum (SLRF), Iowa State University, IO, USA.
- Solovyeva, K., **Cook, S.**, Gor, K., & Lukyanchenko, A. (2011). Modeling the mental lexicon of Russian learners: Why do words play tricks on them? Paper presented at Slavic Cognitive Linguistics Conference (SCLC), American University, Washington, DC.
- Cook, S.** (2011). Can ‘transfer to nowhere’ become ‘transfer to somewhere’?: Linguistic relativity revisited. Paper presented at Slavic Cognitive Linguistics Conference (SCLC), American University, Washington, DC.
- Gor, K., **Cook, S.**, & Jackson, S. (2010). Lexical access in highly proficient late L2 learners: Evidence from semantic and phonological auditory priming. Paper presented at Second Language Research Forum (SLRF), University of Maryland, Maryland, USA.
- Cook, S.**, Gor, K., Jackson, S., Jiang, N., Moon, J., O’Connell, S., Prieto-Botana, G., & Rhoades, E. (2010). Non-Native Lexical Access. Poster presented at the Language Science Day, University of Maryland, Maryland, USA.
- Lee-Ellis, S., Gor, K., Lukyanchenko, A., **Cook, S.**, Ahn, S., Romanova, N., & Moon, J. (2010). Why Heritage Language Acquisition? Poster presented at the Language Science Day, University of Maryland.
- Lukyanchenko, A., Granena, G., Mueller, J., **Cook, S.**, Jiang, N., Bylund, M., & Solovyeva, K. (2010). L2 Morphosyntactic Processing and Acquisition. Poster presented at the Language Science Day, University of Maryland, Maryland, USA.
- Gor, K. & **Cook, S.** (2009). Implicit and explicit aspects of L2 acquisition and processing of inflectional morphology. Paper presented at Georgetown University Round Table on Languages and Linguistics (GURT), Washington, DC, USA.
- Vdovina, T. & **Cook, S.** (2008). Russian Verbs of Motion: Challenges in Advanced L2 Acquisition. Paper presented at AATSEEL Convention, San- Francisco, CA.

#### NONREFEREED AND INVITED TALKS

- Cook, S.**, & Gor, K. (2015). Testing grammatical knowledge at different proficiency levels. Summer Institute on Slavic & Eurasian Language Pedagogy, Research & Testing, Duke University, USA.
- Cook, S.** (2015). Fuzzy Lexicon: Language Aptitude and L2 lexical learning. Training Committee of the Interagency Language Roundtable meeting, NFLC.
- Cook, S.** (2014). Priming methodology in language research. Graduate colloquium, Second Language Acquisition, UMD.
- Cook, S.**, Bonilla, C., Jackson, S., Doughty, C., & Tare, M. (2013). Fuzzy Lexicon: Tailored vocabulary training in Chinese, Persian, Arabic, and Russian. Researchers’ Forum, CASL, UMD.
- Cook, S.**, Jackson, S., Vatz, K., & Richards, D. (2012). Tailored Training pilot study in Russian NCS class. Researchers’ forum, CASL, UMD.

#### PATENTS

- 2013 “iPad-compatible software application to train perception of foreign sounds” (Invention

- 2015 Disclosure No. IS-2014-090, patent pending), co-inventor  
“LCP: Linguistic Correlates of Proficiency foreign language proficiency assessment battery”  
(Invention Disclosure in progress), co-inventor

#### TRAINING AND WORKSHOPS

- 2015 Tester training in Test of Russian as a Foreign Language (TPKI), Duke University, Summer Institute on Slavic & Eurasian Language Pedagogy, Research & Testing  
2013 Introduction to eye-tracking equipment and software (Tobii), University of Maryland, CASL  
2012 Modified Oral Proficiency Interview (MOPI) training, Rockville, Maryland  
2011 ILR test passage rating workshop, SLTI, Rockville, Maryland  
2011 Oral Proficiency Interview (OPI) training, SLTI, Rockville, Maryland  
2009 Mini-ERP boot camp, University of Maryland, College Park, Maryland

#### AWARDS AND HONORS

- 2011-2012 Dissertation Fellowship, School of Languages, Literatures, and Cultures, University of Maryland, \$25,000  
2011 SLLC Conference award to present at Slavic Cognitive Linguistics Conference (SCLC), Washington, DC, \$120  
2011 Jacob K. Goldhaber Travel Award, \$600, to present at ADYLOC 2011, France  
2010 SLLC travel support for data collection at BYU, Provo, UT, \$2,000  
2010-2011 Graduate Assistant, Department of Asian and East European Languages, University of Maryland, \$24,000  
2009 Graduate Student Summer Research Fellowship, Graduate School, University of Maryland, \$6,000  
2008-2009 Research Fellowship, School of Languages, Literatures, and Cultures, University of Maryland, \$20,000  
2007-2008 Research Fellowship, School of Languages, Literatures, and Cultures, University of Maryland, \$20,000  
2004 Second Place Award for Best English language textbook for non-linguistics majors for textbook *Business English: English Textbook for Students of Economics*, Russian Ministry of Education  
1998 Award for Best graduate research in Social Sciences for M.A. thesis “Structure and organization of the category of quantitative qualification of verbal action in modern English”

#### TECHNICAL SKILLS

Proficient in R, SPSS, E-prime, Praat, DMDX/WebDMDX (experienced developer); Ixbox; familiarity with fMRI and EEG techniques

#### AFFILIATIONS AND PROFESSIONAL ACTIVITIES

*Ad hoc reviewer for Bilingualism: Language and Cognition, Studies in Second Language Acquisition, Language Learning, and International Journal of Bilingual Education and Bilingualism.*  
*Integrative Graduate Education and Research Traineeship (IGERT): Biological and Computational Foundations of Language Diversity, University of Maryland*  
*National Clearinghouse for English Language Acquisition (NCELA) Resource Library*  
*The American Association of Teachers of Slavic and East European Languages (AATSEEL) member*  
*The Russian Cognitive Linguists Association*  
*Certified K-12 teacher in ESOL in the state of Maryland*  
*Certified TPKI (Test of Russian as a Foreign Language) tester*

#### LANGUAGES

Native Russian, near-native English, basic French

## Dr. Catherine Ritz

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### - PROFESSIONAL EXPERIENCE -

#### **Boston University Wheelock College of Education & Human Development, Boston, MA**

07/17 - present

##### ***Clinical Assistant Professor & Director of Modern Foreign Language Education***

- ★ Teach both undergraduate and graduate courses in language education, especially foreign and second language methods and second language acquisition
- ★ Provide professional academic advisement to students seeking licensure as teachers of foreign languages (Spanish, French, Arabic)
- ★ Oversee field placements for modern foreign language education students
- ★ Conduct a program of scholarly research and publication on modern foreign language education
- ★ Build positive relations with local schools, other departments at Boston University, the Massachusetts Department of Elementary and Secondary Education, and professional organizations
- ★ Engage in professional development activities with in-service educators and/or pre-college students

#### **Arlington Public Schools, Arlington, MA, Director of World Languages**

08/11 - 07/17

[www.arlingtonworldlanguages.blogspot.com](http://www.arlingtonworldlanguages.blogspot.com)

- ★ Supervise and evaluate world language teachers in grades 6-12 (French, Latin, Italian, Mandarin, Spanish)
- ★ Curriculum development, alignment, mapping; Development of common assessments/rubrics across languages
- ★ Provide professional development for all teachers
- ★ Teach French & Spanish courses as needed
- ★ Website development and maintenance
- ★ Organize/supervise/lead student trips (Québec Homestay, France Exchange, China Exchange)
- ★ Develop and launch co-curricular programs:
  - Seal of Biliteracy
  - Global Competence Program
  - National World Language Honor Societies
- ★ Grants/Awards:
  - Recipient of the AATF Exemplary French Program Award with Honors, 2016
  - Data Collection & Analysis for Improved World Language Proficiency (Arlington Education Foundation, 2015, \$3,000)
  - AP Vertical Teaming (Arlington Education Foundation, 2014, \$3,000)
  - Italian Program Grant (Centro Attività Scolastiche Italiane - C.A.S.I.T., Inc.) (2013, 2014, 2015, 2016)
  - Differentiation Strategies and Increased Target Language Use for the World Language Classroom (Arlington Education Foundation, 2013, \$3,000)
  - Teachers of Critical Languages Program (TCLP) - Mandarin (2011-2012 & 2012-2013)
  - iPod Touches for Increased Speaking Proficiency (Arlington Education Foundation, 2012, \$3,000)
- ★ President of the Arlington Administrator's Association (2014 - present)
- ★ Ottoson Middle School Advisory Coordinator (2014 - 2016)

#### **Boston University, Boston, MA, Part-Time Instructor**

09/16 - 05/17

Courses taught: Methods of Teaching Modern Foreign Language (fall 2016); The Student Teaching Experience: Modern Foreign Language (spring 2017)

#### **Melrose High School, Melrose, MA French & Spanish Teacher**

09/08 - 08/11

- ★ Courses taught: French I, II c.p., II H, III c.p., III H ; Spanish II c.p.
- ★ Extra-curricular activities: French Club faculty advisor; Global Education in Melrose (GEM) faculty advisor; launched Melrose Chapter of National French Honor Society
- ★ Travel: trip to Quebec (2009); trip to France (04/2011)

#### **Mount Alvernia High School, Newton, MA French & Spanish Teacher**

09/06 - 06/08

- ★ Courses taught: Introductory French, French I, II H, III H, IV H, AP French; Spanish I
- ★ Extra-curricular activities: French Club coordinator, Arabic Club coordinator
- ★ Re-wrote all levels of French curricula as part of the National Association of Independent Schools reaccreditation
- ★ Obtained scholarship from the Arab Academy for free online Arabic courses. Founded the Arabic Club.

#### **Salem High School, Salem, MA French Teacher**

08/05 - 06/06

- ★ Courses taught: French I, II c.p., III c.p., III H

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<b>Boston Language Institute, Boston, MA, <i>French Teacher</i></b>	10/05 – 05/06
★ Taught French to adult students in upper-level French classes. Curriculum development.	
<b>New Canaan High School, New Canaan, CT, <i>Student Teacher (French)</i></b>	01/05 – 05/05
★ Courses taught: French III H, IV c.p., AP French	
<b>P.S. 183, New York, NY, <i>Student Teacher (ESL, Elementary)</i></b>	09/04 – 12/04
★ Taught ESL in grades 1-5.	
<b>Scholastic, Inc., New York, NY, <i>Associate Editor</i></b>	06/01 – 12/03
Conception, development, and management of at-home book clubs for children. Recruited and hired freelance writers and proof/copyeditors. Worked directly with the art department on art concept for all books. Sourced and developed original, tailored premiums to accompany each book. Worked in conjunction with the IT department to develop websites to enhance clubs and increase club retention. Followed books through from conception to proofs.	
<b>- PROFESSIONAL SERVICE -</b>	
<b>Northeast Conference on the Teaching of Foreign Languages, <i>Board of Directors</i></b>	07/18 – present
Nominated to a four-year term beginning in July, 2018	
<b>Massachusetts Foreign Language Association, <i>Board of Directors</i></b>	01/12 – present
<a href="http://www.mafila.org">www.mafila.org</a>	
★ Programming Coordinator (01/17 – present)	
★ President, 2015 & 2016	
★ MaFLA Proficiency Academy Program Director (07/2015 – present)	
★ MaFLA Fall Conference Chair, 2014	
<b>American Association of Teachers of French, Eastern Mass Chapter, <i>Executive Board</i></b>	01/11 – 09/14
★ Vice President, 2013-2014	
★ AATF Leadership Fellow, 2011	
<b>- EDUCATION -</b>	
<b>Texas A&amp;M University, <i>Doctorate in Education (EdD)</i></b>	2012 – 2015
Curriculum & Instruction GPA: 4.0 Dissertation: "Making the Shift: Supporting World Language Teachers in Moving to a Communicative Curriculum"	
<b>Harvard University, <i>Master of Liberal Arts (ALM)</i></b>	2006 – 2011
Foreign Literature, Language, and Culture (French & Spanish) GPA: 3.8. Dean's List for Academic Achievement Thesis: "Evolution of the Mother Myth in Québécois Female Fiction: Gabrielle Roy's <i>The Tin Flute</i> , Marie-Claire Blais's <i>A Season in the Life of Emmanuel</i> , and Anne Hébert's <i>The First Garden</i> "	
<b>New York University, <i>Master of Arts (MA)</i></b>	2004 – 2005
TESOL/Foreign Language Education (French) GPA: 4.0	
<b>Boston University, <i>Bachelor of Science in Business Administration (BSBA)</i></b>	1996 – 2000
Major: Marketing. Minor: French GPA: 3.37 Study abroad: Lyon, France: Université de Lyon III (fall 1999); Boston University Paris Internship Program (spring 1998)	

## - PUBLICATIONS -

Ritz, C. (2018, January/February). Honoring Learners with the Seal of Biliteracy. *The Language Educator*, 30-32.

Ritz, C. (2018, March/April). The Big Impact of the Little i : Shifting from an "Isn't-That-Interesting" Approach to Culture to Developing Intercultural Competence. *The Language Educator*, 13(1), 53-56.

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203-858-2178 ~ critz@bu.edu ~ @ritzforeignlang  
[www.ritzforeignlang.org](http://www.ritzforeignlang.org)

Ritz, C. (2016, August/September). The proficiency cohort: Empowering teachers through curriculum development. *The Language Educator*, 1(3), 47-49.

Ritz, C., Allen, J., & Eagan, T. (2016, March/April). Developing common assessment measures: A state and district collaboration. *The Language Educator*, 1(2), 35-38.

