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**Professionals in Education Advancing Research and Language Learning**

A Language Resource Center at the University of Maryland

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**Appendices**

Appendix A: Curricula Vitae of Key Personnel Appendix B: Position Descriptions

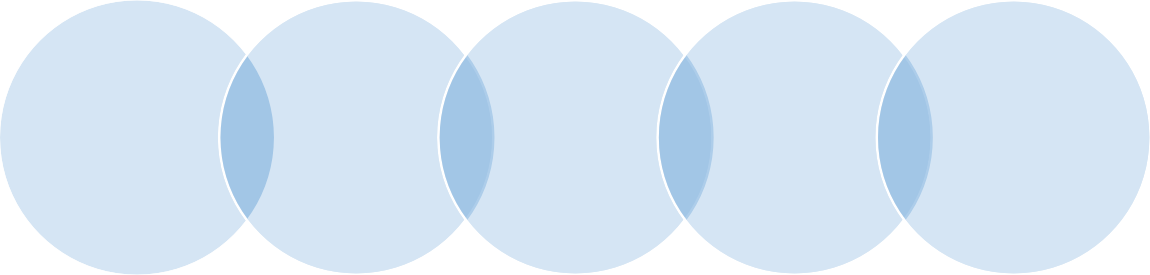
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**Professionals in Education Advancing Research and Language Learning**

A Language Resource Center at the University of Maryland

# Introduction

Professionals in Education Advancing Research and Language Learning (PEARLL), a Language Resource Center (LRC) at the University of Maryland (UMD), seeks to improve language educator effectiveness, knowing that “Effective teachers are the most important factor contributing to student achievement” (NADSFL, 2015, p. 1). But what do today’s educators need to ensure they have the knowledge and skills to prepare students to thrive in an increasingly interconnected world? PEARLL contends that classroom practitioners need (1) access to **models of educator effectiveness** highlighting practices and curricula; (2) opportunities for **reflective practice**; (3) **leadership support** from those charged with directing their programs; (4) support from language **teacher educators**; and (5) engagement through **professional learning** that guides their understanding of research, reflective practice, and implementation of models.



**Models of Educator Effectiveness**

**Reflective Practice**

**Leadership Support**

**Teacher Educators**

**Professional Learning**

This proposal requests funding to support PEARLL for the coming four years. Guided by an advisory board composed of a diverse group of active language educators, PEARLL proposes to conduct 17 interconnected projects to address those needs and strengthen world language teaching and learning in the United States. Whether an educator is a seasoned classroom practitioner or new to the field, an instructor of less commonly taught languages (LCTL) or a community college faculty member, PEARLL will provide research-guided development in

support of a better-prepared teaching community.

Established as a new LRC in 2018, PEARLL has successfully focused on educator effectiveness and the design, implementation, and impact of professional learning. To date, three key PEARLL projects have already contributed to the profession by providing significant support not only to language educators across the United States, but also to all other LRCs.

1. PEARLL provided a common vision for language learning at all levels through the Teacher Effectiveness for Language Learning (TELL) Framework and its supporting tools, which were revised in 2019 to reflect current thinking and research guiding language teaching.
2. PEARLL developed Catalyst, an online professional growth portfolio based on the TELL Framework. With Catalyst, world language educators of all levels connect with each other to engage in meaningful collaboration and receive feedback on teaching practices. Through Catalyst, workshop facilitators, department chairs, and others support professional growth toward shared goals. Since launching in 2019, almost 2,300 educators have used Catalyst to document their professional growth by uploading over 5,400 pieces of evidence and interacting with other users in over 200 groups.
3. PEARLL provided professional learning opportunities that reached over 8,000 educators through a series of summer institutes, online teacher panels, and a virtual summit designed to meet the needs of educators during the COVID-19 pandemic. Professional learning opportunities were informed by a September 2020 PEARLL survey of over 200 language educators around the country about their experiences transitioning to emergency remote teaching and their professional learning needs, research that was reported on the PEARLL website and in conference presentations.

# Plan of Operation

The COVID-19 pandemic forced incredible changes in educational practice and required a rethinking of the professional learning needs of educators at all levels. The commonplace one- size-fits-all approach to professional learning no longer worked during times of crisis as educators were forced to adapt their practice quickly and frequently. No longer could they wait until the next conference, attend a workshop nearby, or depend on a school district with funds to bring in a consultant to work with them. Educators went to extraordinary lengths to find solutions for the new environment they found themselves in. They discovered that they could learn for themselves in flexible, often collaborative ways, inside and outside classrooms and at their own pace. In a September 2020 PEARLL survey of language educators at all levels around the country, over 40 percent of respondents reported training themselves for emergency remote teaching using online and/or print resources, another 17 percent reported seeking out training on their own, while less than 30 percent reported that their institution provided training for them (Damari et al., unpublished survey data). Availability of online professional learning opportunities seemed to increase by the day. Webinar offerings were critical in the early days of the pandemic as they provided much-needed access to all educators who found themselves isolated. This left many educators finding quick fixes but prevented them from making long- lasting shifts in their instructional proficiency, as the following quotes attest:

I watched lots of tutorials and webinars. I attended many training and workshops. School instructional coaches provided some but were not enough and not enough time.

I had some training from the school, such as how to use Zoom. I had to find webinars that went beyond that, such as ACTFL webinars and the NFLC summit 2020.1

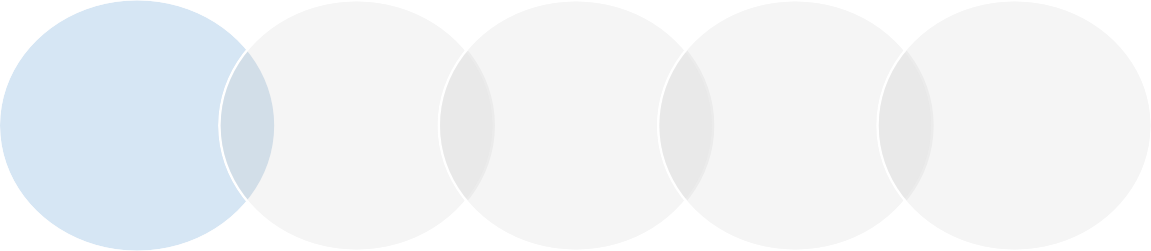
1 Quotations collected via September 2020 PEARLL survey of remote language educators.

Institutions and educators continue working to understand changing public health and educational conditions and to adapt their models and planning. “As conditions have changed and education is returning to a traditional in-person model, teaching will be enhanced by the elements familiar from the distance teaching setting. Therefore, new ways to understand and support preservice and in-service teachers’ agency in ever more multifaceted teaching environments are required.” (M. Heikkilä & V. Mankki, 2021). Building on the success of its first four years, PEARLL is uniquely positioned to take a multifaceted approach to support world language educators by offering online resources and tools, in-person and online professional learning opportunities, communities of practice (COPs), and research to ensure that educators are prepared to be successful in the classroom and that administrators are ready to support them. For the 2022–2026 cycle, PEARLL will complete projects to meet the goals in table 1.

**Table 1. PEARLL Goals and Projects**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Project Title** | **Resource and tool** | **Event and workshop** | **Research project** | **Partner** |
| **Goal I: Promoting models of educator effectiveness for language learning** | | | | |
| TELL Project | X |  |  |  |
| Model curricula | X |  |  | AACC, UMES |
| Model classroom network |  | X |  | NADSFL |
| **Goal II: Facilitating reflective practice for language educators** | | | | |
| Catalyst | X |  |  | CASLS |
| Communities of practice |  | X |  | CASLS |
| Action research guide | X |  |  |  |
| Educator in residence |  | X |  |  |
| **Goal III: Developing leadership skills to support educator effectiveness** | | | | |
| Principles of effective programs | X |  |  | NADSFL |
| Leadership certificate | X |  |  |  |
| Leadership academy |  | X |  | NADSFL |
| Beliefs, attitudes, and actions of world language programs |  |  | X |  |
| **Goal IV: Connecting language teacher educators and classroom practitioners** | | | | |
| International Language Teacher Education Conference |  | X |  | CARLA |
| How the TELL Framework is used in language teacher education |  |  | X |  |
| **Goal V: Providing Professional Learning Opportunities for Language Educators** | | | | |
| Virtual summit for LCTLs |  | X |  |  |
| Summer institutes |  | X |  |  |
| Professional learning needs |  |  | X |  |
| Relationship between professional learning teaching practices |  |  | X |  |

* 1. Goal I: Promoting models of educator effectiveness for language learning



**Models of Educator Effectiveness**

**Reflective Practice**

**Leadership Support**

**Teacher Educators**

**Professional Learning**

To reach the goal of promoting **models of educator effectiveness for language learning**, PEARLL will (1) provide support for the TELL Project to provide a common vision for language learning that reaches educators at all levels; (2) develop and pilot model curricula for community college and historically Black college and university (HBCU) language courses; and (3) identify a network of model classrooms that can serve as regional hubs for professional learning.

* + 1. The TELL Project

*Key personnel: Thomas Sauer (project director)2*

The TELL Project is a collection of products and pedagogical processes initiated in 2011 by school district supervisors who saw a need to identify what educators need to do to be highly effective. The foundational piece of the TELL Project is the TELL Framework, which synthesizes research from the general education field by identifying the strategies effective educators use and making them specific to world language education. The TELL Framework provides critical direction in seven domains by asking a guiding question about observable behaviors or characteristics.

