

Global Literacy Through Mandarin Immersion and STEM

**Minnesota Mandarin Immersion Collaborative
(Hopkins, Minnetonka, and St. Cloud Public School Districts)**

**Year One Evaluation Report
2009-10**

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**CENTER FOR
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**COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT**

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Evaluation Team:
Beverly J. Dretzke, Ph.D., Principal Investigator
Sue Rickers, M.S.W.
Kyla Wahlstrom, Ph.D.
Jessica Werner, M.Ed.

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◆ Executive Summary

- A 5-year Foreign Language Assistance Program (FLAP) grant was awarded by the U.S. Department of Education to the Minnesota Mandarin Immersion Collaborative (MMIC) for the project *Global Literacy Through Mandarin Immersion and STEM*. The districts participating in the MMIC are Hopkins, Minnetonka, and St. Cloud. The grant supports immersion instruction in Mandarin Chinese that begins at the kindergarten level and the development of a curriculum that has a content focus on Science, Technology, Engineering, and Math (STEM).
- The total enrollment in Chinese immersion classes in the baseline school year of 2008-09, aggregated across the three participating districts, was 318 students. In 2009-10, the total enrollment was 450 students, an increase of 42%.
- From 2008-09 to 2009-10, the retention from one grade level to the next, aggregated across the three districts, was 98%, representing a decrease of seven students (318 to 311).
- Information regarding implementation of the Chinese immersion programs was obtained via interviews with the teachers and principals and via survey questionnaires administered to the teachers and parents.
- The Chinese immersion teachers indicated that they needed additional instructional materials for all core subjects, but the need was greatest for social studies and reading/language arts. The teachers also indicated that improvement was especially needed in the quality of instructional materials for social studies.
- The Chinese immersion teachers reported that they have completed numerous types of professional development including university courses, institutes, workshops, in-service training, working with a mentor English teacher, and attendance at national conferences. They indicated that, in the future, they would like to have more training specific to Chinese immersion classes, especially in areas where American and Chinese practices are substantially different, such as classroom management and instructional strategies.
- On the teacher survey, nine areas were identified by more than half of the respondents as areas in which their teaching would benefit from professional development. These were: Testing and assessment, immersion teaching strategies, strategies for getting students to speak only Chinese in class, student-centered teaching, teaching math, working with special needs students, communicating with parents, teaching reading and language arts, and teaching social studies.
- The Chinese immersion teachers strongly agreed that their greatest challenge was the considerable time they had to spend on development of the curriculum for the Chinese immersion program. They said that they not only spent a great deal of time translating instructional materials into Chinese but also locating appropriate materials, adapting materials to their classrooms, and creating assessments. Nevertheless, the teachers noted that every year the quality of the curriculum has improved and more instructional materials are now available either through their efforts or through purchases of published materials.
- All Chinese immersion teachers stated that they were actively involved in professional communities by collaborating frequently in structured or informal settings with other Chinese immersion teachers in their buildings. However, the Chinese immersion teachers expressed a

desire to develop stronger professional relationships with the English teachers at their schools and also with Chinese immersion teachers at other schools and in other districts.

- The number one challenge identified by principals of the four participating schools was curriculum. The principals noted that, while there have been gains in the quantity of curriculum available, curriculum continues to be lacking not only with respect to quantity but also with respect to quality and appropriateness for specific grade levels and for specific learning standards.
- Overall, the principals have observed substantial growth in the instructional practices of the Chinese immersion teachers. The principals said that the novice teachers, in particular, have required a great deal of guidance primarily because of the teaching style differences between teachers in China and the U.S. It was especially important for professional development to address the topics of behavior management and differentiated instruction.
- Assessment of Chinese language proficiency was also reported by the principals as an area that needs considerable attention. Language proficiency assessments for elementary school immersion students have just begun to be developed and administered. An important next step is the establishment of benchmarks for proficiency at each grade level.
- Parent involvement was identified as a key ingredient for the success of the immersion programs. Due to the newness of the programs, parent involvement has required extra attention on the part of the principals. Ongoing, frequent communication with parents was considered critical.
- Despite the challenges, the principals agreed that their Chinese immersion programs have added value to their schools and providing leadership for these programs has enriched their professional experiences.
- The most common reason reported by parents for enrolling their child in a Chinese immersion program was that they wanted their child to be bilingual or multilingual. Parents indicated that they believed Chinese language proficiency would lead to opportunities in the future, especially job opportunities.
- The parents also indicated that they selected a Chinese immersion program for their child because they felt that Chinese language is learned more easily by younger than older children and when it is used as a means of communication throughout the day as in an immersion program.
- When evaluating specific program features, the parents' responses indicated that they were generally quite satisfied. However, they did express a concern that they did not receive sufficient communication about their child's progress, especially as related to established benchmarks. In addition, parents indicated that they would like more opportunities for their child to interact with students at the school who are not enrolled in the Chinese immersion program.
- Nearly all parents (98%) reported that they would be re-enrolling their child in the Chinese immersion program for the coming school year. This re-enrollment decision was largely based on overall satisfaction with the program and a strong belief in the future benefits of Chinese language fluency.

◆ Introduction

In 2009, a 5-year Foreign Language Assistance Program (FLAP) grant was awarded by the U.S. Department of Education to the Minnesota Mandarin Immersion Collaborative (MMIC) for the project *Global Literacy Through Mandarin Immersion and STEM*. The grant supports immersion instruction in Mandarin Chinese that begins at the kindergarten level and the development of a curriculum that has a content focus on Science, Technology, Engineering, and Math (STEM). The schools in the MMIC will add a grade level each year, with the intent of creating the capacity to continue Chinese immersion to grades 7-12.

The MMIC has contracted with the Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota to serve as the evaluator of the project. This year 1 evaluation report presents enrollment and retention data as well as the results of a teacher survey, teacher interviews, principal interviews, and a parent survey.

◆ Participating School Districts and Schools

Four elementary schools located in three Minnesota school districts are participating in the MMIC. These four schools and their districts are:

1. Eisenhower Elementary XinXing Academy (Hopkins School District)
2. Excelsior Elementary Mandarin Immersion Program (Minnetonka School District)
3. Scenic Heights Elementary Mandarin Immersion Program (Minnetonka School District)
4. Madison Elementary Guang Ming Academy (St. Cloud Public Schools)

During the 2009-10 school year, the first year of grant funding, all four schools offered Chinese immersion in kindergarten, grade 1, and grade 2. Because the Minnetonka School District began Chinese immersion one year ahead of the other two districts, Chinese immersion was also offered in grade 3 at Excelsior Elementary and Scenic Heights Elementary in 2009-10. The grade levels offered at each school in 2009-10 and the number of teachers per grade are displayed in Table 1.

Table 1. Grade Levels Offered and Number of Teachers in Chinese Immersion Programs by District and School, 2009-10

District	School	Grade Level	Number of Teachers per Grade	Number of Teachers per School
Hopkins	Eisenhower Elementary/XinXing Academy	K	2	6
		1	2	
		2	2	
Minnetonka	Excelsior Elementary	K	2	7
		1	2	
		2	2	
		3	1	
Minnetonka	Scenic Heights Elementary	K	2	7
		1	2	
		2	2	
		3	1	
St. Cloud	Madison Elementary/Guang Ming Academy	K	1	4
		1	2	
		2	1	
Total				24

◆ Project Objectives

The project has two primary objectives related to providing immersion instruction in Mandarin Chinese and to the development of a curriculum with a focus on STEM. Outcome and process measures were established for each of the two objectives. These are shown below.

Objective 1: Build MMIC’s capacity to design, implement and evaluate a well-articulated K-12 sequence of instruction in the critical language of Mandarin that promotes global literacy with a content focus on Science, Technology, Engineering and Math (STEM).

Outcome Measures for Objective 1:

- 1.1 By the end of year 5, 90% of all Mandarin instructors will report enhanced knowledge and skill in providing a well-articulated curriculum for grades K-6 that attends to language and literacy development in Mandarin across content areas using STEM as a focal point, and create the capacity to continue this work in grades 7-12 after the grant period is complete.
- 1.2 By the end of year 5, the Program Assessment Team will demonstrate consistent inter-rater reliability in conducting programmatic assessments for measuring student proficiency in Mandarin at strategic points.

Process Measures for Objective 1:

- 1.3 By the end of year 5, develop, pilot and implement an articulated curriculum for Minnesota’s K-6 early total Mandarin Chinese immersion programs that attends to language and literacy development across content areas using STEM as a focal point. STEM themes will correspond to themes in

language arts and social studies, creating an interdisciplinary, content-based Mandarin language curriculum.

- 1.4 By the end of year 5, develop, pilot and implement corresponding assessment measures that align with curriculum to measure sequential improvement in language proficiency in Mandarin for grades K-6.
- 1.5 By end of year 5, a professional development plan will be designed and implemented for Mandarin immersion teachers enabling them to teach content-based curriculum that will result in sequential improvement in language proficiency in Mandarin Chinese for grades K-6, and will create the capacity to continue this work in grades 7-12 after the grant period.
- 1.6 Each year, high-quality staff development opportunities will be developed and implemented to enhance the knowledge and skills of MMIC teachers.
- 1.7 By end of year 5, research and design an effective model for continuation of Mandarin immersion instruction at the middle and high school levels with continued focus on STEM that will provide students with an opportunity to continue learning through Mandarin after grade 6 and reach the advanced level of proficiency by grade 12.
- 1.8 By end of year 5, develop a framework for a content-based Mandarin curriculum for the secondary level with a continued focus on STEM that will provide immersion students with an opportunity to continue learning through Mandarin in grades 7-12 and begin an accelerated program for acquiring a second critical language (after the grant period is completed).
- 1.9 Each year, MMIC staff will provide web-based curriculum dissemination of content-based lesson plans that enhance students' language proficiency and content knowledge with other foreign language programs across the country and internationally. This project will make use of the existing CoBaLTT (Content-Based Language Teaching and Technology) framework through the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota, which provides a unique and innovative online portal for web-based curriculum sharing.

