PROGRAM DESIGN PROPOSAL
Professional Development of K-12 Teachers through Language in Motion at Willamette University

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Monterey Institute of International Studies
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Introduction

Language in Motion (LiM) is a consortium program that currently exists at fourteen colleges around the United States, including Willamette University (WU) in Salem, Oregon. For several years, LiM has been a program that seeks to connect college students with international experience with students and teachers in the school districts that surround the college. Students who have returned from studying abroad and international students on campus are recruited for the program. They are coached in creating and delivering meaningful presentations on their intercultural and language experiences. They then go out into the schools in the community to give their presentations in classrooms, with the hope of fostering students’ interest in the study of language and culture, and in impressing upon them the importance of intercultural competence and understanding of a second (or third, or fourth) language.

These experiences are important for the WU students who give the presentations as well because it gives them an opportunity to reflect on their experiences and synthesize the most important things that they have done or witnessed during their time outside their home country. Teachers in the community appreciate the presentations as well as they may not have had a chance to travel internationally recently and they enjoy getting a snapshot from a student of what is going on somewhere else right now. Nomi Pearce, director of Language in Motion at Willamette University and the primary stakeholder for this project, reports that the teachers in the Salem-Keizer School District with whom she has worked greatly appreciate the presentations and ask for Willamette students to come to their classrooms year after year.

The grant that is currently funding the Language in Motion program is one awarded by the Arthur Vining Davis Foundation, and it has stipulated that another piece be added to the LiM program. This addition is to provide professional development opportunities and resources to the teachers in the surrounding school district. This design proposal seeks to develop a program to provide those resources to teachers in the Salem-Keizer School District. The client has already conducted a limited needs assessment with the teachers who receive student presentations to find out what types of resources they feel would benefit them. The answer seems to be resources they can easily access via the internet on language and intercultural competency. The current design

Regarding LiM at Willamette specifically, there are a few important things to note regarding the development of the program being proposed. There are opportunities, like workshops or language discussion groups that could be beneficial to the teachers, but the director of LiM at WU has determined that these types of activities are not feasible at this point in time. Ms. Pearce is the only staff member handling LiM at Willamette, and she only works part-time, so activities are limited. There are student workers in the office, but they come and go with frequency given the nature of their employment. Therefore, the proposal contains activities geared toward creating a toolkit of intercultural competency resources that can be easily accessed by teachers when they have the time to use them in their classrooms.
Scope of Work
Scope of Work for Willamette University Language in Motion Program

Liz Sinclair

**Primary Stakeholder:** Nomi Pearce, director of Language in Motion (LiM) at Willamette University

**Additional Stakeholders:** Participating LiM teachers in the Salem-Keizer school district, Student presenters for Language in Motion (students who have returned from study abroad and international students).

**Goal:** The Language in Motion program at Willamette University needs to provide professional development opportunities for teachers in the Salem-Keizer School District by providing resources for learning about and teaching intercultural competence.

**Project Description:** Design and provide access to resources that teachers in the Salem-Keizer School District can use to complement their lessons about language, international topics, and intercultural competency. Interpret the needs assessment already completed by Nomi Pearce to determine what type of tools are needed. Design a program for implementing those tools by creating resources and performing necessary activities, such as reviewing resources that already exist on pedagogical support, creating lesson plans, and providing resources that expand teachers' background understanding for intercultural understanding.

**Timeline:**

- **February 24, 2014:** Initial Scope of Work sent to Nomi for approval
- **February 27, 2014:** Logic Model and Test of Quality of Logic Model Completed
- **March 6, 2014:** Design Proposal Completed (including Scope of Work and Logic Models)
- **March 17, 2014:** Meeting with Nomi at Willamette University
- **March 21, 2014:** Sample of work submitted to Nomi for approval
- **April 15, 2014:** Mode of Data Collection Determined
- **April 21, 2014:** Survey Completed and submitted to Nomi
- **May 8, 2014:** Assessment Proposal and Design Proposal Completed, completed resources submitted to Nomi for implementation
Using the Logic Model Framework

For the purposes of this program design, the logic model framework, as described in *The Logic Model Guidebook: Better Strategies for Great Results* is being used. Logic models such as those in use here are ways of representing data visually in a manner that demonstrates relationships among elements necessary to a program. They are useful in the planning stages of programming as they provide a “road map” and identify clear goals and strategies for attaining those goals.

