Improving Second Language Learning

"Overt strategy training is essential in the language classroom. Language learners are often frightened by the new language, its many complex structures, and its tens of thousands of words and expressions. They often do not know how to approach the subject in either a cognitive or an emotional sense. Language learning is not like learning mathematics or biology or typing; it requires an understanding of the nature of language and the process of language learning, including useful techniques or strategies."

Rebecca L. Oxford, The Univ. of Alabama

This proposed K-12 Teacher Project focused on Oregon's Second Language Content Standards will provide in-depth professional development activities for middle and high school teachers in foreign/second languages. As a collaborative partnership project between Portland Public Schools (a high needs LEA) and the teacher education and foreign language divisions of Portland State University, the program will provide a minimum of 25 pre- and in-service teachers with training and follow-up support in Styles- and Strategies-Based Instruction (SSBI). Teachers can help students be more successful learners by teaching them what learning strategies are and when to use them. Once trained, the teacher's role is to see that strategies are integrated into everyday class materials and are both explicitly and implicitly embedded into the language tasks to provide for contextualized strategy practice. It has been shown that students of teachers who systematically teach SSBI strategies along with their language content have students who are more effective and efficient foreign language learners.

1. What are the key objectives(s) of this project?

The ultimate goal of this project is to increase students' language proficiencies in meeting state content standards in second languages. This goal will be achieved by training teachers how to implement and train their students to apply a variety of language learning strategies.

To accomplish this goal, participating teachers will be provided with in depth professional development and support activities: Upon completion of these activities, participants will be able to:

- Analyze, break down, and demonstrate the instructional content for students in order to show them strategies for easier and more efficient learning of the target language;
- Develop target language lessons that incorporate a minimum of three strategies for language learning and are appropriate to the learning styles of all their students;
- Utilize explicit styles and strategy training activities with everyday classroom language instruction;
- Disseminate SSBI knowledge and materials through presentations and publications..

2. What key activities are planned to achieve the objectives?

Every day second/foreign language teachers are faced with important instructional decisions as they plan and implement lessons. They understand that the goals of instruction are to prepare students to function effectively in real-life situations they are likely to encounter, and to meet language learning standards. Many teachers make use of proficiency-oriented or communicative language instruction. In practice, however, the emphasis in language instruction has been primarily focused on the teaching side of the second language, rather than on the learner side. This tends to be exacerbated by a belief that limited class time needs to be spent solely focused on language instruction. It has been assumed that if teachers do their job of teaching the language content well, students would certainly learn and retain the language as well. In the case of at-risk students, many teachers still hold a belief that learning is skills-based and sequential and that these students are deficient and need slow, deliberate, skills-based instruction. They also may

operate from a traditional view of the teacher as a dispenser of knowledge and right answers who is autonomous in the classroom. Involving teachers in professional development focused on the effectiveness of using learning styles and strategies will help change these long held beliefs.

The goal of strategies-based instruction is to help learners become more responsible for their efforts to learn and use the target language. It also aims to help them become more effective learners by allowing them to individualize the language learning experience. Teachers who have been trained in SSBI at summer institutes in Minnesota report their students become more efficient in completing classroom language tasks, take more responsibility for directing their own learning outside class, and gain more confidence in their ability to learn and use the target language.

A number of research studies (see section 3) have shown that teaching students the purpose, nature, and appropriate use of language learning strategies has long-term benefits. Explicit strategies instruction has been found to contribute to learner autonomy and enhanced language acquisition. Students who use strategies frequently and effectively become self-directed and autonomous learners who can manage their own learning with less dependence on teachers for guidance and direction.

Unfortunately, many teachers are unaware of specific language learning strategies or how they can train their students to use them appropriately in order to make strides in their language learning. It is not their fault, per se, but mostly a lack of including language learning strategies into university teacher training courses. They are also inexperienced in appropriately identifying their students' learning styles and in integrating learning strategies with their daily language instruction. They need to be trained to become more aware of and effective in using styles and a range of strategies that can be used throughout the language learning process. Once teachers are knowledgeable about these strategies, they can integrate them into their own instruction, model them, and explicitly teach them to all of their learners.