Objective 2: Expand foreign language study in a critical language for students served by FLAP (GPRA Objective #2) by increasing the numbers of elementary (K-6) students enrolled in one of the four MMIC Mandarin immersion programs.

Outcome Measures for Objective 2:

- 2.1 Each year, the number of students enrolled in each of the four MMIC programs will meet or exceed projections (**GPRA Measure 2.1**).
- 2.2 Each year, the average number of minutes per week of foreign language instruction in Mandarin will meet or exceed projections (**GPRA Measure 2.2**).

Process Measures for Objective 2:

- 2.3 Each year, the Mandarin immersion instruction program will expand by one grade level in each of the four MMIC programs.
- 2.4 Each year, a marketing and recruitment plan will be developed and implemented with the MMIC primary service area to promote the awareness of Mandarin language immersion program available at the elementary level.

◆ Data Sources

Data regarding enrollment, classes, and teachers were provided by the four principals and by Molly Wieland, the Project Manager. CAREI evaluators developed the teacher survey, the parent survey, and the protocols for the teacher and principal interviews.

The teacher survey was administered in April 2010 as a paper-pencil survey questionnaire. The questionnaires were mailed directly to the 24 Chinese immersion teachers at their school addresses. Self-addressed, stamped envelopes were provided for teachers to mail their completed questionnaires directly to CAREI for analysis. Two follow-up reminders were sent via email. Completed surveys were received from 15 teachers (Eisenhower = 1, Excelsior = 6, Madison = 4, Scenic Heights = 4) for an overall response rate of 63%.

Each of the four principals was asked to identify three Chinese immersion teachers at their school who represented a range of grade levels and experience. These teachers were then invited by CAREI evaluators to participate in an interview. When a teacher was unable to participate, the principal was asked to name an alternate who then was invited to be interviewed. A total of 12 interviews were completed with teachers who taught kindergarten (n=5), grade 1 (n=4), and grade 2 (n=3). The interviews were carried out at the schools and lasted from 30 to 40 minutes. The interviews were recorded and interviewees were assured of confidentiality.

Each principal was interviewed about the Chinese immersion program at their school. The interviews occurred in June 2010, at the end of the school year, and lasted approximately 60 minutes. The interviews were recorded and all interviewees were assured that their responses would be reported either in the aggregate or would be sufficiently masked when a unique comment was made and included in this report.

The parent survey was administered in April 2010 as a paper-pencil survey questionnaire to parents of students enrolled at Madison Elementary in St. Cloud, and as an online survey questionnaire to parents of students enrolled at Eisenhower Elementary, Excelsior Elementary, and Scenic Heights Elementary. At Madison Elementary, the questionnaire was sent home with the students. Self-addressed, stamped envelopes were provided for the Madison parents to mail their completed questionnaires directly to CAREI for analysis. The survey link was sent via email to parents of students at Eisenhower, Excelsior, and Scenic Heights, and completed survey responses were accessible only by the CAREI evaluators. The total number of respondents was 212. The response rates for Eisenhower, Excelsior, Scenic Heights, and Madison were approximately 68%, 38%, 31%, and 49%, respectively. These response rates were based on number of students rather than number of families. Because 14% of the parents responding to the survey indicated that they had more than one child enrolled in Chinese immersion, the response rates are most likely underestimates.

◆ Results

Enrollment and Retention

Enrollment. The total enrollment in Chinese immersion classes in the baseline school year of 2008-09, aggregated across the three participating districts, was 318 students (see Table 2). In 2009-10, the total enrollment was 450 students, an increase of 42%. The percentage increases at Hopkins, Minnetonka, and St. Cloud were 49%, 37%, and 41%, respectively. Minnetonka’s enrollment is somewhat higher than that of the other two districts because two of its elementary schools offer Chinese immersion and also because it started Chinese immersion one year earlier and, therefore, offers one more grade level.

Table 2. Enrollment in Chinese Immersion Programs, 2008-09 (Baseline) and 2009-10

District/Grade Level	2008-09 (Baseline)	2009-10	% Change in Enrollment 2008-09 to 2009-10
Hopkins	93	139	49%
• K	51	47	
• Grade 1	42	51	
• Grade 2	a	41	
Minnetonka	179	246	37%
• K	67	70	
• Grade 1	61	64	
• Grade 2	51	63	
• Grade 3	a	49	
St. Cloud	46	65	41%
• K	29	22	
• Grade 1	17	27	
• Grade 2	a	16	
Total	318	450	42%

^aGrade level not offered in 2008-09.

Retention. Retention data are summarized in Table 3. From 2008-09 to 2009-10, the retention from one grade level to the next, aggregated across the three districts, was 98%, representing a decrease of seven students (318 to 311). The retention rates at Hopkins, Minnetonka, and St. Cloud were 99%, 98%, and 93%, respectively.

Table 3. Retention from 2008-09 to 2009-10 by District

District/Grade Level	2008-09	2009-10	% Retention 2008-09 to 2009-10
Hopkins	93	92	99%
• K to Grade 1	51	51	100%
• Grade 1 to Grade 2	42	41	98%
Minnetonka	179	176	98%
• K to Grade 1	67	64	96%
• Grade 1 to Grade 2	61	63	103%*
• Grade 2 to Grade 3	51	49	96%
St. Cloud	46	43	93%
• K to Grade 1	29	27	93%
• Grade 1 to Grade 2	17	16	94%
Total	318	311	98%

*Two new students with adequate Chinese language proficiency enrolled in grade 2.

Teacher Survey

The teacher survey contained items related to the Chinese immersion teachers' perceptions of the quantity of instructional materials, the quality of instructional materials, and their professional development and training needs. The teachers were also asked about their teaching experience and type of teaching licensure. A copy of the survey is provided in Appendix A.

Quantity of Instructional Materials

The teachers were asked to indicate the adequacy of the quantity of instructional materials available to them for each core subject in the Chinese immersion program. For purposes of the survey, instructional materials were defined as *items such as curriculum guides, textbooks, workbooks, quizzes, CDs, audio-tapes, lesson plans, learning games, and so on.* The teachers' responses are summarized in Table 4.

Table 4. Teachers' Perceptions of the Quantity of Instructional Materials for the Core Subjects (from greatest to least need)

Core Subject	I have all the items I need.	I need a few more items.	I need many more items.
Social Studies	2	7	6
Reading & Language Arts	3	10	2
Math	5	7	3
Science	7	3	5

The teachers indicated that they were most satisfied with the quantity of instructional materials they had for teaching science and math. Based on their responses, the need for additional instructional materials for the core subjects, from greatest to least need, was: Social studies, reading and language arts, math,

and science. It should be noted, however, that over half the respondents indicated they needed a few or many more items for all four core subjects.

Quality of Instructional Materials

When asked to rate the quality of instructional materials for the core subjects, the ratings, from highest to lowest, were: Reading and language arts, science, math, and social studies. Teacher responses are summarized in Table 5.

Table 5. Teachers' Quality Ratings of Instructional Materials for the Core Subjects (from highest to lowest rating)

Core Subject	Quality Rating		
	High	Medium	Low
Reading & Language Arts	9	6	0
Science	8	6	1
Math	4	10	1
Social Studies	3	9	3

Professional Development and Training

The teachers were presented with a list of topics and were asked to check those for which they believed professional development or training would help them to teach more effectively. For purposes of the survey, professional development and training was defined as *workshops, seminars, college courses, in-service training sessions, mentoring by an academic coach, independent reading, and so on*. Space was provided on the questionnaire for participants to write in additional topics, however, no one added a topic to the list. Table 6 shows the percent of respondents checking each of the 13 topics.

Table 6. Teachers' Professional Development or Training Needs

Topic	%*
• Testing and assessment	73%
• Immersion teaching strategies	67%
• Strategies for getting students to speak only Chinese in class	67%
• Student-centered teaching (learning stations, pair and small-group projects, etc.)	60%
• Teaching math	60%
• Working with special needs students	60%
• Communicating with parents	53%
• Teaching reading and language arts	53%
• Teaching social studies	53%
• Managing student behavior	47%
• Teaching science	47%
• Technology	47%
• Maintaining student records	33%

* Percentages are based on a total of 15 respondents.

Nine of the 13 topics on the list were selected by over half the teachers as areas for which they believed professional development or training would help them teach more effectively. The nine topics identified by more than 50% of the respondents were: Testing and assessment (73%), immersion teaching strategies (67%), strategies for getting students to speak only Chinese in class (67%), student-centered teaching

(60%), teaching math (60%), working with special needs students (60%), communicating with parents (53%), teaching reading and language arts (53%), and teaching social studies (53%).

Years Teaching Chinese Immersion

Fourteen teachers provided information about their years of experience teaching in a Chinese immersion program (see Table 7). Over half (57%) of the teachers indicated they had 3 years of experience teaching in a Chinese immersion program. Fourteen percent of teachers reported 2 years of experience and 29% reported 1 year of experience. The average was 2.29 years.

Table 7. Years Teaching in a Chinese Immersion Program (including the 2009-10 school year)

Years	%/Frequency
1	29% (4 of 14)
2	14% (2 of 14)
3	57% (8 of 14)
Mean	2.29
Std. Dev	0.914

Years Teaching in Any Educational Setting

Fifteen teachers provided information about their years of experience teaching in any type of educational setting (see Table 8). The minimum years of teaching experience reported was 5 years and the maximum was 28 years. The average number of years of teaching experience was 10.27.