### - PROFESSIONAL CERTIFICATIONS, PRESENTATIONS, AND AFFILIATIONS -

**National Board Certification, *Early Adolescence Through Young Adulthood/World Languages (French)***

awarded 11/2013

#### **Massachusetts Teaching Certifications (license #: 400019; MEPID: 52321106)**

- ★ Professional Certification: French (PK-6, 5-12), Spanish (PK-6, 5-12)
- ★ Professional Certification: Supervisor/Director (Foreign Language & Non-Core, all levels)
- ★ Initial Certification: English Language Learners (PK-6, 5-12)
- ★ Initial Certification: Principal/Assistant Principal (5-8, 9-12)
- ★ Initial Certification: Superintendent/Assistant Superintendent (all levels)
- ★ Transitional Bilingual Learning endorsement (French & Spanish, PK-6, 5-12)
- ★ Sheltered English Immersion Administrator endorsement

#### **Highlight of Professional Presentations**

- ★ "90-10: Planned and Purposeful Target Language and English Use." American Council on the Teaching of Foreign Languages Annual Convention and World Languages Expo, November 2017
- ★ "Assessing Performance: Moving from Chapter Tests to Authentic Assessments," MaFLA Fall Conference, October 2015
- ★ "The Proficiency Cohort: Making Shift Happen," MaFLA Fall Conference, October 2015
- ★ "Teaching with Tablets," Northeast Conference on Teaching Foreign Languages (NECTFL), March, 2014 & American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention, November 2014
- ★ "Integrating New Technologies in Your Curriculum," MaFLA Summer Institute, August 2012
- ★ "Digitally Speaking: Free Resources to Enhance Oral Proficiency in the Foreign Language Classroom," AATF Annual Conference, July 2012 & American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention, November 2012
- ★ "Speak & Share Online," MaFLA Fall Conference, October 2011
- ★ "Twitter for Professional Development," MaFLA Fall Conference, October 2011

#### **Highlight of Professional Memberships**

- ★ AATF (American Association of Teachers of French)
- ★ ACTFL (American Council on the Teaching of Foreign Languages)
- ★ ASCD (Association for Supervision and Curriculum Development)
- ★ MaFLA (Massachusetts Foreign Language Association)
- ★ NADSFL (National Association of District Supervisors of Foreign Language)
- ★ NNELL (National Network for Early Language Learning)

### - SKILLS & INTERESTS -

#### **Languages**

- ★ English (native)
- ★ French (near native, home language)
- ★ Spanish (fluent)
- ★ German (novice)

#### **Technology/Internet Presence**

- ★ MS Word, Excel, Powerpoint, SmartBoards, Wikis, Blogs, Promethean Board, GoogleDrive, GoogleClassroom
- ★ Twitter: @ritzforeignlang
- ★ LinkedIn: [www.linkedin.com/in/catherineritz](http://www.linkedin.com/in/catherineritz)
- ★ Professional website: [www.ritzforeignlang.org](http://www.ritzforeignlang.org)

#### **Personal**

- ★ Cooking, baking, reading, travel, languages

## **JUAN CARLOS MORALES, Ed.D.**

21 Madeira Ave., Apt. 20

Coral Gables, FL 33134

Tel: (305) 926-8851

E-mail: jcmorales@gmail.com

### **EMPLOYMENT HISTORY**

May 2014-present

**Miami Dade College, World Language Department Chairperson, InterAmerican Campus.** Miami, Florida.

Supervise the development and/or revision of curriculum, and implement instructional programs; develop course schedules and faculty assignments; hire, supervise, and evaluate personnel; prepare and maintain departmental budgets; manage labs, equipment, and other departmental resources; ensure the effective implementation of the faculty advancement processes; provide program information and ensures the availability of advisement services for students; serve on Campus and College-wide committees; participate in the development and implementation of College policies, procedures, and guidelines; resolve issues and problems that may arise with faculty, staff, and students; provide training opportunities for employees; maintain SACS (Southern Association of Colleges and Schools) accreditation compliance; represent the college and campus at various outreach events such as Chamber of Commerce events, as well as radio interviews to promote programs; teach one course per semester, including GER 1120/1121 and JPN 1120/1121.

February 2013 – May 2014

**State Supervisor (Education Associate) for World Languages and International Education, Delaware Department of Education.** Dover, Delaware.

Provided leadership and coordination for Governor's World Language Expansion Initiative, Teacher Leader Network, and on-going implementation of 2-year world language requirement for graduation; collaborated on on-going implementation of statewide curriculum; developed and provided professional development for teaching and assessing for proficiency; served as a liaison for international professional groups and for universities and colleges with Department; served as spokesperson for immersion program to public audiences, including Spanish-speaking parents.

February 2011 – February 2013

**The College Board, Director of Curriculum and Content, World Languages and Cultures, Advanced Placement (AP) Program.** Duluth, Georgia.

Led language and culture programs in AP Spanish Language, AP Spanish Language and Culture, AP German Language and Culture, AP Japanese Language and Culture, AP Latin: Vergil, AP Latin, AP Spanish Literature and Culture (August-November 2011). Designed and implemented standards-based curricula in world languages and cultures; integrated data from AP exam results to develop teacher support materials including curriculum modules and course planning and pacing guides for AP courses; implemented AP curriculum standards into assessment development following claims and evidence

design; designed and provide workshops to teachers and professors on the AP world languages and cultures curriculum focusing on instructional design and assessment; represented College Board and the AP program to various stakeholders and local, state, and national level, with growing responsibilities with the Latino community; managed development committee members and AP stakeholders (teachers, professors, students) at large; served as liaison to Spanish-speaking community about the AP program via TV and radio interviews, articles, and on-site presentations.

August 1993 – January 2011

**Miami Dade County Public Schools, High School World Language Teacher.** Miami, Florida.

**TERRA Environmental Research Institute.** Florida State Certified Teacher of German, French, Japanese and ESOL. Miami, Florida. (2009-2011)

Courses taught in: German (1-2), English through ESOL I, French (1-3), Japanese (1-2). Opened school and served as Department Chair of World Languages Department; developed curriculum for and teacher of German, Japanese, French and English as a Second Language; led staff professional development for department and other teachers in county.

**Miami Palmetto Senior High School.** Florida State Certified Teacher of German, French, Japanese and ESOL. Miami, Florida. (1997-2009)

Courses taught in: German (1-AP), English through ESOL I, French (1-2), Japanese (1-4). Developed curriculum for German and Japanese programs. During tenure, selected school's teacher of the year, regional finalist. Also selected Florida German Teacher of the Year, Florida Japanese Teacher of the Year, Florida World Language Teacher of the Year, Southeast Regional World Language Teacher of the Year, and National Language Teacher of the Year Finalist (see awards).

**G. Holmes Braddock Senior High School.** Teacher of Japanese, German and Spanish. Miami, Florida. (1993-1996)

Courses taught in: German (1-3) and Japanese (1-3), Spanish 1

## **PART-TIME EMPLOYMENT**

August 2002 – December 2006

**Miami Dade College, InterAmerican and Wolfson Campuses.** Miami, Florida.

Instructor of English for Academic Purposes and Japanese. Taught EAP courses in Grammar, Writing, Reading, Speech (levels 1-6).

## **POST-GRADUATE FELLOWSHIP**

October 1992 – May 1993

**Doshisha University, Teacher of English as a Second Language.** Kyoto, Japan. Post-Graduate Fellowship. Teacher of self-created conversation course for sophomores, co-teacher of Advanced ESL and Conversation.

## EDUCATION

August 2015 – May 2018

**University of Miami**, Miami, Florida. Ed.D. in Higher Education Leadership.

Dissertation title: “Defying the Statistics: Latinx Students’ Journeys from ESL to the Honors College at the Community College.” GPA: 3.98. Link:

[https://scholarlyrepository.miami.edu/cgi/viewcontent.cgi?article=3068&context=oa\\_dissertations](https://scholarlyrepository.miami.edu/cgi/viewcontent.cgi?article=3068&context=oa_dissertations)

June 2009 – August 2012

**Middlebury College**, Middlebury, Vermont. M.A. in German. GPA: 4.0.

September 1997 – December 1998

**Florida International University**, Miami, Florida. M.A. in Linguistics. GPA: 4.0.

September 1996 – June 1997

**Stanford University**, Palo Alto, California. M.A. coursework in Japanese Language and Literature.

September 1988 – May 1992

**Amherst College**, Amherst, Massachusetts. B.A. in German and European Studies, Magna Cum Laude. Thesis title: “Peter Bichsel: Imagination and the Destruction of the Swiss Myth.” GPA: 3.7. Junior year abroad at Eberhard-Karls Universität, Tübingen, Germany.

## PROFESSIONAL INITIATIVES

2019-2020 National German Examination Co-Chair, AATG

Feb 2017 SWCOLT Invited Keynote Speaker, Santa Fe, NM

Jul-Nov 2017 Author, Integrated Performance Assessments to accompany Treffpunkt Deutsch, 9<sup>th</sup> edition, Gonglewski, Moser, Partsch, Pearson Education, 2019

Nov 2017 Featured Workshop Presenter, “The Interpersonal Mode in AP Spanish Language and Culture,” New York, NY

Nov 2017 Featured Workshop Presenter, “World Language Strategies for Student Engagement,” Prince Georges County, MD

August 2017 Featured Workshop Presenter, “Comprehensible Input and World Language Instruction,” Colorado Springs, CO

Dec 2016 Featured Workshop Presenter, TELL (Teacher Effectiveness for Language Learning), Washington, DC

July 2016 Featured Workshop Presenter, TELL (Teacher Effectiveness for Language Learning) Virginia, Roanoke, VA (Target Language Teaching Strand)

March 2016 Featured Workshop Presenter, VISTA Higher Learning, “World Language Teachers as Brain Changers,” Boston, MA and Los Angeles, CA

Feb 2016 Featured Keynote Speaker, The Japan Foundation Sakura Network, “Articulation and Assessment in World Languages,” Washington, DC; Presentation at CCFLT (Colorado Council on Foreign Language Teaching), “Pathways to Proficiency”, Loveland, CO

Nov 2015 Featured Keynote Speaker and Workshop Presenter, Tennessee Foreign Language Association (TFLA), Nashville, TN and 2015 ACTFL Conference, San Diego, CA

May 2015 Featured Workshop Presenter, VISTA Higher Learning, “Inspire to Interact: Spoken Interpersonal Communication Strategies,” Chicago, IL and San Jose, CA

March 2015 SCOLT Presentation: “Understanding the Culture of Teaching for Proficiency”

2014-2016 ACTFL Mentoring Program, Mentor Teacher

Nov 2014 2014 ACTFL Conference, “SCOLT Teachers of the Year Power Share Session”, presenter, San Antonio, TX

Nov 2014 Featured Workshop Presenter, VISTA Higher Learning, “Inspire to Interact: Spoken Interpersonal Communication Strategies,” Boston, MA

Oct 2014 Featured Keynote Speaker and Workshop Presenter, Florida Foreign Language Association (FFLA), Miami, FL

Nov 2013 2013 ACTFL Conference, Teacher of the Year Panel, Power Share Session, presenter, Orlando, FL

July 2013 Featured Keynote Speaker and Workshop Presenter, Association of China and Mongolia International Schools (ACAMIS), Guangzhou, China

2011-2013 Presentations for the College Board/AP Programs at SWCOLT, AP Annual Conference, SCOLT, ACTFL; individual presentations at FLAVA, FFLA

2010-2011 AP Consultant: AP German and Pre-AP Strategies; Author of Course Planning and Pacing Guide 1 for AP German Language and Culture

2010-2011 *Waldsee*/New York Future of German Conference Participant

2009-2010 Presentations at ACTFL, APAC, SCOLT, CSCTFL, FFLA as a member of the AP German Development Committee

2005-2010 2005-6, 2008 Reader; 2009 Table Leader; 2010 Question Leader for AP German Examination, Cincinnati, OH

2008-2011 todo alemán - Website Contributor and Editorial Team Member (<http://www.goethe.de/todo-aleman>)

2008-2011 Educational Policy and Instruction Center, Maine Course Pathways Project, World Languages - Consultant, Scoring Guide Developer, Senior Reviewer

2007-2011 Goethe Institut Netzwerklehrer Teacher Trainer

2007-2010 Advanced Placement German Exam Development Committee Member – including various presentations at Teacher Workshops and Representing Member at APAC 2010 in Washington, DC, and APAC 2008 in Seattle

2009 Contributor to the AP German Sample Instruction Plan Publication for the new AP German exam

2008-9 Presenter at SCOLT: “AP German Development Committee and Teaching Ideas for AP German”

- 2009 Member of AATG National German Examination Task Force
- 2008-9 ACTFL Mentoring Program, Mentor Teacher
- 2008 Florida State Instructional Materials Committee (SIMC) for ESOL
- 2007-8 2008 AATG Annual Meeting Co-Chair
- Feb. 2008 Presenter at SWCOLT (Southwest Conference on Language Teaching):  
“The AP German Exam – Content, Grading and Instructional Techniques”
- June 2007 Advanced Placement Reader, Japanese
- 2007-8 Member of College Board AP World Languages Review Commission
- Nov 2006 Member of the Florida State Instructional Materials Committee (SIMC)  
for World Languages
- Oct 2006 Presenter at FFLA (Florida Foreign Language Association): Classroom  
Management Ideas for FL Teachers; Strategies for AP German Teachers
- 2006-7 Contributing Member for 2007 AP German Syllabi Publication by the  
College Board
- Oct 2005 Presenter at FFLA: “Youth Literature in the German Classroom; AP  
German – Materials, Ideas and Discussion”
- Nov 2004 German State Certification Exam – Validation and Test Writing  
Committee Member
- Oct 2004 Presenter at FFLA: “How to Hook ‘em, Hook to Keep ‘em: Recruiting and  
Retaining Students in German”
- Nov 2003 Co-Presenter at the ACTFL (American Council on the Teaching of  
Foreign Languages) Convention: Professional Development Opportunities  
for German Teachers – TraiNDaF
- Oct 2003 Co-Presenter at the FFLA Convention: “FASG – How to Run a State  
Competition”
- 2003 Recipient of TraiNDaF (Transatlantisches Programm zum Nachwuchs  
Deutsch als Fremdsprache) scholarship for leadership in German  
Language Instruction from the AATG (American Assoc. of Teachers of  
German) including Stipend for study at the Goethe Institut, Berlin,  
Germany
- Oct 2002 Co-Presenter at the FFLA Convention: “Materials for Japanese Teachers -  
How to use DEAI in the Classroom”
- Oct 2001 Presenter at the FFLA Convention: “How Japanese is Learned” – a  
workshop for Japanese native teachers on the acquisition of Japanese by  
non-native students
- Summer 2001 Japan Foundation Summer Language Training Program for Non-Native  
Teachers of Japanese Fellowship Recipient, Urawa, Japan
- Summer 2000 Japan Foundation Intensive Standards-Based Summer Training Program  
Fellowship Recipient, Urawa, Japan