To that end, the main focus of this proposed professional development is to provide a minimum of 25 teachers (5 pre- and 20 in-service) with a five-day interactive workshop along with follow-up activities in Styles- and Strategies-Based Instruction (SSBI). The workshop will be held in Portland Public Schools and conducted by Dr. Andrew D. Cohen, University of Minnesota, and Dr. Martha Nyikos, Indiana University. Both presenters have extensive backgrounds in SSBI and annually conduct a workshop at the Center for Advanced Research on Language Acquisition (CARLA) in Minnesota. Upon completion of the workshop, each participant will have the knowledge, skills, and materials to serve as a trainer or mentor to their peers and colleagues.

The workshop daily schedule (from 8:30 a.m. to 4:00 p.m.) is as follows:

Day 1   Defining Styles and Strategies
        Resolving Style/Strategy Conflicts

Day 2   Assessment of Styles and Strategies
        Intersection of Style, Strategy, and Task
        Hands-on SSBI Activities

Day 3   Frameworks for SSBI
        Teaching vs. Learning Strategies
        Teacher and Student Roles

Day 4   Motivation for Language Learning
        Creating SSBI Lesson Plans
        Review of SSBI Research and Implications

Day 5   Group Project Design
        Style/Strategy Review and Debate
        Goal setting for the Future

The participants will:
- Review information about foreign/second language standards (national, state, and district)
- Review and discuss learning style and language strategy classifications;
- Consider the benefits and limitations of currently available style and strategy measures;
- Apply style and strategy theory to specific classroom tasks;
- Gain a deeper awareness of their own strengths both as a learner and as a teacher; and,
- Design their own SSBI project (e.g., a set of classroom activities, etc.) and assess its effectiveness during the follow-up stage.

SSBI is based on the following series of components phases:
Phase 1. Strategy Preparation
The goal is to determine just how much knowledge of and ability to use strategies the given learners already have; a baseline assessment. They most likely have developed some strategies, but may not use them systematically, and they may not use them well. It is likely that disadvantaged and underachieving learners may be particularly deficient in effective learning strategies and can thus benefit particularly from this project.

Phase 2. Strategy Awareness-Raising
The goal is to alert learners to the presence of strategies they might never have thought about or may have thought about but never used. The SSBI tasks are explicitly used to raise the students' general awareness about: 1) what the learning process may consist of; 2) their learning style preferences or general approaches to learning; 3) the kinds of strategies that they already employ, as well as those suggested by the teacher; 4) the amount of responsibility that they take for their learning; and, 5) approaches that can be used to evaluate the students' strategy use. Awareness-raising activities are by definition always explicit in their treatment of strategies.

Phase 3. Strategy Training
Students are explicitly taught how, when, and why certain strategies (whether alone, in sequence, or in clusters) can be used to facilitate language learning and use activities. In a typical classroom strategy-training situation, the teachers describe, model, and give examples of potentially useful strategies. They elicit additional examples from students based on the students' own learning experiences; they lead small-group or whole-class discussion about strategies (e.g., the rationale behind strategy use, planning an approach to a specific activity, evaluating the effectiveness of chosen strategies); and they can encourage their students to experiment with a broad range of strategies.

Phase 4. Strategy Practice
Students are encouraged to experiment with a broad range of strategies. Knowing about given strategies is not enough. It is crucial that learners have ample opportunity to try them out on numerous tasks. These "strategy-friendly" activities are designed to reinforce strategies that have already been dealt with and allow students time to practice the strategies at the same time they are learning the course content. These activities should include explicit references to the strategies being used in completion of the task.

Phase 5. Personalization of Strategies
Learners personalize what they have learned about these strategies, evaluate to see how they are using them, and then look to ways that they can transfer the use of these strategies to other contexts.

