

## Seattle Public Schools FLAP Grant for Chinese Language Concerns from Staff 6/26/2007

### Common Concerns – Beacon Hill, Graham Hill, John Muir

Concerns	How we might address them	Status as of 9/30/2007	Status as of 12/15/2007
<ul style="list-style-type: none"> <li>Time/Schedule (it's hard to give up 30 minutes/day out of the regular curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate curriculum planning so that some topics can be covered effectively in Chinese class time</li> <li>Consider offering some curriculum content as homework or during after school study time (if students need extra help)</li> <li>Accept that there are trade-offs and the benefit of offering a language early justifies cutting some other class activities</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Expanding to 45 minutes next year</li> </ul>	<ul style="list-style-type: none"> <li>Do a careful review of the scheduling impact on the school day and review the goals of the Chinese program to determine how much time can be afforded to it.</li> <li>Consider keeping the daily program 20-30 minutes/day but adding a special "All Chinese Day" once a semester or once a quarter where the participating children spend the entire day doing Chinese-oriented activities, including possible field trips. (That would give extra time without impacting the daily schedule so much.)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Using Math as the content focus</li> </ul>	<ul style="list-style-type: none"> <li>Review results from the Program Evaluation to see what children are learning about Math in Chinese. Track their academic progress and see if it appears that they are learning less Math (because of time in Chinese).</li> <li>Share research with staff about the benefits of content-based instruction for language learning and why Math and Science have been found to be good choices in the early grades.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Does Math taught by Chinese teachers jive with conceptual Math taught in regular class?</li> </ul>	<ul style="list-style-type: none"> <li>Take a close look at the new Math curriculum being adopted by the District. Isn't the goal to balance conceptual Math with building Math skills? Is there a way to leverage this using the Chinese teachers' skills?</li> <li>Include the Chinese teachers in professional development activities around the new Math curriculum so they will understand it and have ideas for aligning to it.</li> <li>Over the summer, have the Chinese teachers prepare more hands-on curriculum activities related to the Math program</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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	that will engage the children more and offer more small group and pair work opportunities.		
<ul style="list-style-type: none"> <li>• Time to collaborate</li> </ul>	<ul style="list-style-type: none"> <li>• Build in (and fund through the grant or other source) collaboration time for the classroom teachers and the Chinese teachers – at least 1 hour/week.</li> <li>• Have overall coordinator check in monthly on the curriculum schedule. Make sure things are in sync.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Informing parents</li> </ul>	<ul style="list-style-type: none"> <li>• Organize Chinese Information Night programs in the fall; have Chinese teachers present a “mini” lesson for parents; have speaker talk about the benefits of early language learning.</li> <li>• Consider creating a joint Chinese Newsletter monthly to go home to parents and highlight what’s happening in the classes.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Expanding program into other grades</li> </ul>	<ul style="list-style-type: none"> <li>• Think through the plan this summer and let teachers talk about it before school starts.</li> <li>• Research the benefits of a long, continuous sequence of language learning. This may help convince some teachers who are skeptical.</li> <li>• Track academic achievement carefully so that children get the help they need to meet standard in English subjects.</li> <li>• Consider options. Decide whether program should be school-wide or not.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• New children joining the program in subsequent years</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare curriculum booklets with material covered during each year so that children and their families know what they need to work on. (Consider including a CD with songs.</li> <li>• Schedule additional time (such as after school or Saturday “camp”) for new students.</li> <li>• Give each new student a “buddy” to help them.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Chinese teacher preparation (Are they certificated?)</li> </ul>	<ul style="list-style-type: none"> <li>• Explain to staff that there is a major effort to develop a cadre of Chinese teachers fully certified to teach in K-12 schools. They will get training in classroom management.</li> <li>• Engage K-2 teachers to prepare a little hands-on workshop</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