The TELL Framework and its suite of supporting resources are foundational to PEARLL’s work and will be instrumental in meeting multiple goals outlined in this proposal: (1) PEARLL will maintain and update the TELL Project website to ensure continued access to the framework

2 Qualifications of all project personnel can be found in section 2, Quality of Key Personnel.

and supporting tools. To document impact, PEARLL will identify and implement a system for tracking the number of times users access the website and download resources. (2) PEARLL will use the TELL Framework to develop learning targets and outcomes for all professional learning events. (3) TELL feedback forms will guide conversations in PEARLL COPs. (4) Catalyst will be updated with professional learning resources aligned to the TELL Framework. (5) Research projects will be designed around the domains and criteria of the TELL Framework.

* + 1. Model curricula to increase access to high-quality language programming (community colleges and HBCUs)

*Key personnel: Dawn Meissner (project director) and Laura Terrill*

Capitalizing on existing efforts at Anne Arundel Community College (AACC) to develop model courses in their world language program, and current efforts at the University of Maryland Eastern Shore (UMES), an HBCU, to add languages to and strengthen their world language program, PEARLL will partner with AACC and UMES to develop model curricula for the first two courses in their sequence of introductory world language classes. In year one, AACC and UMES faculty will work with national curriculum expert and PEARLL consultant Laura Terrill to develop a language-agnostic curriculum that is backward designed to identify end-of-course proficiency targets and the units of study that will be part of each course. Specific unit goals and formative and summative assessments aligned with those goals will provide direction for planning lessons that allow learners to reach the unit goals. Sample model lessons will be aligned with the World-Readiness Standards for Learning Languages and will incorporate research-based core teaching practices in world language education. In years two and three, the curriculum will be adapted to specific languages. Faculty members from AACC and UMES will identify authentic resources (e.g., texts, audio files, videos, and visuals) that support the curriculum goals

in their language and will implement the units of study with their students. PEARLL will work with the faculty to revise the curricula during this pilot phase before publishing both the language-agnostic curriculum framework and units in Chinese, French, Japanese, Portuguese, Russian, Spanish, and Swahili—all of which are offered by at least one of our partner institutions—as an open educational resource (OER) for other community colleges and HBCUs.

* + 1. Model classroom network

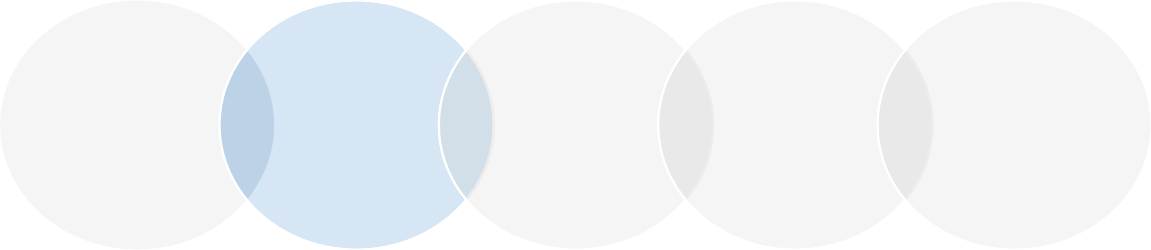
*Key personnel: Thomas Sauer (project director)*

Educators often ask where they can observe effective teaching practices in real classrooms because it can be challenging to envision how theory transfers into practice. PEARLL model classrooms will be regional centers for teacher effectiveness and application of the TELL Framework. The model classroom network will open the classroom doors of educators who have been identified as highly effective, allowing others a unique professional learning experience as they participate in an interactive day-long in-person or virtual observation of classrooms that are similar to their own. Educators will engage in a structured reflection activity to process observations made during the site visit.

Model classroom educators will be identified through a rigorous process that includes a video submission of a sample lesson. Educators selected for participation will exemplify a practice of embedding effective and innovative practices in their lessons. PEARLL’s connection to the STARTALK program, formerly housed at NFLC, will allow it to reach out to effective LCTL educators in schools throughout the country. These educators have already exhibited the behaviors outlined in the TELL Framework during STARTALK summer programs; teachers of all languages will benefit by seeing what happens in their classrooms. The model classroom project will bring much-needed attention to LCTL teachers who already exemplify strategies

identified as critical practices for any language instructor. PEARLL will use its partnership with the National Association of District Supervisors of Foreign Languages (NADSFL) to identify other schools that are already working with the TELL Framework and invite them to nominate teachers for the model classroom network.

* 1. Goal II: Facilitating reflective practice for language educators



**Models of Educator Effectiveness**

**Reflective Practice**

**Leadership Support**

**Teacher Educators**

**Professional Learning**

Reflective educators think critically about their teaching and the learning that takes place in their classrooms, and they continually seek ways to adapt their practices to improve learning. To meet the goal of **facilitating reflective practice for language educators**, PEARLL will (1) support the continued development of Catalyst; (2) facilitate multiple COPs; (3) publish a guide to action research; and (4) initiate an educator-in-residence program to support teachers in examining the effectiveness of their own practices.

* + 1. Catalyst

*Key personnel: Stephanie Knight (project director), Thomas Sauer, and Julie Sykes*

Originally developed during the 2018–2022 LRC funding cycle, Catalyst (catalyst.uoregon.edu)

is a platform for world language educators who want to document their professional growth. Catalyst guides educators’ reflective practice by allowing them to

* + - * compare their current practices with TELL Framework criteria,
      * identify their strengths,
      * set and monitor goals for their 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.

Catalyst facilitates these activities by connecting users with other educators as well as with curated resources such as collections of academic readings, videos, online modules, and resources from other LRCs that target the skill or area of practice identified as a goal.

This project will advance the existing relationship between the Center for Applied Second Language Studies (CASLS) and PEARLL, established with the design and pilot of Catalyst from 2018 to 2022. CASLS will coordinate platform hosting and maintenance; PEARLL will provide input on user interface improvements based on feedback from the pilot implementation phase that concluded in 2021. Both centers’ experience with technological innovation and professional learning makes them ideal partners to scale up the support of reflective practice through Catalyst. During this funding cycle, PEARLL will work with other LRCs to identify projects from their growing library of resources that can be added to the curated list of resources in Catalyst, increasing the reach and impact of all LRCs. The project team will review and tag LRC resources against criteria in the TELL Framework and develop resource descriptions before making links available in Catalyst.

* + 1. Communities of practice

*Key personnel: Stephanie Knight, Thomas Sauer, and Julie Sykes (project director)*

Online platforms such as Catalyst have the potential to address the issue of world language teacher attrition by building professional learning communities (PLCs). However, autonomous engagement is not guaranteed by the mere existence of such tools. For those reasons, PEARLL and CASLS will establish hybrid COPs focused on topics of common interest for language

educators. Each COP will ask educators to learn from and with each other and come to see themselves as a community of teachers that focuses on implementing new practices tailored to teachers’ strengths and capacities. COPs will also help bridge the existing research-to-practice gap because they help teachers focus on student learning, utilize data to inform instruction, and see themselves as unique sources of information that leverage the collective skills and competencies of the group (Mundschenk & Fuchs, 2016).

COPs will use a hybrid model, combining in-person meetings during the summer that will bookend virtual meetings supported by Catalyst throughout the academic year. In-person meetings will be used to establish relationships of trust among COP members and the COP coach who will work with a group of educators. PEARLL and CASLS will focus recruiting efforts on identifying existing PLCs that are looking for additional support. For example, the community college faculty involved in the model curriculum project will be functioning as a COP. Existing PLCs developed through STARTALK programs, consisting of LCTL educators, will also make ideal candidates for participation.

* + 1. Guide to action research for language educators

*Key personnel: Rich Madel (project director)*

Action research, a type of applied research, is a form of deliberate inquiry conducted by practitioners to solve specific problems to improve their practices. As such, action research is another means for educators to reflect on their practices in the classroom. PEARLL will publish a guide to action research for language educators that will equip educators with the tools to conduct and share their investigations on practices relevant to their own teaching environments. The guide will unpack what can be a complicated multistep process and align teachers’ investigations into effective practices with the criteria identified in the TELL Framework.

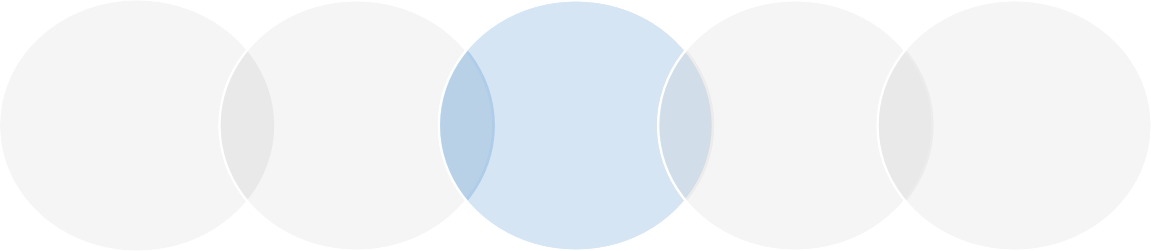
PEARLL will promote the use of the guide through its publication channels as well as online office hours held by the project director, a time when educators seeking to start an action research project can ask questions and get further support. In years three and four, PEARLL will solicit completed action research projects from classroom educators as well as teacher educators and publish them on the PEARLL website, aligned with and searchable by selected TELL criteria. While findings from action research projects may not always be generalizable to other groups and situations, sharing them will provide examples of how teachers might investigate and reflect on their own practice and thereby serve as a resource for others.