In SSBI, it is the teachers' role to see that strategies are integrated into everyday class materials and are both explicitly and implicitly embedded into the language task to provide for contextualized strategy practice.

Follow-Up Activities

The consultant/peer coach, project co-directors, graduate research assistant, and PSU project research director will participate in the 5-day SSBI workshop with the goal of providing a variety of follow-up activities. Instructional materials that accompany the workshop are designed by the author (Cohen) to be used to provide initial and continued training. At PSU, concepts of SSBI will be presented in future methods courses, to which the chief sponsoring department (FLL) has committed for the summer of 2007. The PPS co-director will use the 2006/07 districtwide professional development days to provide support and opportunities to participating teachers and training to additional teachers. Individualized consulting and/or peer coaching will be available to each of the teacher participants as they begin to develop, implement, and use the concepts of SSBI. To receive university credit, participating teachers will be asked to keep an e-journal, develop strategies-based lessons, provide presentations for colleagues in their respective schools, and assist with the research activities..

Research Activities

A third major activity will include a research project.   As Lessard-Clouston (1997:8) mentions, studies to be done on language learning strategies and strategy training should move beyond descriptive taxonomies of language learning strategies and attempt to seek for answers to a wide range of questions, such as: What types of language learning strategies appear to work best with what learners in which contexts? Does language learning strategies or language learning strategies training transfer easily between first language and and foreign language contexts? What is the role of language proficiency in language learning strategies use and training? How long does it take to train specific learners in certain language learning strategies? How can one best assess and measure success in language learning strategies use or training? Are certain language learning strategies learned more easily in classroom and non-classroom contexts? What language learning strategies should be taught at different proficiency levels?

Grant funds will be used to hire a project research director and an experienced graduate research assistant at PSU to conduct a research project on the effects of SSBI as applied in classrooms in PPS. Once participating teachers return to their respective classes and begin implementing SSBI strategies along with training their students to use a variety of strategies, the research assistant will collect data. Included in the data will be pre- and post-oral language assessments, student reflections, observations, and comparative data of students in classes where these strategies are not explicitly taught. Information gained through this research will be used to inform future related activities.

3. What scientifically-based research is providing the basis for the approaches/strategies in this project?

Research suggests that there are a wide variety of strategies that learners can use to meet their language learning and using needs. But many learners fail to exploit these strategies. Styles and strategies-based instruction (SSBI) is a form of learner-focused language teaching that explicitly combines styles and strategy training activities with everyday classroom language instruction (see Oxford, 1001; Cohen & Dornyei, 2002). The underlying premise of the styles and strategies-based approach is that students should be given the opportunity to understand not only what they can learn in the language classroom, but also how they can learn the language they are studying more effectively and efficiently.

According to Fedderholdt (1997:1), the language learner capable of using a wide variety of language learning strategies appropriately can improve his/her language skills in a better way. Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive

strategies include using previous knowledge to help solve new problems. Socioaffective strategies include asking native speakers for help with their pronunciation, or asking a classmate to work together on a particular language problem. Developing skills in three areas, such as metacognitive, cognitive, and socioaffective can help the language learner build up learner independence and autonomy whereby s/he can take control of his/her own learning. Lessard-Clouston (1997:3) states that language learning strategies contribute to the development of the communicative competence of the students.

Research into language learning strategies began in the 1960s; particularly, developments in cognitive psychology influenced much of the research done on language learning strategies (Wiliams and Burden 1997:149). In most of the research on language learning strategies, the primary concern has been on "identifying what good language learners report they do to learn a second or foreign language, or, in some cases, are observed doing while learning a second or foreign language." (Rubin and Wenden 1987:19). In 1966, Aaron Carton published his study entitled *The Method of Inference in Foreign Language Study*, which was the first attempt to take into account learner strategies. After Carton, in 1971, Rubin started doing research focusing on the strategies of successful learners and stated that, once identified, such strategies could be made available to less successful learners. Rubin (1975) classified strategies in terms of processes contributing directly or indirectly to language learning. Wong-Fillmore (1976), Tarone (1977), Naiman et al. (1978), Bialystok (1979), Cohen and Aphek (1981), Wenden (1982), Chamot and O'Malley (1987), Politzer and McGroarty (1985), Conti and Kolsody (1997), and many others studied strategies used by language learners during the process of foreign language learning.

