



MIWLA 2024 | “Working Smarter, Not Harder”

SMART Programs Plan Together: Your Take-Home Guide to Teacher-Led Strategic Planning

Presented by Dr. Amanda Lanier

Michigan State University | <https://lanierlingvista.org>

maflt.cal.msu.edu/pd-posts/2024/miwla-fill-your-plate

Smart Programs Plan Together: Your Take-Home Guide to Teacher-Led Strategic Planning



**WE VALUE YOUR FEEDBACK!
PLEASE TAKE A MOMENT TO
EVALUATE THIS SESSION:**



<https://tinyurl.com/MIWLA2024>

STRATEGIC PLANNING GUIDE

FOR THIS SESSION AND YOUR SESSIONS WITH YOUR TEAM

STEP 1

- Acknowledge and celebrate what you are already doing.

STEP 2

- Focus on the SAME program mission and vision.

STEP 3

- Identify important and relatively urgent needs.

STEP 4

- Brainstorm strategic steps that would address those needs.

STEP 5

- Prioritize a few steps and consider the resources they will require.

STEP 6

- Choose one step and GO.
Decide when you will meet again and what you will each do to move forward by then.

PROGRAM LEADERSHIP FOR EVERY LANGUAGE EDUCATOR



ONLINE GRADUATE PROGRAMS IN
FOREIGN LANGUAGE TEACHING

MASTER OF ARTS

Virtual learning
environment

Real world
relevance

AND CERTIFICATE

#SpartanExperience #ViVID_FLT #LinguisticDiversity @MSU_MAFLT

MAFLT

FLT 817

Program Development
and Administration

RESEARCH WITH AND BY LANGUAGE TEACHERS

THE PROGRAM DIARIES:
EXPLORING FOREIGN LANGUAGE
TEACHER COLLABORATION
IN CONTEXT



TEACHER QUESTIONNAIRE

[HTTPS://MSU.COI.QUALTRICS.COM/JFE/FORM/SV_6Q1M9NMF00XAS4D](https://msu.coi.qualtrics.com/jfe/form/sv_6q1m9nmf00xas4d)



Master of Arts in Foreign Language Teaching (Online) at MSU
maflt.cal.msu.edu

STRATEGIC STEPS WITHOUT UNREASONABLE WORKLOADS

The screenshot shows the ASCD website with a navigation bar including 'Resources', 'Events', 'Services', and 'Membership'. The main content area features a book listing for 'What Can I Take Off Your Plate? A Structural—and Sustainable—Approach to Countering Teacher Burnout' by Jill Handley and Lara Donnelly. The book cover is red and green with the title in white. The listing includes the authors' names, the title, the price '\$31.95' (with a 'SOFT COVER' dropdown), a 'Shop Now' button, and a note about bulk pricing: 'For 100 or more copies of a single title call 1-800-933-2723 x5773 or dial direct 1-703-575-5773.'

What do you want on your plate?

www.languageconnectsfoundation.org

The screenshot shows the Language Connects Foundation website. The navigation bar includes 'SEARCH', 'WAYS TO SUPPORT', 'CONTACT US', and a 'Donate Now' button. Below the navigation are links for 'About Us', 'Programs & Initiatives', 'Our Impact', 'Free Resources', and 'Testimonials'. The main content area features a large image of a smiling young boy in a denim jacket. Overlaid on the image is the text 'Championing language education to create deeper connections.' Below this is a red button for 'Our Mission & Vision' and a link for 'News & Testimonials'.

“What can I take off your plate?”

Handley and Donnelly (2024) → <https://ascd.org/books>



**How much can
you fit on your
plate?**

Amanda Lanier • 2d

What You Don't Have to Do | VITALanguages Poll

Burnout, initiative fatigue, AI everywhere, kids distracted, parents complaining, administrators asking you to do one more thing... It's no wonder you're still hungry even though you've been fed a steady diet of professional development. It takes a lot of fuel to keep going as a language teacher. So what is your fuel? And what is draining it? This poll has just two questions. Responses are anonymous. If you want to follow up, contact me: <https://lanierlingvista.org/contact>.