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	<p>for the Chinese teachers to prepare them to teach the students in your schools. What are their best techniques for classroom management, etc.</p> <ul style="list-style-type: none"> <li>Idea: Host a Quantum Teaching workshop for both K-2 and Chinese teachers so that everyone can learn how to effectively “orchestrate” student learning. <a href="http://www.qln.com/QL-Education_QL_for_Teachers.aspx">http://www.qln.com/QL-Education_QL_for_Teachers.aspx</a> (Michele can tell you more)</li> </ul>		
<ul style="list-style-type: none"> <li>Teachers (or other staff) want to learn Chinese</li> </ul>	<ul style="list-style-type: none"> <li>Consider offering after-school class to regular teachers and staff.</li> <li>Do monthly orientation of curriculum topics to be covered the next month (and language forms) so that regular teachers know what to expect. Consider recording a CD so that teachers could listen and practice outside of class if they want to.</li> <li>Provide written materials to the teachers.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>From Chinese teachers:</b>			
<ul style="list-style-type: none"> <li>If Chinese is teaching Math, when is there time to teach basic language?</li> </ul>	<ul style="list-style-type: none"> <li>Build language lessons into the content-based curriculum.</li> <li>Identify language topics that the teachers feel they’re missing and integrate them into the overall plan.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Chinese teachers need supplies and a place to store them (so they don’t have to bring and set up before every lesson)</li> </ul>	<ul style="list-style-type: none"> <li>Designate a certain room or area as the “Chinese” classroom and provide storage space for Chinese materials plus wall space to display posters, calendars, etc.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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### Specific Concerns – Beacon Hill

Concerns	How we might address them	Status as of 9/30/2007	Status as of 12/15/2007
<ul style="list-style-type: none"> <li>Open Concept classrooms (Chinese classes are loud; it disturbs other class that's meeting nearby)</li> </ul>	<ul style="list-style-type: none"> <li>Find an enclosed location for the Chinese classes</li> <li>Schedule the classes at a time when they won't conflict with other activities</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Afternoon classes (K children are very tired)</li> </ul>	<ul style="list-style-type: none"> <li>Schedule Chinese classes in the morning, if possible</li> <li>Plan more hands-on, active work during Chinese class to keep their energy up</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Kids learning two languages may be confused learning a third (esp. Math)</li> </ul>	<ul style="list-style-type: none"> <li>Review parent survey results with staff that show that families with a language other than English by a large margin consider it a "good idea" for their children to learn Chinese.</li> <li>Do informal assessments of the children in their first language to see if they are getting the Math concepts. Offer extra support in their first language if there is concern, as well as in English.</li> <li>If an ELL child is truly struggling in Chinese, consider offering other options. (But recognize that children who are pulled out of class half the time can be expected to struggle when they are there.)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Language choice – the gap appears with Spanish and African American students, not Asian students</li> </ul>	<ul style="list-style-type: none"> <li>Consider offering Spanish as an option at your school.</li> <li>Interview African American families to see what they think. (Is there a language that they would prefer?) Some African American families may not realize that language study is required for college admissions. Starting early will off their children more opportunities later.</li> <li>Explain to staff that learning a language builds cognitive capacity in children – regardless of which language is learned. It can actually be a point of pride for children to learn a language like Chinese that is perceived as "difficult." The early start they get with Chinese will allow them to achieve higher levels of proficiency over time and could enhance future career and educational opportunities. It will</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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	also make it easier for them to learn other languages later.		
<ul style="list-style-type: none"> <li>Assessment taking place during class time</li> </ul>	<ul style="list-style-type: none"> <li>Share the plan for assessment with the regular teachers so they are not caught off-guard.</li> <li>Work with the Chinese teachers to realize that they do not need to test each child individually during class time in anticipation of the end-of-year post-assessment. The post-assessment should just reflect what they've been doing in class all year long.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

### Specific Concerns – Graham Hill

Concerns	How we might address them	Status as of 9/30/2007	Status as of 12/15/2007
<ul style="list-style-type: none"> <li>Not all K-1 students participated in Chinese this year. What happens in future years if classes are mixed up?</li> </ul>	<ul style="list-style-type: none"> <li>Prepare curriculum booklets with material covered during the first year so that children and their families know what they need to work on. (Consider including a CD with songs.)</li> <li>Plan some “catch-up” time – perhaps after school, Saturday Chinese camp</li> <li>In setting up 1<sup>st</sup> – 2<sup>nd</sup> grade classrooms, try to keep current group together.</li> <li>For next year, consider offering Chinese to all K students.</li> <li>Consider offering Chinese after school (e.g., through Powerful Schools) so that students not getting it during the day have another option.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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### Specific Concerns – John Muir

