

ONLINE LANGUAGE LEARNING TOOLKIT:

School or District
Standalone
Implementation

*Rosetta Stone Education in
partnership with Getting Smart*

February 2017

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ONLINE WORLD LANGUAGE LEARNING

Modern society will increasingly require students to communicate and collaborate effectively with people from all over the world. This demands the development of [deeper learning](#) skills that contribute to [global competence](#). Schools all over the country are working to give students the opportunity to learn another language, and educators are working to innovate language learning for students, incorporating the use of technology to enhance, supplement or complement traditional language instruction.

There is no reason why all American students shouldn't have access to high-quality language learning. This implementation toolkit is designed as a guide for facilitators implementing the Rosetta Stone® Language Learning Suite for K-12 with their students, to show them how to use the program in their classrooms.

“One of the greatest feats of human development is learning language. [It’s remarkable] how well equipped children are, beginning at birth, to accomplish the complex task of learning language.”

—Barbara Lust via [personal communication](#) and as quoted in [Learning a second language is good childhood mind medicine, studies find](#)



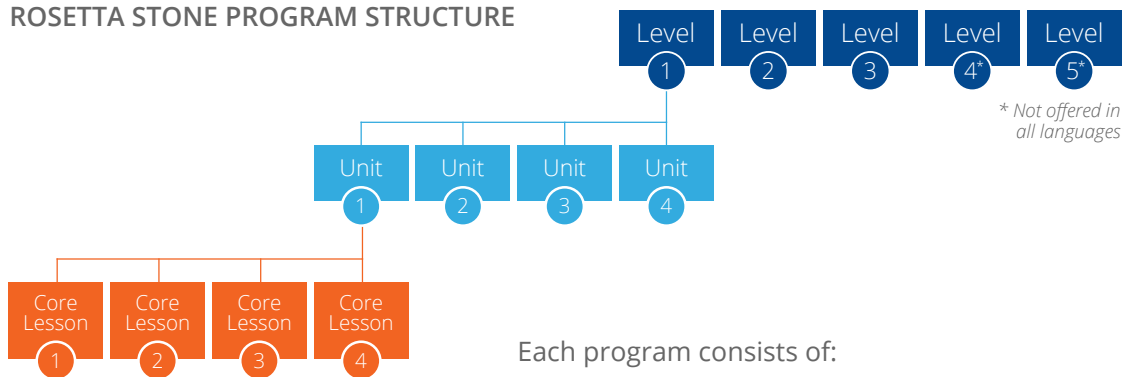
QUOTES

“While technology like Rosetta Stone is not a replacement for a live foreign language teacher, some educators use it as a way to allow schools to continue offering foreign language instruction in light of nationwide teacher shortages. This is a way for many school districts to preserve or add online language programs as a means to providing students access, in lieu of not running a program at all.”

—Rachel Ohm in [Technology helps schools like Madison cope with shortage of foreign language teacher](#)

The Rosetta Stone® Language Learning Suite for K–12 is a comprehensive program. It provides flexible e-learning solutions that are easily integrated with in-class instruction. Programs are designed to fit the learning needs of students at all proficiency levels, from blank-slate students with limited exposure to new languages to those building intermediate and advanced-level language skills for college and career. Engaging lessons help students successfully communicate and practice in a safe environment, while giving teachers the ability to assess learner achievement along the way.

ROSETTA STONE PROGRAM STRUCTURE



Each program consists of:

- Increasing levels of study (ranging from one- to five-level options)
- Four units per level
- Four lessons per unit
- An estimated 40–200 hours per level



IMPLEMENTING AN ONLINE LANGUAGE PROGRAM

10 BEST PRACTICES
FOR IMPLEMENTING YOUR ROSETTA STONE PROGRAM

- 1 Designate an internal Rosetta Stone champion.
- 2 Get to know your Rosetta Stone contacts.
- 3 Keep IT involved.
- 4 Communicate internally.
- 5 Offer staff training.
- 6 Publicize goals.
- 7 Establish a timeline.
- 8 Brainstorm ideas.
- 9 Communicate externally.
- 10 Share success stories.