Table 8. Years Teaching in Any Type of Educational Setting (including the 2009-10 school year)

Years	%/Frequency
5	27% (4 of 15)
6-10	40% (6 of 15)
11-15	20% (3 of 15)
> 15	10% (2 of 15)
Minimum	5
Maximum	28
Mean	10.27
Std. Dev	6.239

License Type

Teachers reported four types of licensure (see Table 9). The four types were: Community expert (40%), provisional (33%), regular full time (13%), and limited (13%).

Table 9. License Type

License Type	%*
Community expert	40%
Provisional	33%
Regular full time	13%
Limited	13%

*Percentages are based on a total of 15 respondents.

Summary of the Teacher Survey

- The teachers indicated that they needed additional instructional materials for all core subjects, but the need was greatest for social studies and reading/language arts.
- The teachers also indicated that improvement was especially needed in the quality of instructional materials for social studies.
- The immersion teachers agreed that professional development in several areas would help them to teach more effectively. Nine areas were identified by more than half the teachers as areas in which their teaching would benefit from professional development. These nine areas were: Testing and assessment, immersion teaching strategies, strategies for getting students to speak only Chinese in class, student-centered teaching, teaching math, working with special needs students, communicating with parents, teaching reading and language arts, and teaching social studies.
- Based on the survey responses, it appears that the Chinese immersion teachers have acquired all their Chinese immersion teaching experience in their present positions. Their Chinese immersion teaching experience ranged from 1 to 3 years. The immersion teachers, however, have additional teaching experience in other educational settings, with the total number of years' of experience (including immersion) ranging from 5 to 28 years.

Teacher Interviews

In individual interviews, Chinese immersion teachers were asked questions about their experiences and opinions regarding various aspects of their Chinese immersion programs. A copy of the interview protocol is provided in Appendix B. The teachers' responses are summarized by four main topics:

- Curriculum
- Assessment
- Professional Development
- Professional Community

Curriculum

Chinese language arts. For teaching Chinese language arts, the 12 immersion teachers who were interviewed said they used materials from three different sources: *Better Chinese* curriculum materials, Chinese language materials from Singapore, and Chinese language materials from mainland China. In addition, teachers said that they have created many of their own materials (e.g., worksheets, games, SmartBoard activities). Although most teachers were very satisfied with their language arts materials, two teachers mentioned the need for additional items such as story books and other types of independent reading books. Teachers indicated that it takes several years to build a satisfactory language arts curriculum and to acquire an adequate supply of materials. This is reflected in the following teacher comments:

“First year, we didn’t have much. But now in the third year, we have more and more reading materials. We have a bookroom in the library. Books are sorted according to level and theme.”

“Every year, we get more materials to get the curriculum more adequate. We have guided reading books, picture books.”

Math. With respect to the specific math curriculum, teachers reported that they used *Everyday Math* (n=8) or a curriculum from mainland China that they revise to meet the district standards (n=2). Two teachers did not specify what curriculum they followed. All teachers using *Everyday Math* stated that it was necessary for them to translate instructional materials (e.g., lessons, worksheets, SmartBoard slides) into Chinese. Additional work was required with respect to identifying the vocabulary that students needed to learn. For example, one teacher noted,

“I love these (Everyday Math) books. They have many activities for the students. But all are in English. I read it first. Then I figure out the words I need to teach.”

Even for math curriculum materials from mainland China already printed in Chinese, the teachers said they spent time adapting the materials to meet local district standards. This is illustrated by the following teacher response:

“The math curriculum is from mainland China. One challenge is that it is not only math concepts, but they need to read the instructions in Chinese. Homework is also in Chinese. Our sequence of the math concepts is different. We don’t have fractions and measurement.”

Several teachers indicated that they had to do revising, adapting, and/or translating work on math materials on a daily basis.

Social studies. For social studies, Chinese immersion teachers either followed the same curriculum as the English classrooms at the school (n=6), or they created their own curriculum entirely (n=4). The teachers who indicated that they used the same curriculum as the English classes all stated that it was necessary for them to translate the materials into Chinese. That involved translating the English textbook, the worksheets, and the lesson materials provided in the teachers’ manual. The teachers who created their own curriculum for social studies explained that they did this by finding appropriate materials in Chinese, or by finding books or activities in English that they then translated into Chinese. Teachers indicated that it takes a lot of time to complete the translations and the translated materials sometimes needed to be supplemented with other materials.

“The other first-grade teacher and I have been translating a lot of curriculum. We have Chinese holidays in the curriculum. It takes a long time to develop, but some lessons are pretty strong. We do the Chinese New Year, the past and present of China.”

Science. For science, the majority of teachers (n=8) stated that they followed the same curriculum as the English-speaking classes, but said that they must translate all of the materials into Chinese. Six of these eight teachers stated that they use the *Foss Science Kits*. One teacher noted the need to translate and adapt the *Foss Science Kits*.

“The (Foss Science) kit is shared with the other English classes. There is also a book in English. So I need to translate it and write it down.”

Other teachers said that they created their own curriculum for science (n=2). Teachers who created their own curriculum found books, units, and other materials for their grade level that they translated into Chinese. One teacher noted the need for additional science books in Chinese.

“We need more science books in Chinese. I translated several books into Chinese and printed them out for the students.”

Another teacher explained that she used the school library to find materials to use in her science classes, but it was difficult because items she needed were often checked out. The teachers said that, before students could start learning science concepts, they needed to spend time learning the new Chinese vocabulary.

“Students learn basic words first, for example, rocks, hard, soft, flat. They spend one to two classes talking about the words, and then they do the activities.”

Across core subjects. The main challenge the teachers mentioned was translating materials from English into Chinese. Many teachers indicated that translating materials has been tedious and very time consuming. A teacher who was in her third year of teaching at her school said, *“Last year I had two jobs: Translating and teaching the students I teach. It was very challenging.”* When asked about translating, another teacher said, *“You can’t believe how much work it is.”* One teacher explained that the school had paid her and the other Chinese teachers to translate during the summer. No other teachers, however, mentioned being compensated for the additional work involved with translating. Aside from translating, teachers said that they faced challenges with respect to designing effective lessons, differentiating instruction, especially when teaching math, and finding the time needed to collaborate and work on curriculum development with other Chinese immersion teachers. The following comment made by one of the teachers illustrates the enormous time demands faced by the Chinese immersion teachers:

“(The most challenging is) time. I have my K-12 Chinese license. Now I have to work on my elementary license. I’m also developing curriculum and translating. If I teach only, I can do a great job. But I am a teacher, a mom, a student. Who do you think I am? Super woman?”

Assessment

Standardized assessments. No common standardized assessments were administered to all Chinese immersion students. Some teachers reported that immersion students took the same standardized assessments as students in the English classrooms: AIMSweb (n=2), MAP (n=1), and NWEA math and reading (n=2). In addition, some teachers reported that the immersion students were administered standardized Chinese language assessments: Student Oral Proficiency Assessment (SOPA) (n=3), the

Youth Chinese Test (YCT) (n=1), and the National Online Early Language Learning Assessment (NOELLA) (n=1).

Teacher-constructed assessments. The vast majority of teachers (n=11) stated that they created many of their own assessments for the lessons and units they taught. Two teachers stated that when they used the assessments found in the English curriculum materials, they needed to translate them and adapt them to suit the Chinese immersion class. Some teachers also said that they created their own report cards. In general, the teachers indicated that they found the assessments to be useful.

“We can get a lot information from all the testing papers. We can see what to improve.”

Recommendations for assessments. When asked what could be changed or improved with regard to assessments, several teachers (n=4) mentioned that there is a need to create uniform assessments for students in Chinese immersion programs. One teacher stated,

“I feel like each teacher is doing different things so it is hard to make a fair assessment. So how to set up a fair assessment to assess children is my challenge.”

Another teacher suggested that the district hire a coordinator who would be in charge of the Chinese immersion program. This person could order materials for the teachers, work to standardize the curriculum (both English and Chinese immersion classes), and help to create and select assessments. Another suggestion was to provide the Chinese immersion teachers with training on the district and national assessments the students must take. Since these tests are U.S. specific, it would help the Chinese immersion teachers if they had information about the content of the tests and the knowledge and skills that were being assessed.

Professional Development

Completed professional development. Chinese immersion teachers have completed several types of professional development including university courses, institutes, workshops, in-service training, working with a mentor English teacher, and attendance at national conferences. Teachers made specific mention of the following: Responsive Classroom (n=5), Daily Five (n=5), Immersion 101: An Introduction to Immersion Teaching for Chinese and Japanese (a summer institute offered by the Center for Advanced Research on Language Acquisition at the University of Minnesota) (n=5), SmartBoard training (n=3), university licensure coursework (n=2), working with a mentor English teacher (n=3), math differentiation training (n=2), and attendance at a national conference for Chinese immersion teachers (n=2).

Most useful professional development. The teachers indicated that, of the professional development they have completed, the most useful has been: Responsive Classroom (n=4), Daily Five (n=1), SmartBoard training (n=1), and, in general, topics that are specific to Chinese immersion teachers (n=1).

Recommendations for professional development. When asked what types of training they would like to have in the future, half the teachers responded that they would like training that is specific to teachers in Chinese immersion classes. For example, one teacher noted:

“Most of the workshops are aimed at the English teachers. I wish they had more Chinese immersion workshops dealing with specifically Chinese immersion problems, teaching strategies, classroom management.”

Six teachers mentioned the need for more guidance on how to teach American children with respect to classroom management and instructional strategies. The teachers talked about the need to understand cultural differences between the U.S. and China regarding education.

