



World Language Administrator/Teacher Survey Results – Appendix B

Administrators, non-language teachers, and language teachers were also surveyed at the end of the 2010-12 school year.

Response

- 10 administrators
- 17 language teachers
- 171 non-language teachers responded

In general, administrators and teachers view the District 97 world language positively. Over 63 percent rate the program as Good or Excellent.

Administrators nearly universally agree with the following statements:

- The foreign language program in my building challenges students.
- In my building, all students are given the opportunity to succeed at learning a foreign language.
- Our foreign language program places a strong emphasis on proficiency.
- Students are actively engaged in their foreign language classes.
- I know best practices in foreign language instruction and can observe for them when evaluating a teacher.
- The foreign language classes in my building are as interesting and engaging for low achieving students as they are for high achieving students.
- The foreign language teachers in my building are valued and respected staff members.
- Our students will need foreign language to participate in a global economy.

There was less agreement with the following statements:

- Children with special needs are being given sufficient opportunities to succeed in foreign language.
- District 97's foreign language offerings provide a good variety and sufficient choices for students.
- I can clearly explain the goals of the district foreign language program to others.

Non-language teachers were most in agreement (with at least two-thirds of teachers choosing agree or strongly agree) with the following statements:

- Our students will need foreign language to participate in a global economy.
- The District 97 Foreign Language Program is an important part of a student's total educational experience.
- Students benefit from the foreign language program at my school.
- Students enjoy participating in foreign language classes at my school.
- The District 97 Foreign Language Program effectively exposes students to other cultures.

Less than half of the teachers agreed with the statement "I have a good understanding of the goals of the District 97 Foreign Language Program."

Language teachers themselves agreed on the following:

- The importance of learning a foreign language.
- Confidence that they could explain the five C's of language instruction and three modes of communication.
- Their students could understand the spoken foreign language at their expected level of proficiency.

Areas in which they felt the program is less adequate include:

- Limited teaching materials, technology, and appropriate classroom space.
- The variety of languages offered or the opportunities provided by the district for staff development relevant to their positions.

Program Strengths. Universal exposure to a second language, qualified and dedicated teachers, and the use of a variety of methods were cited by both administrators and staff as strengths of the program. Several non-language teachers also applauded the attempts made by language teachers to incorporate regular classroom curriculum topics.

- "Extremely dedicated and competent staff members."
- "I think that we have excellent teachers in our program and that the lessons are grade appropriate and diverse as far as delivery, some being verbal/auditory, some being hands-on, and so on."
- "It is essential that students speak another language. It is so much easier to learn a language when they are young because that keeps those synapses in the brain open and making new connections. The program builds from basic vocabulary to conversation, writing, and reading. It gives students a comfortable flow between English and Spanish."
- "I am always impressed by how they work together with the rest of the staff to incorporate what they are learning."

Suggestions. The improvements suggested by staff and administrators were similar to those proposed by parents: more time spent on foreign language, more languages offered, and an expansion of the immersion program. However, non-language teachers were wary of expanding the time devoted to foreign language because of concerns that it would take time away from core curriculum and/or result in instruction by less qualified staff. A number of teachers felt that the elementary program could benefit from a more formal curriculum. Several non-language teachers indicated that they do not feel they know very much about the program's goals and methods.

- "More time with the language would be beneficial, but I hate giving up my instructional time and still be responsible for major curriculum areas and test scores."
- "Consistency of instruction. Clearly stated objectives for each grade level...More emphasis on culture and history... More Spanish time!"
- "More Spanish immersion opportunities."