The results of much of this research indicated that it was not merely a high degree of language aptitude that caused some learners to excel but also the students' own active and creative participation in the learning process through the application of individualized learning techniques. Research has found that the 'good language learner' is in command of a rich and sufficiently personalized repertoire of such strategies. Research has indicated that both more and less successful learners at varying levels of proficiency can learn how to improve their comprehension and production of a foreign language (see, for example, Wenden and Rubin, 1987; Cohen, 1990; O'Malley and Chamot, 1990; Oxford, 1990; Wenden, 1991: Oxford, 1993; Mendelsohn, 1994; Cohen, Weaver and Li, 1997; Domyei, 1995; McDonough, 1995; Oxford, 1996).

Improving teaching by training teachers for SSBI relates to another key issue that has emerged recently in second language teaching. It has been noted repeatedly that disadvantaged learners frequently are assigned to less experienced and less capable teachers. Nevertheless, it is also often assumed that advantaged learners, especially the early college bound, receive language instruction that is heavy on the traditional grammar-oriented approach. The two observations appear to conflict, especially since, inside the language teaching profession it commonly acknowledged that teachers who lack systematic pedagogical training will often teach, by default, according to the way they themselves were taught, or by the picture generally received through popular culture, which pictures the language classroom as a combination of mindless drill and grammar over-ill. A recent article (Morris, 2005) may resolve the paradox that the more advantaged learners appear to be receiving inferior teaching; apparently they are not. Morris found that, at least in the schools he studied, the students in the honors courses were being taught with the communicative approach that is consonant with good pedagogical preparation, while the learners in the non-honors classrooms were receiving heavy grammar-based instruction, possibly because less competent teachers "default" to that approach. Since Oregon second language standards validate communicative language teaching and learning, SSBI training can well be expected to be of particular benefit to disadvantaged and minority learners.

4/5 Indicate in what ways LEAs (particularly high-need schools and/or districts) and Arts/Sciences faculty have been involved in planning and will be in implementation.

Portland Public Schools, an identified high needs school district, will begin to require two years of language study for high school graduation. As this goes into effect, there will be a marked shift in learner composition of a required course versus a course that was previously an elective. Given school funding issues, it is very likely that classroom teachers will face even larger class sizes, mixed levels in single classrooms, loss or consolidation of third-, fourth-, and fifth-year programs, less motivated students, and classroom management issues they have not faced in the past. As evidenced in other required courses coupled with limited human resources, teachers need training in how to motivate and provide their students with explicit strategies to become more effective (and more autonomous) learners. Learning to integrate and teach learner-centered strategies for language learning can be particularly beneficial under these more trying circumstances.

PPS has taken a lead role in development of this proposal and is fully committed to seeing the project through. The PPS World Language Specialist in the Teaching and Learning Department will serve as the project co-director. Over many years she has worked on many projects with her PSU counterpart, and she will be highly involved in the implementation of this proposed project. Once funded, she will coordinate with PSU to make all arrangements for the SSBI workshop, inform district teachers of the opportunity, recruit additional participants, and work with PSU to provide three Continuing Education graduate credits. She will also provide follow-up throughout the school year with participating teachers; coordinate with the PSU research director and GRA to collect data; provide training to additional teachers; and, keep all project participants informed.

In a quick e-mail survey regarding this proposed grant project, twenty-three district world language teachers responded stating their interest in participating. These teachers represent a cross section of middle and high schools in the district including identified high needs schools.