Learn more about program implementation here. [DOWNLOAD NOW](#)

Rosetta Stone Education



RESOURCE SPOTLIGHT

The *Roadmap* provides a visual overview of the “main stops” on your implementation journey. Print it out to share with the implementation team to ensure that you don’t forget important steps like “Keep IT involved” and “Share your successes.”

IMPLEMENTATION OPTIONS

Each school or district can use the products in the Rosetta Stone® Language Learning Suite for K–12 as they see fit. Review the following examples of online language-learning program implementation. See the [Blended Language Learning Toolkit: Classroom-Based Implementation](#) for more details on each of these possible paths. Remember, these are suggested options, and schools can adapt and change plans as needed. Schools may choose to use the program during after-school programs or clubs. Suggested plans:

Plan #1 | [Stand-Alone Implementation](#)

Rosetta Stone® Language Learning Suite for K–12 programs and materials serve as the core curriculum and sole source of instruction. The facilitator has the ability to manage the pace of study and monitor progress.

Plan #2 | [Rosetta Stone® Language Learning Suite for K–12 is the Primary Form of Instruction](#)

Rosetta Stone® Language Learning Suite for K–12 serves as the core curriculum and sole source of instruction, and the teacher manages the pace of study and monitors progress. The classroom facilitator also coordinates activities from the Teacher’s Guide and other supplemental materials.

Plan #3 | [Teacher Instruction with Supplemental Use of the Rosetta Stone® Language Learning Suite for K–12 program](#)

The school’s or district’s core curriculum is aligned with the Rosetta Stone® Language Learning Suite for K–12 course of study. The online content presented through the program may also be used as homework. Rosetta Stone® Language Learning Suite for K–12 Image Cards may be used for story-starters or journal activities based on content delivered in the classroom, helping learners to bridge online and in-class content. Teachers will have access to all supplementary materials as an additional resource for classroom activities.

Plan #4 | [Fully Blended Classroom Implementation](#)

The Rosetta Stone® Language Learning Suite for K–12 forms the core curriculum, utilizing the program’s supplemental resources for all additional activities, OR the existing school curriculum is fully integrated with the online content. Schedule of study is defined during implementation, including weekly benchmarks and expected outcomes. Teachers leverage Scope and Sequence and Teacher’s Guide materials to bridge online and in-class content.

PRE-ASSESSMENT

The first step to [successful implementation of any language-learning program that leverages technology](#) is to get a clear sense of where you are, and build a plan based on your unique and specific school context. Working through a set of questions with your implementation team (comprised of teachers, school leaders and district-level administrators) is an excellent way to establish goals that will inform all of the next steps. In order to determine what implementation plan will be best, work through the following questions:

PRE-ASSESSMENT

LEARNERS

Spend time really getting to know the various student populations you serve. It's very likely that the program will fulfill different needs for different learners across your school or district. The Rosetta Stone® Language Learning Suite for K-12 is a program designed for many different types of learners, courses and classrooms. It is important to take all of the following factors into consideration:

- What are your learners like? What languages do they currently speak? Are any of the students who will participate in the program already fluent in more than one language?
- Do you have students who are English-language learners?
- What language-learning courses have learners already experienced? Are students in a world language program, mainstream classroom or dual-language program?
- Do you have students with special needs and accommodations that must be considered?
- How do your learners like to work? Are they comfortable with online learning?

SCHOOL AND CLASSROOM

Consider the classroom environments. Online Language Learning can work in most settings, but you have to take into account the environment that you will be working in. For example, will students work in a lab setting, or in a homeroom-style classroom?

- Will your students have access to, or be working with, multiple languages in the same class?
- What are the school and classroom environments like? Are there desks or tables?
- Is there access to outlets to charge devices?
- How many students are in a typical class?
- What are the opportunities and limitations presented by the physical space?
- Will students be expected to work outside of the regular classroom day?

TECHNOLOGY

The number and quality of devices, and students' access to them, is a very important factor to consider. In addition, broadband access at schools could hinder student progress if the connection is not fast or reliable enough.

- How well equipped is the school, technologically?
- What is the quality of the school's Internet connection?
- What is the process for technical support? Is there a technical-support and help desk?

Example:

Setting Usage Goals

Determine how many hours per week your learners will be required to access the Rosetta Stone® program, and how many minutes per session they will be able to complete. Use the number of weeks and hours per week to determine how far your learner will progress through a level.

