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John Stanford International School
Language Planning Committee
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Planning the Evaluation of the Immersion Program*

*adapted from *Evaluating Second Language Education*. Edited by J. Charles Alderson and Alan Beretta. Cambridge, Cambridge Applied Linguistics: 1992.

Audience: *Who is the evaluation for? Who will use this information?*	**Purpose:** *Why is this evaluation required?*

Immersion Teachers at JSIS	• Be clear on what the children have learned & not learned
	 • Identify areas where we need to improve
	 • Identify what we did well (so we can continue it!)
	 • Be clear on perceptions of satisfaction (of parents/kids) vs. actual results (because we need to respond differently depending on the combination):
	    High Satisfaction - High Results *[that's our goal]*
	    High Satisfaction - Low Results
	    Low Satisfaction - High Results
	    Low Satisfaction - Low Results

Principal at JSIS	• Look at student achievement to see if the program works • Provide a model (intl school/language immersion) for the District to replicate in other schools • Provide rationale for having an international school (prove that "it works")
Teachers and staff at JSIS	• Track student progress in math (i.e. if achievement is initially lower, when does it catch up, and what interventions are needed?) • Be accountable for the results of the Spanish immersion program (this will increase confidence of staff at the school) • Show progress and identify where we need to go next • Compare how our school is doing vs. non-immersion schools
Students at JSIS	• Know how they're doing in school • Want to feel they're doing a "good job" and making progress
Parents and Families at JSIS	• Find out how their kids are progressing in school • Know if their kids are comfortable and liking the immersion class • Find out what they can do to support their children and the program • See the benefits of 2nd language learning
Partners to JSIS (esp. UW)	• Support their research at JSIS (i.e. use as "lab school") • See that their efforts and their students' efforts (tutors/mentors) are making a difference
District (Central Admin & School Board)	• See if they can use JSIS as a model school (to open two more) • Make Seattle Public Schools attractive to parents

Community organizations & businesses (Seattle)	• Want to know their efforts make a difference (help students succeed) • Get information to help them decide whether to continue supporting the school (if low satisfaction and low results, not much point in continuing the support…)
State (Washington)	• See evidence for teaching languages early – does it make a difference?
Nation (U.S. Dept of Education, national orgs)	• Know that federal grants were well spent ("worth it") • See that grantees are sharing and disseminating information about their experience with others
International Community	• See evidence that we (US) is committed to something beyond just English

The Evaluator: *Who can conduct the evaluation?*

- **Internal Evaluator(s):** teachers, principal, staff, volunteers
- **External Evaluator(s):** from CAL (Center for Applied Linguistics), University of Washington, Seattle School District

Content: *What will we be evaluating?*

- Math Achievement – K-1 standards in Spanish and English
- Science Achievement – K-1 standards in Spanish and English
- Spanish Language Proficiency – understanding, listening, speaking, (reading, writing later)
- Social Studies (geographical and cultural awareness)
- English Language Literacy – reading and writing
- Satisfaction level (and comfort) of children, parents, teachers, and others

Method: *How will we carry out the evaluation?*

- Classroom-based assessments (District CBAs and teacher-created)
- Pull-out interviews or "probes" (in English or Spanish)
  Note: K-1 Immersion Teachers already do this for the Progress Reports.
- Teacher anecdotal observations ("Running Record" with children's names)
- Surveys, focus groups, phone interviews, informal meetings

Timing: *When should we conduct the evaluation?*

- By June? (for input into next year?)
- By May? (allow for interventions for students who are below standard?)
- By March? (so teachers can get feedback early and make changes?)

Matching Content to Method

Here are some ideas for approaching these evaluations.

Content	Method	Timing
Math Achievement	- Classroom-based assessments - Pull-out interviews or "probes" in English and Spanish	Need to set up specific timeline for assessments this spring.
Science Achievement	- Pull-out interviews or "probes" (in English or Spanish) - Teacher anecdotal observations?	Need to set up specific timeline for assessments this spring.
Spanish Language Proficiency – understanding, listening, speaking	- Teacher anecdotal observations (Running Record) - Outside observation (by English counterpart) - SOPA *(External evaluation)*	Need to set up specific timeline for assessments this spring.
Spanish Language Proficiency – reading, writing	Classroom-based evidence (sample work in a portfolio)	May – June?
Social Studies (geographical & cultural awareness)	- Outside observation (by English counterpart) - Teacher anecdotal observations (Running Record) - Pull-out interviews or "probes" (in English or Spanish)?	May – June?
English Language Literacy – reading and writing	Evaluated by English counterpart, but incorporated into overall immersion evaluation	Spring
Satisfaction level (comfort) of children, parents, teachers, and others	- Surveys - Focus Groups - Phone Interviews - Informal meetings	See separate table

Evaluating the Program

How well did the immersion program meet the expectations of …

Audience	Method	Timing
Immersion Teachers	• Focus group	• May – June
Immersion Students	• Modified Paper Survey (per CAL model) • Informal conversation (with Mrs. Kodama?)	• May – June

JSIS School Community (teachers/staff)	• Paper Survey
	• Focus group or Leadership Team?
	• Survey or representative groups:
	   - PTSA
	   - Volunteer coordinator
	   - BOC/ESL
	• Staff meeting?
		• May – June

Parents/Families	• Paper Survey • Focus group • Phone interviews (selected)	• May – June
Partners - UW - Seattle Children's Museum - International Children's Festival - Jalisco Sister City - Marilyn Hawkins - W Hotel - Starbuck's International	• Paper Survey • Focus group • Phone interviews (selected)	• May – June