

**John Stanford International School
Language Planning Committee – Staff Meeting 12/22/00**

Concerns	How we might address them	Status as of 1/31/01	Status as of 3/31/01	Status as of 5/31/01
<ul style="list-style-type: none"> • Amount of time the English teacher needs to spend talking about students, planning, etc. with the language immersion teacher(s). 	<ul style="list-style-type: none"> • Look for ways through creative staffing to free up more specific planning/meeting time for the English and immersion language teachers during the day. Perhaps start with a one-hour meeting time each week for joint planning. (This is in our <i>Language Immersion Guidelines</i> anyway.) • Identify funding for some extra days before the school year (or during breaks?) for the teachers to meet and plan together (so that more of the infrastructure, such as curriculum plans and classroom management strategies, can be worked out in advance). 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
<ul style="list-style-type: none"> • We don't know how well we're doing with Spanish yet 	<ul style="list-style-type: none"> • Invite Regla Armengol back to observe Spanish immersion classes and meet with teachers (both English and Spanish) to discuss practical issues that have arisen now that the program is implemented. • Decide what we mean by "how well" we're doing in Spanish. Do we mean the kids are learning Math and Science well (and they've learned some Spanish in order to do that)? Or do we want to carry out specific Early Language Learning Oral Proficiency Assessments (ELLOPAs)? If so, we can get guidance from the Center for Applied Linguistics and potentially train UW students and/or parent volunteers to help us do the assessments. 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
<ul style="list-style-type: none"> • Need more information 	<ul style="list-style-type: none"> • The Language Planning Committee can prepare some scenarios (for staffing and space) to illustrate what's possible, both for moving the Spanish immersion program into 2nd grade and adding a new K Japanese immersion class. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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	<ul style="list-style-type: none"> Regarding Japanese, we can visit the Japanese Immersion program in Portland again to get more concrete information about planning for adding Japanese language. 	•	•	•
<ul style="list-style-type: none"> Hiring new teachers – so much for them to learn (new standards, assessments, technology etc.) 	<ul style="list-style-type: none"> We could create a “New Teacher Handbook,” identifying all of the critical things that a new teacher needs to know about working at JSIS. We could probably find a parent or community volunteer (maybe a retired teacher?) who could head this up and organize it. Then all the teachers could contribute to it. 	•	•	•
<ul style="list-style-type: none"> Technology 	<ul style="list-style-type: none"> Maybe we need to get more specific about what people’s concerns are regarding technology. There will never be a time when you’re totally comfortable with technology, because it’s always changing! Maybe we need to get more focused on identifying what specific things teachers would like to be able to do with technology and how we can help everyone get there. 	•	•	•
<ul style="list-style-type: none"> Teaching culture 	<ul style="list-style-type: none"> Perhaps we should “regroup” on this one. What have we done to really integrate the BOC program into the school? Are we fully taking advantage of the cultures that are already present in the school? What are we doing to support Heritage language learning? Who (what committee or group) at the school is ensuring that this part of the international school vision becomes a reality? 	•	•	•
<ul style="list-style-type: none"> Japanese language classes for parents and staff 	<ul style="list-style-type: none"> We can find out what is currently available at the UW and community colleges. Perhaps, if we’re able to hire the Japanese teacher early in 2001, offer a once-a-week evening class for families and teachers. 	• •	• •	• •