Assumptions	Metric
Hours per Level	40
Minutes per Level	2,400
Number of Levels to Complete	1
Average Number of Sessions per Week	5
Learning Time per Session	30
Estimated Weeks to Complete Target Level(s)	36
Target Completion per Week	3%
Average Time on Task per Week (in hours)	2.5

Number of Rosetta Stone Program Levels per Academic Year	1
Avg Time in Language Lessons Required per Session (hour:minutes)	0:25
Target Completion per Week	3.1%
Avg Time on Task per Week (hour:minutes)	1:15

Facilitator note: These benchmarks are based on a 36-week school year. In order to meet these benchmarks, teachers need to start using the program before the fourth week of the year.

FACILITATOR ROLES

Due to the nature of the program, the Rosetta Stone® Language Learning Suite for K–12 can be successfully implemented by a facilitator, even if the facilitator is not a certified world language instructor or a fluent speaker of the new language. The program has embedded tools, support and scaffolds for both facilitators and students. The primary role of the facilitator is to ensure

that students feel supported and that they are staying on task by monitoring student progress, offering meaningful feedback and connecting students to additional Rosetta Stone resources as needed.

FACILITATORS' KEY ROLES:

- Providing support
- Establishing routines
- Monitoring progress
- Providing feedback
- Connecting students to additional resources
- Maintaining fidelity to the program

Enhance Online Learning with Classroom Activities

Use the [Rosetta Stone Classroom Activity Guide](#) to find classroom activity ideas that enhance online language learning for students. These activities have been designed both for world language teachers of specific languages for which there is no activity guide and for classroom or lab facilitators who do not speak the language students are learning. Activities are divided into the four units of Level 1. For example, each day you can ask students to add words they are learning to a classroom Word Wall. (For more, see page 2 of the Rosetta Stone Classroom Activity Guide.)

Creating a Supportive Culture

Facilitators need to get to know their students, even if they are not directly teaching them and are using a program that is entirely online. Ask your students questions, greet them as they enter your classroom and pay attention to what they are doing during the rest of the school day.

Establishing Routines

Create routines and habits for each day. (See the following section, Instructional Tips, for more.)

Establishing these routines is important in your primary content area, and it is also important when facilitating the Rosetta Stone Language Learning Suite for K–12.

Checking In with Students

Part of high-quality facilitation is making sure that students feel supported and that you are part of their learning process. Identify and consistently implement daily and weekly check-ins with students. Students will need your support in developing self-direction and awareness skills.

Communicating with Families

The Rosetta Stone® Language Learning Suite for K-12 allows students to work through their lessons “anytime, anywhere.” Make sure to provide parents and families with the information they need to support their children at home. These include technical specifications, login information and processes for checking in on their children’s progress. Consider inviting parents in to experience the program themselves during Open House or Back to School nights. Use the [Rosetta Stone Community Fact Sheet](#) as a starting point.

According to [the iNACOL Blended Learning Teacher Competency Framework](#) and [The Learning Accelerator Blended Learning Educator Competencies](#), there are specific mindsets, qualities, and adaptive and technical skills that high-quality online learning facilitators demonstrate. These skills are important for teachers who are using the Rosetta Stone Language Learning Suite for K-12 entirely online, and who are not responsible for direct language instruction.

Before starting an online language program, facilitators should familiarize themselves with what is expected, the challenges they face and examples of high-quality environments. Further, they must truly have the mindset that student-centered learning and online work is beneficial.

The following competencies from [the iNACOL Blended Learning Teacher Competency Framework](#) are particularly important during implementation of online language learning:

- 1 Teachers are able to shift from teacher-led instruction to student-centered learning for the purposes of meeting individual needs and fostering engagement and motivation.
- 2 Teachers can continually assess student progress against clearly defined standards, goals and outcomes to identify specific topics in which each student needs additional support to achieve mastery of a concept or skill.
- 3 Teachers model a growth orientation toward learning for oneself and others.
- 4 Teachers create learning environments that are flexible, personalized and dependent on real-time data, direct observation, and interaction with and feedback from students.