Portland State University, the post-secondary partner, is a non-selective, primarily four-year metropolitan institution that draws much of its enrollment from PPS. The PSU co-director, in addition to having significant experience with teaching methods courses and producing instructional materials, has years of experience as a liaison both to K-12 programs and to his institution's School of Education. His record demonstrates a strong commitment to the development of teacher-training programs that serve non-elite populations of language learners and prospective teachers. Because of the host department's long-term work to development its graduate-level program, the rest of the PSU team has the training and commitment to contribute fully to the project; moreover, the project can make a vital contribution to the department's efforts to expand its teacher-training program and attract other funding. An example of a recent success in that area is the successful application, in 2001, for a Pew Foundation Grant for Redesign of Large Enrollment Courses. The application was originated and its subject-area content written by the PSU co-director for this proposed project. An important ingredient of the project was the expansion of the department's commitment to teaching languages with close attention to current standards, learning styles, use of technology, and the need to conduct high-standards research.

6. Provide a timeline for projected project activities.

The following timeline shows major activities of the proposed professional development. Although the timeline for the grant project is limited to September 30, 2006, the grant activities initiated during the funding period will continue throughout the following school year and then beyond. Follow-up activities include: conducting research and collecting data; integration of SSBI concepts into the PSU foreign language methods course; additional workshops on inservice days in PPS; providing peer coaching to classroom teachers engaged in implementing SSBI; informal meetings of participants to discuss classroom implementation; opportunities to present, demonstrate, or lead discussions with peer participants; and, sharing teacher-created lessons on the Internet. PSU is committed to develop and regularly offer an equivalent course.

Date	Activity
April 1	**Notification of Award**
April – June	**Workshop arrangements, contracts with providers, reconfirm participate list and recruit additional participants, recruit and hire GRA**
June 26 – June 30	**Conduct 5-day SSBI workshop**
July – September	**Participants develop lessons**
Early September	**Conduct pre-assessment of participants' students**
.	**Project Report**
September 06 – May 07	**Provide consulting and/or peer coaching to teachers engaged in implementing SSBI**
September 06 - June 07	**Collect data (post-assessments, surveys, reflections, teacher lessons), analyze & report findings**
October – June 07	**PPS District PD days – present SSBI concepts to non-participating teachers; provide opportunities for participating teachers to present, demonstrate, lead discussions and share materials. Provide opportunities for participating teachers to share concepts at on-site department meetings.** **PSU methods course – incorporate SSBI concepts into methods curriculum**
June 07	**Upload teacher-created materials/lessons to website for sharing**

7. Which of the USP performance standards will you be addressing and how do you propose to measure them?
The project will address the following eight of the nine USP Performance Standards:
Standard 1: Professional development is intensive, sustained, and ongoing.
Measure: the proposed project provides a minimum of 25 inservice professional development contact hours for a primary cohort of inservice participants.

Standard 2: Professional development activities provided by Oregon USP projects serve teachers and principals in Oregon's highest need schools and districts.
Measure: The proposed project will show evidence of serving teachers of highest need schools in a high need LEA.

Standard 3: Professional development activities provided by USP projects are responsive to the teaching and learning needs identified in school and/or district professional development plans.
Measures:
1) District professional development plans reflect the teaching and learning needs of foreign/second teachers.
2) District Second/Foreign language content standards revisions align to newly adopted state content standards for second languages.

Standard 5: All USP professional development activities provide significant opportunities for active learning.
Measures:
The proposed project will demonstrate support for active learning activities such as: a) peer observation and feedback of participating teachers; b) practice under simulated conditions with feedback; c) informal meetings with other participants to discuss classroom implementation; and d) opportunity to present, demonstrate, or lead discussions with peer participants/non-participants.

Standard 6: All USP professional development activities incorporate equity strategies to assist teachers, administrators, and other school staff in using practices that will provide all of their K-12 students – regardless of population groping or individual learning styles or needs with the opportunity to achieve excellence.
Measures: The proposed project will provide evidence that project activities address equity issues in teaching and learning.

Standard 7: Professional development content activities provided by USP project utilize the Oregon Content Standards in the appropriate content area(s).
Measures: The proposed project will demonstrate explicit connections between the professional development activities and the Oregon and district second language standards-based content standards.