* + 1. Educator in residence

*Key personnel: Thomas Sauer (project director)*

Each year, PEARLL will recruit and select one educator in residence who will be assigned to PEARLL projects during the summer months to elevate the voices of classroom practitioners and ensure that project deliverables address the needs of educators. Educators in residence will create presentations for PEARLL’s professional learning events, draft blog posts or newsletter articles, contribute to the *TELL Me More!* video podcast, and review existing professional learning resources for effectiveness and tag them to align with the TELL Framework. Specific tasks will be determined in consultation with the PEARLL codirectors and will be based on teacher interest and availability. PEARLL’s extensive contacts with LCTL educators will enable it to select emerging leaders who represent the often-underrepresented voices of practitioners in that community and highlight how their experiences and skills can serve as models for all language educators. Educators in residence will reflect on their practices and transform those reflections into professional learning resources for others.

* 1. Goal III: Developing leadership skills to support educator effectiveness



**Models of Educator Effectiveness**

**Reflective Practice**

**Leadership Support**

**Teacher Educators**

**Professional Learning**

To reach the goal of **developing leadership skills that support educator effectiveness**, PEARLL will (1) design a leadership certificate program for district supervisors, department chairs, and other educators who are responsible for evaluating and coaching classroom practitioners; (2) publish an updated guide to effective world language programs; and (3) host a summer leadership academy. Research that examines how teacher leaders adapt to and share new information about effective teaching practices will inform the activities for this goal.

* + 1. Guide to effective world language programs

*Key personnel: Mara Cobe (project director)*

In 2015, NADSFL published “Principles of Effective World Language Programs,” which guides the development and administration of high-quality and effective world language programs.

Developed by current and former world language coordinators, the document identifies four interconnected facets that define effective world language programs: program design, curriculum, assessment, and teacher effectiveness. The document was designed to support the person (e.g., an administrator, world language department chair, or lead teacher) who is responsible for a world language program and is accountable for its effectiveness.

PEARLL will partner with NADSFL to refine and expand “Principles of Effective World Language Programs” in order to offer a range of additional tools and resources to guide program growth across the country. PEARLL will develop tools to support people with limited prior

knowledge or experience in second language acquisition, thereby making the document more accessible. NADSFL is uniquely situated to lead and collaborate on this project, as their members have expertise in guiding programs in their communities.

* + 1. Leadership certificate

*Key personnel: Catherine Ritz (project director) and Thomas Sauer*

For a department chairperson or district supervisor to build and sustain an effective world language program in their school, department, or district, they need to develop leadership competencies, such as developing strategic plans for program improvement, observing and providing feedback to teachers, coaching and mentoring, developing professional learning across many areas, leading curriculum and assessment work, and more. The leadership certificate will provide current and aspiring world language program leaders with online professional learning modules and guided support, with the goal of strengthening leadership competencies that directly impact program design and educator effectiveness for language learning.

PEARLL will use core leadership behaviors identified in the revised “Principles of Effective World Language Programs” to develop a series of self-directed professional learning modules within each of the four areas: program design, curriculum leadership, assessment leadership, and teacher effectiveness. Each online module will unpack a leadership competency and guide program leaders through a reflective process where they will acquire, process, and apply new learning through presentations, guided video testimonials from department chairs or district supervisors, and exemplars from the field. To facilitate the application of learning in their own programs, participants will have to complete a transfer task at the end of each module, such as drafting a strategic plan for their program, using observation protocols to observe and provide feedback to world language teachers, or designing a professional learning event. The submitted

transfer tasks will be reviewed by the project director. Upon successful completion, participants earn a microcredential for the specific leadership competency. PEARLL microcredentials are digital badges that participants can include on their résumé. While each module will be available to anyone interested, participants who earn a predetermined series of microcredentials will receive the leadership certificate and be eligible to receive continuing education credits from UMD’s Office of Extended Studies.

* + 1. Summer leadership academy

*Key personnel: Catherine Ritz and Thomas Sauer (project director)*

The summer leadership academy will be a biennial (years one and three), three-day in-person professional learning event for any educator who leads world language teachers and programs. Department chairs, district supervisors, principals, and others will benefit from the opportunity to collaborate and learn with and from others to better support the teachers and programs they supervise. The academy will also provide department chairs who are in the process of earning the PEARLL leadership certificate with opportunities to share their learning experiences. Academy activities will include presentations from national experts, small discussion groups to process new information, and simulations where participants will apply their learning in a low-stakes environment and receive feedback from their peers.

* + 1. Research: Beliefs, attitudes, and actions of world language program leaders

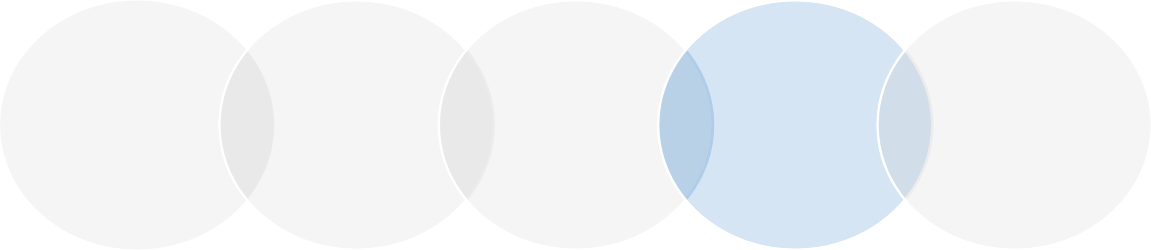
*Key personnel: Rebecca Damari (project director) and Svetlana Cook*

This goal will be supported through a research project identifying additional areas of needed support for language program leaders that examines how leaders adapt to and implement their learning from the leadership certificate and the leadership academy. The research will provide

insights into program leaders’ perceptions of their effectiveness as teacher leaders and their success in providing instructional and emotional support to teachers in their program.

In year three, PEARLL will develop a beliefs survey and interview protocol to collect data on program leaders’ beliefs and attitudes about language education and language teacher leadership. Participants will be recruited from among leaders who register for the leadership certificate modules or the leadership academy. The surveys and interviews will be conducted before and after participation in the leadership training. The research will examine shifts in leaders’ beliefs and attitudes about language education; their self-perceptions regarding their effectiveness in providing support to teachers; and the successes, challenges, and dilemmas leaders often experience when implementing lessons learned through professional learning. Interviews will be conducted with a subset of leadership training participants to provide in-depth perspectives on their experiences. Analysis and reporting of survey and interview data will occur in year four.

* 1. Goal IV: Connecting language teacher educators and classroom practitioners



**Models of Educator Effectiveness**

**Reflective Practice**

**Leadership Support**

**Teacher Educators**

**Professional Learning**

When first-year teachers enter the classroom, they are often confronted with a gap between the knowledge and skills acquired in their teacher education program and the realities of today’s classroom. To connect those involved in language teacher education programs and classroom practitioners, PEARLL will (1) collaborate with the Center for Advanced Research on Language Acquisition (CARLA) to host the International Language Teacher Education (ILTE) Conference; and (2) identify how the TELL Framework can facilitate the transition from student teacher to

classroom teacher by examining how TELL is used in language teacher training programs. The projects are designed to unite stakeholders to support the evolution of educators’ practices toward and increase exposure to second language acquisition research.

* + 1. International Language Teacher Education (ILTE) Conference

*Key personnel: Rebecca Damari and Kate Paesani (project directors)*

PEARLL will host the 13th biennial ILTE Conference at the University of Maryland, College Park, in spring 2026. The conference will build on a long tradition of ILTE conferences hosted by CARLA and will provide a forum where the nation’s language teacher educators share research, experiences, and recommended practices for improving language teacher training. The ILTE Conference includes plenaries, papers, symposia, and workshops addressing the preparation of teachers of all languages, at all instructional and institutional levels. The

PEARLL-hosted conference will facilitate communication and collaboration among K–16 teacher educators, supervising teachers, program directors, and administrators who support language teachers, thereby increasing collaboration among these groups. In recruiting conference participants, PEARLL will target K–12 district supervisors and postsecondary department chairs to lead panel discussions in conjunction with teacher educators, with an emphasis on those who supervise teachers of LCTLs. PEARLL will also offer a workshop at the CARLA-hosted 12th biennial ILTE Conference in spring of 2024 on the role of reflective practice in pre- and in- service teaching using the TELL Framework and Catalyst as a coaching model.

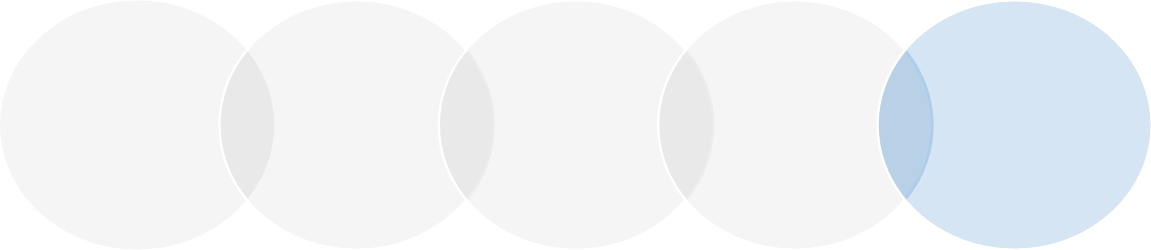
Both conferences will be cochaired by PEARLL director Rebecca Damari and CARLA director Kate Paesani. To enhance the impact of both conferences, the two directors will edit the proceedings of the 12th and 13th ILTE Conferences, which will be published as a CARLA working paper.

* + 1. Research: How the TELL Framework is used in language teacher education

*Key personnel: Svetlana Cook (project director) and Rebecca Damari*

Since 2011, the TELL Framework has been promoted mainly to in-service language teachers. Now that the TELL Framework has been available for over ten years, there is anecdotal evidence of it being used in language teacher educator programs. PEARLL will conduct and report on a research project to understand where and how the TELL Framework is being used to train pre- service language teachers. Research methods will include searching the websites of language teacher education programs around the country and surveying language teacher educators about their awareness of the TELL Framework and its use in teacher training.