Please take this off
my plate...

So I can do more of
this...

I'm still hungry...

Add section

📌 Pinned

What Can I Take off Your
Plate? (Handley & Donnelly,
2024)

📌 Pinned

What do you want on your
plate?

📌 Pinned

Level Up and Join Our
Network → MAFLT
Professional Development

padlet.com/LanierPedPad/onmyplate24

Missed the live session? Respond to this poll ...

MOVE TOWARD YOUR MISSION



<https://www.actfl.org/resources/about-actfl>

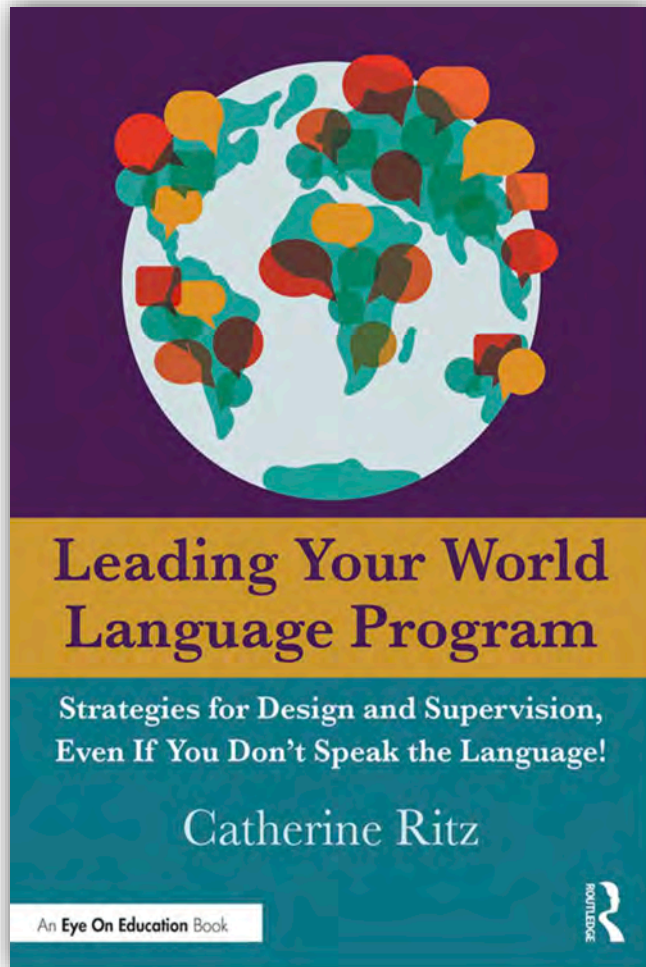
If

*EVERYONE
VALUES*

language learning,

*EVERYONE
BENEFITS*

CULTIVATE THE OPPORTUNITY TO COMMUNICATE



“With your help, the ineffectual methods of the past will be replaced with real language learning. All of our students should have the opportunity to graduate from our schools with the ability to communicate in another language” (Ritz, 2021, p. 11).

STRATEGIC PLANNING FRAMEWORKS

SMART Goals

GOAL SETTING

- S SPECIFIC
- M MEASURABLE
- A ATTAINABLE
- R RELEVANT
- T TIME-BOUND

Have you used other frameworks?

SWOT Analysis

Helpful

to achieving the objectives

Harmful

to achieving the objectives

Internal Origin
(attributes of the organization)

STRENGTHS

WEAKNESSES

External Origin
(attributes of the environment)