The logic model framework consists of Theory of Change models as well as a Program Logic Model. The Theory of Change is “simply a general representation of how you believe change will occur” (Knowlton & Phillips, 2013). The Theory of Change model uses limited information and shows an idea or program in the simplest manner. One use of these models is to test plausibility, which is an important step in the beginning of program design.

The Program Logic Model, “details resources, planned activities, and their outputs and outcomes over time that reflect intended results” (Knowlton & Phillips, 2013). Program Logic Models differ from Theory of Change models in that they offer more information to assist in planning and allow for programs to be tested for feasibility in the planning stages. They are a more fleshed out proposal version of a planning visualization in that they show information on assumptions, resources, activities, outputs, outcomes, and impacts. They also show the connections and relationships between these different elements and how activities lead into outputs, which lead into outcomes and impacts.

Creating both types of logic models is an iterative process best completed by a small team of people that represents necessary stakeholders. Theory of Change and Program Logic Models were used to design this program and can be found in the pages to follow.
The above model is the Theory of Change model for the Language in Motion program at Willamette University, incorporating the new aspect of the program regarding professional development. This Theory of Change shows how the new part of the program that is being designed for the current paper fits in with the elements of Language in Motion that already exist. The second strategy in this model, “Provide professional development...” is the new addition to the Language in Motion, whereas the first strategy is what is already in existence. Aside from the first result, which is accomplished by the existing programming, the other results are augmented by the new programming being proposed.

Therefore, this Theory of Change is, in a manner of speaking, the “umbrella” model, showing the entire program. The next Theory of Change shows in more detail just the programming currently being proposed.
The above Theory of Change model shows the assumptions and strategies related specifically to the programming being proposed. The strategies in this model feed into the second strategy in the model in figure 1, “Provide professional development tools related to intercultural competence to teachers in the Salem-Keizer School District.” To be visually comprehensible, the color of the strategies in this Theory of Change is the same as the second strategy in the prior Theory of Change which is the strategy being fleshed out here. The basic strategies here show the general framework for the proposed programming: that resources such as classroom activities and lesson plans are created for teachers’ use and that existing resources for professional development are compiled and provided to teachers for easy access.

The result in this model is also more focused than the model on the previous page, but is necessary to gain the result in the previous model. Because the desired result of the specific programming being proposed is to have an effect on teachers, the result detailed in this logic model is regarding teachers specifically.
This is the current working Program Logic Model for Language in Motion at Willamette University. Items in green are new aspects of the program that are part of the current proposal. Many of the differences in evident in this current version are due to edits suggested by an external reviewer, who tested the quality of the logic model and provided feedback on how to improve it and how to make it more SMART (Specific, Measurable, Action-oriented, Realistic, and Time-bound) and FIT (Frequency of occurrence, Intensity or strength of the given effort, and Targeted at a specific audience).

Those items in bold are to be completed by the consultant, and are part of the scope of work for this project, while those not in bold are to be completed by the client. Items in blue are components that are already part of the Language in Motion program. The activities in blue are numbered because they occur in a particular order: students need to be recruited before they can be coached. They need to be coached before they can give their presentations, and teachers are asked to give feedback after they have received student presentations. The numbering was recommended by the peer reviewer in order to give more specificity to the model.
In comparison to the version of the Program Logic Model found in Appendix B, there are some other changes to note. For example, various items have been moved up or down to facilitate ease of understanding for the reader. Also, items that were redundant were eliminated, and the peer reviewer pointed out that one of the long-term outcomes was actually an impact. Also, a timeline has been added, to ensure the proposal is time-bound, one of the SMART principles.
Program Design Proposal

Activities

Following is a description of each of the activities that fall within the scope of work for the current program proposal. Each of these activities can be found in the Program Logic Model.