Concerns	How we might address them	Status as of 9/30/2007	Status as of 12/15/2007
<ul style="list-style-type: none"> <li>Most staff not fluent in Chinese so can't reinforce it</li> </ul>	<ul style="list-style-type: none"> <li>Offer staff opportunities to attend Chinese language classes or "overview" sessions so they understand some aspects of the language.</li> <li>Help staff realize that it's OK for the students to know something that they don't know. (Virtually all of the ELL students are in that situation already!)</li> <li>Help staff realize that they can reinforce in other ways, for example, by bringing Chinese culture into their classrooms, or modeling learning other languages that they may already know.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Special Ed teachers have concern about impact on their students</li> </ul>	<ul style="list-style-type: none"> <li>Share studies with teachers that demonstrate that children with special needs can do fine in language classes and that it does not lower their achievement in other areas.</li> <li>Monitor children with special needs carefully; ensure that they are getting the support they need and are not frustrated or falling behind or feeling uncomfortable.</li> <li>Alert Chinese teacher to any children with special needs and suggest ways to help them be successful.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Scheduling conflicts with ELL and Reading specialists</li> </ul>	<ul style="list-style-type: none"> <li>Talk about scheduling before the school year starts. Figure out a way to accommodate the needs of both programs.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Attraction of a different demographic</li> </ul>	<ul style="list-style-type: none"> <li>Help school staff realize that demographics are constantly shifting in Seattle; there's never a guarantee that your school demographics won't shift. Seattle S.D. needs to attract more middle class families back into public schools in order to have an adequate funding base to help ALL children and schools be successful.</li> <li>Plan for continued outreach to your current families to ensure that they feel welcome at the school and will continue to enroll there.</li> <li>As new assignment plans are implemented, monitor the impact on families that you hope to attract to the school.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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### Suggestions for Next Year

Suggestion	How we might address them	Status as of 9/30/2007	Status as of 12/15/2007
<ul style="list-style-type: none"> <li>Provide time to coordinate Math curriculum and lesson planning (with Kristin and K-1,2 teachers) and to develop more hands-on lessons</li> </ul>	<ul style="list-style-type: none"> <li>Summer curriculum development time with Kristin (and immersion "boot camp").</li> <li>Chinese teachers attend new Math curriculum trainings.</li> <li>Joint planning time with K-1, 2 teachers before school year starts.</li> <li>Regular planning time scheduled (and paid for) during the school year (e.g., 1 hour/2 weeks).</li> </ul>	•	•
<ul style="list-style-type: none"> <li>Get curriculum in advance</li> </ul>	<ul style="list-style-type: none"> <li>Document curriculum and curriculum plan.</li> <li>Make it available to K-1, 2 teachers.</li> </ul>	•	•
<ul style="list-style-type: none"> <li>Keep 30 minutes/day – at least to start in the fall; maybe 20 minutes for K</li> <li>Schedule class in the morning (when students are fresher)</li> </ul>	<ul style="list-style-type: none"> <li>Look at schedules and create a plan.</li> </ul>	•	•
<ul style="list-style-type: none"> <li>Offer Chinese classes for teachers/staff and parents</li> </ul>	<ul style="list-style-type: none"> <li>Could Powerful Schools help coordinate this?</li> <li>Check out options and have something to report by the time school starts in September.</li> </ul>	•	•
<ul style="list-style-type: none"> <li>Hold informational session for families</li> </ul>	<ul style="list-style-type: none"> <li>Schedule these early in the year.</li> <li>Tell them how to support their children.</li> <li>Provide written information and a newsletter.</li> <li>Provide research on impact of learning 3<sup>rd</sup> language on ELLs.</li> </ul>	•	•
<ul style="list-style-type: none"> <li>Do something in the Arts</li> </ul>	<ul style="list-style-type: none"> <li>Consider whether Chinese could be in PCP time.</li> <li>Could Arts be built into it more (or coordinated with regular Art teacher)?</li> </ul>	•	•
<ul style="list-style-type: none"> <li>Clarify the goals of the program</li> </ul>	<ul style="list-style-type: none"> <li>Consider writing Guidelines for the Seattle Schools Chinese Program (similar to Guidelines to Language Immersion)</li> </ul>	•	•