## **AWARDS AND HONORS**

- 2018 Outstanding Doctoral Student in Higher Education, University of Miami
- 2009 AATG Outstanding German Educator Award, 9-12
- 2007 ACTFL National Teacher of the Year Finalist
- 2007-8 SCOLT (Southern Conference on Language Teaching) Language Teacher  
of the Year

Summer 2007 Sprachakademie Wittenberg Program Fellow, Wittenberg, Germany  
 2006-7 2007 FFLA Foreign Language Teacher of the Year  
 2004 NCJLT Japanese National Teacher of the Year, Nominee  
 2004-5 FFLA Florida State Teacher of the Year: Japanese  
 2004-5 FFLA Florida State Teacher of the Year: German  
 Summer 2004 Fulbright Hays Seminars Abroad Recipient: New Zealand  
 2004 Duden Award for Excellence in Teaching German from the Florida  
 Association of Teachers of German  
 2002 Regional Finalist, Teacher of the Year, District V, Miami, FL  
 2002 Teacher of the Year, Miami Palmetto Senior High School  
 Summer 2002 Recipient of Goethe Institut Summer Institute, Berlin, Germany  
 2001 Japan Foundation Travel Grant Recipient to ACTFL Conference  
 2001, 2002 NCJLT/Cheng-Tsui Grant recipient for Japanese Language Teachers  
 2000-2001 Two-time recipient of Japan Foundation Summer Training Fellowship

## **PROFESSIONAL AFFILIATIONS**

9/07 – present ACTFL (American Council on the Teaching of Foreign Languages),  
 Member; Board Member at Large, 2014-16; Convention Chair, 2015-  
 2016; Chair, Public Awareness Campaign, 2014; Member, International  
 Credentialing, 2015; Member, Convention Committee, 2014-16  
 1/07- present SCOLT (Southern Conference on Language Teaching), Member;  
 Executive Board Member, Awards Chair 2009-2013  
 9/99 - present Florida Foreign Language Association (FFLA), Member, Board Member  
 2005-08, 2010-11; 2009-10 Special Appointee; Regional Representative,  
 2015-16  
 9/97 - present American Association of Teachers of German (AATG), Member; Alle  
 Lernen Deutsch Committee, Member, 2014-2016; National German Exam  
 Committee, 2013-2015, 2017-2020; Nominations Committee, Chair, 2013;  
 Strategic Planning Committee Member, 2010-12  
 9/93 – present Florida Association of Teachers of German (FATG), President 2007-8;  
 Vice President, 2006-7, 2008-9; Secretary 2009; Chapter Testing Chair,  
 2015-17.  
 9/97 – present Association of Florida Teachers of Japanese (AFTJ), President 2005-2007;  
 Vice-President, 2003-2005; Secretary, 2009-2011; Member-at-Large  
 2001-2003  
 9/93 – 6/11 Foreign Language Teachers of Dade County (FLTDC), Member;  
 Chairman in charge of German, 2002-2005; Assistant to the secretary,  
 1999-2001

## **ADDITIONAL WORLD LANGUAGE BACKGROUND**

Intermediate-low proficiency in Portuguese and Italian, novice-high proficiency in  
 Mandarin Chinese, and novice-mid level proficiency in Russian, in addition to the  
 languages listed above.

Stacey Margarita Johnson  
Curriculum Vitae

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[stacey.m.johnson@vanderbilt.edu](mailto:stacey.m.johnson@vanderbilt.edu)

Vanderbilt faculty/staff page: [www.vanderbilt.edu/staceymjohnson](http://www.vanderbilt.edu/staceymjohnson)

**EDUCATION**

- 2012 Ed.D. in Adult Education with research emphasis in adult foreign/second language teaching and learning: University of Memphis (UofM), Memphis, TN.  
  
Dissertation Defended November 2011: A qualitative study of classroom practices contributing to transformative learning in a college-level elementary Spanish class.  
Dissertation Director: [Dr. Barbara Mullins Nelson](#)
- 2012 Graduate Certificate in Teaching English as a Second Language (ESL): UofM.
- 2002 MA in Romance Languages with a major concentration in Spanish and six graduate hours in French: UofM.
- 1999 BA in Spanish, minor International Studies: Union University, Jackson, TN.

**PROFESSIONAL**

**Academic Appointments**

- 2015-present Vanderbilt University, Nashville, TN.  
Assistant Director for Educational Technology, Center for Teaching  
Senior Lecturer, Department of Spanish and Portuguese  
Affiliated Faculty, Center for Second Language Studies  
Adjunct Faculty, English Language Learners Program, Peabody College
- 2012-2015 Hope College, Holland, MI.  
Assistant Professor of Spanish
- 2004-2014 Christian Brothers University (CBU), Memphis, TN.  
Adjunct Professor of Spanish, ESL and Education
- 2010-2014 UofM, Memphis, TN.

Adjunct Professor, Adult Learning, Department of Leadership, College of Education

- 2012-2013 Motlow State Community College (MSCC), Lynchburg, TN.  
Adjunct Professor of Spanish, RODP Program
- 2010-2011 East Arkansas Community College (EACC), Forrest City, AR.  
Online Developer/Adjunct Instructor of Spanish
- 2004-2009 Southwest Tennessee Community College (STCC), Memphis, TN.  
Tenure-Track Spanish Instructor

## SCHOLARSHIP

### Books

#### *Single-author monograph*

- 2015 Johnson, S.M. (2015). [\*Adult learning in the language classroom\*](#). Bristol, United Kingdom: Multilingual Matters.

#### *Collaborative monographs*

- 2018 Johnson, S.M., & Knowles, C. (under review, expected 2018 publication). *Problem-based language learning*.
- 2015 Carrasco, B., & Johnson, S.M. (2015). [\*Hybrid language teaching in practice: Perceptions, reactions, and results\*](#). Dordrecht, The Netherlands: Springer.

### Edited journal

- 2018 Johnson, S.M., & Garrett-Rucks, P. [Eds.] (2018). [\*Dimension special issue: Social justice and critical pedagogy\*](#). SCOLT.

### Peer-Reviewed Articles and Chapters

#### *Published*

- 2018 Johnson, S.M. (2018). An interview with Terry A. Osborn. *Dimension*, 9-15.
- 2017 Grenfield, J., Johnson, S.M., & Finch, V. (2017). Students as producers, curators, and consumers of authentic resources through participatory pedagogy on-campus and abroad. In S. Dubreil & S.L. Thorne (Eds.), *Engaging the world: Social*

*pedagogies and language learning* (pp. 227-252). AAUSC Issues in Language Program Direction. Boston, MA: Heinle.

- 2017 Finch, V., & Johnson, S.M. (2017, Oct/Nov). Collecting Authentic Language and Culture. *The Language Educator*, 12(4), 47-48.
- 2017 Randolph, L.J., & Johnson, S.M. (2017). Social justice in the language classroom: A call to action. *Dimension*, 9-31.
- 2015 Johnson, S.M., & Randolph, L.J. (2015, Aug/Sep). Critical pedagogy for intercultural language learning: Getting started. *The Language Educator*, 10(3), 36-39.
- 2014 Johnson, S.M., Maiullo, S., Trembley, E., Werner, C.L., & Woolsey, D. (2014). The selfie as a pedagogical tool in a college classroom. *College Teaching*, 62(4), 119-120.
- 2013 Johnson, S.M. (2013). What did they learn? Adults make sense of a first semester Spanish course. *The TFLTA Journal*, 4, 3-19. Retrieved from [http://www.tflta.org/uploads/1/0/6/9/10696220/tflta\\_journal\\_spring\\_13.pdf](http://www.tflta.org/uploads/1/0/6/9/10696220/tflta_journal_spring_13.pdf)
- 2010 Johnson, S.M., Mullins Nelson, B. (2010). Above and beyond the syllabus: Transformation in an adult, foreign language classroom. *Language Awareness*, 19(1), 35-50.

### ***In Progress***

Johnson, S.M. (in data collection). Adjunct Language Faculty and Professional Development.

Johnson, S.M. (in progress). Critical media literacy and SLA: Implications for the classroom.

### **Recent Peer-reviewed Conference Presentations**

- 2018 Presentation with L.J. Randolph. “Social Justice in the Language Classroom: From Theory to Practice” Southern Conference on Language Teaching (SCOLT). Atlanta, GA. March 2018.
- 2017 Session with L.J. Randolph. “Social Justice in the Language Classroom: A Call to Action”  
 Session with Jacob Abell, **a GTA and my graduate methods student**.  
 “Connections: Case Studies on Linking Literature and Language Teaching”

- American Council for the Teaching of Foreign Languages (ACTFL). Nashville, TN. November 2017.
- 2017 Presentation Proposal Accepted. “Critical Digital Literacy through Language Study”  
 International Association of Language Learning Technology (IALLT) Conference. Moorhead, MN. June 2017. (Did not attend)
- 2017 Panel with Cassandra Glynn, L.J. Randolph, Beth Wassell, & Pam Wesely. “Challenges and Opportunities for Social Justice in World Language Teacher Education: Critical Media Literacy”  
 Language Teacher Education (LTE) Conference. Los Angeles, CA. February 2017.
- 2016 Session. “Engage the Real World: A Problem-Based Model for Teaching Culture”  
 American Council for the Teaching of Foreign Languages (ACTFL). Boston, MA. November 2016.
- 2016 Workshop. “Digital Authentic Resources and Experiential Learning”  
 2016 Conference of MWALLT (Midwest Association for Language Learning and Technology). Ann Arbor, MI. October 2016.
- 2016 Presentation. “Organizing Language Instruction with the Experiential Learning Model”  
 Presentation with Lee Forester. “Intercultural Communicative Competence: Tools and Methods”  
 98<sup>th</sup> Annual AATSP (American Association of Teachers of Spanish and Portuguese). Miami, FL. July 2016.
- 2015 Session. “Transformative Language Learning: From Theory to Practice”  
 ACTFL. San Diego, CA. November 2015.
- 2015 Workshop co-presented with Berta Carrasco. “Discussion Boards in your Hybrid Course”  
 2015 Conference of MWALLT. Valparaiso, IN. October 2015.
- 2015 Presentation. “Getting the Most out of your Online Discussion Boards”  
 Presentation with Lee Forester. “Demonstrating Intercultural Language Learning”  
 97<sup>th</sup> Annual AATSP. Denver, CO. July 2015.
- 2014 Workshop co-presented with Berta Carrasco. “Hybrid Language Teaching”  
 2014 Conference of MWALLT. Bloomington, IL. November 2014.
- 2014 Presentation **co-presented with my undergraduate methods students.**  
 "Problem-Based Culture Instruction: Engaging Real-World Issues in the Language Classroom"

2014 Conference of the Michigan World Language Association (MIWLA).  
 Lansing, MI. October, 2014.

- 2014 Presentation. “Smartphone Pedagogy: Putting Gadgets to Work in the Classroom”  
 Presentation with Lee Forester. “Teaching Culture for Transformation”  
 96<sup>th</sup> Annual AATSP. Panama City, Panama. July 2014.

### **Webinars**

- 2018 *ACTFL Critical and Social Justice Approaches SIG & Teaching and Learning of Culture SIG Webinar: Teaching Culture for Transformation.* ACTFL. May 9, 2018.
- 2016 *Promoting Student Engagement in a Hybrid Language Course.* IALLT. October 18, 2016.
- 2016 *ACTFL Teaching and Learning of Culture SIG Webinar: Bringing Culture Instruction and Social Justice Together in the Language Classroom.* I hosted Dr. L.J. Randolph. ACTFL. June 23, 2016.

### **Invited Talks**

- 2017 *Applying Adult Learning Principles in the Language Classroom.* Full day workshop at the University of Minnesota. February 10, 2016.
- 2016 *Integrated Performance Assessment* with Vivian Finch. Full day workshop at Franklin Special School District. July 15, 2016.
- 2015 Talk on *Hybrid Language Teaching in Practice: Perception, Reactions, and Results* with Berta Carrasco at Western Michigan University Lecture Series. October 9, 2015.
- 2015 *Intercultural Communicative Competence.* 2-hour workshop for the language faculty at Riverdale Country Day School, New York, New York. September 29, 2015.
- 2014 Talk on *Hybrid Language Teaching in Practice: Perceptions, Reactions, and Results* at [Critical Issues Symposium](#), Hope College. September 24, 2014.
- 2012 *Promoting Early Language Development in Dual Language Learners.* Workshop given at the Conference “Supporting Dual Language Learners and their Families on the Road to School Readiness - A Leadership Institute for Parents and Program Staff.” June 2013.

## Guest Blog Post

- 2017      How to Create Narrow Reading texts Using Authentic Online Resources.  
<https://gianfrancoconti.wordpress.com/2017/08/13/how-to-create-narrow-reading-texts-using-authentic-online-resources-guest-blog-by-stacey-johnson-from-vanderbilt-university/>

## Podcasts

- 2017      [\*We Teach Languages\*](#)  
I started this podcast as part of my work with the podcasting faculty learning community at Vanderbilt, in part in order to provide my graduate students in my language teaching methods courses with both content related to our course as well as opportunities to participate in the production of the podcast.

I have produced 56 weekly episodes and 15 newsletters as of 6/12/18.

- 2016-2017      [\*Leading Lines\*](#)  
This podcast explores innovative uses of technology in education and is a collaboration of the Associate Provost of Digital Learning, the Vanderbilt University Library, the Vanderbilt Institute for Digital Learning, and the Center for Teaching.