OPPORTUNITIES

THREATS

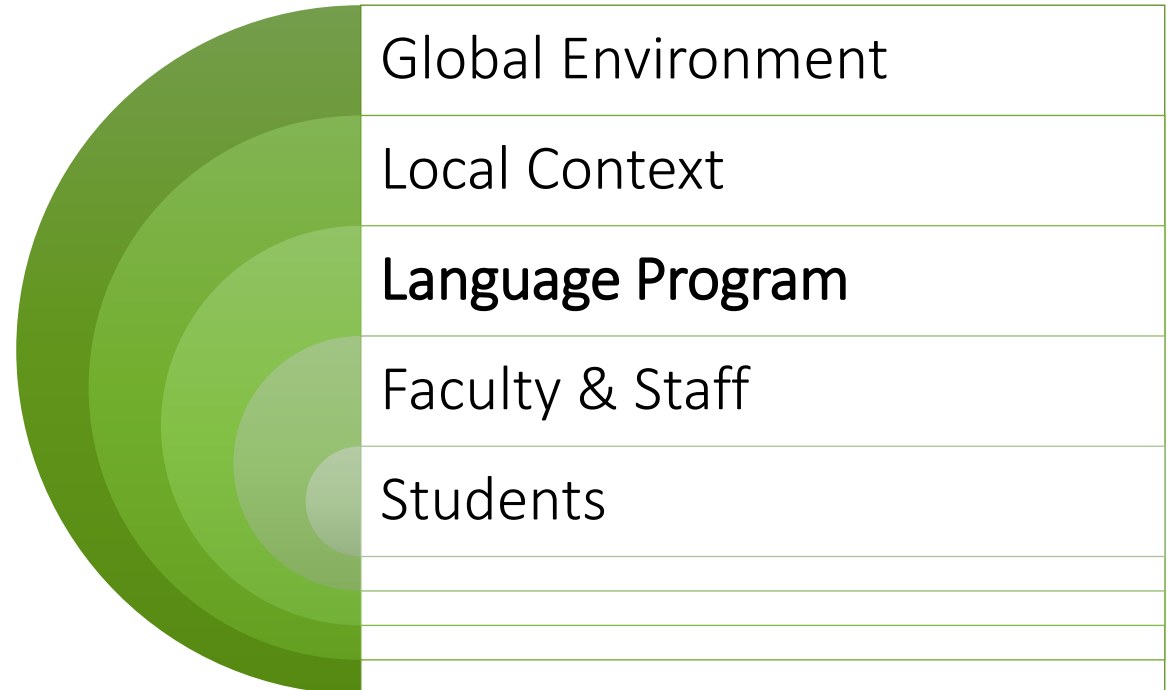
LANGUAGE PROGRAM ECOLOGY

“the study of systems within their immediate surroundings” and
“evolution of the system over time” (p. 20)



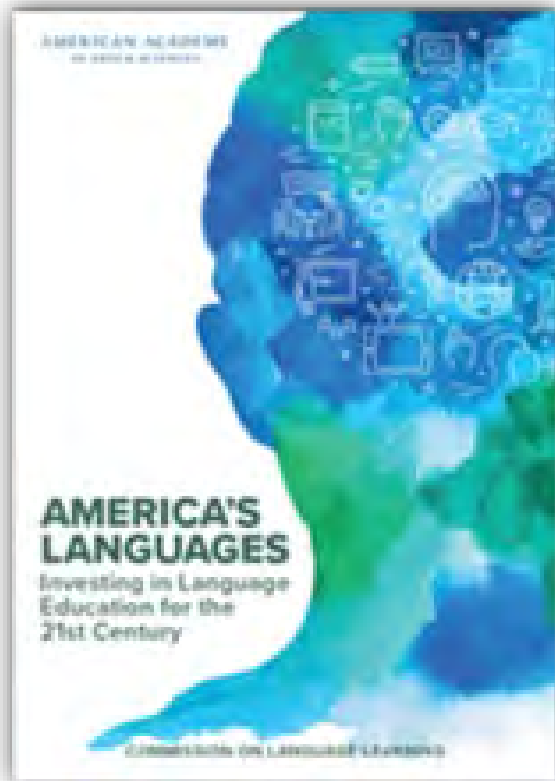
pixabay.com

Pennington & Hoekje (2010)