* 1. Goal V: Providing professional learning opportunities for language educators



**Models of Educator Effectiveness**

**Reflective Practice**

**Leadership Support**

**Teacher Educators**

**Professional Learning**

Focusing on the extraordinary needs and challenges of LCTL educators who continue to be an afterthought for organizers of traditional conferences, workshop providers, and organizations, PEARLL will (1) offer professional learning experiences that will address the needs of those educators through a summit with online and in-person learning opportunities; (2) conduct a series of summer institutes; (3) identify the professional learning needs of educators in a changing education environment; and (4) explore whether there is a relationship between the professional learning opportunities offered by PEARLL and participating educators’ practices.

* + 1. Virtual summit for less commonly taught languages

*Key personnel: Ghazzal Dabiri (project director) and Thomas Sauer*

Drawing on years of experience hosting in-person conferences for language educators, PEARLL and the NFLC hosted a new online conference in the summer of 2020. This proposal includes plans to host a virtual summit for LCTL teachers in 2024 and 2026, establishing the summit as a biennial event that will highlight the successes of LCTL teachers and build on the community established through the NFLC’s successful STARTALK program.

The flexible summit schedule will allow participants to engage with each other and presenters in several ways. During the first two days of the summit, participants will view livestreamed sessions featuring practicing LCTL teachers; view discussion panels with students at the middle school, high school, and undergraduate levels; participate in panel discussions; and access prerecorded sessions. Summit participants will have access to customized Google Docs for each recorded session to process their learning, share ideas and resources, and learn from each other. On the third day, school districts and universities will be invited to host PEARLL Collab, a follow-up event to the summit. This in-person experience will bring together LCTL teachers to reflect on the virtual aspects of the summit, collaborate to implement new strategies, and allow often isolated singleton teachers to expand their professional community.

* + 1. Summer institutes for classroom educators

*Key personnel: Laura Terrill (project director)*

Summer provides a time for busy classroom educators to not only delve more deeply into topics of interest but more importantly to implement new learning prior to the start of a new school year. PEARLL summer institutes will be narrowly focused on topics that align with effective teaching practices. Sessions will be offered over multiple days with options for both online and in-person learning. Each day will provide participants with opportunities to collaborate as they acquire, process, apply, and reflect on new learning in small group

discussions. Feedback will be a key component of all institutes, ensuring that participants feel well prepared to implement new learning in their instructional settings. Participants may continue their discussions after the summer institute as a dedicated group within Catalyst.

Optional follow-up sessions will be offered in the fall to continue to build a COP but also to address any questions that may surface as teachers implement new practices.

Each institute will be presented as part of a series called “TELL Pathways to Learner Success,” allowing educators, over the course of four years, to participate in multiple professional learning experiences. Each institute will address different aspects of the student learning experience, providing busy educators with unique opportunities to focus on an area of professional growth. Institutes will focus on specific sub-criteria from different domains of the TELL Framework and on how an effective teacher must plan, assess, and design learner experiences, and create an appropriate learning environment to implement a desired practice.

* + 1. Research: Language educator needs in an evolving teaching environment

*Key personnel: Rebecca Damari (project director) and Svetlana Cook*

In September 2020, PEARLL surveyed language educators around the country, asking them about their experiences adapting to remote teaching in spring of 2020 and about their needs for professional learning and resources moving forward with their anticipated teaching models as the pandemic continued. A research study, to be conducted in year one, will define the evolving needs for professional learning on particular topics or to support particular goals.

PEARLL will administer an online survey to language educators at all levels and in all teaching contexts, drawing on a convenience sample made up of PEARLL’s mailing list of thousands of educators, as well as a stratified sampling of school districts, community colleges, and university departments around the country. Results will be used to shape PEARLL’s work

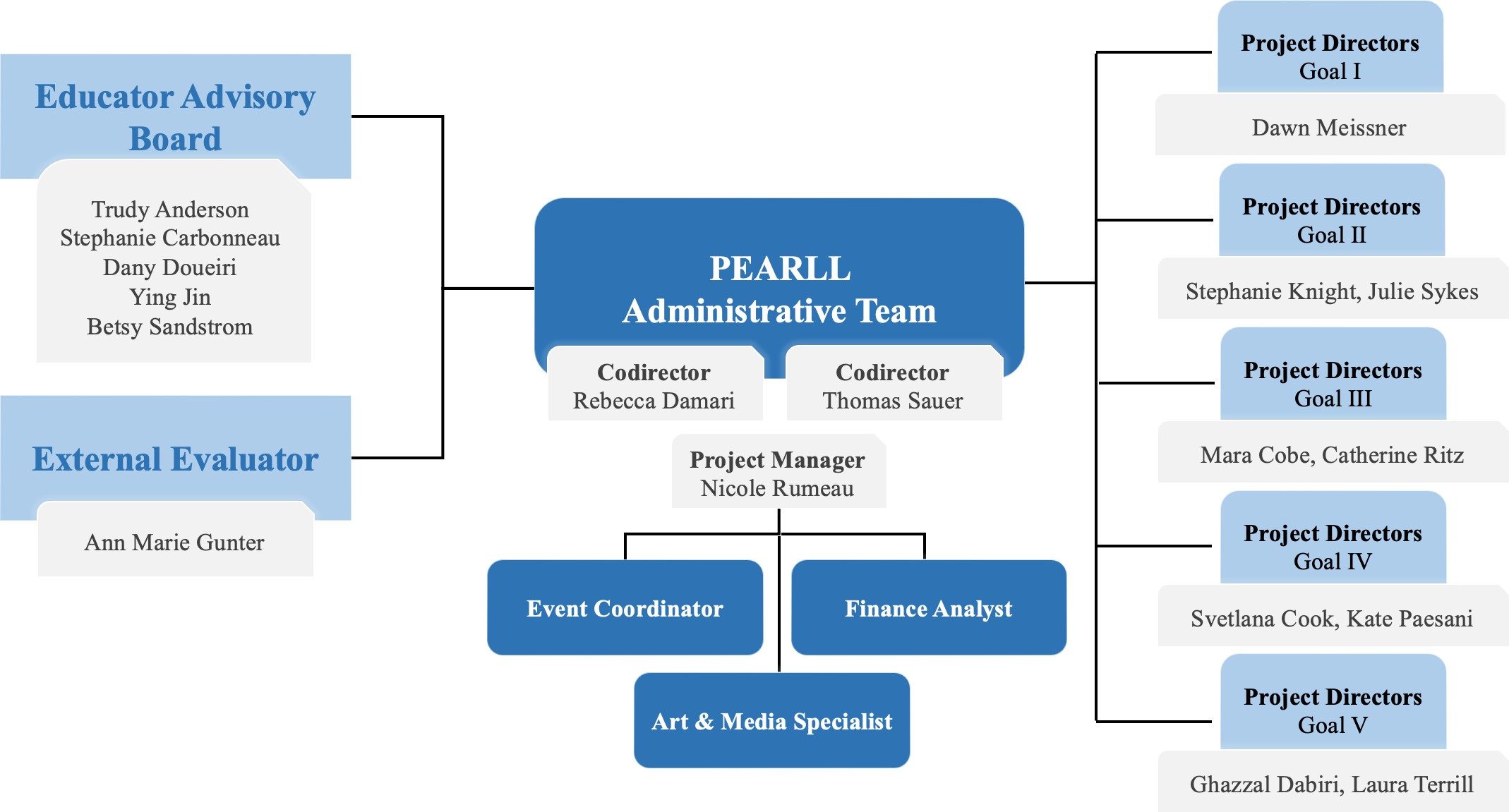
throughout the grant period and will be shared publicly so that others who support language teachers can have a better awareness of their needs in an evolving landscape.

* + 1. Research: The relationship between professional learning and teaching practices

*Key personnel: Svetlana Cook (project director) and Rebecca Damari*

This project will identify whether there is a relationship between the professional learning opportunities offered by PEARLL and participating educators’ teaching practices. Researchers will collect and compare classroom data (lesson plans and materials from instructors’ portfolios via Catalyst) submitted by the instructors before and after their participation in summer institutes (see section 1.5.2) to determine whether there is a measurable change in practices after participating in an institute. The research will also examine whether changes in practice vary by language taught or by teaching context. During year two, PEARLL will develop rating rubrics to measure the extent of changes in teaching practice from before to after participation in professional learning opportunities along several dimensions. The rubrics will be developed based on criteria identified in the TELL Framework and TELL feedback forms and second language acquisition principles. Researchers will recruit participants to join the research study to compare changes in practice among participants in online and in-person institutes. For the control group, teachers will be recruited who are similar in background and work context but who do not participate in PEARLL’s professional learning opportunities. During year two, baseline data will be collected. Additional data collections will be conducted after participation in the summer institute. 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 three.

* 1. Effective plan of management

PEARLL’s projects will be overseen by codirectors Rebecca Damari and Thomas Sauer and by project manager (PM) Nicole Rumeau. The codirectors will work with project directors, the educator advisory board, and an external evaluator to ensure that projects are planned strategically and executed successfully to serve the intended audiences.

