

John Muir School

Staff Survey about Chinese Language Program

Summarized from Meeting 6/6/2007

John Muir was very fortunate to have the opportunity to begin a new Mandarin Chinese language program this spring as part of a federal Foreign Language Assistance Program grant to Seattle Public Schools. We want to find out how the staff at school feel about the program and what suggestions you might have for next year. If you have questions, feel free to contact me. Michele Anciaux Aoki, Early Language Learning Consultant, michele@anciauxinternational.com (206) 234-4029. Thank you!

<p>1. What do you like best about the opportunity for students at your school to learn Chinese?</p>	<ul style="list-style-type: none"> • All kids learn a different language. Many cultures learn multiple languages. Especially for the African American kids, speaking Chinese is something new. • It's critical to start a foreign language early to become fluent. • Learning Chinese they'll develop an affinity for the Chinese culture – understand them better. • They'll get the idea that there are lots of people in the world and they don't all speak English like we do. • Teaching through the content areas is the right way to do it. (Special Ed teacher who had taught in bilingual.) • Draw students to the school. <p>Paper Surveys:</p> <ul style="list-style-type: none"> • Allowing them the chance to become bilingual. Giving exposure to another culture in our community. • Watching K-1 enjoy being able to communicate in another language. Speed with which they were able to acquire new accents and inflections. Seeing children who might not be strong in reading, writing, or math find a different area they could find success in.
<p>2. What are your concerns?</p>	<ul style="list-style-type: none"> • Scheduling issues. When to fit it in, esp. heading into 3rd grade. • Most staff are not fluent in Chinese so they can't reinforce it. • Would like to schedule programs according to their ideal schedule (not at convenience of Chinese teacher). In the planning process, can 2nd grade teachers get together to plan? Make the classroom the focus of scheduling. • Special Ed teacher (currently has no kids in K/1) has a nagging question: how does it impact our children with serious learning difficulties (esp. in Math)? • Scheduling conflicts with ELL and Reading specialists. <p>Paper Surveys:</p> <ul style="list-style-type: none"> • Attraction of a different demographic • Time factor
<p>3. How well did the Chinese program go this spring?</p>	<p><u> X </u> Very well <u> X </u> Well <u> </u> Not well <u> X </u> No opinion</p> <p>The 2nd grade teacher had talked to the 1st grade teacher and heard positive things.</p>

4. What are your **suggestions** for next year?

- Start scheduling as early as possible.
 - Hear from teachers how it's going. (Note: it is on the August agenda.)
 - Come on scheduling day to help set up appropriate times.
- Paper Surveys:
- N/A I was not affected by the program this year.
 - Somehow translate to the whole school. Multicultural potluck presentation?