CHALLENGES IN WORLD LANGUAGE EDUCATION

Opportunities for and threats to world language programs



Respond with leadership, not fear

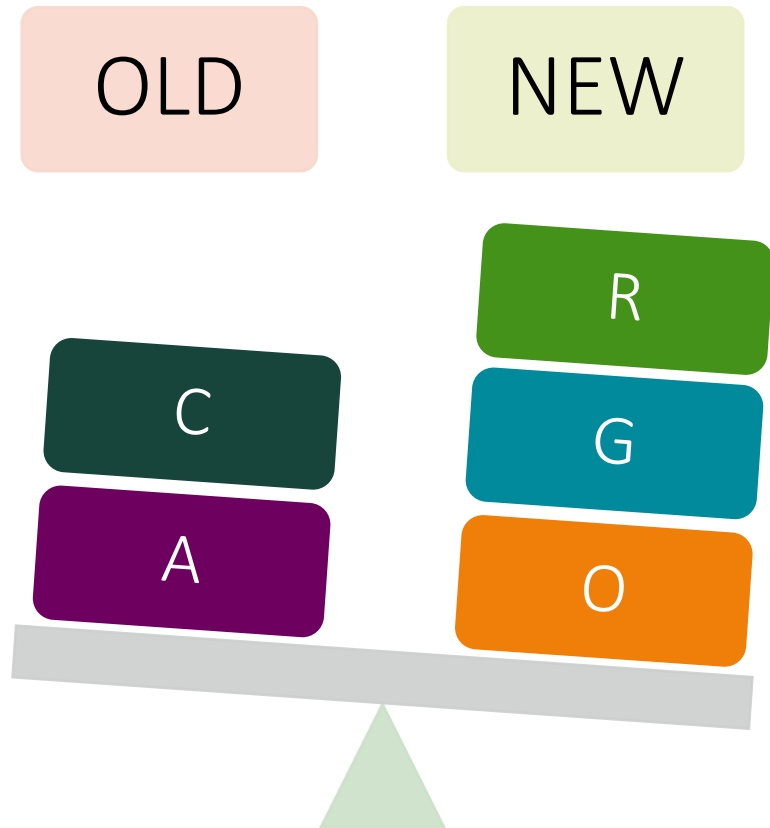


Stabilize the CARGO

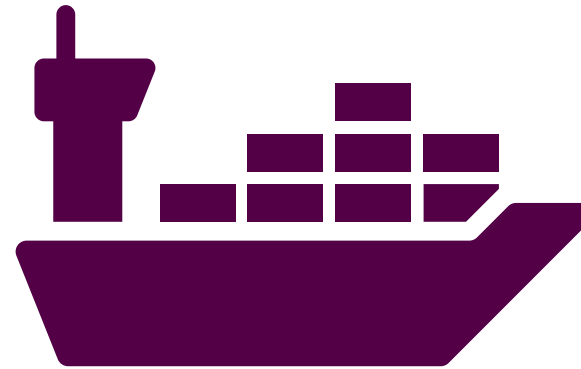


MANAGE CHANGE BEFORE MAKING CHANGES

Stabilize the CARGO



Get everyone on board



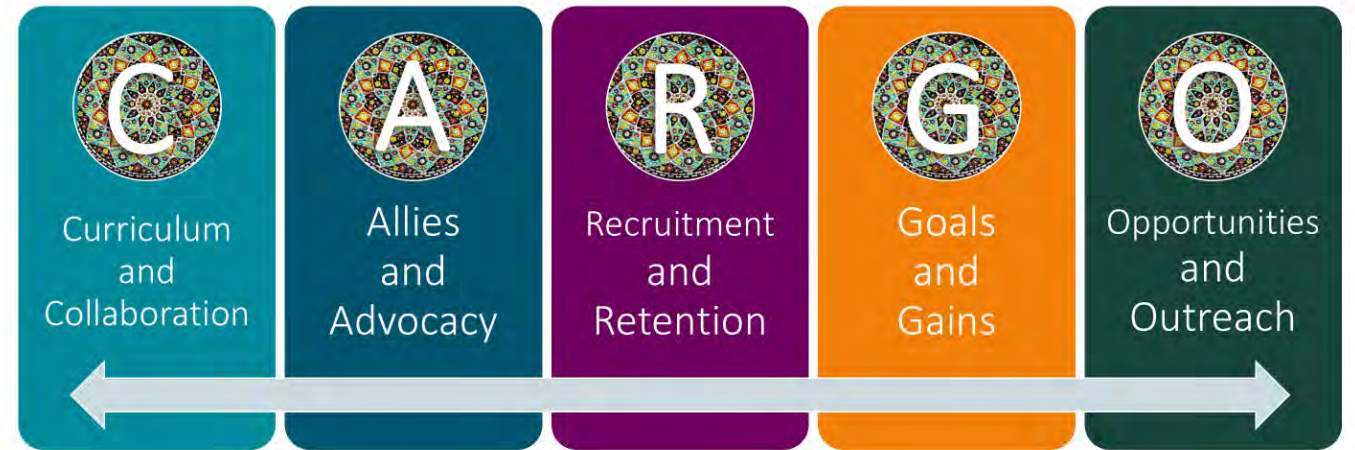
THEN you can move forward!