Episodes I have produced:

- Season 1, Episode 6: Lee Forester and Bill VanPatten
- Season 2, Episode 15: Bill Pannacker
- Season 3, Episode 25: Elizabeth Self
- Season 4, Episode 34: Derek Price, Kyle Romero, and Terrell Taylor
- Season 4, Episode 36: Melissa Mallon

## Teaching Guides

I have also written the following teaching guides:

- 2017      McDaniel, R., & Johnson, S.M. (2017). *Dealing with the unexpected: Teaching when you (or your students) can't make it to class*. Retrieved from <https://wp0.vanderbilt.edu/cft/guides-sub-pages/dealing-with-the-unexpected/>
- 2017      Johnson, S.M. (2017). *Teaching adult undergraduate students*. Retrieved from <https://cft.vanderbilt.edu/teaching-adult-undergraduate-students/>

- 2016 Finch, V. & Johnson, S.M. (2016) *Leveraging Travel Abroad: Collecting and Teaching with Authentic Resources*. Retrieved from <https://cft.vanderbilt.edu/authentic-resources/>
- 2016 Johnson, S.M. (2016). *Digital Textbooks: Working with Publisher-Provided Online Platforms*. Retrieved from <https://cft.vanderbilt.edu/digital-textbooks-working-with-publisher-provided-online-platforms/>

### AWARDS

- 2017 Recipient of the ACTFL Teaching and Learning of Culture SIG Award of Excellence
- 2017 \$2000 – ACTFL Research Priorities Grant
- 2014 \$4000 - Jacob Nyenhuis Faculty Development Grant, Hope College.
- 2014 \$500 - Technology Innovation Grant, Hope College.

### SELECTED PROFESSIONAL SERVICE

- 2015-present Editorial Board member for *Dimension*, co-editor for 2018 special issue
- 2017 & 2018 ACTFL awards committee
- 2017-present Founding Chair, ACTFL Critical & Social Justice Approaches SIG
- 2017 Reviewer for IALLT Journal
- 2016-2017 Copy Editor, Publications Team, IALLT Council.
- 2015-2016 Conference session reviewer for ACTFL conference proposals
- 2014-2016 Vice-Chair of ACTFL Teaching & Learning of Culture SIG
- 2014 Editorial Review Board for the TFLTA Journal
- 2008-2009 Reader, Foreign Language Assistance Program (FLAP) Grants, U.S. Department of Education.

## Appendix C: Position Description

### *Graduate Assistant*

#### Job duties

The graduate assistant (GA) will support PEARLL's research projects with data collection, data analysis, and reporting. The GA will engage in the organization and cleaning of data collected from educators and school systems, and will be responsible for both quantitative and qualitative data analysis, and contributions to the reporting of the findings. The GA will be a graduate student in good standing at the University of Maryland, eligible for a "Step II" graduate assistantship (for graduate students beyond their first year of study). The GA will be required to have successfully taken coursework related to the relevant analytic methods and shown proficiency in these methods. The GA will be supervised by Project Co-Director Rebecca Damari.

#### Projected compensation

NFLC-UMD's standard annual rate for a "Step II" graduate assistant is \$44,221 (\$21.26 per hour).

## Appendix D: LRC Project Performance Measure Form (PMF)

**PROJECT GOAL I:** *Identify research-based characteristics of educator effectiveness for language learning.*

Targets are discrete for each reporting period, not cumulative.

**Performance Measure 1:** Revise the TELL framework and develop supporting resources to better serve language educators across a range of languages and teaching contexts.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Update existing TELL resources (crosswalk documents, observation tools, feedback forms) to reflect TELL framework revisions.	1ai. Number of crosswalk documents updated	Annual	TELL Project website	0	4	4	0	0
	1a.ii. Number of observation tools and feedback forms updated	Annual	TELL Project website	0	3	3	3	3
1b. Develop new TELL resources to support identified needs of community college educators.	1bi. Number of feedback forms and observation tools produced	Single year	TELL Project website	0	0	0	3	0

**Performance Measure 2:** Create an online library of at least 60 videos demonstrating effective teaching practices across a range of languages.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
2a. Establish an editorial board of at least five members who are representative of the project partners (district supervisors, community college chairs, teacher educators) to review classroom teaching videos.	2ai. Number of editorial board members identified and recruited	Single year	Email or other documentation of commitment	0	5	0	0	0
	2a.ii. Number of editorial board meetings held to establish consensus among raters	Annual	Meeting agendas and recordings	0	2	2	2	2

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
2b. Collect and screen classroom teaching videos for TELL alignment and select model videos.	2bi. Number of videos collected and screened	Annual	Completed video rubrics	0	20	20	20	20
	2bii. Number of videos posted as exemplar videos	Annual	PEARLL website	0	0	20	20	20

**Performance Measure 3:** Develop an online educator self-assessment portfolio that will provide up to 100 educators annually an opportunity to self-assess their teaching abilities in comparison to the TELL framework, set growth goals, and document evidence of their performance.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
3a. Pilot self-assessment functionality of TELLfolio.	3ai. Number of users completing self-assessment	Annual	TELLfolio website	0	75	150	150	150
3b. Pilot educator evidence upload functionality.	3bi. Number of users uploading evidence	Annual	TELLfolio website	0	0	50	75	100
	3bii. Number of evidence pieces (videos, documents, images) uploaded	Annual	TELLfolio website	0	0	100	150	200

## LRC Project Performance Measure Form (PMF)—Goal 2

**PROJECT GOAL II:** *Create an infrastructure that will transform the landscape of professional development for language educators.*

Targets are discrete for each reporting period, not cumulative.

**Performance Measure 1:** Develop and deliver online professional development modules for language educators, including six English-medium modules (in years 2–4) as well as adapted versions of those modules in at least three less commonly taught languages (LCTLs).

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>1a.</b> Create online PD modules and post on PEARLL website.	<b>1ai.</b> Number of PD modules created	Annual	PEARLL website	0	0	2	2	2
<b>1b.</b> Adapt PD modules for LCTL audiences.	<b>1bi.</b> Number of non-English-medium (LCTL) modules made available	Annual	PEARLL website	0	0	6	6	6

**Performance Measure 2:** Implement one intensive summer institute for language educators per year for all four years.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>2a.</b> Provide PD to language educators through an intensive summer institute.	<b>2ai.</b> Number of summer institute participants	Annual	Database of online registration	0	75	100	100	75

### LRC Project Performance Measure Form (PMF)—Goal 3

**PROJECT GOAL III:** *Measure the impact of professional development activities on educator effectiveness for language learning.*

Targets are discrete for each reporting period, not cumulative.

**Performance Measure 1:** Collect and disseminate evidence of the relationship between the professional development provided by PEARLL and changes in participants’ teaching practices.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Collect pre-intervention data from educators.	1ai. Number of educators recruited to participate in the study	Annual	Completed consent forms	0	0	35	50	0
	1a.ii. Number of classroom data samples collected from all participating educators	Annual	Classroom videos, completed observation rubrics, and/or submissions of teaching materials	0	0	70	100	0
1b. Collect post-intervention data from educators.	1bi. Number of classroom data samples collected from all participating educators	Annual	Classroom videos, completed observation rubrics, and/or submissions of teaching materials	0	0	30	140	0
1c. Analyze and report on the collected data.	1ci. Completed research paper reporting on the relationship between the professional development offerings and educators’ classroom practice	Single year	Research paper drafted for submission to a peer-reviewed academic journal	0	0	0	0	1

**Performance Measure 2:** Collect and disseminate evidence of the relationship between the professional development provided by PEARLL and changes in student outcomes.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>2a.</b> Establish agreements with two school districts and one community college to obtain student data.	<b>2ai.</b> Agreements established to obtain student language assessment data	Single year	Written agreements	0	0	3	0	0
<b>2b.</b> Collect pre-intervention and post-intervention student assessment data.	<b>2bi.</b> Number of students represented in the data sample	Single year	Excel worksheet containing student data	0	0	0	200	0
<b>2c.</b> Analyze and report on the collected data.	<b>2ci.</b> Completed research paper reporting on the relationship between educator classroom practices and student outcomes	Single year	Research paper drafted for submission to a peer-reviewed academic journal	0	0	0	0	1

**Performance Measure 3:** Collect and disseminate information about educators' attitudes and beliefs about teaching practices.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>3a.</b> Collect pre-intervention (baseline) data from educators.	<b>3ai.</b> Number of research participants recruited	Single year	Completed consent forms	0	0	35	0	0
	<b>3aii.</b> Number of baseline educator beliefs surveys received	Single year	Completed surveys on SurveyMonkey	0	0	35	0	0
	<b>3aiii.</b> Number of baseline interviews conducted	Single year	Interview recordings or notes	0	0	10	0	0

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
3b. Collect post-intervention data from educators.	3bi. Number of post-intervention educator beliefs surveys received	Single year	Spreadsheet of completed surveys, output from SurveyMonkey	0	0	0	35	0
	3bii. Number of post-intervention interviews conducted	Single year	Interview recordings or notes	0	0	0	10	0
3c. Analyze and report on the collected data.	3ci. Completed research paper reporting on educators' attitudes and beliefs about teaching practices and changes in practice	Single year	Research paper drafted for submission to a peer-reviewed academic journal	0	0	0	0	1

## LRC Project Performance Measure Form (PMF)—Goal 4

**PROJECT GOAL IV:** Disseminate information that supports educator effectiveness in language learning.

Targets are discrete for each reporting period, not cumulative.

**Performance Measure 1:** Create a network of educators and model classrooms in order to expand the reach of PEARLL activities.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Create model classrooms network.	1ai. Number of model classrooms accepted into network	Annually	Applications and written documentation of network acceptance	0	0	5	5	0
	1aii. Number of educators visiting model classrooms	Annually	Visitor log and agenda	0	0	0	25	50
1b. Create network of community college educators.	1bi. Focus group convened	Single Year	Meeting agenda	0	1	0	0	0
	1bii. Number of community college educators using PEARLL resources	Annually	Completed resource user registration forms	0	0	30	30	30

**Performance Measure 2:** Publicize PEARLL activities and research results through targeted communication channels in order to create a public discourse focused on educator effectiveness in language learning.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
2a. Interact with language educators through social	2ai. Number of weekly podcasts supported by PEARLL	Annually	Podcast website	0	52	52	52	52

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
media and other communication channels.	<b>2a</b> ii. Number of followers on TELL and PEARLL social media accounts	Annually	Follower count (Twitter, Facebook, Instagram)	6,000	7,000	8,000	9,000	10,000
	<b>2a</b> iii. Number of conference presentations	Annually	Conference programs	0	2	2	2	2
<b>2b.</b> Distribute information about PEARLL activities via print and digital text.	<b>2b</b> i. Publications for non-language educators and administrators	Annually	Copies of newsletter	0	2	2	2	2
	<b>2b</b> ii. Publications for language educators	Annually	Copies of newsletter	0	4	4	4	4

## PEARLL Proposal

### Appendix B: Letters of Support

1. **Laurie Locascio**; Vice President for Research, University of Maryland
2. **Bonnie Thornton Dill**; Dean, College of Arts and Humanities, University of Maryland
3. **Martha Abbott**; Executive Director, American Council on the Teaching of Foreign Languages
4. **Richard D. Brecht**; Co-Director, American Councils Research Center
5. **Joel Gómez**; President and CEO, Center for Applied Linguistics
6. **Ofelia Wade**; President, National Council of State Supervisors of Foreign Languages
7. **Jennifer Carson**; President, National Association of District Supervisors of Foreign Languages
8. **Julie Sykes**; Director, Center for Advanced Second Language Studies, University of Oregon
9. **Malou Harrison**; Campus President, InterAmerican Campus, Miami Dade College
10. **Jim McClellan**; Dean of Liberal Arts, Northern Virginia Community College
11. **Janis Jensen**; School of Global Education and Innovation, Kean University
12. **Duarte Silva**; Executive Director, California World Language Project, Stanford University
13. **Helena Curtain**; Associate Professor Emerita, School of Education, University of Wisconsin
14. **Antonia Schleicher**; Director, National African Language Resource Center, Indiana University
15. **Laura Franklin**; Professor of French and Portuguese, Northern Virginia Community College
16. **Michele Anciaux Aoki**; International Educational Administrator, Seattle Public Schools
17. **Françoise Vandenplas**; Supervisor, World Languages, Montgomery County Public Schools
18. **Gabriela Nik. Ilieva**; Coordinator South Asian Language Program, New York University



# DIVISION OF RESEARCH

OFFICE OF THE VICE PRESIDENT FOR RESEARCH

2133 Lee Building  
College Park, Maryland 20742-5125  
301.405.4175 TEL 301.405.8386 FAX

June 12, 2018

Ms. Cheryl Gibbs  
Acting Senior Director  
International and Foreign Language Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202

Dear Ms. Gibbs:

I am writing in support of the proposal of the to establish a Language Resource Center at the University of Maryland, through a partnership between the National Foreign Language Center (NFLC), a research and development unit at the university, and the Multilingual Research Center (MRC) in the College of Education.

The University of Maryland is a natural home for a Language Resource Center. It offers language instruction in more than a dozen languages through the School of Languages, Literatures, and Cultures, which also houses our Arabic Language Flagship program and Persian Language Flagship program. The University is home to the interdisciplinary Language Science Center, which comprises over 200 language scientists across 22 different departments and centers around the university, from Linguistics and Second Language Acquisition, to Computer Science, Interpreting and Translation, Hearing and Speech Sciences, and many more. The NFLC is a valued member of this consortium, as is the Department of Teaching and Learning, Policy and Leadership (TLPL), where the Multilingual Research Center is housed.

NFLC's and MRC's contributions to research and development at the university level are strong as well, both with excellent track records of receiving and completing grants from a variety of federal sponsors, including the Department of Education, and research partnerships with a number of other units on campus.

In planning and implementing the projects associated with the proposed Professionals in Education Advancing Research in Language Learning Center (PEARLL), NFLC will draw on its experience administering STARTALK, an ongoing federally sponsored program that supports summer language learning programs for students, and professional development for language teachers, as well as the creation of highly effective language learning materials, both language-specific and non-language-specific. STARTALK supports training in eleven less-commonly taught languages.

Ms. Cheryl Gibbs  
June 12, 2018  
Page 2

The proposed PEARLL center envisions providing research-driven, high-quality professional learning opportunities for K-12 language teachers and postsecondary instructors, with a focus on community college instructors and educators who specialize in less-commonly taught languages. The research component of the project, assessing the effectiveness and impact of the training, will provide valuable information to the field of world language education, which can be used to shape future professional development for language teachers.

With the increasing need for high-quality world language instruction at every level of education around the country, NFLC and the MRC are well-positioned to provide professional development to help educators, schools, and postsecondary institutions meet this need. I am pleased to support their commitment, through the proposed PEARLL center, to provide professional development to language educators from a wide variety of personal and professional backgrounds, and to measure the impact of this training through rigorous research. I offer my strongest support and highest recommendation that a Language Resource Center be established at the University of Maryland.

