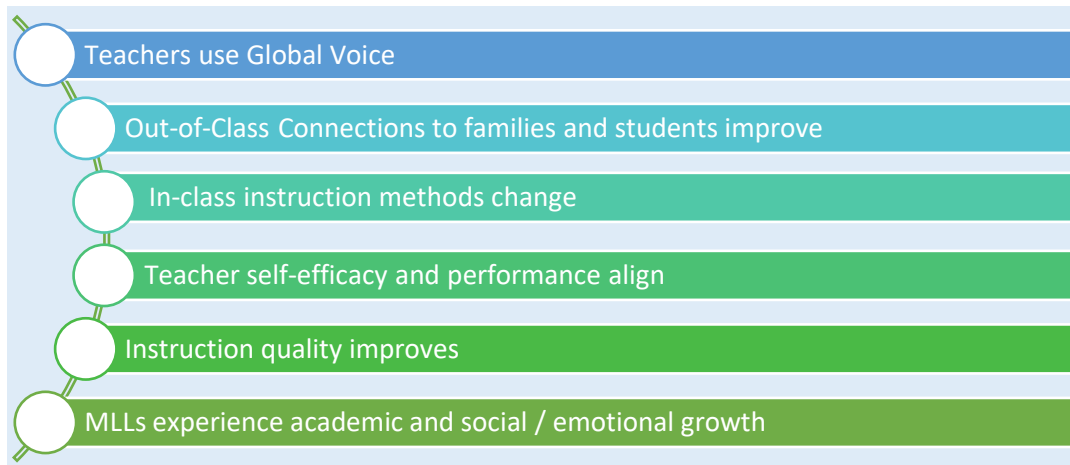


Global Voice (www.globalvoice.io)(GV) is a multi-functional technology platform that supports the educational ecosystem around multi-lingual learners (MLLs). Our primary users are middle school subject matter teachers and their MLL students. District administrators and parents are secondary users. [Global Voice.io](http://GlobalVoice.io) connects the critical points of influence (teacher development and cultural competence/confidence) to **improve in-class instruction and out-of-class connections so that we can boost MLL academic achievement and social/emotional strength.**

The Global Voice theory of action is supported by research.



Teachers Use Global Voice

GV Incorporates the two types of educational technology that were found to be the “most promising” of all technological interventions – personalized interventions and behavioral interventions.ⁱ By tailoring teaching strategies to a student’s ELPA/WIDA level, it delivers more personalized instruction. By engaging both students and teachers through ¡Arriba!, it incorporates behavioral nudges likely to produce faster language acquisition and stronger cross-cultural understanding and connections.

Out-of-class connection to students and families will improve

Most teachers want to have better communications with their students and students’ families. Those who are successful in connecting and communicating with both students and parents are more successful in the classroom.ⁱⁱ GV’s integrated email and text features with translation functions enable better teacher communication and help teachers establish meaningful relationships with their MLL students and students’ families. This will improve parent and student perceptions of the teacher and enable their relationship to proceed from a positive start.ⁱⁱⁱ Further, the gamified cultural connection piece of the platform (¡Arriba!) encourages and rewards teachers for learning about their students’ and families’ cultures and norms, which improves connections outside of class.

In-class instruction methods change

GV is committed to conducting meaningful research on best teaching and learning practices for teachers of MLLs. Research suggests that teachers are most likely to adopt new practices and improve their teaching in the first five years of service.^{iv} Accordingly, the platform and its features are specifically focused on early-stage teachers. Through assessment and analytics we hope to identify characteristics of teachers post five years’ experience most likely to engage with and/or adopt new practices and target the platform’s services to them specifically.

Teacher self-efficacy and performance align.

A strong sense of self-efficacy is important to ensure teacher success with MLLs.^v Aligning that sense of self-efficacy with actual performance is key to teacher improvement.^{vi} GV creates conditions that foster both teacher self-efficacy and performance improvement to achieve this crucial alignment. Readily applicable teaching strategies combined with cultural competence training create this essential combination of strong self-efficacy and strong performance that will truly change the learning experience for MLLs.

Instruction quality improves.

The vast majority of teachers emerging from teacher preparation programs have limited or no preparation for instructing MLLs.^{vii} And the average teacher is likely to receive only one day of in-service training related best practices for instructing MLLs.^{viii} By using GV, teachers will receive relevant, right-sized training and development related to the instruction of MLLs, closing gaps in their teacher prep program experience and supplementing the limited additional training they are likely to receive on the job. Video sharing and crowdsourcing of best strategies within the GV community enables teachers to observe high-quality teaching and leverage best practices from high quality teachers, the type of professional development that is of the most interest to teachers.^{ix}

MLLs experience increased academic and social growth.

As all of these pieces come together – improved teaching, cultural connections, encouragement to engage in high-impact, language acquisition behaviors – MLLs experience both academic and social growth.

ⁱ *Education Technology: An Evidence-Based Review*, Escueta, M., Quan, V., Nickow A., & Oreopoulos, P. Working Paper 23744 <http://www.nber.org/papers/w23744>. National Bureau of Economic Research 1050 Massachusetts Avenue, Cambridge, MA 02138, August 2017.

ⁱⁱ Gandara, P., Maxwell-Jolly, J., & Driscoll, A. (2004, November 30). *Listening to Teachers of English Language Learners: A Survey of California Teachers' Challenges, Experiences, and Professional Development Needs*. Retrieved April 15, 2019, from <https://eric.ed.gov/?id=ED491701>.

ⁱⁱⁱ Oxier, J. (2015, May). *Teaching English Language Learners: Communication Between Home and School*. Retrieved April 15, 2019, from <https://www.league.org/innovation-showcase/teaching-english-language-learners-communication-between-home-and-school>.

^{iv} *The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development*. (2015, August 4). Retrieved April 15, 2019, from <https://tntp.org/publications/view/the-mirage-confronting-the-truth-about-our-quest-for-teacher-development>.

^v Gandara, P., Maxwell-Jolly, J., & Driscoll, A. (2004, November 30). *Listening to Teachers of English Language Learners: A Survey of California Teachers' Challenges, Experiences, and Professional Development Needs*. Retrieved April 15, 2019, from <https://eric.ed.gov/?id=ED491701>.

^{vi} *The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development*. (2015, August 4). Retrieved April 15, 2019, from <https://tntp.org/publications/view/the-mirage-confronting-the-truth-about-our-quest-for-teacher-development>.

^{vii} Quintero, D., & Hansen, M. "English Learners and the Growing Need for Qualified Teachers." Brookings, 5 June 2017, www.brookings.edu/blog/brown-center-chalkboard/2017/06/02/english-learners-and-the-growing-need-for-qualified-teachers.

^{viii} Gandara, P., Maxwell-Jolly, J., & Driscoll, A. (2004, November 30). *Listening to Teachers of English Language Learners: A Survey of California Teachers' Challenges, Experiences, and Professional Development Needs*. Retrieved April 15, 2019, from <https://eric.ed.gov/?id=ED491701>.

^{ix} *The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development*. (2015, August 4). Retrieved April 15, 2019, from <https://tntp.org/publications/view/the-mirage-confronting-the-truth-about-our-quest-for-teacher-development>.