CURRICULUM AND COLLABORATION



- Are you using a communicative approach?
- Are you working together to plan and create materials?
- Are you assessing them in consistent ways?

ALLIES AND ADVOCACY



- Do you have plenty of allies within your school? Administrators, guidance counselors?
- Who are your allies beyond your school? Parents, alumni, professional organizations?
- Are you cultivating more of them?

RECRUITMENT AND RETENTION



- How are you reaching potential students?
- How are you encouraging them to continue studying the language?
- Do you need to address institutional barriers?

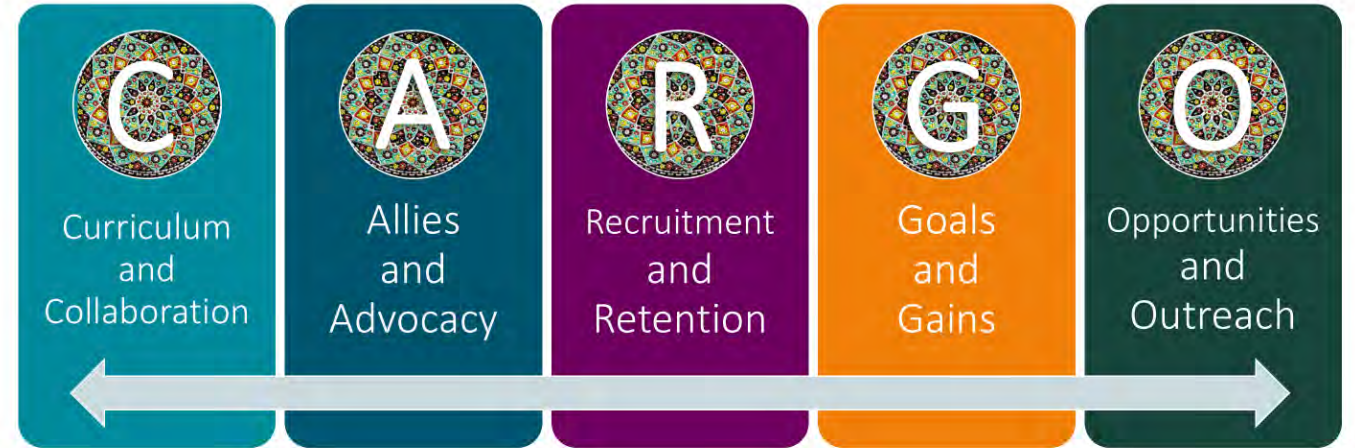
GOALS AND GAINS



- What are the expected outcomes of your program?
- How are you assessing those outcomes?
- Are learners achieving those outcomes?
- If they are, does everyone know that?

Teach for proficiency AND persistence AND cross-cultural awareness and skills.

OPPORTUNITIES AND OUTREACH



- Are learners expressing their own meanings in the classroom?
- When and how can learners use the language beyond the classroom?
- Is language learning increasing their world-readiness?
- Do they know where proficiency can take them?