Sincerely,



Laurie E. Locascio  
Vice President for Research

LEL/BH:smp



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COLLEGE OF ARTS AND HUMANITIES  
*Office of the Dean*

June 6, 2018

Cheryl Gibbs  
Acting Senior Director  
International and Foreign Language Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202

Dear Ms. Gibbs:

I am writing in support of the proposal of the National Foreign Language Center (NFLC), a research and development unit in the College of Arts and Humanities of the University of Maryland, College Park, to apply for funding to establish a Language Resource Center, in partnership with the University's College of Education.

The University of Maryland is a land-grant institution and committed to engaging with the community through the establishment of collaborative partnerships, including with schools and school systems, as well as community colleges. The University is also committed to serving minority students, both on our own campus and through partnerships with minority-serving institutions. NFLC's proposal to provide professional development to K-12 teachers and instructors at community colleges and minority-serving institutions is very much in line with these commitments.

NFLC was established in 1986 through start-up funding from a coalition of foundations (Ford, Mellon, Pew, and Exxon). More recently, through a series of government grants and contracts, NFLC has devoted its efforts to developing U.S. capacities to communicate at professional levels in a wide array of world languages, particularly in less-commonly taught languages. NFLC is successfully managing several large, national-scale, federally sponsored projects: Lemonzest (formerly the Analyst Learning Link and LangNet), DLPT Item Writing, and STARTALK.

The STARTALK program, administered by NFLC, is embarking on its twelfth year. STARTALK is a government-funded program, which supports summer language learning programs for students, and professional development for language teachers, as well as the creation of highly effective language learning materials, both language-specific and non-language-specific. STARTALK supports training in eleven less-commonly taught languages. Since 2007, STARTALK has supported 1,123 summer language programs reaching over 56,000 K-12 and college students, and 950 professional development programs reaching over 12,400

language teachers. STARTALK is a model of effective language training, operating in line with well-established principles of language learning.

With the increasing need for high-quality world language instruction at every level of education around the country, NFLC—in partnership with the Multilingual Research Center in the College of Education—is well-positioned to provide professional development to help educators, schools, and postsecondary institutions meet this need. I am pleased to support NFLC’s commitment, through the proposed PEARLL center, to provide professional development to language educators from a wide variety of personal and professional backgrounds, and to measure the impact of this training through rigorous research. I offer my strongest support and highest recommendation that a Language Resource Center be established at the University of Maryland, to be housed in and operated by the NFLC.

Sincerely,



Bonnie Thornton Dill  
Professor and Dean

June 5, 2018

Ms. Betsy Hart  
Interim Executive Director  
Program Director STARTALK  
National Foreign Language Center  
University of Maryland  
College Park, MD

Dear Ms. Hart:

I am writing to express the support of the American Council on the Teaching of Foreign Languages (ACTFL) for the proposal to establish Professionals in Education Advancing Research and Language Learning (PEARLL), a proposed Title VI Language Resource Center. ACTFL has a long history of involvement in the very effective work of the National Foreign Language Center, particularly regarding its management of the federally-funded STARTALK program. It has been a pleasure to collaborate with NFLC for many years, and we look forward to continued collaboration as NFLC redefines the focus of professional development for LCTL teachers and professors, particularly as it relates to developing successful programs at the community college level.

PEARLL's proposed focus on less commonly taught languages (LCTLs) is a critical area for the language profession to address. While not commonly taught in classrooms in the U.S., these languages are commonly spoken among the U.S. population and thus constitute "America's Languages" as outlined in the American Academy of Arts and Sciences (AAAS) report America's Languages: Investing in Language Education for the 21st Century. This report encourages the development and maintenance of heritage languages in the U.S. as a critical means to strengthen U.S. language capacity and create a new generation of Americans who are fully bilingual and biliterate. This initiative relies heavily on programs in postsecondary institutions that will provide the resources necessary for effective teaching and assessing of these languages. As these fields are small, they often have not benefitted from comprehensive professional development and research on effective classroom practice as have the commonly taught languages. The success of these programs is based on a teacher's ability to attract and retain students. The resources that PEARLL will provide will offer these teachers and professors the professional development and classroom materials needed for them to create successful programs.

In addition, PEARLL will provide them with an opportunity to network as a field and build a community of practice that is critical to their success. NFLC's record in this area with the STARTALK program and the resources it has created for critical languages indicate a strong commitment and capacity to bring to fruition the elements of the proposed LRC.

ACTFL supports the proposal set forth in the NFLC, PEARLL, LRC and I am delighted to accept the invitation to serve on its Advisory Board.

Best regards,

Martha Abbott



Executive Director  
Martha G. Abbott



Monday, June 4, 2018

Cheryl Gibbs  
Acting Senior Director  
International and Foreign Language Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202

Dear Ms. Gibbs,

This letter is in support of the University of Maryland's proposal to establish a new National Language Resource Center: Professionals in Education Advancing Research and Language Learning (PEARLL). This endorsement is based on three arguments: The need for such an LRC in the national landscape; NFLC's impact on teacher development through the STARTALK project; NFLC's ability to manage large national projects and its record of delivering products and services.

With regard to the first issue, the number one obstacle to effective language education in the United States is the lack of qualified teachers. This need has been significantly exacerbated by the recent expansion across the country of student and parent interest in dual language immersion (DLI) as well as the widespread adoption by approximately three dozen states (and counting) of the national Seal of Biliteracy. An LRC in this area would be critical in focusing attention on this need and especially by providing the tools and training promised by PEARLL.

Second, the NFLC has administered one of the most innovative and effective programs in the history of language education in the United States: STARTALK. This program has provoked student and parent interest and seeded language programming, particularly in the lesser taught languages, over the past 12 years by recruiting and organizing innovative summer language programs for students who might never have been exposed to language learning, particularly in the more 'exotic' languages. More relevant here is the fact that from the beginning NFLC has focused on teacher education as an essential part of the program by providing summer professional development opportunities and materials production for teachers of less commonly taught languages. This focus on teaching and teachers has won the hearts of language teachers across the K-12 system, where a sense of neglect has been replaced by an enthusiasm I have never witnessed in my five decades in the language education business.

It is also notable that NFLC has worked with the College of Education at the University of Maryland, which is also a much neglected area in the language education profession. This partnership has resulted in approved certification programs for seven languages, including the less-commonly taught languages Chinese, Italian, and Russian as well as a strong record of graduate placement into public, private, and charter elementary middle, and high schools, including language immersion schools.

With regard to the ability of the NFLC to execute PEARLL, its record and reputation stand as a confirmed testament. Over the years of its existence, particularly over the past decade, NFLC has contracted for and delivered a staggering number of language learning and assessment materials in addition to the STARTALK initiative. It enjoys a reputation as a go-to institution with an incredible staff dedicated to advancing language education through a rigorous process of project execution and quality and on-time deliverables. It recruits and manages national and international experts and organizational partners to deliver content, while its highly trained staff shapes and produces resources used throughout education and the government. It is a national example of a mechanism that takes knowledge and turns it into practical tools that teachers and students can use to enhance their abilities.

In sum, my five decades of teaching, research and management as well as founder and developer of more than two dozen national organizations and initiatives, lead me to endorse this initiative. PEARLLS will make a critical contribution to the nation by adding numbers and professionalism to the cadres of aspiring and experienced language teachers in this country. Indeed, doubtless these teachers will make a difference in the language abilities of our students as well as in the fields and careers they pursue.

Sincerely,

Dr. Richard D. Brecht  
American Councils Research Center (ARC) co-Director

June 15, 2018

Carolyn Collins  
U.S. Department of Education  
400 Maryland Avenue SW  
Room 258-40  
Washington, DC 20202

RE: NFLC Grant Application for the Professionals in Education Advancing Research and Language Learning (PEARLL) Project

Dear Carolyn Collins,

I am writing on behalf of Center for Applied Linguistics in support of the National Foreign Language Center's (NFLC) proposal to the U.S. Department of Education for a grant to fund a Language Resource Center (LRC) during the 2018-2022 funding cycle. The Center for Applied Linguistics (CAL) has been working with the NFLC as the external evaluator of the STARTALK program since the inception of STARTALK in 2007. During our long-term relationship with the NFLC, we have witnessed the tremendous contribution that NFLC has made to the field of the teaching and learning of less commonly taught languages.

The NFLC's mission--to improve the capacity of the U.S. to communicate in languages other than English--is critical to meeting the LRC program goals of improving national capacity of teaching and learning world languages. To fulfill its mission, NFLC has carried out a variety of projects that have served private and public institutions, as well as language learners from a wide span of age groups. These projects have addressed critical issues in areas of policy planning, national language capacity expansion, heritage language development promotion, and K-12 initiatives.

The NFLC has shared the abstract for their proposed LRC with us. The proposed LRC, Professionals in Education Advancing Research and Language Learning (PEARLL), will include four integrated components all focused on improving teacher effectiveness. We support the proposed emphasis on teacher effectiveness as we recognized it as a key component to high quality world language education, particularly the proposed LRC's emphasis on research in that area. We believe this emphasis would be a helpful addition to those of the other LRCs. In addition, we feel that the proposed project is unique in its focus to expand language education from K-12 context to including an under-served population; namely, educators of less commonly taught languages in the post-secondary context. Also, we believe the integration of the four project components and comprehensive implementation plan will ensure a success in achieving the intended outcomes.

NFLC has played an instrumental role in promoting the teaching and learning of critical languages through the STARTALK project. Functioning as the STARTALK Central during the past twelve years, NFLC has managed 541 teacher development programs enrolling a total of 11,418 teacher participants and 842 student language programs enrolling a total of 50,981 student participants. NFLC has consistently delivered quality services to all STARTALK programs and developed a wealth of resources demonstrating

the best-practices of language education. Based on CAL's survey of STARTALK stakeholders, over 90% of the respondents indicated their satisfaction with the support and guidance that NFLC has provided to their programs consistently over the years.

To conclude, CAL gives its full support to NFLC in its pursuit of this grant. We are confident that NFLC will continue to enhance the national capacity of the teaching and learning of world languages through the proposed program of activities.

Sincerely,



Joel Gómez  
President & CEO  
Center for Applied Linguistics



Thomas Sauer  
Senior Associate for Professional Development  
National Foreign Language Center  
P.O. Box 93  
5245 Greenbelt Rd., Seven Building 810  
College Park MD 20742

Dear Rebecca Damari & Thomas Sauer,

The National Council of State Supervisors for Languages (NCSSFL) strongly supports the University of Maryland's proposal for a grant to fund the Professionals in Education Advancing Research and Language Learning (PEARLL), a Language Resource Center (LRC). We believe this grant application and its focus on research-based, highly effective professional learning for world language educators will fill a void in the world language profession by creating multiple opportunities to support teachers in their professional growth.

As a national organization of educational leaders committed to promoting excellence in world language education, the activities outlined in the proposal are closely aligned with NCSSFL's goal to promote effective language instruction. There is a clear necessity for a Language Resource Center focused upon defining and supporting teacher effectiveness. In the absence of one, practitioners in the field have collaborated to develop resources, but our work remains piecemeal without a dedicated LRC to direct and curate this work. The vision of PEARLL is innovative and multi-faceted, with the potential to directly impact the quality of world language education in the United States at the K-12 and post-secondary levels.

NCSSFL is in a unique position to disseminate information about the PEARLL initiative to its members and to encourage teachers in districts, charter schools, and independent schools to take advantage of the opportunity to participate in PEARLL activities. We can further promote the PEARLL initiative through our presence and influence at national, regional, and state language associations.

Sincerely,

*Ofelia G. Wade*

*President, National Council of State Supervisors for Languages*

Utah Spanish Dual Language Immersion Program Director  
9150 S. 500 W.  
Sandy, Utah 84070  
[801-826-5127](tel:801-826-5127) (office)  
[801-556-8720](tel:801-556-8720) (cell)



June 5, 2018

Dear Rebecca Damari & Thomas Sauer,

The National Association of District Supervisors of Foreign Languages (NADSFL) strongly supports the University of Maryland's proposal for a grant to fund the Professionals in Education Advancing Research and Language Learning (PEARLL), a Language Resource Center (LRC). We believe this grant application and its focus on research-based, highly effective professional learning for world language educators will fill a void in the world language profession by creating multiple opportunities to support teachers in their professional growth as campus educational leaders.

As a national organization of educational leaders committed to promoting excellence in world language education, we have identified teacher effectiveness as one of four facets that define effective world language programs in *Principles of Effective World Language Programs* (NADSFL, 2015). There is a clear necessity for a Language Resource Center focused upon defining and supporting teacher effectiveness. In the absence of one, practitioners in the field have collaborated to develop resources, but our work remains piecemeal without a dedicated LRC to direct and curate this work. The most popular and influential of these collaborations is the TELL Project. We believe that with the backing of PEARLL, the TELL Project can be refined and expanded to offer a range of additional tools and resources to guide teacher growth.

One of the best ways to promote effective teachers is to afford the opportunity to observe effective teachers as they instruct. Fortunately, those of us who are world language supervisors have a broad district view and can easily identify classrooms to serve as models of effective teaching for our own new or struggling teachers. There are thousands of world language educators across the country who may be isolated in their schools or may lack a supervisor with a world language background. By providing online modules for training and offering a window into the classrooms of exemplary teachers, PEARLL would reach these unserved or underserved world language educators. This approach recognizes the time and cost constraints for teachers to pursue professional learning, while cultivating their autonomy and professionalism. With the freedom to set their own goals for continued learning and access to high-quality online modules, teachers will be empowered to attain their self-selected goals. NADSFL is uniquely situated to lead and collaborate on this facet of the project, as our members have expertise in guiding world language teachers in professional growth. We can identify exemplary teachers who would open their classrooms to share what effective teaching looks like in a world language. And we can serve as mentors and identify potential mentors from a cadre of experienced teachers and coaches.

Furthermore, since 2006, NADSFL has facilitated intensive professional growth amongst future leaders with our biennial Summer Leadership Academy. Several participants have gone on to be selected as a NADSFL or NCSSFL Supervisor of the Year, and to serve in the leadership of these organizations. At the Summer Leadership Academy, world language supervisors gather in small groups for targeted personal learning with renowned thought leaders on an academic campus for three full days. Previously hosted at Princeton University in NJ and Wake Forest University in NC, this year, the NADSFL Academy will be held at Old Dominion University in VA. This programming is only available to district leaders who are NADSFL members.