Standard 8: Professional development activities provided by USP projects support the development and growth of learning communities that involve prospective, novice and experienced teachers, administrators, and higher education faculty in collaborative interactions focused on improving student achievement.
Measures:
1. Experienced, novice, and prospective teachers along with higher education faculty will participate in collaborative professional development activities.
2. Participants in the professional development activities will collaborate both in person and through online e-journals.
3. Participants will focus on improving student achievement and proficiency in second/foreign languages.

Standard 9: USP projects can demonstrate that the teacher and/or administrator preparation program participating with the project exhibit the attributes of effective professional development, and effectively prepare teachers or principals for placement and retention in Oregon high-need districts.
Measures: The teacher education and foreign language divisions of Portland State University exhibits the attributes of effective professional development and effectively prepares second/foreign language teachers for placement and retention in Oregon high-need districts.

8. KEY PERSONNEL. (See resumes and letters in the Appendix, plus the Budget Narrative.) **Project Co-Director: William Fischer, Ph.D., Portland State University**. Dr. Fischer is a tenured professor of German and foreign language teaching methods with 35 years of teaching experience. He is involved in the Pew-funded "Redesigning First Year Spanish" grant. He has published textbooks for German and Spanish, developed computer-assisted instruction materials, co-directed two Oregon Eisenhower-funded projects, and served on several PASS task forces involved in developing proficiency-oriented curriculum, standards, assessment tools and teacher education programs. He also served on the PPS Pew Design Team charged with developing district Second Language content and performance standards. He will coordinate with PPS, to ensure that project activities proceed in a timely fashion; attend the SSBI workshop; incorporate SSBI training into his methods course; recruit and supervise a graduate research assistant; collaborate with other PSU colleagues as needed (e.g., in Foreign Languages and Literatures, Office of

Technology, Applied Linguistics, and the Graduate School of Education); and, coordinate with PPS regarding budget expenditures and project activities.

Project Co-Director Mary Bastiani is Portland Public Schools' world language specialist. She has over 29 years' experience in foreign language instruction and managing large grant projects. She has directed two Foreign Language Assistance Program grants (FLAP); an NEH Focus grant; a Goals 2000 grant; three Eisenhower-funded projects; three Mt. Hood Cable Regulatory Commission-funded projects; and a construction grant from the U.S. Department of Commerce. She will oversee project activities in PPS; coordinate with PSU to ensure that project activities proceed in a timely fashion and to help manage the budget; co-facilitate the Design Team and convene Development Team and Focus Group meetings; recruit course participants from high-need schools; and work with the graduate research assistant and independent evaluator.

Workshop Providers: Andrew D. Cohen, Ph.D,.University of Minnesota is currently in the Institute of Linguistics, ESL, and Slavic Languages and Literatures. He has also been Director of the Language Resource Center at the Center for Advanced Research on Language Acquisition (CARLA) since the initial funding of the Center in 1993. His own work at CARLA has focused on the development of a program for styles- and strategies-based instruction (SSBI), which has included both a research study validating the effectiveness of integrating language learning and use strategies into language instruction, a SSBI training guide (Styles- and Strategies-Based Instruction: A Teachers' Guide; 1997, fully rewritten in 2004), and an annual summer institute on the topic (Improving Language Learning: A Practical Course in Strategies-Based Instruction).

Martha Nyikos, Ph.D., Indiana University directs the Foreign and Second Language Education program area, which includes graduate and undergraduate programs in foreign language and ESL education for certification and for preparation of teachers and curriculum coordinators internationally. She is on the editorial board of the Modern Language Journal. Her research areas include sociocultural approaches to strategies-based language learning, models for professional teacher development and teacher resistance to change, and family language maintenance in the diaspora.