CONNECT ON COMPUTER OR PHONE

[POLLEV.COM/alanier321](https://pollev.com/alanier321)

Join by Web



- 1 Go to **PollEv.com**
- 2 Enter **ALANIER321**
- 3 Respond to activity



PollEverywhere > Allies and Advocacy Brainstorm

Allies and Advocacy | What strategies are you using? What would you like to do? 10

- Interviewed other teachers in my district
👍 2 🗨️ 0
- Invite parents to an event with food and drinks from the target culture(s)
👍 2 🗨️ 0
- Bring current demographic data to students about local community on target language speakers and culture
👍 1 🗨️ 0
- Giving parents ideas on how to support and being advocates for us to admin, counselors, etc.
👍 1 🗨️ 0
- Sharing our what we're doing in our classroom with our building
👍 1 🗨️ 0
- Come prepared with purpose to my principal. Knowing who to go to and being prepared.
👍 1 🗨️ 0
- Making students aware of Spanish speakers in our community
👍 1 🗨️ 0


Powered by Poll Everywhere

Add more ideas:
[Pollev.com/discourses/OFaru1Pz3Jhjp
dtoVITKp/respond](https://Pollev.com/discourses/OFaru1Pz3JhjpdtoVITKp/respond)

PollEverywhere > Opportunities & Outreach Brainstorm

Opportunities and Outreach | What strategies are you using? What would you like to do? 5

- I've taken my Spanish 4s to an authentic taqueria for lunch across the street. I give extra credit too if they go out in the community and use Spanish.
👍 0 🗨️ 0
- Bring students to local universities with language programs
👍 0 🗨️ 0
- Virtual field trips
👍 0 🗨️ 0
- Involve students in local communities where the TL is spoken
👍 0 🗨️ 0
- Take students abroad to a country where the target language (L2+) is spoken.
👍 0 🗨️ 0

Powered by  Poll Everywhere

Add more ideas:
Pollev.com/discourses/2WbgiERJXClpnLRLQXJxC/respond

CARGO Strategy for World Language Programs | MIWLA 2024

Curriculum and
Collaboration

Allies and Advocacy

Recruitment and
Retention

Goals and Gains

Opportunities and
Outreach

OR add to the Padlet version:

padlet.com/LanierPedPad/cargo_miwla24

What resources do you need?



Materials



People



Time



Funding

What resources do you need?



Materials




People



Wine



Time



Planning

What resources do you need?

Materials

People

~~Whine~~

Planning



Action Plan

Strategy 1: _____

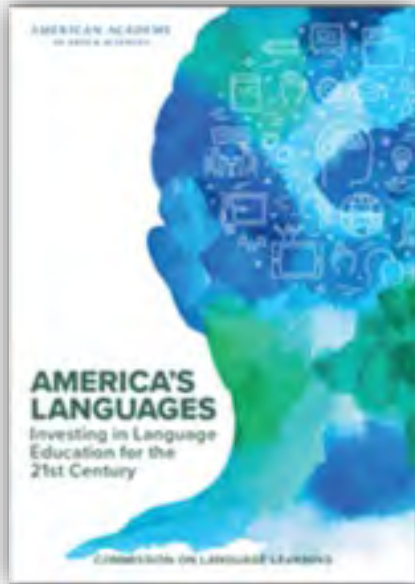
Objectives (milestones for reaching this goals)	Actions Steps to reach objectives	Collaborators	Timeline – by when?

Action Plan

Strategy 2: _____

Objectives (milestones for reaching this goals)	Actions Steps to reach objectives	Collaborators	Timeline – by when?

WE HAVE IMPORTANT WORK TO DO



If we are to have a globe
worth inhabiting,
we must attend unflinchingly to
the kinds of human beings
that will inhabit it,
and the ways in which they deal
with one another.

From Howard Gardner's introduction to *Educating for Global Competence* (Asia Society, 2011)

MAKING THE CASE FOR MULTILINGUALISM

Amanda Lanier • 2mo

Why Learn an Additional Language? Advocacy Resources @MSU_MAFLT

Collection of rationales, statistics, stories, advocacy activities, and anything else that helps us make the case! Compiled for and by the MAFLT Network | <https://maflt.cal.msu.edu>

Language is Your Career Superpower! Download posters from LTI

PDF

LTI CTE Posters

From Language Testing International, the organization that offers the ACTFL OPI, WPT, and AAPPL exams. Read more: <https://www.language-testing.com/blog/leveraging-language-as-an-employability-asset-in-career-and-technical-education/>

CTE + World Languages

edutopia.org

Combining Career and Technical Education With World Language Instruction

How can you make the most of multilingualism = career readiness and ALSO diversity, equity, and (DEI) efforts at your school? Coordinate with Career and Technical Education to see this blog post from Language Testing International: <https://www.language-testing.com/blog/the-power-of-multilingualism-elevating-employability-in-career-and-technical-education/>

LTI Blog: Bilingual Employees & Job Market

language-testing.com

Ask ChatGPT: Why learn an additional language?