INSTRUCTIONAL TIPS

Facilitators using the Rosetta Stone® Language Learning Suite for K–12 may not initially feel as though they are responsible for instruction, but they play a key role in ensuring that student outcomes are successfully met. There are many instructional strategies with the program that will help maximize student success. The following options represent a good starting point. Each facilitator should use the results of the Pre-Assessment to inform their specific instructional strategies. Before implementing the program, facilitators should also familiarize themselves with the online platform.

TECHNOLOGY CHECKS. Technical requirements and efficiency will be essential to monitoring progress. If devices and computers are not working, it will be difficult for students to keep up with their individual programs. Create a system for daily checking of computers, or have students conduct a daily check. Have a process in place for reporting technical problems to your school's or district's technology staff.

Routines

- 1 Start each day with a mini-meeting, and discuss student learning.
- 2 Ask students what they are learning about and what they are looking forward to.
- 3 Ask students what they are struggling with, and address any questions they have.
- 4 Troubleshoot, and model how to get unstuck when using the program.
- 5 Discuss challenges and how learning a language can take time and patience.
- 6 Decide where students will sit, or if they will have assigned computers.
- 7 Create support documents or posters to help students remember how to log in or get started.
- 8 Review computer tips and strategies with students.

Reminders

- 1 Communicate the concepts that students will be learning.
- 2 Communicate and discuss with students how their progress will be assessed.
- 3 Communicate and discuss with students what they can do if they need more support.

Daily Instructional Strategies

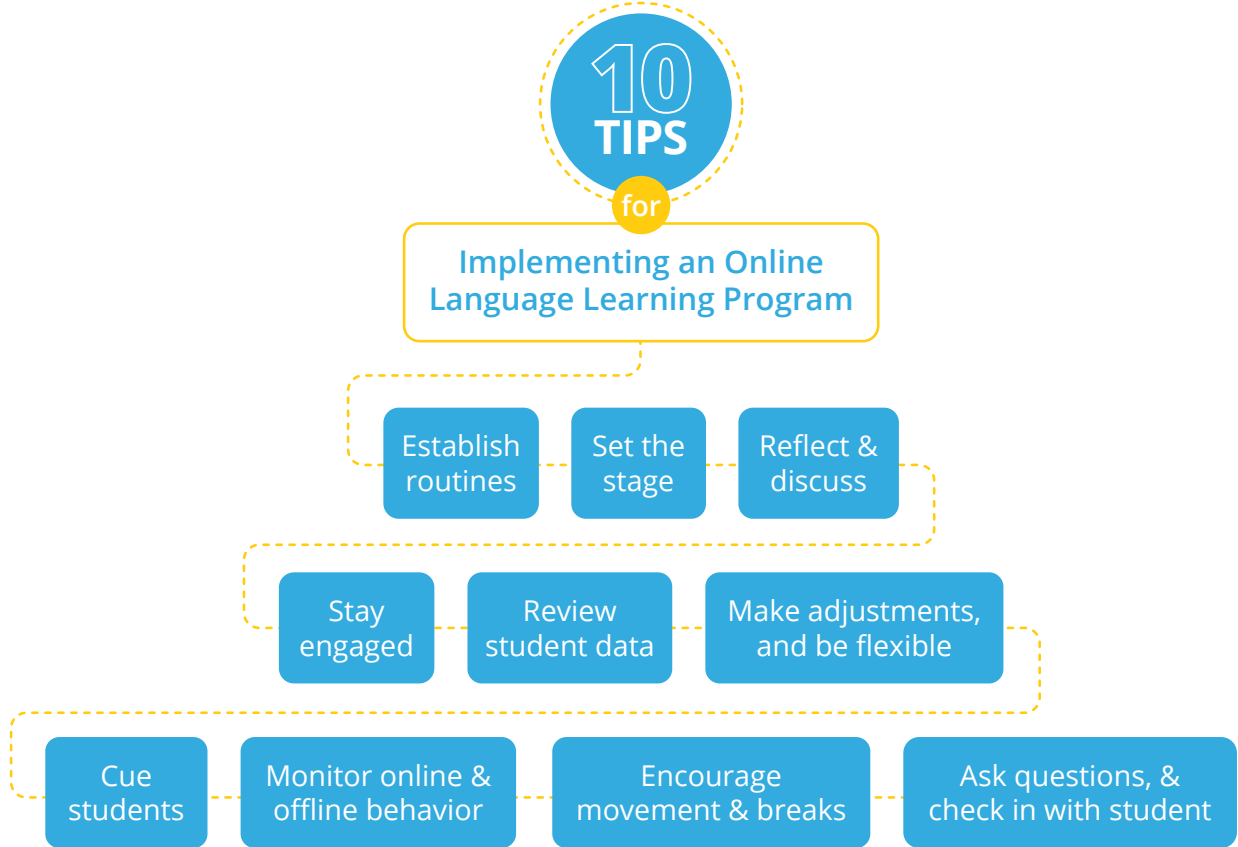
Cues. Use cues to help students as they work on the program. Even when students aren't struggling, it is important to use these cues to let students know that you are there as a support and to keep them engaged.