Project Research Director: Kathie Godfrey, German and FL Methods/Assessment Instructor, PSU will serve as the Project Research Director. Funds have been allocated in the budget to buy her out of 3 summer courses so that she can devote her time to this project. Since will also be the person who continues the grant-funded workshop short-course as a regular offering in the host department, the PRD will be active intensively during the early stages of the project:

- observe the workshop and gauge how it fits the language capabilities and pedagogical competencies of the participants, both to plan the continuation course and to consider how to research the effect of the project in the classrooms of the participants;
- develop specifications for the projects which the participants will take into their classrooms to improve student learning and to produce the data by which it can be measured in order to gauge the effectiveness of the grant project;
- determine how the data in the implementation stage are to be gathered and evaluated, both in general terms and with respect to the activities of the Graduate Research Assistant (see below);
- process the data and report conclusions to the co-directors;
- participate in reporting results to the granting entity;
- participate in disseminating results to the wider professional community.

Graduate Research Assistant (GRA): An experienced GRA at .15 FTE will be hired to assist with conducting the research component as described earlier. The GRA will consult with the Project Research Director during the early stages of the research design; observe the workshop and prepare to work with the participants during the subsequent data-collection stage; implement the data-collection procedure designed by the Project Research Director; assist the PRD with data processing; propose an individual project to help disseminate the results of the research.

Consultant/Peer Coach: Grant funds will be used to contract with Anne LaVietes Mueller, a highly experienced foreign language educator and trained peer coach. Mrs. Mueller will provide individualized

support to classroom teachers as they begin to develop and implement SSBI skills into their daily instruction.

9. Provide brief examples of relevant, successful involvement in these types of activities by members of the partnership.

PSU and PPS have participated in similar successful projects in the past, many of them involving the two co-directors. This project will draw on the extensive work that was developed by a successful, Eisenhower-funded, PSU/PPS partnership. The Reaching for PASS in Second Languages Project drafted standards for second-language teachers and developed and piloted a series of inservice teacher training modules. A task force of language teachers representing K-16 levels of instruction spelled out the draft set of teacher proficiencies, indicators, experiences, and assessment methods and timelines for language teacher training. Included in these standards is a Proficiency stating that a teacher *"Knows and distinguishes various learning styles."* The Indicator of this standard includes *"teaches strategies that will help learners take more responsibility for their learning."* The project co-directors of this current proposed project were lead instructors in the pilot teacher training series.

The foreign language departments of both PSU and PPS share a long history of partnership regarding numerous issues in foreign language education. These include, but are not limited to: conducting K-16 articulation summits, providing professional development, collaborating on development of the district content and performance standards for second/foreign languages based on state and national standards, implementing distance learning to support foreign language learning, creating PSU capstone courses to support both PPS elementary foreign language programs and mentoring for high school heritage speakers.

10. Indicate the key outcomes expected for this project.

A cadre of SSBI trainers. A powerful benefit and outcome of this type of professional development is that it results in a cadre of 25 potential SSBI trainers who can provide further training to colleagues at their schools, through staff development workshops or conference presentations, and other venues. Skills and knowledge gained through the professional development activities can be adapted to any content area and used with any age groupings of students.

Other outcomes include the **proficiency gains to be made by students.** A major emphasis is to increase the communicative language proficiency gains of students whose teachers utilize and explicitly teach them language learning and using strategies.

SSBI materials/lessons. Participating teachers will be asked to develop and implement their own SSBI lessons. Once tested in the classroom and refined, they will be made available to other teachers.

Future teachers who employ learner-centered language learning and using strategies. Through incorporating SSBI concepts into the foreign language methods course at PSU, future teachers will not only learn proficiency-oriented instruction, they will learn to utilize learner-centered strategies to enhance language acquisition.

11. Indicate if you believe you will meet the special criteria for extra consideration in the review process:

> a. This project will impact teachers and/or administrators in high-need, low-performing schools/LEAs. YES, Portland Public Schools is a high-needs LEA.
>
> b. This project will impact teachers and/or administrators in underrepresented geographic locations. NO.

APPENDIX

RESOURCES:

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