Compile Existing ICC Resources

The first activity that needs to be completed to meet the goal of increasing awareness of intercultural competency in the Salem-Keizer area is to compile existing resources on intercultural competency for teachers to use. In the needs assessment performed by Ms. Pearce, teachers expressed interest in having access to scholarly articles on the topic of intercultural competency and how to teach it. Therefore, at least 20 articles will be chosen to provide in the toolkit for teachers. These articles will be chosen based on date of publication and relevance to teaching intercultural competency to students. Date of publication is important given that teachers want to know what the current trends in the field are. This is a useful aspect of this activity because, although teachers can search for articles on their own, they may not have the time or motivation to do so. Therefore, providing a list of recommended articles increases the likelihood that they will be read.

The second aspect of this activity is to gather a list of useful websites concerning the understanding and teaching of intercultural competency. Given that effective websites of this nature already exist, it makes sense to include them in a toolkit rather than “reinventing the wheel” by creating all new resources. At least ten websites will be included in the toolkit. Again, although teachers can find these on their own, providing a list of recommended resources decreases teachers’ already limited time and increases the likelihood that they will use such resources to foster intercultural competency in their classrooms.

Put Together Lesson Plans

The second activity is to put together lesson plans for teachers to use. Much like the former activity, this aids teachers in conveying concepts of intercultural competency because it allows them to do useful and interesting activities in their classrooms without having to research and come up with them on their own. Lesson plans will include activities that engage students and allow them to reflect on how cross-cultural experiences affect people and why they are important. It is important to create some lesson plans specifically for teachers in the area because they can be tailored to be relevant to students who are growing up in Oregon. At least ten lesson plans and activities will be created for use by teachers in the Salem-Keizer school district.

Create Web Platform for Accessing Tools

The third activity, creating a web platform for accessing the tools, is important because without ease of access to the intercultural competency toolkit, teachers will not use the resources and the program
design will be fruitless. Again, teachers’ schedules are already strained so any way that these resources can be easy to access will help them in using them in their classrooms. The webpage will need to be aesthetically pleasing and easy to navigate. The layout for this webpage will be proposed to the client, who will then need to incorporate it into the existing LiM website, which is part of the WU website.

**Update LiM Website**

Although the fourth activity will need to be completed by the client, it is important to note because without an update to the current LiM website, teachers will not be able to easily access the resources created and compiled for them.

**Outputs**

Following is a description of each of the outputs that is part of the scope of work for the current program proposal. Outputs are an important part of the program design as they are direct results of each of the activities and must be specific and measurable. Outputs are expected to be completed around four months into the implementation of the program. These outputs can be found in the Program Logic Model.

**20 Articles for Teachers**

One of the goals for professional development for teachers in the Salem-Keizer community is that they read scholarly articles regarding intercultural competence theories and how to teach intercultural competence and incorporate it into their classrooms. 20 articles of this sort will be provided to teachers as part of the resource kit, about half of which will discuss intercultural competence/intercultural communication theory and about half of which will discuss the utilization of intercultural competence/communication in a classroom setting. Because intercultural competence research is a relatively young field, articles on teaching it are fairly limited, but will still be useful for teachers’ professional development.

**10 Helpful Websites**

The intent of the program design is to provide 10 websites to teachers that are helpful for their professional development and incorporate teaching intercultural competence in their classrooms. These will be websites created for teachers’ use that already exist for which links can be posted in the resources kit for Salem-Keizer teachers. This is helpful because it means compiling useful resources that already exist and putting them in one place for ease of use and access by teachers, who do not have a lot of free time to search for such tools.