“More training on cultural differences. It’s very important for teachers to get the balance to know how to teach in America. Chinese education is kind of like military education, kind of like a culture difference. You have to sit well, you have to do this, you have to do that. In America, it is a more open way.”

“I need to know more about U.S. culture, especially in education and the kids.”

“(New Chinese immersion teachers) especially don’t know the American culture. China’s school system is totally different. In China, teachers are respected. Here, if a child has difficulty, it is the teacher’s fault. Parents care about if the child is happy. My first year, I didn’t know that.”

Other suggestions for professional development included opportunities for more teachers to attend national conferences on Chinese immersion, observation of other Chinese immersion classrooms, working with a mentor teacher, training on differentiated math instruction, and training on strategies to get students to speak more Chinese in class.

Professional Community

Sense of community. Most Chinese immersion teachers said they felt that they were welcomed members of professional communities in their schools and that they have been supported by the principal and the other teachers. Two teachers explained,

“People in the school are very helpful and very open.”

“I felt really supported when I came here. I also have a mentor. If I have a question on classroom management or curriculum, I can ask the other teacher.”

On the other hand, two teachers said that they did not always feel completely accepted and supported. These teachers made the following comments:

“Maybe it’s a cultural difference. How Americans act is different from how Chinese people act. I tried to adjust my ideas. Last year was really stressful and I felt kind of isolated. So I changed my way to see the other side.”

“I do not feel welcome by everyone all the time, but the principal has made me feel welcome and has done a lot for the immersion teachers.”

Structured meetings. Nine teachers said that they met with other teachers in professional learning community (PLC) meetings that occurred once or twice a month. This was either done at the grade level meetings with English teachers, at grade level meetings with only Chinese immersion teachers, or with all the Chinese immersion teachers in their school. Formal meetings were held less frequently at some schools. For example, one teacher said that there had been formal meetings for the Chinese immersion teachers only once or twice during the school year.

Informal meetings. Four teachers said that the Chinese immersion teachers in their schools met informally on a fairly frequent basis. One teacher noted that informal meetings among immersion teachers at her school took place nearly every day between classes, during recess, or during lunch.

Recommendations regarding professional community. Several of the Chinese immersion teachers (n=5) suggested that it would be beneficial to have more opportunities to develop professional relationships with the English teachers at their schools. Suggestions for accomplishing this included having Chinese immersion teachers attend grade level meetings with English teachers or providing opportunities for Chinese immersion teachers to observe English classrooms. In addition, some teachers (n=2) expressed an interest in meeting with Chinese immersion teachers from other schools and other districts.

Summary of the Teacher Interviews

- The Chinese teachers indicated that their greatest challenge was the considerable time that they had to spend on development of the curriculum for the Chinese immersion program. They not only spent a great deal of time translating instructional materials into Chinese but also locating appropriate materials, adapting materials to their classrooms, and creating assessments. Nevertheless, the teachers noted that every year the quality of the curriculum has improved and more instructional materials are now available either through their efforts or through purchases of published materials.
- Teachers reported that the Responsive Classroom training was the most beneficial professional development they had completed thus far. They indicated that they would like to have more training specific to Chinese immersion classes, especially in areas where American and Chinese practices are substantially different, such as classroom management and instructional strategies.
- In general, the immersion teachers felt supported and welcomed by the principal and English teachers in their building. The majority of the Chinese immersion teachers were actively involved in professional communities by collaborating frequently in structured or informal settings with other Chinese immersion teachers in their building. However, the Chinese immersion teachers expressed a desire to develop stronger professional relationships with the English teachers at their schools and also with Chinese immersion teachers at other schools and in other districts.

Principal Interviews

All four principals were individually interviewed using a structured interview protocol to gather data about their perceptions, experiences, and opinions about the Chinese immersion program in the following topical areas:

- Curriculum
- Instructional Practices
- Assessment
- Professional Development
- Professional Community
- Parent Involvement
- Impact of the Program

All four respondents tended to blend their responses to the Curriculum and the Instructional Practices questions. The report here differentiates the responses as they cluster with one theme or the other. For both topics, questions addressed changes seen in this year (2009-10), as compared to last year, the challenges each principal faced with regard to curricular implementation and instructional leadership, and their recommendations for the future.

Curriculum

The principals indicated that the amount of curriculum is expanding every year as materials are being translated and more curricula are available from China. However, it was clearly stated by all respondents that they were greatly concerned about the need for more curriculum materials in the future. Comments about the curriculum from each of the four principals were rather similar.

“The amount of curriculum available for all grade levels is nowhere close to what we have in other immersion languages. This is the biggest challenge we face. It is the lack of it, as well as the quality. If it comes from mainland China we have to watch for propaganda, or that the subject is not relevant for our kids.”

“There is an incredible need for more curriculum in Chinese. We now have level books, but we first had to determine their level. Plus, we have to translate the other subject areas such as science, social studies, and math. It feels like it is such a small group with such big needs. The big challenge now is that as the vocabulary develops for our kids, the basic language for most of the materials might be too simple. They need some graduated levels of vocabulary that are at their improving levels—not too hard, yet not too simple. We want to deepen what we have for the range of our learners.”

“The challenges remain in finding materials in Chinese. We are limited by the funds we have, either to buy the curriculum or to translate it.”

“There is clearly not enough curriculum in each of the subject areas, and especially we need level readers in each of the areas.”

All four respondents also strongly noted the continuing need for higher quality and more appropriate curriculum materials in all subject areas, especially as related to the standards and alignment with the English classrooms.

“[The curriculum] seems to be more standards-based. This has been as a result of our school-wide efforts to make [all of] our work more standards based...deeper and more compact, and not just more of it. We are looking at the standards and getting rid of things that are not directly related to the learning of that standard.”

“The curriculum we have now seems to be clearly aligned with the expectations that we have for the English classes. We still need to have more materials that will allow for better differentiation of instruction.”

“[There is] more exchange of curriculum materials and instruction ideas between English classes and Chinese classes, expecting that what one might see in English classes will be done also in the Chinese classes.”

“I think there will be more curriculum for next year with the STEM curriculum. I see more comfort in the teachers using the curriculum that they have.”

Instructional Practices

All four principals noted that their immersion teachers have grown every year in their use of effective instructional techniques. It was pointed out that working with a principal as an instructional leader was clearly a new experience for the novice immersion teachers and that having immersion teachers with multiple years of teaching experience in the U.S. was considered to be a huge plus. All respondents noted a need to assist novice teachers with “American ways” of teaching, both in instruction and in handling behavior and classroom transitions. The following comments illustrate the changes the principals have observed in the immersion teachers’ classroom practices.

“You now see them doing more small groups and stations. In the first year they did a lot of ‘stand in front of the room and regurgitate what I say.’ The teachers have had to learn to become more comfortable with some kids at stations while others might be with her in a small instructional group. It is about differentiating the instruction—something that they are just now learning. Their instructional approach is going from ‘I’m teaching my class, to I’m teaching individuals.’ Comfort with and use of technology is improving as well.”

“I see more hands-on learning now.”

“Teachers are becoming more adept at differentiation, addressing the range of learning modalities.”

“We have been working all year with differentiated instruction. I see more small groups, and that teachers are looking at the data more, using their own formative assessments. Also, there are more materials and occurrences of teachers using small groups.”

“[I have seen a] gradual evolution—from first to third year teachers. Once they are into their second year, they are able to tweak the curriculum...with fine tuning by third year.”

The challenges that the principals encountered in providing instructional leadership were remarkably similar from school to school. Initially, the principals not only had to become aware of the immersion teachers’ learning needs with respect to instructional practices, but also how best to provide instructional leadership to them. The leadership approaches employed by the principals with the immersion teachers were often different from what they would have done with their English teachers.

“[For me], the biggest challenge is the need to be more direct and directive with the Chinese teachers. With English teachers, often a suggestion is understood and more easily adapted and implemented. This seems to be a clear cultural difference. [With the Chinese immersion teachers] I have to be really, really intentional saying, ‘I want to see X, and I do not want to see Y’.”

“I think that folks do not understand how hard it is to get American school culture ideas into the thinking of the Chinese teachers.... Those kinds of learnings can be very hard. And you know that it takes lots and lots of times before those expectations are understood. I want the Chinese teachers to be held to the same level of expectations that I have for the English teachers, because it wouldn’t be fair not to. Parents understand to a point, but then sometimes they do not want to have fairness be the rule of what we do.”

“[A challenge for me as an instructional leader is that] the Chinese way of teaching is often not what we do here. I want to blend the best of Chinese teaching with the best of American teaching. Differentiation is still a huge issue.”

Not surprisingly, all principals expressed a desire for assistance with understanding the culturally related issues of both instructional content and instructional approaches. The principals said they would like to have greater access to native Chinese speakers who fully understand the cultural differences between American education and Chinese education.

“As a principal, I can see when teaching and instructional techniques are improving. Where it gets complicated is when you are weaving language content and skills, and it gets more complicated for what is age appropriate content. And we won’t know what is being taught unless we bring in someone else who is fluent in Chinese to translate the content. We could use a lot more help in this area. Having a resource bank of translators would help me a lot in knowing what is being taught. When things are inappropriate, you do not know this....and you need somehow to more easily get information about when what is being taught is not ‘an American view’.”

“One problem is that the Chinese teachers will nod, and yet their response tells me that they are not understanding. It is a reminder to me that there are often times that they are not understanding, and yet I never actually know if they are getting it or not.”

Assessment

All students in the immersion program are annually assessed in English with the state-mandated student achievement measures. Additional assessment of students in the Mandarin immersion programs is incrementally improving, particularly with the pilot use of several different kinds of immersion assessments. The four principals basically said the same things when the topic of assessments was broached with them.

“We assess all kids in English, and thus we know if they are on track.... Some of the [additional] assessments are different, because we have to build our own formative assessments.”

