

Table 1. Objectives, Activities, Timeline and Personnel

Revised timelines and staff updates indicated in yellow

There have been NO changes to project Objectives

Objective 1: To establish a **Leadership and Development Team (LDT)** of experienced faculty to identify effective instructional methods that are inclusive of students with disabilities and other diverse learners in introductory level foreign language courses.

Project Activities	Timeline	Personnel
1(a) Review the literature on Communicative Foreign Language Learning and Universal Design for Instruction to identify most recent research outcomes and possible evaluation tools.	Pre-grant, ongoing	Scott, Edward, Shores (project coordinator)
1(b) Conduct focus groups of students with disabilities and other diverse learners to identify successes and barriers currently being experienced in introductory foreign language courses.	Pre-grant- Spring 2009	Scott, Edwards Hildebrandt (project evaluator)
1(c) Identify 5-7 senior faculty to form the Leadership and Development Team (LDT). Team tasks include: teaching introductory courses in each of the modern languages taught at Longwood (French, Spanish, German); identifying and	Pre-grant and Fall 2008	Edwards

<p>evaluating inclusive instructional practices; assisting in support of new faculty; and providing feedback and guidance on training material development.</p>		
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Objective 2: To support the Leadership and Development Team in **identifying, developing, and evaluating instructional strategies** that reflect effective application of Communicative Foreign Language Learning (CFLL) and Universal Design for Instruction (UDI).

Project Activities	Timeline	Personnel
<p>2(a) Provide Leadership and Development Team with information on current research and evaluation of CFLL and UDI as well as feedback from student focus groups. Identify additional training or resource needs.</p>	<p>Pre-grant- Summer 2009</p>	<p>Edwards, Scott, Shores</p>
<p>2(b) Facilitate monthly meetings of the LDT to identify current teaching approaches that reflect CFLL and UDI, possible barriers in introductory courses, and new or expanded instructional strategies using a CFLL and UDI framework.</p>	<p>Fall 2008- Summer 2009</p>	<p>Shores</p>
<p>2(c) Explore applications of existing evaluation frameworks (e.g., The Effective Foreign Language Teacher checklist, the Nine Principles of UDI) for development of self-assessment and mentor/mentee feedback tools.</p>	<p>Fall 2008, Spring 2009 ; on-going</p>	<p>LDT, Hildebrandt</p>

<p>2(d) Teach sections of introductory courses (101, 102, 105, and 201 level) of French, German, and Spanish, implementing identified strategies and evaluating inclusivity and effectiveness. Continue monthly meetings of the LDT.</p>	<p>Spring 2009, Fall 2009- Spring 2010</p>	<p>LDT, Edwards, Hildebrandt</p>
<p>2(e) Based on evaluation of instruction and student learning, identify inclusive teaching strategies that 1) have been successfully implemented in introductory courses in French, Spanish, and German and 2) are recommended for inclusion in all sections of introductory language courses.</p>	<p>Summer 2009, Fall 2009, Spring 2010</p>	<p>Shores, Hildebrandt, Edwards, Scott LDT</p>

Objective 3: To develop **faculty training for new foreign language instructors**, including new tenure-track faculty, lecturers, adjuncts, and instructors with less than three years teaching experience at LU, and based on CFLL, UDI, and inclusive practices identified and evaluated by the LDT.

Project Activities	Timeline	Personnel
<p>3(a) Develop a three-hour Foundation Workshop to be provided during fall semester faculty orientation and training. Topics will include foundations in CFLL, UDI, and inclusive instructional practices identified by the LDT.</p>	<p>Spring 2009, Summer 2009</p>	<p>Shores, Edwards</p>

<p>--Pilot Foundation Workshop with Cohort 1 of new foreign language instructors. Evaluate and revise.</p>	<p>Fall 2009</p>	<p>Edwards, Hildebrandt, Shores, Scott,</p>
<p>3(b) Provide ongoing support for Cohort 1 of new faculty to implement pilot training:</p> <ul style="list-style-type: none"> --Monthly group meetings (6) to discuss implementation issues, share practices, and provide additional Topical Training (e.g., expanding assessment strategies, inclusive group strategies) --Assignment of a faculty mentor from the LDT for each new faculty member to address questions and provide support. -- Reciprocal classroom observations: New faculty observe mentor instruction in fall 2009; Mentor observes new faculty instruction in Spring 2010 to provide opportunity for feedback, questions, and constructive suggestions. 	<p>Fall 2009- Spring 2010</p>	<p>Edwards, LDT, Shores</p>
<p>3(c) “Certificate in Inclusive Teaching and Learning” provided to new faculty who complete 3 hour Foundational Workshop, participate in 5/6 Topical</p>	<p>Summer 2010</p>	<p>Dean Ross, Edwards, LDT, Scott</p>