**10 Classroom Activities Created**

Classroom activities for teaching intercultural competence and/or intercultural communication will be created or adapted from existing activities. These activities will include descriptions of the use of each activity, the resources needed, the time required, and the procedure for implementing each activity. All necessary worksheets will be included for teachers to print and use. The inclusion of these classroom activities will give teachers useful tools for teaching intercultural competence to students and may also
provide examples that teachers can use for creating activities of their own that may relate specifically to their individual classes.

**Webpage with Tools Created on WU LiM Website**

Similar to the corresponding activity that leads to this output, this is not technically part of the scope of work for the program design, but it is necessary to note, as without this webpage that allows easy access to the tools for teachers, none of the desired outcomes or impacts can occur. The webpage will be implemented by staff and/or student workers at Willamette University.

**Short-Term Outcome**

Following is a description of the intended short-term outcome that results from activities completed by the scope of work for the current design proposal. Outcomes are not necessarily measurable and are not able to be controlled (as opposed to outputs), but are realistic and intended results of the outputs. Short-term outcomes can be expected to be attained around one year into the implementation of the programming being proposed. This short-term outcome can be found in the Program Logic Model.

**Teachers Use Tools**

The only short-term outcome that results from the outputs is that teachers use the tools provided for their professional development. Each of the activities that creates each output leads to the conclusion that teachers will use the resources, as they have shown interest in these types of resources and will be able to access them easily on the Willamette University Language in Motion website. Teachers’ use of tools is not controllable, but is reasonably expected due to these details. It may take some time for teachers to become accustomed to using the resources, so the time frame for this short-term outcome is one year from the implementation of the program.

**Intermediate-Term Outcomes**

Following is a description of each of the intended intermediate-term outcomes that results from the activities completed by the scope of work for the current project proposal. Like the short-term outcomes, they are not controllable, but are realistically expected to occur if activities are completed. Intermediate-term outcomes can be expected to occur around five years into the implementation of the proposed programming. These intermediate-term outcomes can be found in the Program Logic Model.

**Students in Salem-Keizer School District have an Understanding of Intercultural Competence**

This intermediate-term outcome is reasonably expected if the short-term outcome occurs. It can be assumed that, if teachers are using the resources provided in the tool kit, they will be reading the scholarly articles, and therefore furthering their understanding of intercultural competence, which should lead to furthering their commitment to teaching it to students. Their use of resources also means that they will be using the activities created for the resource kit, which are specifically designed to increase students’ thinking about culture and understanding of intercultural competence. Therefore, we can expect students in the Salem-Keizer School District to have an improved understanding of intercultural competence five years from the implementation of the programming being proposed.

**Salem-Keizer Teachers are Comfortable Using Intercultural Competence Tools**
The second intermediate-term outcome is that teachers are comfortable using the tools found in the resource kit. It can be assumed that teachers will find this comfort based on the fact that they will have been using the tools and therefore will be familiar with what is available, and because of the ease of access to the tools. Because the resources are well-described, such as the detailed explanations of the use and implementation of each classroom activity, teachers should be able to use the resources with little difficulty.

**Long-Term Outcomes**

Following is a description of each of the intended long-term outcomes that results from the activities completed in the scope of work for this program design. Like the short- and intermediate-term outcomes, they are not controllable, but can be realistically expected to occur based on the completion of the activities. Long-term outcomes can be expected to occur around ten years from the implementation of the proposed programming. These long-term outcomes can be found in the Program Logic Model.

**Salem-Keizer Students Who Heard Presentations/Were in Classrooms where Intercultural Competence Tools were Used Study/Work/Volunteer Abroad**

One of the intended long-term outcomes of this programming is that students in the Salem-Keizer community go on to seek significant experiences abroad. This is reasonable to expect, as by the time they graduate from high school they should have been exposed to college students who had significant study abroad experiences, and they should have been exposed to activities that engage them in considering the importance of intercultural competence by teachers who have a commitment to intercultural competence. This outcome can be expected to be attained around ten years from the implementation of the program, as students who will have significant exposure to Language in Motion tools will at that time be college students or recently graduated from college.