However, there are many community college language instructors, department chairs, and teacher leaders who would benefit from this extraordinary programming, but who are ineligible to attend. With NADSFL's experience organizing these academies, PEARLL would have a willing and capable partner to develop a similar institute for world language department chairs and nascent leaders.

The vision of PEARLL is innovative and multi-faceted, with the potential to directly impact the quality of world language education in the United States at the K-12 and post-secondary levels. NADSFL is committed to recruit teachers to participate in PEARLL activities and to disseminate information about PEARLL through our website, social media presence, and influence in national, regional, and state language associations, and local school districts.

You can count on the support of NADSFL's Executive Board and membership in fulfilling the promise of PEARLL. We are excited about the prospect of taking part in this crucially important initiative.

Respectfully,

A handwritten signature in cursive script that reads "Jennifer N. Carson".

**Jennifer Carson, M.Ed., J.D.** | President  
757-263-1423 | [president@nadsfl.org](mailto:president@nadsfl.org)  
National Association of District Supervisors of Foreign Languages



UNIVERSITY OF OREGON

June 5, 2018

Dr. Rebecca Damari and Mr. Thomas Sauer  
National Foreign Language Resource Center  
University of Maryland  
5245 Greenbelt Rd, Severn Building 810  
College Park, MD 20742

Dear Dr. Damari and Mr. Sauer:

I am writing to support your Title VI Language Resource Center application to improve the nation's ability to understand and communicate with people around the world. Founded in 1986, the National Foreign Language Center (NFLC) at the University of Maryland has supported language education through the development of curriculum and assessments in addition to professional development.

We at the Center for Applied Second Language Studies (CASLS) look forward to continuing our partnership centered around portfolio assessment. There is a growing body of research supporting the need for goal setting in the learning process, and tools such as LinguaFolio Online provide learners opportunities for self-assessment as they chart their language learning process. I look forward to expanding this idea and the LinguaFolio Online technical infrastructure to develop TELLfolio.

Specifically, we will leverage our successful LinguaFolio Online platform to develop TELLfolio. In years 1 and 2 of the grant, we will develop TELLfolio itself and, in years 3 and 4, focus on establishing a one-to-one mentoring infrastructure so that teachers can successfully implement the platform into their professional development.

I look forward to partnering on this exciting opportunity to support language educators in their professional development.

Sincerely,

Dr. Julie M. Sykes  
Director, Center for Applied Second Language Studies (CASLS)  
Associate Professor, Department of Linguistics

**CENTER FOR APPLIED SECOND LANGUAGE STUDIES (CASLS)**

5290 University of Oregon, Eugene OR 97403-5290 T (541) 346-5699 F (541) 346-6303 [casls.uoregon.edu](http://casls.uoregon.edu)

An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

June 4, 2018

To whom it may concern:

On behalf of Miami Dade College (MDC), it is my pleasure to write this letter of support for the proposed Professionals in the Advancing Research and Language Learning (PEARLL) initiative, as part of the language resource center grant from the Department of Education and as a contributing partner to the work being spearheaded by the University of Maryland.

MDC is the largest public institution of higher education in Florida, providing services to well over 150,000 enrolled students, including over 88,000 credit students during the 2015-16 academic year. MDC enrolls more minority students than any college or university in the United States with a student body made up of 73% Hispanic students and 16% Black non-Hispanic students, according to data from the same year.

One of the requirements for graduation in both our Associate's and Bachelor's pathway, is the fulfillment of a required two semesters of a foreign language. To this end, we offer courses in English for Academic Purposes, Spanish, French, and German, as well as less commonly taught languages such as Italian, Mandarin Chinese, Japanese, Portuguese, and Russian. We hope to add Arabic and Haitian Creole in the coming years. In an effort to better educate our faculty, we offered two ACTFL workshops this past spring - focusing on oral and writing proficiency. We look forward to working with the National Foreign Language Center at the University of Maryland on expanding this training to include teacher effectiveness for language learning. There is a great need for projects such as this one, especially at the community college level where such professional development is often unavailable for foreign language faculty. Partnering with the NFLC will provide a wealth of resources for Miami Dade College that were previously unavailable.

We look forward to working with the NFLC as part of PEARLL and are eager to be a partner in important work that will help even more of our students become multilingual speakers who contribute to our workforce in positive ways.

Sincerely,



Malou C. Harrison, PhD  
Campus President  
InterAmerican and North Campuses

Friday, June 8, 2018

Ms Betsy Hart  
Interim Executive Director  
National Foreign Language Center  
University of Maryland

Dear Ms Hart,

It should be clear to anyone who follows the trends in both education and globalization that a student graduating from an institution of higher learning who speaks and writes but one language--who fails to study cultures and peoples beyond the boundaries of his or her own country--will be unable to successfully compete, or even comprehend life, in the twenty-first century.

At NOVA, we offer fourteen of the world's languages. We offer the most commonly spoken languages and we offer languages less commonly spoken. We offer living languages and we offer Latin and ancient Greek.

Second-language acquisition is not easy for most adults and those who teach it must be proficient at the task and apply best practices. I believe the proposal you have developed to establish a Language Resource Center could make a meaningful contribution to the efforts of my world language faculty and their students. It would conduct valuable research in pedagogy and serve as a clearinghouse for information and training. Ultimately, the students at my College would be the beneficiaries.

Community college instructors of world languages face challenges that differ from those of four-year institutions. Your recognition of these differences and your stress on supporting community college language instructors is appreciated.

I endorse your proposal and look forward to close collaboration with your program once the funding has been secured.

Sincerely,



Jim McClellan, PhD  
Dean of Liberal Arts

Office of the Dean, Liberal Arts Division  
Alexandria Campus  
3001 North Beauregard Street, Alexandria, VA 22311-5097  
phone: 703-845-6223  
[www.nvcc.edu](http://www.nvcc.edu)



## School for Global Education & Innovation

June 5, 2018

Office of Post Secondary Education  
U.S. Department of Education  
FY 2018 Language Resource Centers (LRC) Program

Dear Reviewers:

On behalf of the School for Global Education & Innovation at Kean University, it is with great pleasure that I write in strong support of the University of Maryland's proposal to establish Professionals in Education Advancing Research and Language Learning (PEARLL), a Language Resource Center (LRC). PEARLL will build capacity for improving the teaching and learning of Less Commonly Taught Languages (LCTLs) by using the attributes of *teacher effectiveness* as the lens through which a common vision for language learning, research, professional learning and assessment of teacher efficacy may be established and disseminated to the field.

The timing for the creation of an LRC at the national level with a focus on teacher effectiveness is propitious due to the emergence of a corpus of generic research over the past decade that affirms the teacher/effective teaching is the single most important variable impacting student achievement, and especially, given that a comprehensive definition of teacher effectiveness, the framework needed to build and maintain it, the methods to measure it, and the sustained incentives to reward it have yet to be fully developed in the field of language education. This is particularly concerning in relation to the teaching and learning of LCTLs where most K-16 teachers have little or no professional preparation and training in research-based pedagogical best practices. Further, the efficacy of instructional practices used to teach LCTLs and current efforts to promote the teaching and learning of these languages are strongly related. Through capacity building, educators will possess the requisite teaching knowledge and skills to actively engage learners of all ages and backgrounds in learning a language for meaningful, real world purposes yielding a greater percentage of students who "value" and wish to further pursue the study of that language for its long-term worth-- personally, in the workplace and/or in pursuing career paths in the global economy.

I have worked with the National Foreign Language Center's STARTALK Program at the University of Maryland as Project Director for Kean University's summer Student and Teacher Hindi and Urdu Programs since 2010 and can attest that this institution has the experience, capacity and a well established track record of successful project implementation (which can be documented by STARTALK longitudinal data) to undertake the proposed project, effectively manage the project on a national scale and to deliver and disseminate the products and services outlined in their proposal.

Kean University, Hutchinson Hall J 305, 1000 Morris Avenue, Union, NJ 07083 (908) 737-0550



## School for Global Education & Innovation

With regard to professional learning, an area of focus in the PEARLL proposal, NFLC's STARTALK Program has conducted bi-annual national conferences for hundreds of LCTL educators, supported a vast amount of regional trainings targeting specific LCTL populations and engaged in a number of projects for creation of language-specific materials which are posted along with a variety of multimedia resources on the STARTALK website. They have partnered with the American Council on the Teaching of Foreign Languages and the Center for Applied Linguistics on a number of projects, as well as with other National Foreign Language Centers, such as CASLS, and have hired recognized experts in the field to conduct face-to-face or virtual training/turnkey training sessions for LCTL educators. To provide further support to STARTALK teachers, STARTALK Central initially collaborated with the Teacher Effectiveness for Language Learning (TELL) Project to develop a framework called the STARTALK TELL Alignment, or STELLA to offer guidance through practical activities that illustrate both the STARTALK principles and the practices identified by TELL. NFLC will build upon this work in the projects described in their proposal.

This all said, it is important to provide a specific example of how NFLC's commitment to effective teacher development impacted the field of Hindi/Urdu teacher education. In 2014, the School for Global Education & Innovation at Kean University was invited to submit a STARTALK Infrastructure Grant proposal to develop an M.A. Program in Hindi and Urdu Language Pedagogy and received a planning grant to create the program. The invitation was extended based on Kean's implementation of successful summer Hindi/Urdu Teacher Programs evidenced by high student achievement in Hindi/Urdu Student Programs.

This M.A. Program reflects NFLC/STARTALK's vision for effective teachers of LCTLs, is the only one of its kind in the U.S. and internationally and was designed for ease of replication in other languages. The program addresses: the lack of a strong infrastructure at national and state levels to support Hindi/Urdu teacher development and research in the area of Hindi/Urdu-specific second language pedagogy and the need to foster innovation by providing research-based solutions to Hindi/Urdu materials creation, implementation, evaluation and assessment. The program also seeks to create a Hindi/Urdu Community of Contemporary Pedagogical Practice and cultivate mainstream interest in pedagogy in the LCTL education field. Throughout the 30-credit hybrid program, students acquire knowledge about research-based best practices for effective teaching of languages that include language learning in real world contexts and in contemporary learning environments incorporating the use of current and emerging technologies, and also have the opportunity to put theory into practice in Hindi and Urdu classrooms under the supervision of content and pedagogy faculty during summer residencies.

Teachers in the MA Program will be ideal candidates to participate in some of the proposed project activities, such as showcasing high-quality instructional strategies and measuring teacher



## School for Global Education & Innovation

effectiveness through research studies analyzing the relationship between professional learning and teaching practices and professional learning and student outcomes.

Upon completion of the M.A. Program, graduates will be able to: teach in private schools and/or government schools, colleges/universities and in heritage language community schools using contemporary research-based best practices in language education; conduct research on second language-specific pedagogy or in the field of Hindi/Urdu Second Language Acquisition leading to a doctoral program; and/or pursue Alternate Route teacher certification options available in most states in order to teach in public school settings.

Kean's M.A. Program serves as one illustration of a long-term national project conceived and initially overseen by NFLC/STARTALK that is having a specific impact on Hindi and Urdu language education. However, the projects described in the PEARLL proposal have the potential to impact the learning and teaching of all Less Commonly Taught Languages in the development of practitioners who will be able to shape the field through highly effective teaching, reflective teaching practice and engagement in lifelong professional learning. Accordingly, I endorse without reservation the University of Maryland's proposal to establish Professionals in Education Advancing Research and Language Learning (PEARLL), a Language Resource Center (LRC).

Sincerely,

Janis Jensen  
Program Director, STARTALK Language Initiatives  
School for Global Education & Innovation

June 8, 2018

Ms. Betsy Hart, Interim Executive Director  
Program Director STARTALK  
National Foreign Language Center  
University of Maryland  
College Park, MD

Dear Ms. Hart,

I am writing to strongly endorse the University of Maryland's National Foreign Language Center's (NFLC) proposal to establish a Language Resource Center with a focus on the preparation and support of current and future educators who teach the Less-Commonly-Taught Languages (LCTLs). The NFLC is uniquely qualified to play a leadership role in preparing and supporting these educators given the leadership role that it has played for the past twelve years to create an infrastructure through its STARTALK project that will serve the Center well to carry out the proposed goals for the Center.

As I peruse the proposed goals (I) identifying research-based characteristics of teacher effectiveness for language learning to create a common vision for language learning from Kindergarten to Post-Secondary; (II) creating an infrastructure that will transform the landscape of professional learning to develop teacher effectiveness, (III) measuring teacher effectiveness for language learning, and (IV) disseminating information that supports teacher effectiveness in language learning) and key activities outlined in the proposal, I can clearly see that they emerged out of a deep understanding of the current needs in the field when it comes to preparing and supporting LCTLs' educators with the pedagogical content knowledge that will capacitate them to teach future generations of Americans to learn these languages and cultures nationwide. I cannot think of any other organization that can have the national reach that the NFLC is able to leverage by having built relationships with key stakeholders, academic institutions and community leaders over the past twelve years who are vested in supporting the teaching and learning of the LCTLs.

Perhaps even a more salient asset that the NFLC brings to this proposal application is its unparalleled record of successfully managing highly effective projects on a national scale and delivering a myriad of products and services that are rooted in sound theoretical principles as well as best practices in the field of world language education. Among the key theoretical foundations that the NFLC is planning to draw on during the implementation phase of the proposed project is the *Teacher Effectiveness for Language Learning* (TELL) framework that proposes a continuum of professional learning practices designed to support world language educators throughout their entire professional careers.

In my academic and professional capacities of Executive Director of the California World Language Project, a network of seven regional sites throughout the State and based in the Stanford Graduate School of Education, I pledge to fully collaborate with the project's leadership team, first by committing to serve on the project's advisory board and second, by assisting with the conceptualization of the key programmatic strategies to address the proposed goals and the evaluation design to assess the outcomes of the overall project.

The proposed project by the University of Maryland's NFLC would directly complement, expand and scale-up its current efforts supported by the STARTALK program and build a research-based and field-piloted sustainable infrastructure for preparing and supporting LCTLs educators overtime. I fully endorse the proposed goals and related activities outlined in the proposal and stand ready to support its implementation in every way possible. Should you have questions regarding my pledged contributions or the impact that this project would have in the world language teaching and learning profession, please do not hesitate to contact me either via email or telephone at (650) 815-1469.