“Kids are assessed in both Chinese and English. We need to know how the kids are doing in English to make sure that they are really not an outlier, not making progress in English, and bringing up the possibility of other learning problems.”

“Classroom assessments are pretty similar. Standardized tests are not. The tests that we need must have more parts and need to be more user-friendly. There is not alignment between what we are teaching and what we are testing.”

“We really need more tests developed, because we know pretty much what is out there, and what is out there is not sufficient for our needs.”

All respondents recommended the development of a Chinese language assessment program that would provide benchmark information for Chinese immersion students’ language proficiency at each grade level. The following quote illustrates this recommendation:

“It would be nice to know if the kids are progressing OK in Chinese with the assessment information. I would like to see by the end of the FLAP grant some of the benchmarks identified by the end of kindergarten, first grade, second grade, that all kids in the immersion program should be able to do. I know we have some things in place, but I would like to see all schools in this grant to come together to develop immersion standards, based on the models that we all have in common.”

Professional Development

The perceptions of the principals with regard to the professional development of the Chinese immersion teachers were also remarkably similar. With the extent of unanimity expressed, the possibility of sharing professional development opportunities among the schools in this grant seems to be a very useful and strong strategy for common professional growth among all Chinese immersion teachers. Several of the schools have coaches and/or mentors to help guide the immersion teachers, while others do not. In all cases, however, the principal encourages the teachers’ professional development by having them observe and/or meet occasionally with English teachers of their same grade level. The principals described the positive outcomes they observed when Chinese immersion teachers developed professional working relationships with the English teachers.

“We have wonderful teachers here, and have had more integration among all teachers this past year. In some grade levels, the English teachers themselves have made big strides in seeking out the Chinese teachers to bring them into the use of the new curriculum in science.”

“They (Chinese immersion teachers) learn more of the finely-honed instructional techniques from the English teachers, not from their fellow Chinese teachers.”

“The PLCs, with both mixed teachers and Chinese only, are the best for PD (professional development) for them.”

As noted in the previous section about instructional practices, topics clearly needing greater attention during professional development time are assisting the Chinese immersion teachers to improve their behavior management techniques and to develop more differentiated instruction.

“I think that classroom management is a huge learning area for them. They are not used to small group instruction and managing the work and behaviors of kids when they are not in a large group. There needs to be more active engagement of more kids at all times, and not just the ‘call and respond’ technique of teaching, which is what they often use.”

The principals observed regularly in the Chinese immersion classes, and they noted that, despite their inability to speak Chinese, they were able to observe student engagement, effective transitions between lessons, and small group instruction. Techniques to enhance best practices were often the subject of professional development days or time spent in teacher work groups after school. Being able to observe personal professional growth in the immersion teachers was a significant issue for all four principals. As two principals noted,

“I do periodic appraisals, and, as for all other teachers, I am expecting a pace of growth, based from one observation to the next. With English-speaking probationary teachers, you can tell if there is no growth, even in one year. For the Chinese teachers, it might take all three years. If I see no changes over time, I know that this person is not working out.”

“We need to be sure to hire teachers that are “coachable” and open to change and learning new techniques. Locating good teachers is a big problem. It is best to let the teachers go who are not changing or making the grade.”

Professional Community

Notions of equal treatment permeated the answers that all four principals gave about how they sought to develop professional community in their schools with the creation of a Chinese immersion program. A crucial step was that each principal made concerted efforts to integrate the Chinese immersion teachers into their regular school faculties. All principals made comments similar to these from two different schools about the actions that they had taken to purposefully build common community within the school:

“[At first], the new [immersion] program was getting all of the new furniture and the other classes were getting leftovers and had nothing new... [The Chinese teachers] tended to keep to themselves, and this made all feel like there were two separate schools. This has changed and things are going much more smoothly with the teachers sharing ideas, and the kids have buddies across the grades.”

“I have to make the two programs a good opportunity for both sides. Otherwise, it will just be divisive. I watch to be sure that the opportunities for all of our kids are as equal as possible.”

Also, the use of mentor teachers for all novice teachers in the buildings, whether the novice teacher is Chinese or English-speaking, was perceived to be a good strategy and encouraged the teachers to learn from one another. Furthermore, as people became better acquainted in the building, the frequency of professional interactions increased.

“Often an experienced teacher will know what kids can and can’t do, no matter the language of instruction. Now I am also seeing that some of our English teachers are plopping themselves down in the middle of the Chinese teachers in the teachers’ lounge, saying ‘let’s talk in English so I can get to know you better.’ That has been the most powerful thing to build professional relationships.”

“At the start of this school year, we met with all teachers, especially for the English teachers, to tell them about the program.... The lack of shared information is [often] at the heart of the problem and is the heart of the solution. We really need to do a better job of creating a sense of the whole community.”

The principals indicated that the concept of community building is unfamiliar to many of the Chinese immersion teachers. Therefore, the novice teachers are probably being exposed to notions of professional community and classroom community for the first time.

“I don’t think that the notion of professional community is something that comes naturally to the Chinese teachers—it has not been part of their culture. Even building a community within your own classroom is not culturally part of their past experience, either as a student or as a teacher.”

Parent Involvement

Parent involvement is a high priority item for the schools in the grant. All four principals indicated that the Chinese immersion program has necessitated a bit more intentionality with respect to providing parents with information than the English classrooms. In addition, the Chinese immersion teachers have had to learn how to communicate with parents. The English teachers are accustomed to seeking out and engaging parents in multiple ways in their child's education. In contrast, the Chinese teachers have generally not had experience with parents seeking to be highly involved in classroom activities and wanting great amounts of information about their child—often every day! As one principal had to specifically point out to the immersion teachers, *“Yes, you need to respond when a parent asks a question.”* The following comments illustrate the importance principals place on communication with parents and the strategies they have used.

“I have parents come on field trips, help in the classroom, and are communicated with via the weekly newsletter. Communicate, communicate, communicate is the way it has to be. Parents help us reflect on how we are doing.”

“We do lots of things to help the parents understand the program and the big picture.”

“Having a parent information night, only for immersion parents, once or twice a year, seems to be the key. The two hour meeting topics cover all issues—testing, curriculum, teacher oversight, etc., and these meetings seem to have quieted the parents' concerns. Those parents seem to be more needing of that kind of information. If you don't take care of these kinds of problems, they only get bigger and can end up in the hands of a school board member.”

“Giving them more and more information helps to keep the rumor-mill from getting out of hand.”

The principals also noted that parent involvement with the whole school, not just the immersion program, must be a priority.

We are trying to do more with parent nights that are cultural events, such as Chinese New Year. Most of our parents in the Chinese program are more active than our English program parents. We are hoping to have our immersion parents actually more involved in the whole school and not just immersion activities. We want to have less separateness and have all parents working for the good of all kids in our school.”

“I think we do not do a good job at all of community building if we keep the parents separate. Otherwise there's always someone who thinks that the other group is getting more of something – or special treatment...we have to keep working on it. It does not happen overnight.”

Occasionally parents of students in the immersion program appeared to expect some form of special privilege or treatment, but all four principals warned against letting that happen.

“Some parents act as though this is a private school and that they have lots of control and say over what is happening.”

“Parent impact is powerful, because they show up and their voices are strong. [Parents of immersion students] are very involved, and more often affluent than not. Those parents have taken the time to consider and make a conscious choice, and the district knows that.”

“Some of the parents in the Chinese program feel very entitled. They sometimes do not understand that this is a precious opportunity, and that sometimes that they need to try to better understand the Chinese teachers... and sometimes the parents get stuck on individual things....”

Impact of Program

Overwhelmingly, the principals endorsed the value of having a Chinese immersion program in their schools. The successes far outweighed the challenges that they are still facing, such as the shortage of curriculum materials in Mandarin. Each principal encountered joy and satisfaction in leading a school with a Chinese immersion program. The experience has greatly enriched their professional lives.

“I wouldn’t give this up for anything in the world. I love seeing kids reach across the waters to learn about other cultures. The problems are compensated by the richness that you get. The problems might be more expansive, but the rewards are bigger too.”

“[Success for me] has been the program itself. It is strong and has a great reputation with a waiting list. We have excellent teachers and good curriculum. Another success this year has been building the bridges across the teachers in this whole school.”

“I see success in that the children [in the immersion program] are learning above our expectations in both Chinese and English. Also, there is huge student pride in their own learning.”

Summary of the Principal Interviews

- The number one challenge identified by the principals was curriculum. The principals noted that, while there have been gains in the quantity of curriculum available, curriculum continues to be lacking not only with respect to quantity but also with respect to quality and appropriateness for specific grade levels and for specific learning standards.
- Overall, the principals have observed substantial growth in the instructional practices of the Chinese immersion teachers. The principals said that the novice teachers, in particular, have required a great deal of guidance primarily because of the teaching style differences between teachers in China and the U.S. It was especially important for professional development to address the topics of behavior management and differentiated instruction.
- Assessment of Chinese language proficiency was also reported as an area that needs considerable attention. Language proficiency assessments for elementary school immersion students have just begun to be developed and administered. An important next step is the establishment of benchmarks for proficiency at each grade level.
- Parent involvement was identified as a key ingredient for the success of the immersion programs. Consequently, ongoing and frequent communication with parents was considered critical. Due to the newness of the programs, parent involvement has required extra attention on the part of the principals.
- The creation and growth of Chinese immersion programs have presented both challenges and rewards for the principals of the four elementary schools. Despite the challenges, the principals

agreed that their Chinese immersion programs have added value to their schools and have enriched their professional experiences.