The NFLC, which has housed PEARLL since its initial funding in 2018, has a stellar track record of delivering timely and cost-effective results for government sponsors. PEARLL will use project management industry standards and lessons learned by the NFLC over the past 20 years of successful execution of its state and federally funded grants and contracts. The PM will work closely with project directors 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 stakeholders. PMs communicate with team members regularly to ensure steady progress toward meeting project requirements.
* **Cost management**: The PM will create a work breakdown structure to manage PEARLL’s objectives and costs. NFLC 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 within budget.
* **Quality management**: Quality assurance is essential to all projects. PEARLL processes are created based on past experiences and will therefore result in high-quality deliverables. During the planning phase of each project, a quality management plan will be developed, which will describe roles and responsibilities for the project.
* **Risk management**: Risk management plays a key role in project success, and PEARLL will follow a well-developed risk management process that will lead to the successful completion of all projects. PEARLL’s PM is trained to look for risks and plan for contingencies, and team members will be trained to speak up about issues that could have an impact on work.
  1. Equal access for underrepresented groups

PEARLL’s professional learning 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 ensure that its programs are inclusive and equally accessible, including recruiting diverse audiences and ensuring that both in-person training and digital resources are accessible to participants with disabilities. PEARLL will monitor the reach of its programs and the diversity of its audiences and will adjust resources as needed to guarantee equal access. A first step toward

meeting this goal was the establishment of the Teacher Advisory Board, which is diverse in terms of languages taught (Arabic, Chinese, French, Russian, and Spanish), professional experience (representing middle school, high school, and postsecondary), gender, and race/ethnicity. PEARLL has identified key personnel and protocols that will ensure its projects and resources will reflect the diverse community of world language educators. To address the specific needs of teachers of LCTLs, PEARLL will develop materials that reflect and showcase a variety of ethnic and national cultures.

# Quality of Key Personnel

The faculty and staff who will lead PEARLL projects and activities are nationally recognized educators and researchers with a strong history of excellence and innovation in world language education, language research, and event and project management. Résumés for all listed personnel are included in appendix A; the percentage of time allocated to the PEARLL budget for each person can be found in the budget narrative.

* 1. PEARLL administrative team

PEARLL will be led by codirectors Rebecca Damari and Thomas Sauer, who will also direct individual projects. To ensure successful implementation of all projects, the codirectors will be supported by a project manager, an event coordinator, a finance analyst, and an art and media specialist.

**Dr. Rebecca Damari, codirector** of PEARLL since 2018, holds an MS and PhD in linguistics from Georgetown University. She is the director of research for the NFLC, where she has conducted research projects on the professional learning needs of language teachers adapting to remote teaching due to the pandemic, the need for a multilingual workforce, and the demographics and equity of language immersion programs in Washington, DC, public schools.

Dr. Damari has extensive experience with program evaluation, having directed all in-house program evaluation of STARTALK from 2016 to 2021, including the short-term and long-term impact of the program. She conducts program evaluations for private and charter schools. She has presented research at conferences including ACTFL, the National Council of Less Commonly Taught Languages (NCOLCTL), and the American Association of Applied Linguistics and has twice been an invited plenary speaker for the Interagency Language Roundtable meeting.

**Thomas Sauer, codirector** of PEARLL since 2018, holds an MA in Germanic languages and literatures from the University of Kentucky and an MA in instructional leadership and school administration from Bellarmine University. He is a visionary thinker, designer, and change facilitator and applies those traits in his role as NFLC’s assistant director for resource development. In this role, he directed the work of the STARTALK resource team, which developed materials and implemented training focused on the needs of LCTL educators. 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. He served on the ACTFL Board of Directors, as president of the Kentucky World Language Association, and on the board of NADSFL and the Central States Conference on the Teaching of Foreign Languages.

**Nicole Rumeau, project manager**, is NFLC’s assistant director for program development and has served as PEARLL’s PM since 2018. Ms. Rumeau has held a project management professional certificate from the Project Management Institute since 2013 and has over 15 years

of project management experience. She received a BA in French language and literature from the University of Maryland and an MA in international relations with a concentration in intercultural communication and negotiations from Syracuse University’s Maxwell School of Citizenship and Public Affairs.

* 1. External evaluator

**Dr. Ann Marie Gunter** is the world languages consultant at the North Carolina Department of Public Instruction, where she provides policy leadership, professional development, and technical assistance for K–12 world language programs. Her evaluation experience spans local, state, regional, and national projects, including work with LinguaFolio initiatives (5-state pilot, ESL Can-Do Statements, e-LinguaFolio, and the NC LinguaFolio), federal grants (Perkins, Foreign Language Assistance Program, and STARTALK teacher programs), and state-level teacher evaluation measures like the Analysis of Student Work. Dr. Gunter has presented numerous times locally, regionally, and nationally, and she is involved with projects that build the pipeline of language teachers for her state and the country. In 2020, she was named State Supervisor of the Year by the National Council of State Supervisors for Languages (NCSSFL).

* 1. Key project personnel

PEARLL has identified a team of educators based on their experience in successfully leading similar projects in the past, demonstrated knowledge of the TELL Framework, and participation in previous PEARLL projects. Project directors represent a mix of UMD faculty, faculty at collaborating institutions, and independent consultants.

**Mara Cobe** is the K–12 world languages specialist for Charlotte-Mecklenburg Schools in North Carolina, where she supervises more than 250 world language teachers. She served on teams to revise the North Carolina world language standards and provide statewide professional

development to support their implementation. Ms. Cobe has served on the NADSFL executive board since 2012 and is currently president of the organization. She is a coauthor of “Principles of Effective World Language Programs.” Ms. Cobe will direct the project to develop a guide to effective world language programs (see section 1.3.1).

**Dr. Svetlana V. Cook** is a senior faculty specialist at the NFLC. She is a Maryland-certified K–12 teacher and an experienced second language educator. Her research interests include second language acquisition, teaching methodology, and language assessment. Dr. Cook is an expert in research design, experimental methodology, survey development, and qualitative and quantitative research methods, and she has over 15 years of experience conducting research studies with educational institutions and government agencies. Dr. Cook will direct the research projects on how the TELL Framework is used in language teacher education (see section 1.4.2) and on the relationship between professional learning and teaching practices (see section 1.5.5).

**Dr. Ghazzal Dabiri** is a senior faculty specialist at the NFLC. She has extensive experience teaching Persian, is a frequent presenter at conferences, and has been a conference chair and conference organizing committee member for four previous conferences. She is a recipient of a 2015 European Research Council Fellowship at Ghent University in Belgium and a 2011 Fulbright Research Fellowship in Cairo, Egypt. Dr. Dabiri will direct the project to host a virtual summit for LCTL teachers in 2024 and 2026 (see section 1.5.1).

**Stephanie Knight** is the assistant director of CASLS. Her research and development of pedagogical interventions focus on constructivist approaches to language acquisition, intentional incorporation of digital and mixed-reality tools in learning experiences, and teacher training. Her experience includes the design and implementation of mixed-reality communication and language learning experiences for educational and professional contexts. She has taught all levels

of Spanish to grades 5–16 and language methodology courses. Ms. Knight will direct the project to update Catalyst and expand its library of curated resources (see section 1.2.1).

**Dr. Rich Madel** is a Spanish teacher and chairperson of the Department of World Languages in the Colonial School District in Plymouth Meeting, Pennsylvania. Dr. Madel was named Teacher of the Year in 2018 by the Pennsylvania State Modern Language Association. Dr. Madel has dedicated his career to supporting his colleagues’ professional growth and promoting a reflective, research-based approach to world language teaching. He has been a regular contributor to professional learning opportunities at the state, regional, and national levels. Dr.

Madel will direct the project to develop and publish a guide to action research (see section 1.2.3).

**Dawn Meissner** is an assistant professor of Spanish at AACC. As chair of the Department of World Languages, she leads faculty that provides language courses in 15 modern and classical languages. Ms. Meissner has an extensive background in curriculum development for world languages as well as English as a second language courses. She will direct the project to develop and publish model curricula (see section 1.1.2).

**Dr. Kate Paesani** is the director of CARLA and affiliate associate professor at the University of Minnesota. She has over 30 years of experience as a language teacher and teacher educator and has published extensively on multiliteracies pedagogy, language-content integration, and teacher learning. Dr. Paesani will direct the ILTE Conference (see section 1.4.1).

**Dr. Catherine Ritz** is a clinical assistant professor and director of modern foreign language education at Boston University. Previously, she taught French and Spanish and was the director of world languages in a public school district in the Boston area. Her areas of interest include developing proficiency-based thematic curricula and performance assessments, effective world language methods and pedagogy, and language teacher development. Dr. Ritz has served on the

board of the Massachusetts Foreign Language Association and was its president in 2015 and 2016. She will direct the leadership certificate project (see section 1.3.2).

**Dr. Julie Sykes** is the director at CASLS and an associate professor in the Department of Linguistics at the University of Oregon. Her research focuses on applied linguistics and second language acquisition with an emphasis on technological and pedagogical innovation for interlanguage pragmatic development and intercultural competence. She has taught courses on second language teaching and learning, methodology and research, language learning and technology, Hispanic linguistics, and interlanguage pragmatic development. Dr. Sykes will direct the COPs project (see section 1.2.2).

**Laura Terrill** holds a BA in French from the University of Missouri and an MA in secondary administration from Northeast Missouri State University. She has taught K–12 French, was the coordinator of foreign language and English as a second language, and was a director of curriculum. She has been involved with STARTALK as a site visitor and team leader, and she has worked with the NFLC to develop resources for STARTALK programs. She recently worked as a content specialist for the NFLC and leads multiple projects for PEARLL. She will serve as lead consultant for the model curricula project (see section 1.12) and the summer institutes (see section 1.5.2.).

* 1. Educator advisory board

PEARLL’s educator advisory board is a diverse group of active classroom practitioners that reflects the varied communities of world language educators targeted by PEARLL projects. The advisory board will play an active role in shaping the development of PEARLL programs and resources. The guidance provided by the advisory board through quarterly meetings will ensure that PEARLL will address the needs of the very educators who will benefit from the activities,

resources, and materials identified in this proposal. The advisory board will provide feedback on how to continue strengthening PEARLL’s activities and contribute to the evaluation plan.