Teacher Shortage Areas - U.S. Dept of Education

Click Your State to access Teacher Shortage Area Data.

Global Seal of Biliteracy - Promotional Resources

The Global Seal of Biliteracy

MAFLT.CAL.MSU.EDU/ADVOCACY

What Can I Do with this Major?

About

Developmental Disabilities Should Not Exclude Kids from Language Learning

JNCL-NCLIS Joint National Committee for Languages - Advocacy Resources

tesol.org

Advocacy | TESOL | International Association

<https://www.tesol.org/advocacy/>

TESOL Advocacy Center

tesol.org

Advocacy | TESOL | International Association

<https://www.tesol.org/advocacy/>

SuccessWorks.wisc.edu: What You Can Do with Your Major

SuccessWorks

What You Can Do With Your Major

Making Languages Our Business

ACTFL

Making Languages Our Business

THANKS FOR PARTICIPATING!

<https://maflt.cal.msu.edu/pd-posts/2024/miwla-fill-your-plate/>



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Dr. Amanda Lanier

CONNECT WITH YOUR
→FLT← NETWORKS • ONLINE •

Program Director

Foreign Language Teaching

maflt.cal.msu.edu

*I am a
teacher leader
because...*

Want to follow up?

Amanda@lanierlingvista.org

*i also wanted
TO SAY*

REFERENCES & RESOURCES

Darling-Hammond, L. (2013). When teachers support & evaluate their peers. *Educational Leadership*, 71(2), 24-29.

Hoerr, T. (2005). *The art of school leadership*. Alexandria, VA: Association for Supervision and Curriculum Development.

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Lord, G. (2014). *Language program direction: Theory and practice*. Pearson.

Murphy, J. (2014). Reflective teaching: Principles and practice. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a Second or Foreign Language* (4th ed., pp. 613–629). Boston, MA: National Geographic Learning / Heinle.

Pennington, M. & Hoekje, B. (2010). *Language program leadership in a changing world: An ecological approach*. Bingley: Emerald Group Publishing Limited.

Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *RELC Journal*, 44(1), 5–33.

Ritz, C. (2021). *Leading your world language program: Strategies for design and supervision, even if you don't speak the language!* Routledge.

Russell, V., & Murphy-Judy, K. (2021). *Teaching language online: A guide for designing, developing, and delivering online, blended, and flipped language courses*. Routledge.

Tedick, D. J. (2009). K-12 Language teacher preparation: Problems and possibilities. *Modern Language Journal*, 93(2), 263–267.

ACTFL Guidelines and Manuals

American Council for Foreign Language Teaching

→ <https://www.actfl.org/educator-resources>

TELL Project

Teacher Excellence in Language Learning

→ <http://www.tellproject.org>



Supplemental Slides

GET THE CREW IN THE SAME ROOM AND DISCUSS...

Curriculum & Collaboration

Are you using a communicative approach?

Are you working together to plan and create materials?

Are you assessing them in consistent ways?

Allies and Advocacy

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Are you cultivating more of them?

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How are you encouraging them to continue studying the language?

Do you need to address institutional barriers?

Goals and Gains

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How are you assessing those outcomes?

Are learners achieving those outcomes?

If they are, does everyone know that?

Opportunities and Outreach

Are learners expressing their own meanings in the classroom?

When and how can learners use the language beyond the classroom?

Is language learning increasing their world-readiness?

Do they know where proficiency can take them?

Making an Action Plan



What is Stable?

What is Unstable?

Action we can take

- Short term
- Long term



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