Parent Survey

The results of the parent survey have been summarized previously in comprehensive reports prepared separately for each school. The parent survey results that are shared here are aggregated across the four schools and only include the results related to items concerning the parents' decision to enroll their child in a Chinese immersion program, their re-enrollment decision, perceived potential benefits of the program, their opinions about specific features of the program, and their recommendations for changes to the program. A copy of the survey is provided in Appendix C.

Decision to Enroll Child in Chinese Immersion

In an open-ended question, respondents were asked to provide the most important reasons for their decision to enroll their child in a Chinese immersion program. Their responses are summarized in Table 10. One third of respondents indicated they chose the Chinese immersion program because they wanted their child to be bilingual or multilingual. The next most frequently mentioned reason, provided by 21% of the respondents, was that they believed Chinese language proficiency would lead to future opportunities (e.g., job opportunities). A relatively large number of parents (17%) indicated that they felt the immersion program was of high quality and would challenge their child. Other reasons mentioned fairly frequently were that the immersion program fostered global awareness and cultural understanding (15%), the program would enable their child to have a better understanding of his/her native heritage (11%), and languages, especially Chinese, are more easily learned when a child is young (11%).

Table 10. Most Important Reasons to Enroll Child in Chinese Immersion Program

Most Important Reason	%*
• Want my child to be bilingual/multilingual.	33%
• Chinese language proficiency leads to opportunities in the future (especially job opportunities).	21%
• High quality program that challenges students.	17%
• Fosters global awareness and cultural understanding.	15%
• Will enable child to have better understanding of his/her native heritage.	11%
• Languages (especially Chinese) more easily learned when child is young.	11%
• Language learning best accomplished in an immersion setting.	7%
• Learning a foreign language at a young age enhances brain development.	7%
• Program is offered in our local public school; offered in our school district.	7%
• Child has Chinese-speaking relatives and/or friends.	4%
• Is a great opportunity (no details provided regarding type of opportunity).	2%
• All-day kindergarten available.	1%
• Other (e.g., Small class size, diversity of students, child made the decision).	8%

* Percentages are based on a total of 201 respondents. Because responses could be coded in more than one category, the sum of the percentages is greater than 100.

Potential Benefits of Chinese Immersion

Parents rated the importance of seven potential benefits they might have considered when making their decision to enroll their child in the Chinese immersion program (see Table 11). Parents gave particularly high importance ratings to the statements that young children probably learn Chinese more easily than older children (97%) and that successful learning of Chinese is more likely when it is a means of communication throughout the day as in an immersion program (97%). Another potential benefit frequently noted by parents was that fluency in both Chinese and English would provide a future advantage with respect to job opportunities (90%). Approximately three quarters of the parents (78%) indicated that knowledge of the Chinese language and culture promotes greater understanding between people of the United States and Chinese-speaking countries. In addition, 77% of parents placed fairly high importance on the academic rigor of the Chinese immersion program.

Table 11. Potential Benefits of a Chinese Immersion Program

Potential Benefit	%*
• Young children in kindergarten and the primary grades probably learn Chinese more easily than older children.	97%
• Successful learning of Chinese is more likely when it is used as a means of communication throughout the day as is done in the immersion program.	97%
• A person who is fluent in both Chinese and English will have an advantage over others when it comes to job opportunities.	90%
• Knowledge of the Chinese language and culture will promote greater understanding between people of the United States and Chinese-speaking countries.	78%
• The Chinese immersion program seems more rigorous academically than the regular education program.	77%
• Learning Chinese will enable my child to have a better understanding of his/her native heritage.	22%
• Learning Chinese will enable my child to converse with his/her Chinese-speaking relatives.	15%

*The table displays the percent selecting *Very Important* or *Moderately Important*. The number of parents providing a response to these seven items ranged from 205 to 211.

Opinion of Chinese Immersion Program Features

Parents were asked to express their opinion about selected features of the Chinese immersion program. These features are presented in Table 12 along with the percent of parents responding *Too Many/Too Much*, *About Right*, and *Not Enough*. The parents' responses indicated that they are generally satisfied with the amount of technology used in their child's classroom, the size of the classes, the opportunities their child had to interact informally with other immersion students, and communication about events and activities taking place in the immersion program. However, 13% thought class sizes were too large, 14% indicated there were too few opportunities for their child to interact informally with other immersion students, and 17% indicated they would like more communication about events and activities occurring in the program. Opinions regarding amount of homework were somewhat more variable with 79% saying it was about right, 12% saying it was too much, and 9% saying it was not enough. Two areas where parents expressed the least satisfaction were the opportunities their child had to interact with children at the school who were not in the immersion program and the amount of communication they received regarding their child's progress in the immersion program. A significant number of parents indicated they would like to see an increase in both of these areas. Specifically, 22% indicated there should be more opportunities for their child to interact with children at the school who were not in the immersion program, and 25% indicated that they would like more communication regarding their child's progress in the immersion program.

Table 12. Parents' Opinion of Chinese Immersion Program Features

Program Feature	Total N*	Too Many/Too Much %	About Right %	Not Enough %
• Technology used in your child's classroom	196	2	95	3
• Number of students in your child's class	208	13	86	<1
• Opportunities your child has to interact informally (e.g., playing games, chatting) with other children who are in the Chinese immersion program.	181	1	85	14
• Communication about events and activities taking place in the Chinese immersion program	208	0	83	17
• Amount of homework your child receives	206	12	79	9
• Opportunities your child has to interact with children at the school who are <u>not</u> in the Chinese immersion program.	170	3	75	22
• Communication about your child's progress in the Chinese immersion program	206	<1	75	25

*The total N for each item does not include participants who selected the Don't Know option and participants who gave no response.

Recommendations for Changes to the Program

In an open-ended question, parents were asked what, if anything, they would change so that the Chinese immersion program would be more effective for their child. Fifty-three percent (112 of 212) of the parents wrote a response to the question. Their recommendations are summarized in Table 13. The most frequently recommended change pertained to communication about student progress. It was not necessarily the amount of communication that was of concern but rather the parents wanted benchmark information that would help them understand their child’s progress relative to expectations and to other students in the program. Other recommendations made by at least 10% of the respondents concerned opportunities for their child to interact with Chinese speakers (14%), the Chinese immersion teachers’ need for additional training (12%), information on how parents can help their children with studying at home (12%), the grade level at which English instruction is introduced (12%), and the instructional methods used by the immersion teachers (11%). It should be noted that 16% of the respondents used the answer space to write a comment indicating that they were completely satisfied with the program.

Table 13. Parents’ Recommendations for Changes to the Program

What, if anything, would you change about the Chinese immersion program so that it would be more effective for your child?	%*
<ul style="list-style-type: none"> • Communication about student progress (e.g., <i>We need better understanding of the program’s expectations and child’s progress relative to others in the program.</i>) 	19
<ul style="list-style-type: none"> • Everything is good (e.g., <i>Overall we are exceptionally pleased with how the program is going.</i>) 	16
<ul style="list-style-type: none"> • Chinese language opportunities (e.g., <i>More opportunities to interact with other Chinese-speaking students and adults not in her class would be helpful. I’d like her to bring the language out of the classroom.</i>) 	14
<ul style="list-style-type: none"> • Teacher preparation/training (e.g., <i>The Chinese teachers are not being prepared properly to teach English students. The areas that are lacking are classroom management and teaching styles.</i>) 	12
<ul style="list-style-type: none"> • Information related to studying at home (e.g., <i>I would provide additional tools for parents to assist with homework.</i>) 	12
<ul style="list-style-type: none"> • Introduction of instruction in English (e.g., <i>Consider starting English in the second grade instead of third grade.</i>) 	12
<ul style="list-style-type: none"> • Teaching methods (e.g., <i>I would like to see more emphasis on tactile and experiential learning and less emphasis on rote memorization and worksheets.</i>) 	11
<ul style="list-style-type: none"> • Assistance for students who are struggling (e.g., <i>The homework seems reasonable at this point, but for my child it’s unbearable and a struggle every night. . . I would like to understand better what they are doing for kids that are struggling.</i>) 	7
<ul style="list-style-type: none"> • Rigor, challenge (e.g., <i>Have opportunities for children who excel in math and reading to be challenged.</i>) 	6
<ul style="list-style-type: none"> • Assistance with social skills (e.g., <i>I don’t see any assistance with social skills happening, so lots of “clubs” and cliques are formed to exclude others, and subtle bullying is rampant.</i>) 	4

Table 13 continued

<ul style="list-style-type: none"> • Information about future plans <i>(e.g., Would like to be able to see the future a bit. Not sure what is going to happen as we advance grades and go into high school. It is just a huge leap of faith.)</i> 	4
<ul style="list-style-type: none"> • Additional staff—teacher aides, tutors, immersion coordinator <i>(e.g., An aide for the teacher who also spoke Chinese so the children could have more one-on-one help.)</i> 	4
<ul style="list-style-type: none"> • Parent involvement/interaction <i>[e.g., More opportunities to help in classroom/activities. A mixer or way to meet other families outside of school (both Chinese and Non Chinese)]</i> 	4
<ul style="list-style-type: none"> • Small classes <i>(e.g., Just feel that anything over 20 students is really tough for any teacher much less an immersion instructor. Would LOVE to see smaller classroom sizes.)</i> 	3
<ul style="list-style-type: none"> • Standardized testing in English <i>(e.g., Do not give English standardized tests to the Chinese students. They are not understanding the vocabulary.)</i> 	3
<ul style="list-style-type: none"> • Other <i>(e.g., That full day would be mandatory and that the cost be waived.)</i> 	6

*Percentages are based on a total of 112 respondents. Because responses could be coded in more than one category, the sum of the percentages is greater than 100.