**Willamette University is known in the Community by Teachers as the Place to Access Resources**

A second long-term outcome intended by the proposed programming is that Willamette University becomes known in the community as a place that provides excellent resources for professional development. As teachers use the resources provided by this programming (short-term outcome) and become comfortable using the resources and teaching about intercultural competence in their classrooms (intermediate-term outcome) they will continue to use the resources and to extoll their benefits to other teachers who may not be, at this point, involved in Language in Motion.

**Intended Impacts**

Following is a description of each of the intended impacts that can be expected to result from the activities, outputs, and outcomes that are in the scope of work for this program design. The impacts can be found in the Program Logic Model.

**Improved Intercultural Competence of Salem-Keizer Community**

One of the overall intended impacts is that the entire community around Willamette University becomes more interculturally competent. This can be attained by having teachers who understand and
are committed to intercultural competence, and by having professionals in the community who graduated from Salem-Keizer high schools who are also committed to intercultural competence due to their exposure to the Language in Motion program during their time in school. This is also possible due to students who go on to have impactful experiences abroad, influenced by their appreciation for intercultural competence gained during their time in K-12 schooling, who then return to the Salem-Keizer community.

**Willamette University is known for Intercultural Competence and Fostering Global Citizenship**

The link between Willamette University and fostering intercultural competence means that it will become a beacon of global citizenship. This is reasonable considering the fact that students will come out of Salem-Keizer schools with an appreciation for intercultural competence and will then go on to share that appreciation with the rest of the community or with other communities where they chose to move after graduating from high school. Students will be inspired to become global citizens and will remember that this is due to the link between Willamette University’s Language in Motion program and their secondary schools.
Conclusion

Having listed the outputs in the description of the activities above, the intended short-term outcome is that teachers use the resources created and compiled for them. The activities create ease of access to the resources, which means teachers should not find it difficult to use them and, since many of the resources have been requested, it is reasonable to expect that they will use them. Intermediate and long-term outcomes can be expected to be achieved with frequency of use of the tools, as well as continually assessing the tools and finding out from teachers and students how they are working in the classroom. Overall, the hope is that providing this toolkit to teachers, along with continuing meaningful presentations by WU students will inspire students in the Salem-Keizer school district to learn other languages and to study, work, or volunteer abroad, striving to become global citizens.

The impacts listed on the Program Logic Model are improved intercultural competency of the Salem-Keizer community and that Willamette University is known for intercultural competency and fostering global citizenship. These impacts, though wide-reaching and idealistic, can happen given proper use of the Language in Motion program. If more teachers use the tools and find them to be effective, and if more Willamette University students give meaningful presentations in the community, more students will graduate from high school with an appreciation for language and culture learning and with a desire to learn more. The increased use of these resources will bolster the name of Language in Motion in the community, along Willamette University’s name as its overarching institution.
References


Appendix A: Terms of Reference

Monterey Institute of International Studies
A Graduate School of Middlebury College

Master’s in International Education Management (IEM)
Program Design and Assessment Course

Terms of Reference

Hosting Organization: The Monterey Institute of International Studies

Parties: Elizabeth Sinclair and Language in Motion at Willamette University
IEM student(s) Organization/Office

Start Date: February 10, 2014
End Date: May 8, 2014

Supervisor(s): Dr. Meggan Madden, Assistant Professor at MIIS

Number of Hours per Week (5 hours per student): 5
How often will the student(s) and supervisor check in? Weekly
By what mode of communication (email, phone or Skype) will students and supervisors check in? By email and phone, as needed.