Sincerely



Duarte M. Silva, Ed.D, Executive Director  
California World Language Project  
Stanford Graduate School of Education

Department of Curriculum and Instruction  
University of Wisconsin-Milwaukee  
PO Box 413, Milwaukee, WI 53201

June 8, 2018

To Whom it May Concern:

I am writing to express my strong support for the proposed University of Maryland Language Resource Center dealing with teacher effectiveness for language learning. It is exciting to see a proposal that focuses scholarship on the needs of world language teachers combined with the need to provide research-based evidence for successful teaching practices. An especially salient point is the proposal to include not only K-12 schools and districts but also to include community colleges which are often overlooked. This project is much needed since there is a dearth of research that specifically applies to language teaching effectiveness, and since what is available is only accessed by a limited number of practitioners.

The projects outlined in this proposal are a dream come true for the world language teaching profession! The profession has a great need for an organized, evidence-based framework that lays out and documents instructional strategies that contribute to teacher effectiveness with a resulting increase in language proficiency. The STARTALK Program at the University of Maryland National Foreign Language Center has been a leader in world language education effectiveness for all the years of its operation. STARTALK teachers are held accountable to the standards delineated by the STARTALK-Endorsed Principles for Effective Teaching and Learning and by the Teacher Effectiveness for Language Learning (TELL) Framework. The proposed language resource center builds on this strong foundation!

In my practice as a consultant working throughout the USA in many schools and districts, and also working in extensively in other countries, I use both the STARTALK-endorsed Principles for Effective Teaching & Learning and the TELL Framework frequently. The TELL framework is also the basis of the 5<sup>th</sup> edition of the book of which I am the co-author and is used in many universities for teacher preparation. Having the resources to support teacher effectiveness outlined in the four goals of the University of Maryland proposal will not only assist me in my own work but will be a major contributor to improving language education in both K-12 and community college education throughout the country.

This important work needs to be disseminated as widely as possible. Enacting the seminal ideas involving research, infrastructure, assessment and dissemination put forth for the proposed new University of Maryland language resource center, will truly change the world of language teaching and learning!



Helena Curtain, Ph. D  
Associate Professor Emerita  
14324 W. Good Hope Road  
Menomonee Falls, WI 53051  
[hcurtain@uwm.edu](mailto:hcurtain@uwm.edu)  
262-253-1422





SCHOOL OF GLOBAL AND INTERNATIONAL STUDIES

# NATIONAL AFRICAN LANGUAGE RESOURCE CENTER

1900 E. 10<sup>th</sup> Street, Bloomington IN 47406

Cheryl Gibbs  
Acting Senior Director  
International and Foreign Language Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202

June 20, 2018

Dear Ms. Gibbs:

I am writing, as the Director of the National African Language Resource Center (NALRC) at Indiana University, to offer my enthusiastic support for the proposed PEARLL Language Resource Center to be operated by the National Foreign Language Center (NFLC) at the University of Maryland. In addition to my general support for the new LRC, I am pleased to accept the invitation from the NFLC to serve as an advisory board member for PEARLL. In that capacity I will have the opportunity to offer guidance to the new LRC from my years of experience directing NALRC, as well as my general familiarity with the field.

I see the transforming impact of good teaching, not only in my classes, but also in the classes of my colleagues who take teaching seriously and work hard to improve on their teaching strategies on a regular basis. But there is not enough high-quality teacher development available for instructors of less-commonly taught languages (LCTLs). While we at the NALRC, and some of the other LRCs, offer professional development opportunities for instructors of LCTLs, these programs are still quite uncommon.

Thanks to the STARTALK program, housed at the NFLC, large strides have been made in offering additional professional development opportunities. Sponsoring summer teacher development programs around the country, specifically addressing teachers of eleven critical-need LCTLs, STARTALK and the NFLC have become leaders in the support of LCTL teachers. As a STARTALK program director and a team leader with responsibility for quality control, I can attest that STARTALK is dramatically impacting the field of LCTL teaching and professional development, through a unique combination of factors. STARTALK requires all of its programs to adhere to a set of principles for effective language teaching, which are closely aligned with the TELL Framework. Quality control and accountability are implemented through the oversight of a team leader for each program, who reviews curricula and conducts a site visit. These support systems have helped to mentor hundreds of teacher development programs around the country over the past twelve years. Recently, STARTALK has been seeking ways to support teachers beyond the summer, including through a teacher coaching pilot, which was very successful in its first year (2017-2018).

STARTALK also illustrates two of NFLC's strengths that make it a perfect fit for an LRC with a focus on development of LCTL educators. NFLC has long been a leader in the field of LCTL education; in 1990 NFLC played a major role in the founding of the National Council of Less Commonly Taught Languages (NCOLCTL), of which I am Executive Director. STARTALK is also one of several large-scale federal contracts operated by NFLC, and is an excellent example of NFLC's capacity to effectively manage programs and projects.

For all of these reasons, I give my unreserved support to the proposed PEARLL LRC, and will gladly serve on its advisory board. Please feel free to contact me if you have any questions at [anyschle@indiana.edu](mailto:anyschle@indiana.edu).

Sincerely,

A handwritten signature in black ink that reads "Antonia Schleicher". The signature is written in a cursive style with a large initial "A".

Antonia Schleicher

Professor of African Languages and Linguistics  
Executive Director, National Council of Less Commonly Taught Languages  
Director, National African Language Resource Center  
Executive Director, African Language Teachers' Association



Rebecca Damari  
Thomas Sauer  
National Foreign Language Center  
University of Maryland  
College Park, Maryland

Dear Dr. Damari and Mr. Sauer,

This is a statement of support for the new PEARLL Center at the University of Maryland College Park. As a project director for many years in the NFLC STARTALK program, representing Northern Virginia Community College, it was my privilege to conduct training in World Language pedagogy to teachers from levels K-20 from the early days of the STARTALK project. Every summer for ten years, I led a team of world-class language educators who helped the less-commonly taught language teachers to use a communicative approach in their classrooms. The name of this project was NOVASTARTALK and its faculty were innovators in Professional Development for Language Educators. In addition to being language professionals themselves, they were also experts in technology-enhanced language learning. Our charge was to teach the teachers how to harness the latest technologies to promote the learning of less-commonly taught languages. Our faculty members were well-known practitioners from the national World Languages community from NOVA to McDaniel University and as far away as the University of Arizona. We harnessed the energy of our ‘digital native’ lab assistants to teach our teachers the use of technologies that would insure time on task from our students. Every summer, our teachers would return to become more tech savvy and more importantly, to discover the technologies that would promote communication in the target language.

Teacher effectiveness is clearly one of the principal elements necessary for success in communicative language programs. If the teacher is not effective, students do not sustain the interest level to persist in language learning. If the teacher maintains the attention of

the students and language learning is productive and engaging, student persistence is much more likely to occur.

As a language educator, one of my favorite projects is my work with Career Switchers, who experience a completely new professional beginning in teaching World Languages. The program I work with, called Educate Virginia (EducateVA.com) brings professionals who are ready for a complete career change to a gratifying career in Virginia's public schools. STARTALK teachers share many of the characteristics of career switchers, because the language profession, with its emphasis on the World Readiness Standards requires our career switchers to see the role of the teacher in a whole new way. With our profession's emphasis on communicative proficiency, the career switchers are frequently new to the implementation of a truly communicative language program. This is where the work of the NFLC and more specifically the TELL Project can give new teachers the emphasis on effectiveness that they truly need. I have shared the TELL Project website with my students and they are immediately drawn to it to try to gauge their own teaching effectiveness. It is the ability to do their own inquiry using TELL that motivates my students to use the materials. Many teachers will benefit from a resource like PEARLL. I look forward to following and supporting this very worthwhile project in any way I can.

Sincerely,

*Laura Franklin*

Laura Franklin  
Professor of French and Portuguese  
Northern Virginia Community College

June 7, 2018

To: US Department of Education

Re: NFLC Application for LRC



I am delighted to write this letter in support of the National Foreign Language Center's application to establish a Language Resource Center focused on teacher effectiveness. All of the current LRCs bring unique assets to improving the language learning and teaching profession, but none of them currently have a focus specifically on teacher effectiveness. This would be a timely addition.

I have had the opportunity to work with the National Foreign Language Center for a number of years, mainly through the federally funded STARTALK program. I have been the Program Director for the University of Washington STARTALK Combined Teacher and Student Program and have continued to serve as a consultant on both programs, but, in particular, the Teacher Program. Through these years of working with STARTALK, I've seen the NFLC grow tremendously in this area of teacher effectiveness in all facets – planning, instruction, assessment, learning environment, use of tools and resources, and professionalism. The workshops and professional development provided at the two STARTALK conferences each year have always provided valuable insights for helping our teachers be more effective in their teaching. But the timeframe for doing STARTALK work is so limited (basically, summer).

Establishing an LRC on teacher effectiveness at the NFLC would create a path for expanding access to the resources and experiences from the STARTALK program to more than just the critical languages funded by STARTALK. Speaking as a district person, that is probably my biggest challenge. I learn and apply wonderful strategies from STARTALK, but almost all of the teachers in my district teach non-STARTALK languages, so it's not as easy to make a compelling case for them to embrace what STARTALK has to offer since it's not completely obvious how it applies to the languages they teach. An LRC, on the other hand, would have tremendous credibility with world language teachers of all languages. And it's not just the commonly taught languages; it's all the other LCTLs that are not funded by STARTALK that could also benefit.

In my district, Seattle, I have developed an entire series of professional development workshops using the TELL (Teacher Effectiveness for Language Learning) STARTALK resources for my more than 150 world language and dual language immersion teachers. These have saved me so much time and provided a valuable framework for our local teachers to share what has worked most effectively for them.

In addition to these resources, I am particularly interested in the proposal to conduct research on measuring teacher effectiveness for language learning. This is very much needed in our field. We have all heard adults state, "I studied Spanish for two years and can't remember a word of it."

Two years is not a long time and often there is lack of up-to-date learning materials. (Our district's last adoption of instructional materials for Spanish was 20 years ago!) Still, one can't help but wonder if some of those people had less than effective language teachers.

In summary, I think the proposal for an LRC focused on teacher effectiveness is an excellent idea, and I believe that the NFLC is well positioned to make such a center a great success.

Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Michele Anciaux Aoki". The signature is written in black ink on a light-colored background.

Dr. Michele Anciaux Aoki, International Education Administrator, Seattle Public Schools  
[maaoki@seattleschools.org](mailto:maaoki@seattleschools.org) | 206 234-4029 cell



**MONTGOMERY COUNTY PUBLIC SCHOOLS**  
MARYLAND

www.montgomeryschoolsmd.org

June 21, 2018

Ms. Cheryl Gibbs  
Acting Senior Director  
International and Foreign Language Education  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202



Dear Ms. Gibbs:

I am writing in support of the proposed PEARLL Language Resource Center to be operated by the National Foreign Language Center (NFLC) at the University of Maryland.

In our district, we teach 10 languages, including seven less-commonly taught languages. We teach languages at every level from kindergarten to high school. I see every day the difference an effective teacher makes in a language classroom. Unfortunately, we simply do not have the capacity within our district to offer extensive professional development opportunities to our language teachers.

For the past two years, we have worked with NFLC to develop additional summer professional development opportunities for our teachers. They have been attentive to our needs and provided the customized training our teachers needed. In post-training surveys, teachers have given glowing reviews of the workshops, emphasizing the practical skills they gained that could immediately be implemented in their classrooms.

The activities proposed by PEARLL will benefit all world language teachers. Our teachers and supervisors have been expressing a desire for a summer institute that would give them a range of options for professional learning, and the opportunity to meet other teachers who are experiencing similar challenges; PEARLL will provide these institutes. I am particularly pleased to see year-round professional learning opportunities; while summer workshops are invaluable, we always prefer to see ongoing support for our teachers as they work to integrate the lessons of the workshops into their classrooms. And a network of language teachers who can help support each other through a shared understanding of effective teaching practices will provide additional opportunities for our teachers to grow, both as teachers and as colleagues.

In short, I am in full support of this proposal, and look forward to inviting my teachers to participate in the activities PEARLL will offer.

Sincerely yours,

Françoise Vandenplas, Supervisor  
World Language Programs

FV:jal



**New York University**  
*a private university in the public service*

Professor Gabriela Nik. Ilieva  
Department of Middle Eastern Studies

50 Washington Square South  
New York, New York 10012-1073  
Telephone: (212) 992-9623  
Fax No.: (212) 995-4689  
E-Mail Address: gni1@nyu.edu

June 7, 2018

Re: Letter of Support

To: Whom it May Concern

I am happy to write this letter of support for the proposal submitted by the University of Maryland to establish a Language Resource Center, Professionals in Education Advancing Research and Language Learning (PEARLL). The proposal shows strong infrastructure built for language teacher training, including all LCTLs and language specific training for multiple languages. Most importantly the vision is based on research related to efficiency in teaching LCTLs in particular as well as training of teachers and community college language instructors. This proposal addresses a great current need, since the projects will engage those instructors in a longitudinal study and training, which otherwise schools and community colleges cannot provide. The suggested projects will result in creating a training pipeline at the school and college level and ensuring high quality training materials. The projects will document and analyze teaching samples which has not been done anywhere before in a comprehensive way, and specifically such work at the college level is unprecedented. In addition, the projects will put together training materials online and onsite as well as samples of multimedia classroom materials highlighting specific classroom practices.

The applying institution has built synergies across units at the university level, e.g. the STARTALK Program, the National Foreign Language Center (NFLC) and the College of Education at the University of Maryland. For more than a decade, the STARTALK Program has created excellent opportunities to support and work with leading experts from each language field, including the three proposed LCTLs, and to create rich networks for teachers who used to work in isolation. Apart from the language specific expertise STARTALK has been able to put together, the program has worked with a team of leading researchers in general language acquisition and established teacher trainers who have collaborated with the LCTLs experts – a unique type of cooperation which has helped the LCTLs taught in STARTALK to develop infrastructure and teaching materials which did not exist before. In addition, the partnership between the proposed Language Resource Center and the Teacher Effectiveness for Language Learning (TELL) Project, Linguafolio and TELLfolio as well as with two large community colleges, further adds expertise, recruitment opportunities and solid data collection in the running of the proposed projects.