Re-enrollment Decision

Responses regarding their decision to re-enroll their child in the Chinese immersion program for the 2010-11 school year indicate that most parents are satisfied with the Chinese immersion program. Ninety-one percent of the parents reported that they definitely had decided to re-enroll their child and 7% said that they probably would re-enroll (see Table 14). Only 2% reported that they probably or definitely would not be re-enrolling their child in the immersion program.

Table 14. Re-enrollment Decision

How likely are you to re-enroll your child?	% *
Definitely will	91%
Probably will	7%
Probably will not	2%
Definitely will not	<1%

*Percentages are based on a total of 208 respondents.

Reasons for the Re-Enrollment Decision

An open-ended question asked the parents to describe the most important reasons for their re-enrollment decision. These reasons are summarized in Table 15. The most common reason, provided by 41% of the respondents, was a statement indicating that they and/or their child were pleased with the program. Other reasons provided by 15% or more of the respondents included: Importance of their child becoming fluent in Chinese or another language (26%), their commitment to the program (21%), their child's satisfactory progress (16%), and their satisfaction with the teachers (15%). Eleven percent of the respondents expressed a concern about the program, such as hoping that their child would be able to catch up with English or a fear that funding would be cut and the program discontinued.

Table 15. Reasons for Re-Enrollment Decision

Topic of Response	%*
<ul style="list-style-type: none"> • Child/parent is pleased with the program (e.g., <i>He loves it and I think the program is great!</i>) 	41
<ul style="list-style-type: none"> • Importance of becoming fluent in Chinese/a foreign language (e.g., <i>Want my child to be fluent in written and spoken Chinese.</i>) 	26
<ul style="list-style-type: none"> • Committed to the program (e.g., <i>We are committed to the program as far as it goes.</i>) 	21
<ul style="list-style-type: none"> • Child is making progress (e.g., <i>My child continues to make progress in all areas.</i>) 	16
<ul style="list-style-type: none"> • Satisfaction with teachers (e.g., <i>We are very pleased with the teachers.</i>) 	15
<ul style="list-style-type: none"> • Concerns about program (e.g., <i>The hope is that he and the others catch up with the English and anything else they are struggling with in the coming years.</i>) 	11
<ul style="list-style-type: none"> • Student friendships (e.g., <i>We also would not want to separate our child from the good friends she has made in the program.</i>) 	9
<ul style="list-style-type: none"> • Great opportunity (e.g., <i>This is simply an amazing opportunity.</i>) 	8
<ul style="list-style-type: none"> • Rigorous program (e.g., <i>I love the challenge that my son is exposed to. It keeps him involved in learning.</i>) 	8
<ul style="list-style-type: none"> • Parent involvement (e.g., <i>Parent community is also a very positive factor in the program.</i>) 	5
<ul style="list-style-type: none"> • Changing programs would involve too many differences (e.g., <i>It would be a culture shock to switch to a traditional classroom.</i>) 	5
<ul style="list-style-type: none"> • Other (e.g., <i>My second child will also attend next year.</i>) 	12

*Percentages are based on a total of 145 respondents. Because responses could be coded in more than one category, the sum of the percentages is greater than 100.

Summary of the Parent Survey

- The most common reason reported by parents for enrolling their child in a Chinese immersion program was that they wanted their child to be bilingual or multilingual. Parents indicated that they believed Chinese language proficiency would lead to opportunities in the future, especially job opportunities.
- The parents' responses indicated that they selected the Chinese immersion program for their child because they felt that Chinese language is learned more easily by younger than older children and when it is used as a means of communication throughout the day as in an immersion program.
- When evaluating specific program features, the parents' responses indicated that they were generally quite satisfied. However, they did express a concern that they did not receive sufficient communication about their child's progress. A desire for additional communication about their child's progress was also reflected in the parents' recommendations for changes to the program where it was indicated that the parents especially wanted information on their child's progress with respect to established benchmarks.
- Parents also indicated that they would like more opportunities for their child to interact with students not enrolled in the Chinese immersion program.
- Nearly all parents (91%) reported that they would definitely re-enroll their child in the Chinese immersion program for the coming school year. This re-enrollment decision was largely based on overall satisfaction with the program and a strong belief in the future benefits of Chinese language fluency.

◆ Overall Summary

- The total enrollment in Chinese immersion classes in the baseline school year of 2008-09, aggregated across the three participating districts, was 318 students. In 2009-10, the total enrollment was 450 students, an increase of 42%.
- From 2008-09 to 2009-10, the retention from one grade level to the next, aggregated across the three districts, was 98%, representing a decrease of seven students (318 to 311).
- Information regarding implementation of the Chinese immersion programs was obtained via interviews with the teachers and principals and via survey questionnaires administered to the teachers and parents.
- The Chinese immersion teachers indicated that they needed additional instructional materials for all core subjects, but the need was greatest for social studies and reading/language arts. The teachers also indicated that improvement was especially needed in the quality of instructional materials for social studies.
- The Chinese immersion teachers reported that they have completed numerous types of professional development including university courses, institutes, workshops, in-service training, working with a mentor English teacher, and attendance at national conferences. They indicated that, in the future, they would like to have more training specific to Chinese immersion classes,

especially in areas where American and Chinese practices are substantially different, such as classroom management and instructional strategies.

- On the teacher survey, nine areas were identified by more than half of the respondents as areas in which their teaching would benefit from professional development. These were: Testing and assessment, immersion teaching strategies, strategies for getting students to speak only Chinese in class, student-centered teaching, teaching math, working with special needs students, communicating with parents, teaching reading and language arts, and teaching social studies.
- The Chinese immersion teachers strongly agreed that their greatest challenge was the considerable time they had to spend on development of the curriculum for the Chinese immersion program. They said that they not only spent a great deal of time translating instructional materials into Chinese but also locating appropriate materials, adapting materials to their classrooms, and creating assessments. Nevertheless, the teachers noted that every year the quality of the curriculum has improved and more instructional materials are now available either through their efforts or through purchases of published materials.
- All Chinese immersion teachers stated that they were actively involved in professional communities by collaborating frequently in structured or informal settings with other Chinese immersion teachers in their buildings. However, the Chinese immersion teachers expressed a desire to develop stronger professional relationships with the English teachers at their schools and also with Chinese immersion teachers at other schools and in other districts.
- The number one challenge identified by principals of the four participating schools was curriculum. The principals noted that, while there have been gains in the quantity of curriculum available, curriculum continues to be lacking not only with respect to quantity but also with respect to quality and appropriateness for specific grade levels and for specific learning standards.
- Overall, the principals have observed substantial growth in the instructional practices of the Chinese immersion teachers. The principals said that the novice teachers, in particular, have required a great deal of guidance primarily because of the teaching style differences between teachers in China and the U.S. It was especially important for professional development to address the topics of behavior management and differentiated instruction.
- Assessment of Chinese language proficiency was also reported by the principals as an area that needs considerable attention. Language proficiency assessments for elementary school immersion students have just begun to be developed and administered. An important next step is the establishment of benchmarks for proficiency at each grade level.
- Parent involvement was identified as a key ingredient for the success of the immersion programs. Due to the newness of the programs, parent involvement has required extra attention on the part of the principals. Ongoing, frequent communication with parents was considered critical.
- Despite the challenges, the principals agreed that their Chinese immersion programs have added value to their schools and providing leadership for these programs has enriched their professional experiences.
- The most common reason reported by parents for enrolling their child in a Chinese immersion program was that they wanted their child to be bilingual or multilingual. Parents indicated that

they believed Chinese language proficiency would lead to opportunities in the future, especially job opportunities.

- The parents also indicated that they selected a Chinese immersion program for their child because they felt that Chinese language is learned more easily by younger than older children and when it is used as a means of communication throughout the day as in an immersion program.
- When evaluating specific program features, the parents' responses indicated that they were generally quite satisfied. However, they did express a concern that they did not receive sufficient communication about their child's progress, especially as related to established benchmarks. In addition, parents indicated that they would like more opportunities for their child to interact with students at the school who are not enrolled in the Chinese immersion program.
- Nearly all parents (98%) reported that they would be re-enrolling their child in the Chinese immersion program for the coming school year. This re-enrollment decision was largely based on overall satisfaction with the program and a strong belief in the future benefits of Chinese language fluency.

Appendix A: Teacher Survey

Part A. QUANTITY OF INSTRUCTIONAL MATERIALS

Instructional materials refers to items such as curriculum guides, textbooks, workbooks, quizzes, CDs, audio-tapes, lesson plans, learning games, and so on.

Core subjects include reading and language arts, math, science, and social studies.

At the present time, do you have enough instructional materials to teach effectively in the core subjects? Use the response scale shown below. Please check only one response for each core subject.

1 = I have all the items I need.

2 = I need a few more items.

3 = I need many more items.

Core Subject	1 I have all the items I need	2 I need a few more items	3 I need many more items
Reading and language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part B. QUALITY OF THE INSTRUCTIONAL MATERIALS

Please rate the quality of the instructional materials that you now have. Use the response scale shown below. Please check only one response for each core subject.

- 1 = High quality
 2 = Medium quality
 3 = Low quality

Core Subject	1 High quality	2 Medium quality	3 Low quality
Reading and language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part C. PROFESSIONAL DEVELOPMENT AND TRAINING

Professional development and training refers to workshops, seminars, college courses, in-service training sessions, mentoring by an academic coach, independent reading, and so on.

Would professional development or training on specific topics help you to teach more effectively? Please put a check next to the topic(s) for which you would like professional development or training. Check all that apply.