**Trudy Anderson** has been teaching Spanish at Nathan Hale School in New Haven, CT, for almost 30 years. Ms. Anderson is passionate about collaborating with colleagues, especially new teachers. She has been a Yale-New Haven Teachers Institute fellow, a world language coach, and a presenter at local and national conferences. Ms. Anderson was named the Connecticut Council of Language Teachers 2021 Teacher of the Year and the Northeast Conference on the Teaching for Foreign Languages Teacher of the Year in 2022.

**Stephanie Carbonneau** is a middle school French teacher in Maine with a master’s degree in teaching languages from Southern Mississippi University. She is known for her “Glow and Grow” approach to language learning that focuses on interactive communicative lessons using authentic resources. She currently serves as vice president of the Foreign Language Association of Maine and is also a member of cohort 4 of the Leadership Initiative in Language Learning.

**Dr. Dany Doueiri** is a professor of Arabic Language and Culture at California State University San Bernardino. He is a frequent guest lecturer and expert commentator for media organizations. Dr. Doueiri served as a STARTALK program director, site visitor, and team leader. He is the academic director of the Center for Languages, Arts, and Societies of the Silk Road and is the cofounder of Human Assistance and Development International.

**Ying Jin** has more than 20 years of Chinese language and culture teaching experience in diverse settings. She is currently a teacher of Mandarin Chinese in the Fremont Union High School District in Cupertino, CA. Ms. Jin was named the 2018 ACTFL Teacher of the Year and currently serves on the board of directors of ACTFL. She is also the current president of Chinese Language Association of Secondary-Elementary Schools.

**Betsy Sandstrom** is an experienced Russian teacher at Thomas Jefferson High School for Science and Technology in Fairfax County Public Schools (VA). She regularly presents workshops on topics such as performance assessment, backward design, and standards-based instruction. Ms. Sandstrom served as president of the American Council of Teachers of Russian and received its Service to the Profession award in 2008. She served as a team leader and program director for STARTALK programs since from 2010 to 2021.

* 1. 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/eeo/. 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.

# Budget and Cost Effectiveness

PEARLL is housed at the NFLC and will benefit from established operations, facilities, and equipment. The following also make the proposed budget cost-effective:

* PEARLL educator advisory board members will be generously serving without expectation of compensation, in service to the profession.
* In order to make events such as the virtual summit and ILTE Conference more cost effective, PEARLL anticipates securing funding from sources at the UMD and elsewhere, such as the College of Arts and Humanities grant for conferences, events, and programming: https://arhu.umd.edu/news/apply-now-funding-support-conference-event-and-programming.
* PEARLL’s partner in the development, enhancement, and maintenance of Catalyst, CASLS at the University of Oregon, has included costs of hosting and updating the software in their LRC proposal. Therefore, this cost is not included in the PEARLL’s budget.
* PEARLL will charge a registration fee of $150 per person for the intensive summer institutes, which will offset expenses related to the summer institute, including but not limited to the cost of food, room rentals, and technology.
* Efforts to recruit teachers for conferences, events, workshops, 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.
* ILTE Conference attendees will pay a registration fee. This fee will cover rental of the conference facilities, food, audiovisual equipment and support, and conference supplies. The PEARLL proposed budget only includes payments for conference presenters.

# Evaluation Plan

PEARLL’s evaluation will be conducted collaboratively by the external evaluator Dr. Ann Marie Gunter, the educator advisory board, and the PEARLL administrative team, with clearly defined roles, responsibilities, and accountability. Responsibilities are described below and summarized in table 2.

The external evaluator, **Dr. Ann Marie Gunter** (see section 2.2), will have overall responsibility for ensuring the evaluation is thorough and useful to PEARLL and its stakeholders. She will be responsible for identifying measurable outcomes early in the grant period, ensuring that appropriate and useful data is collected throughout to measure the progress and success of the projects and the LRC as a whole, and providing two independent reports to PEARLL directors and the funder, summarizing the evaluator’s view of the progress of the

activities based on the available data. In addition, the evaluator will direct the evaluation activities of the teacher advisory board and coordinate review of PEARLL’s products and activities by an independent expert panel, to be named prior to year four of the grant period, for quality, usefulness, and relevance, as per the required Government Performance and Results Act (GPRA) measures.

The **educator advisory board** (see section 2.4) will support the external evaluator and the codirectors in the evaluation of the LRC by providing as-needed feedback on plans for PEARLL programs and resources and providing feedback on resources in development. The advisory board’s evaluation activities will be directed by the external evaluator, including biannual evaluation meetings.

The **internal PEARLL team**, led by codirector Dr. Rebecca Damari, will be responsible for collecting and analyzing data from users, participants, and other stakeholders, and for drafting annual reports for the advisory board and external evaluator, describing the progress toward project goals, successes that year, and areas for improvement. The internal PEARLL team will compile data needed to document the required GPRA measures. All data and methods of analysis will be shared with the external evaluator to ensure accountability.

The **project directors** for each of the individual projects outlined in section 1 will be responsible for setting measurable goals, in consultation with the PEARLL codirectors, and providing status reports on their projects to the PM.

The evaluation team, led by the external evaluator, will design the study to collect and analyze both quantitative (outcomes-based) and qualitative data directly aligned with 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 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.

**Table 2. Evaluation Roles and Responsibilities**

|  |  |  |
| --- | --- | --- |
| **Project-level evaluation tasks** | **Who** | **When** |
| Set measurable project goals and target dates. | Project directors | Prior to project onset |
| Status reporting, to document progress toward meeting the stated objectives for each project. | Project directors | Semi-annually and at project end |
| Monitor project status reporting and data collection. | Project manager (Rumeau) | Ongoing |
| Design surveys and analyze survey data. | Codirector (Damari) | After relevant projects |
| Provide feedback on plans for PEARLL programs and resources, and feedback on resources in development. | External evaluator (Gunter) and advisory board | As needed |
|  | | |
| **Center-level evaluation tasks** | **Who** | **When** |
| Help define outcomes and measures (logic model); advise on the development of procedures and instruments for data collection. | External evaluator (Gunter) | In the first half of year one |
| Draft interim progress reports describing successes and areas for improvement. | Codirector (Damari) | Annually |
| Meet twice a year to review progress toward goals and interim evaluation reports. Make recommendations for any changes to schedule or needs. | Advisory board | Twice a year |
| Direct evaluation activities of the advisory board. | External evaluator (Gunter) | 1–2 meetings per year |
| Provide two written reports with feedback on interim reports. | External evaluator (Gunter) | End of year one, year four |
| Organize an independent expert review panel to assess PEARLL’s products and activities for their quality, usefulness, and relevance, as per the required GPRA measures. | External evaluator (Gunter) | Year four |
| Report findings of the panel to Center directors. | External evaluator (Gunter) | Year four |
| Compile customer and expert panel data to document GPRA measures. | Codirector (Damari) | Second half of year four |

To ensure full alignment of the evaluation plan with grant goals and projects, the external evaluator will collaborate with project staff in developing a logic model in the first several months of 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.

The evaluation will address four major evaluation questions, the first three constituting formative evaluation questions and the fourth a summative evaluation question.

1. To what extent is PEARLL succeeding in administering the intended activities, posting the updated resources, and publishing the new materials for different stakeholder groups?
2. To what extent is PEARLL succeeding in meeting the needs of its customers, both individually and as targeted groups (e.g., LCTL teacher participants in professional learning offerings or instructional leaders in their COPs)?
3. To what extent is PEARLL succeeding in meeting the needs of its key stakeholder organizations, including schools, school districts, community colleges, and the language education field?
4. To what extent was the project successful in achieving its five organizing goals?
   1. Formative and summative evaluation methods and areas of focus

The primary purpose of the formative evaluation is to provide the project directors timely and continuous feedback regarding implementation progress and the effectiveness of project activities. Formative evaluation will refer to targets set by project directors prior to the onset of each project. Four primary evaluation tools will be used in the formative evaluation phase to verify whether targets have been met: (1) document review and analysis (question 1; see table 3 for types of documents to be reviewed); (2) surveys or interviews with participants and

stakeholders, including demographic data, to assess participant perceptions of the quality, usefulness, and relevance of PEARLL’s products to different groups of educators (questions 1–3 and GPRA performance indicators); (3) access and usage statistics for online materials (questions 1–3); and (4) enrollment and completion rates for self-guided professional learning (questions 1–3). The specific formative evaluation strategies used for each activity are identified in table 3. The evaluation team will provide to project directors summary results for each assessment as they become available, along with recommendations for refinement as the project continues.

The primary purpose of the summative evaluation will be to determine, toward the completion of the grant period, whether PEARLL was successful overall in its grant activities (question 4). This culminating question will encompass the five organizing 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 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, usage/access data, and enrollment/completion rates) and will add judgments by members of an expert review panel regarding product quality and effectiveness (to address GPRA performance indicators). The expert review panel will be nominated by the external evaluator, advisory board, and PEARLL staff. Summative evaluation will synthesize all data to address the culminating questions of project effectiveness in achieving goals (see question 4).

The methods and tools to be used for evaluation will vary depending on the project type or delivery method of the project. PEARLL’s projects fall into three main categories: resources and tools, events and workshops, and research. Some of the research projects described in section 1 of this narrative will also contribute to our understanding of the degree of success of other projects, for example, research projects exploring whether changes can be demonstrated in the beliefs and actions of teacher leaders and in the teaching practices of classroom teachers, and research documenting how the TELL Framework is used in language teacher training. Table 3 shows the evaluation methods and tools that will be used for each project type by the evaluation team to verify whether the projects are progressing successfully and on schedule.