The University of Maryland has a long and successful record of running multi-pronged teaching, training and infrastructure projects and of delivering timely needs-based products. Systematically evaluating the most efficient practices, supporting teachers to implement them in action and developing training modules based on research will cause the field of language teaching to make tremendous progress. The vision to focus on specific critical practices for effective teaching is exceptional and it is the next logical step for the development of the LCTLs field. It integrates several projects to provide a common framework, to inform the foci of the research and the training.

I hope that this proposal will meet your approval, and the University of Maryland will continue its groundbreaking collaborative and productive work in the years to come.

Sincerely,

A handwritten signature in blue ink that reads "G. Nik". The signature is written in a cursive, slightly stylized font.

Gabriela Nik. Ilieva, Clinical Professor  
Coordinator, South Asian Language Programs

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

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**Professionals in Education Advancing Research and Language Learning (PEARLL)**  
A Language Resource Center (LRC) at the University of Maryland  
Sponsor: U.S. Department of Education

Budget Narrative for Performance Period: August 15, 2018–August 14, 2022

Asterisks indicate budget items related to the announced competitive preference priorities.

**1. Personnel**

**Administration:**

*\*Rebecca Damari, Project Co-Director.* As Project Co-Director, Dr. Damari will work with project leads, the advisory board, and the external evaluator to ensure that projects are planned strategically and executed successfully to serve the intended audiences. In conjunction with the external evaluator, she will be responsible for documenting and reporting project outcomes. As the lead of the “Measuring Educator Effectiveness” project area, she will oversee all of PEARLL’s research activities, and will be the lead researcher on the research project identifying the relationship between professional developments and teaching practices. She will manage the work of the other researchers and the research graduate assistant. Total current yearly salary of \$91,998 (\$44.23 per hour). We have allocated 20% of her time to PEARLL in year 1, and 15% in years 2-4, for a total of \$18,584 in year 1, \$14,217 in year 2, \$14,501 in year 3, and \$14,791 in year 4. A combined total of \$62,092.

*\*Thomas Sauer, Project Co-Director.* As Project Co-Director, Mr. Sauer will work with project leads, the advisory board, and the external evaluator to ensure that projects are planned strategically and executed successfully to serve the intended audiences. As the lead of the “Identifying Research-Based Characteristics of Educator Effectiveness for Language Learning” project area, he will oversee the project work that directly supports the TELL framework and resources, and, through that project area, he will also support the project areas focusing on professional development and dissemination of information. Total current yearly salary of \$99,736 (\$47.95 per hour). We have allocated 25% of his time to PEARLL in year 1, 20% in year 2, and 15% in years 3-4, for a total of \$25,183 in year 1, \$20,550 in year 2, \$15,720 in year 3, and \$16,035 in year 4. A combined total of \$77,488.

*Nicole Rumeau, Project Manager.* As Project Manager, Ms. Rumeau will ensure that projects are completed on time and on budget by overseeing project communications, budget, quality management, and risk management, in close collaboration with the Project Co-Directors and external evaluator. She will be responsible for coordination with the appropriate university offices, and will coordinate non-research publications and social media support for PEARLL. Total current yearly salary of \$104,166 (\$50.08 per hour). We have allocated 10% of her time to PEARLL in each project year, for a total of \$10,521 in year 1, \$10,731 in year 2, \$10,946 in year 3, and \$11,165 in year 4. A combined total of \$43,362.

*\*Bryan Anderson, Director of Art and Media Production.* Mr. Anderson will provide art and digital media support for a variety of project areas for PEARLL, including the project website, video library of effective teaching practices, online professional learning modules, online coaching models, and publications and social media. Total current yearly salary of \$111,509 (\$53.61 per hour). We have allocated 9% of his time to PEARLL in years 1 and 2, and 4% in years 3 and 4, for a total of \$10,136 in year 1, \$10,339 in year 2, \$4,687 in year 3, and \$4,781 in year 4. A combined total of \$29,943.

### **Identifying Research-Based Characteristics of Educator Effectiveness for Language Learning:**

*\*Greta Lundgaard.* Ms. Lundgaard will have central roles in the development of the online professional development modules and the establishment of the network of model classrooms and districts promoting dissemination and capacity building. Total current yearly salary of \$99,736 (\$47.95 per hour). We have allocated 10% of her time to PEARLL in years 2-4, for a total of \$10,073 in year 1, \$10,275 in year 2, \$5,240 in year 3, and \$5,345 in year 4. A combined total of \$30,933.

### **Creating an Infrastructure that will Transform the Landscape of Professional Learning to Develop Effective Language Educators:**

*\*Miranda Abadir.* Ms. Abadir will oversee the development of online professional learning modules in years 2-4, in conjunction with other personnel and consultants in this project area. Total current yearly salary of \$80,558 (\$38.73 per hour). We have allocated 10% of her time to PEARLL in years 2-3, and 5% in year 4, for a total of \$8,299 in year 2, \$8,465 in year 3, and \$4,317 in year 4. A combined total of \$21,081.

### **Measuring Educator Effectiveness for Language Learning:**

*\*Svetlana Cook.* Dr. Cook will be responsible for research examining the relationship between professional development provided by PEARLL and educators' teaching practices. She will also help support the other research projects. Total current yearly salary of \$66,643 (\$32.04 per hour). We have allocated 10% of her time in years 1 and 2, and 20% of her time in years 3 and 4, for a total of \$6,731 in year 1, \$6,866 in year 2, \$14,006 in year 3, and \$14,286 in year 4. A combined total of \$41,888.24

*\*TBD, Research Graduate Assistant (GA), NFLC.* The Research Graduate Assistant (GA) will support PEARLL's research projects with data collection, data analysis and reporting. Total yearly salary of \$44,221 (\$21.26 per hour). We have allocated 25% of the GA's time in years 1, 30% in year 2, and 50% of the GA's time in years 3, and 55% of the GA's time in years 4, for a total of \$11,166 in year 1, \$ 13,667 in year 2, \$ 23,234 in year 3, and \$ 26,068 in year 4. A combined total of \$74,135.

### **COLA (cost of living expense adjustment)**

Applied is a 2% COLA (cost of living expense adjustment) applied each year. Year 1 will be applied for only 6 months of the contract since the 2% COLA will apply in January 2019.

## **2. Fringe Benefits**

The University of Maryland College Park fringe rate for NFLC is a total of 27.5% of the salary and wages. This includes all employee benefits for retirement, social security tax, Medicare tax, unemployment insurance tax and health benefits. The University of Maryland does not have a fixed fringe benefit rate. This rate is calculated on the average fringe benefit applied to the NFLC over the past year.

## **3. Travel**

Travel funds are requested for PEARLL personnel to attend the annual ACTFL meeting in years 1-4, for the joint purposes of meeting with other LRC directors, promoting PEARLL PD opportunities, meeting with educators who are participating in our PD opportunities and research projects, and presenting research results and Center updates. This travel includes 2 travelers in year 1 and 4 travelers in years 2-4. These costs are based on the costs of sending NFLC staff to ACTFL in recent years. We have allocated a total travel budget of \$16,010, including \$2,490 in year 1, \$3,540 in year 2, \$4,930 in year 3, and \$5,050 in year 4.

ACTFL Conference registration cost is a combined total of \$4,900 which includes \$700 in year 1, \$1,400 in years 2-4.

Airfare for the travel cost is a combined total of \$4,560, which includes \$740 in year 1-2, \$1,480 in year 3, and \$1,600 in year 4.

Ground transportation cost is a combined total of \$550, which includes \$50 in year 1, \$400 in year 2, and \$50 in years 3-4.

Hotel cost is a combined cost total of \$6,000, which includes \$1,000 for years 1-2, and \$2,000 for years 3-4.

## **4. Equipment**

No equipment cost.

## **5. Supplies**

Total supply cost includes project printing, reproduction cost, and audio visual supplies allocated at a total of \$177 per year for years 1 through 4.

## **6. Contractual**

No contractual cost.

## **7. Construction**

No construction cost.

## **8. Other**

## External Consultants

*Megan Madigan Percy.* In support of the goal of Identifying Research-Based Characteristics of Educator Effectiveness for Language, Dr. Percy will oversee the development of some of the resources associated with the TELL framework. Dr. Percy has accepted this role to provide an independent perspective on the TELL resources. Accordingly, we have allocated funding for her in the amount of \$10,000 for year 1.

\**Perla Blejer.* In support of the goal of Creating an Infrastructure that will Transform the Landscape of Professional Learning to Develop Effective Language Educators, Dr. Blejer will play a crucial role in planning and executing the annual intensive summer institute, by identifying the relevant training needs and developing or arranging for the development of appropriate professional learning opportunities to occur at the institutes. Her direct experience in training teachers of a variety of languages, including LCTLs, to work in many different educational contexts make her ideal for this role. Accordingly, we have allocated funding for her in the amount of \$7,000 per year for year 1 through year 4, for a combined total of \$28,000.

External consultants will play a key role in achieving the goal of Creating an Infrastructure that will Transform the Landscape of Professional Learning to Develop Educator Effectiveness, particularly in the area of developing virtual coaching models and providing initial coaching. Accordingly, we have allocated funds to support *Laura Terrill*, a master language teacher coach, in the amounts of \$5,000 for year 1 and \$5,000 for year 2. We have also allocated funding for additional trainers and coaches to be named, in the amount of \$10,000 per year for years 2–4, for a combined total of \$30,000.

\**Catherine Ritz*, an external consultant affiliated with Boston University, will be responsible for the research project addressing teachers' attitudes and beliefs about teaching practices. She will also support the development of the online professional learning modules. Her dual experience as a K-12 language teacher and supervisor, and as an advisor of university students seeking licensure as foreign language teachers, make her ideally suited for this research project. Accordingly, we have allocated funds to support her, in the amounts of \$5,000 per year for year 1, \$2,000 for year 2, \$3,000 for year 3, and \$5,000 for year 4, for a combined total of \$15,000.

\**Juan Carlos Morales*, an external consultant affiliated with Miami Dade College, will be responsible for the development of the network of community college language instructors and departments, and will also support the planning of the annual summer institutes. As world languages chair at the largest community college in the country, and active in ACTFL and SCOLT, he is well-positioned to lead these initiatives. Accordingly, we have allocated funds to support him, in the amounts of \$4,000 per year for years 1-3, and \$2,000 in year 4, for a combined total of \$14,000.

*Stacey Johnson*, an external consultant affiliated with Vanderbilt University, will assist with dissemination of PEARLL outcomes and associated information via her established weekly podcast *We Teach Languages*. Accordingly, we have allocated funds to support her work, in the amounts of \$5,100 for year 1 and \$3,800 per year for years 2–4, for a combined total of \$16,500.

External evaluation will be provided by *Dr. Steven Ross* and his colleagues in the *Center for Research and Reform in Education at Johns Hopkins University*. They will be responsible for designing evaluation studies and conducting formative and summative assessment, in collaboration with the Project Co-Directors and Advisory Board. Their extensive experience in program evaluation, and their position as independent consultants, will lend credence to their evaluation of PEARLL's programs. Accordingly, we have allocated \$7,000 per year to support their work, for a combined total of \$28,000.

*Consultant travel.* Some consultants will need to travel from their home locations in other states to Maryland to act as facilitators for the annual intensive summer institute. Accordingly, we have allocated \$3,000 per year for consultant travel, for years 1-4, for a combined total of \$12,000.

### **Other Direct Costs**

The National Foreign Language Center (NFLC) has been designated as an Organized Research Unit (ORU). The designation as an ORU allows such units to bypass the award-by-award approval process for charging administrative expenses.

Other Direct Costs include postage and mail, telephone, computer academic research, subscriptions, licenses, and capital lease installments paid for by the project. Allocated at \$7,165 in years 1-4.

Postage and mail are estimated at \$8.21 per year, for years 1-4. This is estimated cost to cover any mail related items to take place on the project. A combined total of \$33.

Telephone costs are estimated at \$1,587 per year, for years 1-4. This is the estimated cost to cover all telephone service costs provided by NFLC to be used by project personnel, including office phones, Sprint, and RingCentral phone costs. A combined total of \$6,347.

Computer academic research costs are estimated at \$1,880 per year, for years 1-4. This is the estimated cost to cover all related network systems cost provided by NFLC that will be used for the project. This includes hard drives and network maintenance. A combined total of \$7,519.

Subscriptions costs are estimated at \$743 per year, for years 1-4. This is estimated cost to cover all software subscription costs provided by NFLC that will be used for the project, including Mailchimp, SurveyMonkey, Pantheon, and tools for data management and e-learning compliance support. A combined total of \$2,972.

Software license costs are estimated at \$2,857 per year, for years 1-4. This is the estimated cost for software licenses to support online communications, project management, and file sharing for PEARLL projects, such as Zoom, WorkFront, and Sharepoint.

Capital lease installments at \$90 per year, for years 1-4. This is the estimated cost to cover capital lease costs provided by NFLC that will be used for the project. The capital lease installments include Xerox copier lease. A combined total of \$361.

## **9. Total Direct Costs**

Total Direct Cost includes all cost for personnel, fringe benefits, travel, equipment, supplies, contractual cost, consultants and other direct cost items. Allocated at \$174,942 in year 1, \$174,941 in year 2, \$174,698 in year 3 and \$174,803 in year 4. A combined total of \$699,385.

## **10. Indirect Costs**

This includes a Facilities and Administration (F&A) cost of 8%, as specified by the Department of Education for all Total Direct Costs as mentioned below:

Facilities and Administrative (F&A) Costs (previously “Indirect Costs”) are calculated based on the project’s Modified Total Direct Cost (MTDC). The MTDC is the total direct costs minus: permanent equipment over \$5,000; the portion of subaward costs over \$25,000; tuition, scholarships and fellowships; capital expenditures (alterations and renovations); and rental of off-campus facilities. The Campus calculates its F&A cost rates and negotiates these with the U.S. Department of Health and Human Services, acting as the cognizant audit agency on behalf of all federal agencies.

Allocated at \$13,995 in year 1, \$13,995 in year 2, \$13,976 in year 3 and \$13,984 in year 4. A combined total of \$55,951.

## **11. Training Stipends**

No training stipends.

## **12. Total Costs**

Total Costs allocated at \$188,937 in year 1, \$188,936 in year 2, \$188,674 in year 3 and \$188,788 in year 4. A combined total of \$755,335.