Objective: Design a program for teacher professional development.
The duties relating to the student’s program design and assessment assignment may include, but are not limited to (examples provided below):

- Developing a pre-departure/re-entry program for returning study abroad students
- Designing a new module on inter-cultural competencies for international students
- Developing an assessment tool for an existing program
- Designing curriculum for global citizenship education
- Designing and implement outreach strategies to recruit study abroad and international students
- Assist in projects supporting the re-accreditation process
The purpose of this project-based course is for students to gain professional experience in the international education field while applying the theory and practice of international education design and assessment. Working with clients provides opportunities for students to study the stages of program development as well as learn and practice assessment methods within the international education context. One of the learning outcomes for the Master’s degree program is for students to demonstrate the ability to develop and assess programs to meet the goals of fostering intercultural understanding and exchange.

<The organization> may collaborate with <the IEM student> to determine the focus and development of these projects. <The organization> will provide supervision, guidance and appropriate resources to enable the completion of these projects.

<The IEM student> will share drafts of the stages of program development and assessment the projects with his/her Monterey Institute faculty members. He/she will also be encouraged to share his/her projects with his/her classmates and may include his/her projects in an e-portfolio.

<The organization> may designate particular projects as to be shared only with Monterey Institute faculty. Grading of the projects for Monterey Institute purposes will be completed by Monterey Institute faculty.

Agreed:

[Signature]
IEM Participant

February 24, 2014

[Signature]
Supervisor

February 24, 2014
Appendix B: Draft of Program Logic Model

The above Program Logic Model is a prior iteration, before the test of logic model quality (see Appendix C) was done. It is lacking some of the necessary components to be SMART and FIT that are in the model in figure 3.
Appendix C: Test of Logic Model Quality

What stakeholders are needed to raise important context issues?

The primary stakeholder, Nomi Pearce, who is the director of Language in Motion at Willamette University is primarily necessary to raise important context issues. She provides context of the existing program and has contact with all other stakeholders. Other important stakeholders are the Willamette University students who participate in the Language in Motion program, teachers in the Salem-Keizer School District, and students in the district.

Why is it important for external evaluators to be aware of these issues?

Context issues are necessary for external evaluators to understand because without them, it is impossible to understand how the program proposed fulfills a requirement necessary for the larger program. For example, without knowledge of the context issue that staff resources are limited, an external reviewer would not understand why more in-person activities are not proposed to achieve the goal of professional development for teachers.

In what ways might the questions derived from SMART and FIT principles be useful for generating discussion about the logic model?

They can generate discussion about how outputs can be made measurable and specific. In the case of this proposal, there are specific numbers for outputs, such as 20 articles to provide to teachers for reading. Making them realistic and attainable is also important—it would be great to have 100 students present each semester, and that is a measurable and specific outcome, but it is not realistic given certain constraints on the program. It is also important to discuss timeliness, as that adds to the specificity of the logic model overall. Adding a timeline gives the reader a better idea of the intended results of the program.

It is important to apply the principles of FIT to the activities in order to generate discussion about whether the activities listed are sufficient to meet the goals. Discussions of the correct “dose” can lead to insights regarding whether the correct activities are listed, what might be missing, and whether they are frequent and intense enough.

What kinds of conversations are likely to emerge based on these principles?

Conversations about the activities and outputs in general should emerge from discussions of these principles. For example, applying the principles of SMART and FIT to the logic model brings up questions of whether the right activities are being proposed and how they should be implemented. They also cause reflection on the outputs and how increasing their specificity and attainability can lead to the outcomes with the most frequency. Applying these principles provokes thought about how the model
flows on the whole and how likely it is that the activities will indeed create the outputs which will create the desired outcomes, and so on.

**What kinds of revisions might be made to logic model after these questions are raised?**

It is important to hone the activities and to add a timeline to the logic model on the whole. It is also important to rearrange the logic model to demonstrate how the various aspects flow into each other and to take a look at the long-term outcomes and how feasible they are.