**Table 3. Review of Project Types**

|  |  |  |  |
| --- | --- | --- | --- |
| **Project Type** | **Planned Projects** | **Evaluation Methods and Tools** | **Timeline** |
| **Resources and tools** | * TELL Project * Model curricula * Catalyst and library of professional learning resources * Educator in residence * Guide to effective world language programs * Leadership certificate * Guide to action research for language educators | Review resources and tools; document access and usage statistics; document enrollment and completion rates, if applicable; conduct surveys and/or interviews with participants and other relevant stakeholders if applicable | Midpoint and end of each grant year |
| **Events and workshops** | * Model classroom network * Communities of practice * Summer leadership academy * Summer institutes * ILTE Conference * Virtual summit for LCTLs | Review documentation (registration and course materials); document enrollment and completion rates, if applicable; conduct surveys and/or interviews with participants | Following each event |
| **Research** | * Beliefs, attitudes, and actions of world language program leaders * How the TELL Framework is used in language teacher education * Language educator needs in an evolving teaching environment * Relationship between professional learning and teaching practices | Review documentation (consent forms, surveys, blog posts, draft journal articles) | Midpoint and end of each grant year; end of each project |

* 1. Reporting

The internal PEARLL evaluation team will be responsible for drafting annual reports documenting progress toward project goals, project successes, and areas for improvement, based on both the internal and external review. These reports will be reviewed annually by the external evaluator and advisory board, who will make recommendations to the PEARLL directors for any adjustments in project plans. The external evaluator will provide two written reports, at the end of years one and four, with feedback on the interim reports and her assessment of the progress and success of PEARLL activities.

# Adequacy of Resources

PEARLL benefits from access to UMD’s vast, state-of-the-art resources. As the state’s flagship university and an R1 research facility, UMD is a distinguished research and teaching institution, with the largest university library system in the Washington, DC, metro area. UMD houses an expansive language community that will support PEARLL’s goals, including departments teaching more than a dozen languages and the Persian and Arabic Flagship Programs. The interdisciplinary Language Science Center brings together scientists from 22 units who specialize in research on language.

PEARLL’s administrative home, the NFLC, is dedicated to cultivating language competency and improving proficiency in languages other than English throughout the United States. The NFLC has more than 20 years of experience crafting language learning materials and supporting language teaching. For the past four years, PEARLL has been housed at the NFLC’s facilities. PEARLL has taken advantage of the NFLC’s state-of-the-art audiovisual recording studio and green screen technology to create online professional learning resources for world language teachers. The NFLC’s second language acquisition, art and media, web application

development, and editing teams will support the design, development, and production of the virtual summit for LCTL, the leadership certificate, *TELL Me More!* video podcast, and other PEARLL projects.

# Need and Potential Impact

PEARLL seeks not only to serve educators but also to provide a common vision of educator effectiveness that can be adopted by any LRC, school district, or college language department. PEARLL projects will serve communities traditionally ignored by professional learning providers and will develop solutions that support educators in their practice by developing and disseminating a closely coordinated set of professional learning resources and tools, events and workshops, and research projects.

* 1. Need and potential impact of PEARLL resources and tools

The **TELL Framework** (see section 1.1.1) provides a much-needed common vision for effective language teaching and guides professional learning activities. The framework is grounded both in research and the lived experiences of classroom educators across a variety of languages and contexts, disrupting a common “‘experience’ versus ‘research’” dichotomy (Henshaw, 2022).

The TELL Framework is currently used primarily in K–12 settings, creating a gap between those who train future educators and classroom practitioners themselves. Active use of the TELL Framework for professional goal-setting in postsecondary development, as well as proposed work with those who are training and supporting current and future educators, will expand awareness and use of the framework in community colleges and universities. Focus workshops and discussion panels at the ILTE Conference (see section 1.4.1) and the development of new TELL tools will specifically address the needs of postsecondary educators (see section 1.4.2).

The **model curricula** (see section 1.1.2) project will address the professional learning needs of instructors in community colleges and HBCUs. Despite the extraordinary challenges of teaching at a community college (e.g., excessive teaching load, low pay, part-time instructors), research shows there is no lack of faculty interest in professional growth and self-improvement (Ketcham, Nagano, & Funk, 2017). For the past three years, faculty at PEARLL’s partner AACC have been developing common culture assignments that reframe how courses are presented and infuse culture into the communicative goals of the courses. This process has left the department with a strong desire to develop common textbook-independent curricula for their introductory language courses. For the past five years, UMES has been expanding its language offerings in a wide range of languages, but it faces low enrollment in language classes, particularly in LCTLs. UMES is seeking ways to strengthen its language curriculum to build a better-articulated pathway to advanced language study in LCTLs for its students and eventually develop a language major or global studies certificate. When completed, the model curricula will be published as an OER that will allow other community colleges, HBCUs, and other institutions facing similar challenges to encourage faculty to promote active student-centered learning through clearly defined learning objectives, support faculty in developing effective learning activities through lesson plan development templates, provide faculty with access to a bank of authentic materials that will support learning objectives, and help faculty implement aligned performance assessment tasks that provide students with feedback on their learning.

**Catalyst** (see section 1.2.1) will continue to guide educators’ professional learning.

Educators will be able to compare their own current practices with a framework of research- based effective teaching behaviors and practices, set and monitor goals for their own professional growth, and upload and reflect upon evidence of their practice. Adding professional learning

resources provided by other LRCs to Catalyst will reshape how educators identify and access professional learning, creating a network of all LRCs that will improve the overall quality of language education at all levels of instruction for educators of all languages.

Nationally, there are thousands of world language educators who may be isolated in their schools or may lack a supervisor with prior knowledge or experience in the field of second language acquisition. The revised **“Principles of Effective World Language Programs”** (see section 1.3.1) will make critical information accessible to new audiences, including those who support world language educators at the postsecondary level.

The **guide to action research for language educators** (see section 1.2.3) will provide busy educators with guidance in designing and implementing research studies of their own practice to better understand the immediate impact of their instructional practices and any changes in practice, resulting in increased learning for students. It can be difficult to determine if a change in practice is needed, or if an implemented change is having the desired results. The relevance of empirical research to educators’ instructional settings is not always clear, and unfortunately many educators believe “that SLA research is beyond reach for the classroom practitioner and only reserved for those in academic settings” (Madel, 2021, p. 35).

The **leadership certificate** (see section 1.3.2) will provide current and aspiring world language program leaders with online professional learning modules and guided support with the goal of strengthening leadership competencies that directly impact program design and educator effectiveness for language learning. Being an effective world language educator requires multiple layers of support, including department chairs, principals, district supervisors, superintendents, or other leaders. The relationships between teachers and their supervisors or leaders are complicated and potentially fraught under the best of circumstances, with some

teachers viewing supervision purely as evaluative or even threatening (Kayaoğlu, 2007). Additionally, those who are charged with supporting world language educators often lack a background in world language education. World language educators deserve support from leaders who are familiar with their discipline. Currently, there are few opportunities or resources for those with leadership responsibilities to acquire knowledge of effective practices in world language classrooms.

* 1. Need and potential impact of PEARLL events and workshops

While there are many conferences for language teachers, PEARLL will organize two conferences that serve groups of educators that often do not find themselves represented in traditional conference proceedings: namely, educators who support classroom language practitioners in pre- and in-service professional learning opportunities and instructors of LCTLs.

The **ILTE Conference** (see section 1.4.1) is the only professional meeting in the nation dedicated to the specific needs of language teacher educators. These professionals need opportunities to share current research, network, and learn so they can provide the best possible pre- and in-service preparation for K–16 language teachers, whose daily work impacts language learners across the United States. Attending the ILTE Conference can help language teacher educators learn from and with one another in order to do a better job recruiting and retaining teachers and supporting their professional growth. The ILTE Conference improves language teacher educators’ understanding of current research on and recommended practices for language teacher learning. Because of PEARLL’s focus on teacher effectiveness and leadership behaviors, the conference will directly impact collaboration among supervisors, teacher educators, researchers, and practitioners. These groups of educators are often siloed or work in hierarchical structures; bringing them together at the ILTE Conference will help break down these barriers.

Participating in the **virtual summit for LCTL teachers** (see section 1.5.1) will allow LCTL educators to see themselves as part of a larger community that addresses issues unique to the teaching of a LCTL. When the COVID-19 pandemic hit, many opportunities for teachers to share ideas and teaching practices during regional conferences were canceled. Seeing a need, the NFLC announced a virtual summit for the summer of 2020, featuring sessions that had been planned for regional language conferences that were eventually canceled, as well as six plenary presentations from speakers of different professional and demographic backgrounds, three teacher panels, and three student panels. The three-day synchronous and asynchronous event brought together over 7,000 world language educators from all over the United States and the world to challenge current mindsets, explore new content, and gain insights into what is possible in today’s world language classrooms. Over 75 percent of participants who responded to a post- event survey reported concrete changes they planned to make in their teaching because of the summit, and nearly 90 percent of respondents reported that they planned to recommend summit presentations to their colleagues. A similar event focusing on the needs of LCTL teachers will be held in the summer of 2022 with support from PEARLL, and the organizers once again anticipate high participation rates from LCTL educators who often don’t find themselves represented in traditional conference proceedings.

* 1. Need and potential impact of research projects

The research projects will inform both PEARLL’s other initiatives and the field of language learning. In September 2020, PEARLL conducted a survey of over 200 language educators around the country about their transition to remote teaching. The survey results were used to tailor PEARLL’s offerings to meet the needs of teachers during the past two years, have been shared via blog posts and conference presentations, and are being prepared for publication in an

academic journal. But the teaching landscape is continuing to change. Will institutions leverage lessons learned during that period to integrate technology, hybrid learning, or more flexible teaching approaches? Though the US Department of Education has collected data on schools’ in- person, remote, or hybrid teaching modes to date (US Department of Education, 2021–2022), long-term choices remain to be made by educational institutions. Research on educator needs in an evolving teaching environment (see section 1.5.3) will reveal an up-to-date picture of how educators have adapted to pandemic and post-pandemic teaching and will help PEARLL develop relevant offerings.

