

# John Stanford International School

## Language Planning Committee – Concerns from 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"> <li>Amount of time the English teacher needs to spend talking about students, planning, etc. with the language immersion teacher(s).</li> </ul>	<ul style="list-style-type: none"> <li>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.)</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>English K-2 teachers got subs to work with Regla Armengol Jan 18.</li> <li>Looking at 2-3 days in Aug before school opens for K-2 Eng/Sp/Jap teachers to work on curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>NEEDS MORE WORK</li> <li>Regla Armengol will come for 3 planning days with immersion and English teachers August 1-3, 2001.</li> </ul>	<ul style="list-style-type: none"> <li>NEED TO PLAN FOR THIS FOR NEXT YEAR</li> <li>3-4 planning days in August – focus on developing integrated, thematic units</li> </ul>
<ul style="list-style-type: none"> <li>We don't know how well we're doing with Spanish yet</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Regla came and worked with K-2 teachers and met with parents. (We'll share her evaluation notes.)</li> <li>We'll discuss evaluation plan at Lang Planning meeting Feb 5. CAL can provide training in ELLOPA. UW people are interested.</li> </ul>	<ul style="list-style-type: none"> <li>Regla sent specific things to work on. We shared evaluation notes.</li> <li>We've scheduled CAL reviewers to come conduct SOPA for K-1 May 21-24, 2001.</li> </ul>	<ul style="list-style-type: none"> <li>DONE</li> <li>ELLOPA completed; report will be available in early summer; Other subjects will be evaluated as part of overall Program Evaluation</li> </ul>
<ul style="list-style-type: none"> <li>Need more information</li> </ul>	<ul style="list-style-type: none"> <li>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 2<sup>nd</sup> grade and adding a new K Japanese immersion class.</li> </ul>	<ul style="list-style-type: none"> <li>We'll share scenarios as we work on them. (Some changes because of Tori leaving.)</li> </ul>	<ul style="list-style-type: none"> <li>Japanese Task Force meeting in April to work on issues of space and staffing.</li> </ul>	<ul style="list-style-type: none"> <li>Spanish &amp; Japanese K will share the K classroom</li> </ul>

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	<ul style="list-style-type: none"> <li>Regarding Japanese, we can visit the Japanese Immersion program in Portland again to get more concrete information about planning for adding Japanese language.</li> </ul>	<ul style="list-style-type: none"> <li>Yes, we will visit Richmond Elem as soon as we have selected Japanese teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Visit to Richmond scheduled April 25, 2001.</li> </ul>	<ul style="list-style-type: none"> <li>Mihoko, Nani, and Lucy visited Richmond and got more info on Japanese immersion</li> </ul>
<ul style="list-style-type: none"> <li>Hiring new teachers – so much for them to learn (new standards, assessments, technology etc.)</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Nothing yet. Michele will follow up.</li> </ul>	<ul style="list-style-type: none"> <li>Michele will work with Mihoko on this. First priority is info to prepare immersion teachers.</li> </ul>	<ul style="list-style-type: none"> <li>“New Teacher Handbook” has been drafted. Chris has the master copy.</li> </ul>
<ul style="list-style-type: none"> <li>Technology</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Nothing yet.</li> </ul>	<ul style="list-style-type: none"> <li>Tech Committee is working on this and on multilingual needs. (Need Windows 2000 for Japanese.)</li> </ul>	<ul style="list-style-type: none"> <li>Tech Committee continues to work on this. We’ve submitted grant proposal to help BOC teachers and families.</li> </ul>
<ul style="list-style-type: none"> <li>Teaching culture</li> </ul>	<ul style="list-style-type: none"> <li>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?</li> </ul>	<ul style="list-style-type: none"> <li>Nothing yet. Will bring up at next Action Team meeting in Feb.</li> </ul>	<ul style="list-style-type: none"> <li>Held “Celebrate Literacy at Home” event March 13 to better connect with BOC community and value literacy in different languages.</li> </ul>	<ul style="list-style-type: none"> <li>Held Cultural evening in May with Hamilton and took students to Intl Children’s Festival.</li> </ul>
<ul style="list-style-type: none"> <li>Japanese language classes for parents and staff</li> </ul>	<ul style="list-style-type: none"> <li>We can find out what is currently available at the UW and community colleges.</li> <li>Perhaps, if we’re able to hire the Japanese teacher early in 2001, offer a once-a-week evening class for families and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Valerie is compiling a list of parents/staff interested in classes.</li> </ul>	<ul style="list-style-type: none"> <li>Mihoko is planning to begin an intro class in spring, 2001.</li> </ul>	<ul style="list-style-type: none"> <li>Mihoko offered two series of classes in Japanese for parents &amp; staff.</li> </ul>