Request for Proposals
Identifying Requirements and Gaps in French as a Second Language (FSL*) Teacher Training: Recommendations and Guidelines

The Canadian Association of Second Language Teachers (CASLT) vision is for excellence in the teaching of languages. CASLT is dedicated to working with its members and second language education stakeholders to identify and pursue effective strategies to address the long-standing shortage of qualified French second language (FSL) teachers.

To counter the teacher shortage in FSL programs, CASLT is embarking on a project to establish a pan-Canadian overview of present practices and standards in basic education (Kindergarten to Grade 12) FSL teacher pre-service training, its alignment with provincial teacher certification requirements and employer requirements, and its effect on FSL teacher attrition and/or retention.

The data collected will be analyzed to identify the alignment, gaps, strengths, opportunities and challenges in FSL teacher preparation and professional support, resulting in an initial draft report that will be shared with the field for further input and discussion. A final report will be produced that will include final findings and recommendations.

CASLT will then produce a publication based on this report that will provide recommendations and guidelines for the field and its members.

CASLT is soliciting proposals from individuals, institutions, or a consortium of individuals or institutions to undertake the research and dialoguing exercise as described below in the “Responsibilities of the Project Leader and Research Team” section. A key element of the project is to foster stakeholder engagement and dialogue on the issue of FSL Teacher Training and thus ensure the project recommendations reflect the diverse realities across Canada.

Responsibilities of the Project Leader and Research Team

The project will consist of three phases:

Phase one: Project launch and data collection

- Determine methodology and scope of the data collection phase of the project (e.g., number of institutions, of interviews, etc.).
• Review and potentially contribute to a literature reviews that are currently in progress. These literature reviews are currently in progress to determine the research findings related to:
  ◇ the competencies, (e.g., knowledge, skills, language proficiency, training, background experiences, attitudes, etc.) that second language teachers require in order to be successful and remain in the profession (draft content will be available by June 30, 2020).
  ◇ second language, especially FSL, teacher attrition and retention.
• Scan faculties of education websites across Canada to gain an overview of the requirements for entering the profession.
• Develop templates for the documentary research and survey materials (e.g., questionnaires, interview protocols, etc.).
• Administer surveys/questionnaires to faculties of education and school districts to collect data on FSL teacher requirements and conduct follow-up focus groups.
• Administer surveys/questionnaires to new FSL teachers (less than five years) to collect data on employer expectations for FLS teachers and conduct follow-up focus groups.
• Present preliminary information and findings at a forum of faculties of education organized by CASLT.

Phase two: Processing and disseminating the information
• Gather data, information and feedback through surveys, focus groups and roundtable discussions.
• Develop a draft version of the report identifying alignment, gaps, strengths, opportunities and challenges in FSL teacher preparation and professional support, which will be shared with the field for further input and discussion.
• Share preliminary findings at key events (academic conferences, language teacher events, etc.)

Phase three: Revise draft of recommendations and guidelines to create and distribute final documentation.
• Collaborate with CASLT staff during production phase: copyediting, translation, proofreading, and design.
• Collaborate with CASLT staff to develop a communication strategy to maximize awareness of project findings, recommendations and guidelines.

The selected project lead and research team will ensure conformity with the academic and ethical integrity research standards and protocols of their respective institutions.

CASLT Responsibilities
• Establish a Research Advisory Committee that will provide guidance, feedback and support to the project lead and research team.
• Support the project through promotion and the dissemination of information using its existing communications outlets.
• Provide logistical support to organize forums and round table discussions in person and/or online.
• Produce the final document including copyediting and proofreading the final draft, translation, graphic design, printing and distribution, and posting the product online.
• Promote and disseminate the document to FSL stakeholders including the Council of the Ministers of Education, Canada.
Timelines

Deadline for questions from prospective applicants: April 12, 2020
Deadline for submission of proposals: April 21, 2020
Deadline for submission of the final draft report: November 30, 2021
Deadline for project completion: February 28, 2022

Proposal

Proposals must include specific roles of collaborators in the project, a work plan with timelines, a budget (not exceeding $136,000), CVs of the lead and collaborators showing specific expertise related to this project. Please note that university administrative/overhead charges must be accounted for in the budget.

Please send your proposal by email to admin@caslt.org with FSL Teacher Training in the subject line.

Questions from prospective applicants are to be addressed to admin@caslt.org with FSL Teacher Training: Questions in the subject line. The question acceptance deadline is at midnight, April 12, 2020. Questions and answers will be posted on the Web page Request for Proposals: Questions and answers.

* FSL, for the purpose of this RFP, includes K to 12 French programs including core French, French immersion, intensive French, extended French, etc.