Research on the relationship between PEARLL’s professional learning opportunities and teaching practices, and research on the beliefs, attitudes, and actions of world language program leaders (see section 1.5.4) will help establish a baseline of where educators and their supervisors are when they participate in professional learning in order to understand how it impacts their practices and their understanding of effective world language teaching. This research project will also provide a deeper understanding of the different roles and responsibilities of program leaders and the challenges they face in reconciling their views of instructional best practices with administrative concerns. These impact research projects will contribute to the evaluation of PEARLL’s activities, and outcomes will be reported regardless of the findings, so that professional learning facilitators both with PEARLL and elsewhere in the world language teaching community can use the findings to improve their offerings.

Research on how the TELL Framework is currently used in teacher education (see section 1.4.2) will inform PEARLL’s engagement with teacher educators at the ILTE Conference and facilitate the sharing of teacher training methods among teacher educators. It will also help PEARLL to develop resources to support the use of the TELL Framework in teacher education.

# Likelihood of Achieving Results

This proposal includes a set of projects that will contribute to the improvement of the professional learning infrastructure of the United States. However, PEARLL’s projects are also designed to build off each other and will allow PEARLL’s project directors to be able to draw on the cumulative experiences of the team. The project directors identified in this proposal are nationally recognized experts in the field of language teaching and possess experience spanning professional learning, materials development, research, and dissemination of information about all the above.

The partnerships PEARLL has established over the past four years with other LRCs such as CASLS and CARLA, as well as national organizations such as NADSFL and NCSSFL, will ensure that these projects represent the most current thinking and address the needs of educators. Drawing on the NFLC’s years of experience in successful project management, the plan of management (see section 1.6) will facilitate the timely completion of projects.

* 1. Resources and tools

The team developing **model curricula** will benefit from the NFLC’s experiences in similar efforts supporting the STARTALK program. Over a period of 15 years, the NFLC has developed curriculum templates, model curricula, and lesson plans, many of which are highly regarded in the field as exemplary resources for LCTL teachers. Other resources and tools, such as the **TELL Framework**, **Catalyst**, and **“Principles of Effective World Language Programs”** are projects that have been supported by PEARLL and other organizations in the past. Project teams will follow a project design model that will build on existing knowledge and adapt resources to serve the needs of LCTL teachers and community college instructors while also expanding them to other audiences.

* 1. Events and workshops

The proposed professional learning projects will draw on expertise developed through a number of past and ongoing federally sponsored projects. The **communities of practice** project will build on lessons learned from a 2021–2022 pilot project conducted by PEARLL, as well as a similar virtual coaching pilot conducted 2017–2018 by STARTALK. Both efforts were led by Laura Terrill and Thomas Sauer, who have firsthand experience with developing professional learning communities and coaching for language educators.

The **summer leadership academy**, **ILTE Conference**, and **summer institutes** will benefit from the PEARLL team’s experience designing and planning biannual conferences for STARTALK summer programs for 15 years. The design of the summer institute will draw on these conferences, in which a combination of experts and classroom practitioners provided professional learning opportunities for participants and opportunities for participants to share their own successful instructional practices. The NFLC developed extensive protocols and practices for holding successful conferences for in-person and online participation. For the past four years the PEARLL team has developed and implemented a series of successful summer institutes and delivered them to in-person and online audiences.

* 1. Research projects

PEARLL codirector Rebecca Damari has extensive experience managing large-scale, long-term research projects with frequent deadlines. Since 2016, Dr. Damari’s work has focused on studies measuring the impact of language programs on participants. Svetlana Cook has over 15 years of experience conducting research studies with educational institutions and government agencies. In recruiting participants for the research projects, most participants will be invited from the existing pool of teachers and leaders already registered for professional learning opportunities

offered by PEARLL. Additionally, PEARLL has extensive and diverse mailing lists of language teachers and others working in language education and will build on its relationships with other LRCs and other institutions to reach a broad audience in recruiting research participants.

# Description of Final Form of Results

While each of the projects includes built-in mechanisms for the publication of results, this proposal views dissemination as an overall goal to provide language teachers with access to critical information that supports their effectiveness as educators. PEARLL-produced resources will be designed to benefit the other LRCs as well as language departments in school districts, community colleges, and universities. PEARLL projects will be presented in multiple forms within each goal area: resources and tools, events and workshops, research projects, and publications.

* 1. Resources and tools

PEARLL realizes that educators are inundated with new resources and tools daily. Through social media and strong PLCs, teachers can access new materials more frequently and faster than ever before. However, their use and implementation remain a challenge for many. PEARLL projects will not only focus on high-quality, research-based content but will make the content available in a format that allows busy educators to access and process new information quickly and guide them to apply new ideas and strategies. PEARLL’s project directors will be supported by an art and media specialist to design publications that are brief, visually engaging, and use plain language that avoids educational jargon. This will make PEARLL resources accessible to a larger audience and especially address the needs of LCTL teachers who are often non-native speakers of English and struggle to process the language used in US educational settings.

PEARLL projects will result in the publication and dissemination of the following:

Online tools will be shared via dedicated websites for each project:

* + - TELL Framework and supporting resources (self-assessments, observation and feedback forms, research connections)
    - Catalyst website
    - Leadership certificate modules and badges Publications will be shared via the PEARLL website:
    - Model curricula units for two first-year courses in Chinese, French, Japanese, Portuguese, Russian, Spanish, and Swahili, including sample lesson plans and links to authentic resources that support the unit objectives. Model units will be made available as downloadable PDF documents as well as editable Google documents.
    - Guide to action research for language educators
    - “Principles of Effective World Language Programs”
  1. Events and workshops

PEARLL professional learning opportunities will consist of **the model classroom network, communities of practice, a virtual summit for LCTL teachers, summer leadership academy, the ILTE Conference, and a series of annual summer institutes**. PEARLL will disseminate announcements through networks (e.g., the model classroom network and the thousands of STARTALK program personnel and alumni), the newsletter, and social media. Highlights of research shared at conferences will be disseminated in conference proceedings to widen the scope of impact.

* 1. Research

For each research project, PEARLL will produce at least one brief report to be published on the PEARLL website and disseminated via the newsletter to its networks around the country.

PEARLL will also submit abstracts to present at professional conferences such as ACTFL and will submit at least one manuscript for publication in a journal such as *Foreign Language Annals*, *Language Teaching Research*, *Language Learning*, or *International Journal of Bilingual Education and Bilingualism*, as appropriate.

* 1. Other dissemination efforts

Over the past four years, PEARLL has established an email list of over 8,000 educators and a social media following reaching over15,000 contacts. PEARLL will build on those contacts to not only share information but pursue conversations within the community that support a common vision for highly effective teaching, reflective practice, and engagement in professional learning. To that end, PEARLL will disseminate information and engage audiences through the following channels:

* + - An **up-to-date website** and a **monthly newsletter** (*Language PEARLLs*) will highlight PEARLL’s activities, update the field on newly developed resources, and provide timely information to those who support language educators.
    - A **video podcast series** (*TELL Me More!*) will provide a forum that explores the question *What does effective language teaching look like?* through interviews with classroom practitioners and researchers sharing their perspectives. A listening guide and transcript of each episode will create an additional professional learning opportunity and broader accessibility. The series will be hosted by one of PEARLL’s educators in residence, which will further amplify teacher voices in the national discussion on teacher effectiveness.
    - Dedicated social media accounts will nurture a strong **social media presence** to share PEARLL activities and research outcomes and actively engage educators in professional discourse to provide additional just-in-time support.

# Competition Priorities

* 1. Absolute priority: Specific foreign languages for study or materials development PEARLL will draw on the NFLC’s experience serving the LCTL community to address the needs of LCTL educators through professional learning opportunities. Frequently working in relative isolation from other instructors of their language, LCTL teachers need both language-

agnostic and language-specific instructional strategies and techniques as well as opportunities to share their experiences and best practices.

PEARLL will host a virtual summit for LCTL educators in 2024 and 2026 (see section 1.5.1) and will recruit LCTL educators to serve as summer institute workshop facilitators, educators in residence, and research participants.

Over 80 percent of PEARLL’s existing mailing list of 8,000 educators are LCTL educators, reflecting the long-standing support of the LCTL community for both PEARLL and the NFLC. The NFLC has been a member of the program advisory committee of the National Chinese Language Conference, has held leadership positions in NCOLCTL, and was home to the successful STARTALK program from 2007 to 2021. Newly established for this funding cycle, PEARLL’s teacher advisory board represents a variety of LCTLs; four of the six board members are practicing LCTL educators. The teacher advisory board will ensure that all PEARLL projects will meet the needs of LCTL educators.

* 1. Competitive preference priority: Promoting equity in student access to educational resources and opportunities

Language instructors at community colleges and HBCUs have distinct needs, due to time and financial constraints, as well as institutional policies relating to language requirements. Their students also have different needs than students learning languages in other contexts. PEARLL

will work directly with AACC, a community college, and UMES, an HBCU, to develop and pilot model curricula (see section 1.1.2) that will meet the needs of its faculty and students, particularly in LCTLs. These model curricula will then be made available as an OER for other community colleges, HBCUs, and other institutions facing similar challenges. Particular efforts will be made to promote the model curricula to community colleges and HBCUs.

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