- | | |
|---------------------|--------------------------|
| 1 I notice that...? | 5 What did you learn...? |
| 2 I wonder... | 6 What if...? |
| 3 I see... | 7 How would you...? |
| 4 I hear... | 8 Can you show me...? |

Reinforcement. Use positive reinforcement with students as they work on the program. Circulate frequently, and let students know that you are available for questions. When you see students excelling or looking excited, provide them with visual encouragement. Visual encouragement might include a thumbs-up, a smile or an agreed-upon hand signal. When a student appears frustrated, move closer to his or her seat and make yourself available for questions.

Keeping Students Engaged. The online program has built-in scaffolds and supports to keep students engaged, but you may still want to have strategies for when students need additional support.

- 1 Brain breaks—encourage students to take breaks when they need them.
- 2 Movement—encourage students to stand up and walk around when they need a break.
- 3 Posture and sitting—encourage students to sit up straight and place their hands on the desk in a comfortable position.
- 4 Use supplemental activities—incorporate art, writing and personal interaction by using other activities to engage students. Refer to the [Rosetta Stone® Classroom Activity Guide](#) for ideas.



MONITORING PROGRESS

In any language program or implementation of an initiative, it is important to assess progress and monitor how things are going. Check back to see if the program is still aligned to goals and to ensure that there is fidelity to your original plan. Assessment, progress tracking and reporting are all key components of a successful implementation. Refer to the [Blended Language Learning Toolkit: Classroom-Based Implementation](#) for more on these essential components.

Educators using the program should also regularly ask students how they are doing, and check in with students at the end of each unit. This will inform the next set of assignments for each student, and will also give the facilitator good information about how he or she can better support students overall.

LANGUAGE-LEARNING DEVELOPMENT

The Rosetta Stone® Language Learning Suite for K–12 focuses primarily on students' ability to hear, understand and speak another language. It is important to familiarize yourself with all of the aspects of what it means to learn and communicate in another language.

Student Meeting Report Template

Use the following template, or a similar template, for each meeting you have with students, in order to create a standardized check-in process. Meet with each student at least once a week for 10–15 minutes. This should be time that is set, and that the students know is planned.

Questions	Comments
What lesson or unit did you just complete? What do you feel you learned during this lesson?	
When using the program, where do you feel students find the most success? List: <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	
In what areas do you need to improve? What do you find most challenging? List: <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	
What additional support do you feel you need? What would you find helpful from me as a facilitator?	
What goal would you like to set for yourself for the next week/quarter/etc.?	

Student Outcomes

One way to assess the program's progress is to look at student outcomes. Desired student outcomes should be closely mapped to the original goals for the implementation of this program. Possible broad program outcomes include:



When it comes to language learning, there are many outcomes beyond language fluency, such as increased global competency and understanding of the world. These qualitative outcomes are important to record and document. What will your desired outcomes be, and how will you monitor your students' progress toward those outcomes?