Teaching reading and language arts	<input type="checkbox"/>
Teaching math	<input type="checkbox"/>
Teaching science	<input type="checkbox"/>
Teaching social studies	<input type="checkbox"/>
Maintaining student records (e.g., report cards, progress reports, etc.)	<input type="checkbox"/>
Testing and assessment	<input type="checkbox"/>

Communicating with parents	<input type="checkbox"/>
Managing student behavior	<input type="checkbox"/>
Working with special needs students	<input type="checkbox"/>
Immersion teaching strategies	<input type="checkbox"/>
Strategies for getting students to speak only Chinese in class	<input type="checkbox"/>
Student-centered teaching (learning stations, pair and small-group)	<input type="checkbox"/>

Technology	<input type="checkbox"/>

projects, etc.)	
Other:	<input type="checkbox"/>

Part D. BACKGROUND INFORMATION

1. What grade are you currently teaching?

Kindergarten	<input type="checkbox"/>
Grade 1	<input type="checkbox"/>
Grade 2	<input type="checkbox"/>
Grade 3	<input type="checkbox"/>

2. How many years of teaching experience do you have?

Number of years teaching in a Chinese immersion program (including this year): _____

Total number of years teaching in any type of educational setting (including this year): _____

3. What type of Minnesota teacher licensure do you currently have?

Community expert license	<input type="checkbox"/>
Provisional license	<input type="checkbox"/>
Regular, full-time license	<input type="checkbox"/>
Other, please describe:	<input type="checkbox"/>

Thank you for taking time to complete this survey. Put your completed survey in the stamped, self-addressed envelope and drop it in the mail.

Appendix B: Teacher Interview Questions

1. The first topic is **curriculum**. What do you think about the curriculum that is used in the classes that you teach?
Probes:
 - a. Overall
 - b. Specific subject areas
 - c. Strengths, good things, advantages
 - d. Difficulties, challenges, weaknesses, problems
 - e. Recommended changes or improvements

2. **Assessment**. What about about the assessment of student learning in Chinese immersion classes?
Probes:
 - a. Overall
 - b. Specific subject areas
 - c. Strengths, good things, advantages
 - d. Difficulties, challenges, weaknesses, problems
 - e. Recommended changes or improvements

3. **Professional development**. Now, what about professional development.
 - a. What types of training have you participated in during the year to help you be an effective classroom teacher?
 - b. What would you say was the most helpful? Least helpful?
 - c. In what areas would you like more training?

4. **Professional community**. The last topic is professional community. Professional community refers to your relationships with administrators, staff, and other teachers at your school.
 - a. In what ways do you interact with other teachers in the school who are teaching in the Chinese immersion program?
 - b. who are NOT teaching in the Chinese immersion program?
 - c. What has the school done to help you feel a part of the professional community in the school?
 - d. What else could be done?

5. What has been the most challenging thing for you as a teacher in a Chinese immersion program?

6. What is the most rewarding thing?

7. What is one recommendation you would make to make the Chinese immersion program better?

8. Are there any additional comments or suggestions you would like to make about the Chinese immersion program?

Thank you for taking time to participate in this interview.

Appendix C: Parent Survey

Note: The survey was reformatted for inclusion in this report so that it would take up fewer pages.

1. How many of your children are currently enrolled in the Chinese immersion program at Hopkins, Minnetonka, or St. Cloud? _____
-

If you have more than one child enrolled in the Chinese immersion program, please think about the OLDEST child when you answer the questions in the rest of the survey.

2. Your (oldest) child's school (check one)

<input type="checkbox"/>	Hopkins XinXing Academy/Eisenhower Elementary
<input type="checkbox"/>	Minnetonka Excelsior Elementary
<input type="checkbox"/>	Minnetonka Scenic Heights Elementary
<input type="checkbox"/>	St. Cloud Madison Elementary

3. Your (oldest) child's grade (check one)

<input type="checkbox"/>	Kindergarten
<input type="checkbox"/>	Grade 1
<input type="checkbox"/>	Grade 2
<input type="checkbox"/>	Grade 3

4. Your (oldest) child's ethnicity (check all that apply)

<input type="checkbox"/>	Native Indian
<input type="checkbox"/>	African American
<input type="checkbox"/>	African (Somalia, Ethiopia, etc.)
<input type="checkbox"/>	Asian (other than Chinese)
<input type="checkbox"/>	Chinese
<input type="checkbox"/>	Hispanic
<input type="checkbox"/>	White
<input type="checkbox"/>	Other, please specify: _____

ENROLLMENT DECISION

The next questions ask about your decision to enroll your child in a Chinese immersion program.

5. Which of the following best describes how you went about deciding to enroll your (oldest) child in a Chinese immersion program? Check only one option.

Steps in Your Decision

	First, I decided to enroll my child in a foreign language immersion program. Second, I selected Chinese. Then I selected the school.
	First, I decided to enroll my child in a Chinese immersion program. Then I selected the school.
	First, I selected the school. Then I decided to enroll my child in this school's Chinese immersion program.
	Other:

6. Why did you select this particular school for your (oldest) child? Check all that apply.

	It is our neighborhood school.
	The school is conveniently located for transportation to and from school.
	I have another child who attends/attended that school.
	My child has friends who attend that school.
	The school is known for its high quality academic programs.
	The school has a very diverse student enrollment.
	The immersion program is located in a regular elementary school.
	Other:

7. In the space below, please describe the most important reasons for your decision to enroll your (oldest) child in a Chinese immersion program.

Potential Benefits

Please rate the importance of the following potential benefits in your decision to enroll your (oldest) child in the Chinese immersion program.

	VERY IMPORTANT	MODERATELY IMPORTANT	SLIGHTLY IMPORTANT	NOT AT ALL IMPORTANT	NOT APPLICABLE
8. Young children in kindergarten and the primary grades probably learn Chinese more easily than older children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Successful learning of Chinese is more likely when it is used as a means of communication throughout the day as is done in the immersion program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The Chinese immersion program seems more rigorous academically than the regular education program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. A person who is fluent in both Chinese and English will have an advantage over others when it comes to job opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Knowledge of the Chinese language and culture will promote greater understanding between people of the United States and Chinese-speaking countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Learning Chinese will enable my child to converse with his/her Chinese-speaking relatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Learning Chinese will enable my child to have a better understanding of his/her native heritage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YOUR CHILD’S ENJOYMENT OF THE IMMERSION PROGRAM

Please indicate how much your (oldest) child enjoys the following aspects of his/her Chinese immersion program. Use the scale *High, Medium, Low, None* to indicate your child’s degree of enjoyment.

Select *Don’t know* for subjects or activities your child has experienced but for which you don’t know your child’s degree of enjoyment. Select *Not Applicable (N/A)* for subjects or activities that your child has not experienced.

How much your child enjoys ...	Degree of Enjoyment				Don’t know	N/A
	High	Medium	Low	None		
15. Speaking Chinese with the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Speaking Chinese with classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Writing Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Reading Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Listening to Chinese stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Studying math in Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Studying science in Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Studying social studies in Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Learning about Chinese culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Use this space to write any comments you would like to make about your child’s enjoyment of the subjects and activities that you just rated.

YOUR OPINION OF CHINESE IMMERSION PROGRAM FEATURES

In this section, you are asked your opinion about some features of your (oldest) child's Chinese immersion program. Use the response scale *Too many/Too much*, *About right*, *Not enough*, and *Don't know*.

	Too Many/ Too Much	About Right	Not Enough	Don't Know
25. Number of students in your child's class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Amount of homework your child receives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Technology used in your child's classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Opportunities your child has to interact informally (e.g., playing games, chatting) with other children who are in the Chinese immersion program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Opportunities your child has to interact with children at the school who are <u>not</u> in the Chinese immersion program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Communication about events and activities taking place in the Chinese immersion program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Communication about your child's progress in the Chinese immersion program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. Use this space to write any comments you have about the immersion program features you just rated.

QUALITY OF INSTRUCTION RATINGS

In this section, you are asked to rate the quality of instruction received by your (oldest) child. Use the scale *Excellent, Good, Fair, Poor*.

Select *Don't know* for subjects or activities that are part of your child's education but for which you feel you don't have enough knowledge to provide a quality rating. Select *Not Applicable (N/A)* for subjects or activities that your child has not experienced.

QUALITY OF INSTRUCTION RECEIVED BY YOUR CHILD IN . . .	Quality				Don't know	N/A
	Excellent	Good	Fair	Poor		
33. Chinese language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Chinese culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Physical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. Use this space to write any comments you have about the subject areas you just rated.

42. What, if anything, would you change about the Chinese immersion program so that it would be more effective for your child?

YOUR RE-RE-ENROLLMENT DECISION

In this section, you are asked about your decision to re-enroll your child in the Chinese immersion program this coming school year.

43. How likely are you to re-enroll your child in the Chinese immersion program this coming school year? (Check only one.)

- Definitely will.
 Probably will.
 Probably will not.
 Definitely will not.

44. Use this space to describe the most important reasons for your decision.

BACKGROUND INFORMATION

Please rate the highest level of proficiency of Mandarin Chinese of any adult member of your household with respect to speaking and writing.

	Native or Native-like	Advanced	Intermediate	Beginner	No ability
45. Speaking Mandarin Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Understanding spoken Mandarin Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Writing Mandarin Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Understanding written Mandarin Chinese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49. What is your relationship to the child enrolled in the Chinese immersion program?

<input type="checkbox"/>	Mother
<input type="checkbox"/>	Father
<input type="checkbox"/>	Other: _____

50. Your ethnicity (check all that apply)

<input type="checkbox"/>	Native Indian
<input type="checkbox"/>	African American
<input type="checkbox"/>	African (Somalia, Ethiopia, etc.)
<input type="checkbox"/>	Asian (other than Chinese)
<input type="checkbox"/>	Chinese
<input type="checkbox"/>	Hispanic
<input type="checkbox"/>	White
<input type="checkbox"/>	Other, please specify: _____

51. Please use this space to write any additional comments or suggestions you have regarding the Chinese immersion program.