KEY CONSIDERATIONS

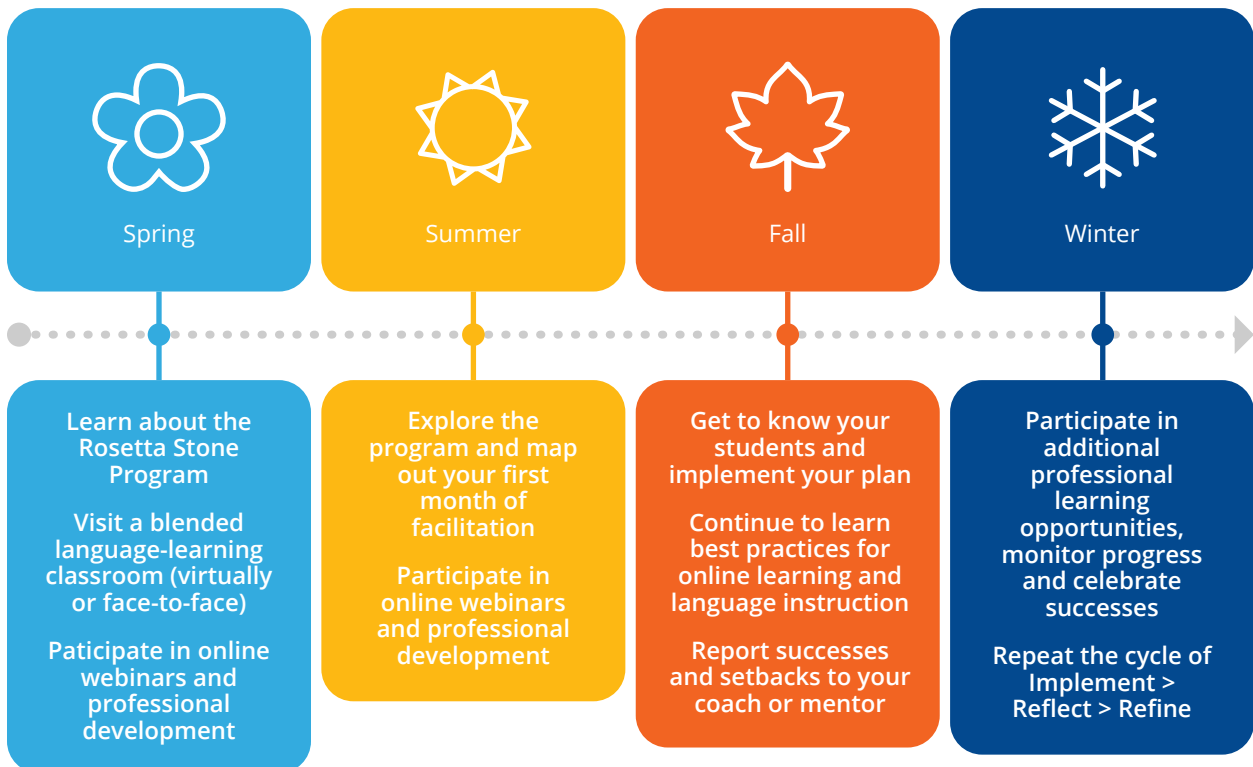
Keep in mind that even the best-laid plans need to be revisited from time to time. Remember to maintain some flexibility in your implementation efforts so that you can “fail fast and move forward” quickly. Staying laser-focused on your original learning goals will help to inform difficult decisions about what is truly working and what is not. Continue to voice your own successes and concerns about what's working well and what isn't. Also, stay engaged with your external network of colleagues, both inside your school or district and in other schools or districts whose experience can inform your own efforts. Throughout the process, maintain a cycle of “implement-reflect-refine” to maximize student success.



PUTTING IT ALL TOGETHER

Mapping out each stage of your implementation, and what elements are included there, will help you to ensure that you stay the course. The following is a suggested implementation timeline that can be adjusted to meet your school's or district's unique needs.

IMPLEMENTATION TIMELINE



RESOURCES & SUPPORT

[Rosetta Stone® Support Portal](#)

The Rosetta Stone Support Portal is where you can find additional resources to help your implementation. You also can contact a Rosetta Stone representative via email or chat, to ask them questions you may have.

[Rosetta Stone Teacher Implementation Resources](#)

This comprehensive set of resources contains everything from instructions for setting up headsets to teacher's guides, tests and quizzes.

[Rosetta Stone Education Seminars for Classroom Implementation](#)

Rosetta Stone Education Seminars for Classroom Implementation can be used to support your understanding of the program and your classroom implementation. Refer back to these at any time for ideas or support.



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