

STARTALK: Providing a Pathway to Immersion

**Anchorage School District
Anchorage, Alaska**

Brandon Locke, Director of World Languages

***Jennifer Schmitz, Principal, Scenic Park
Elementary***

***Yan Wang, Chinese Teacher, Bartlett High
School***

STARTALK Fall 2016 Conference, Atlanta, Georgia



Goals of this Session

- Demographics of Anchorage and the Anchorage School District
- Brief history of Immersion in the Anchorage School District
- Original plans for Chinese Immersion (10 years ago)
- ASD's STARTALK programs (Summer Camp, After-School Chinese, and Chinese Boot Camp)
- A revitalized interest in implementing Chinese Immersion
- Current status and next steps
- Q & A

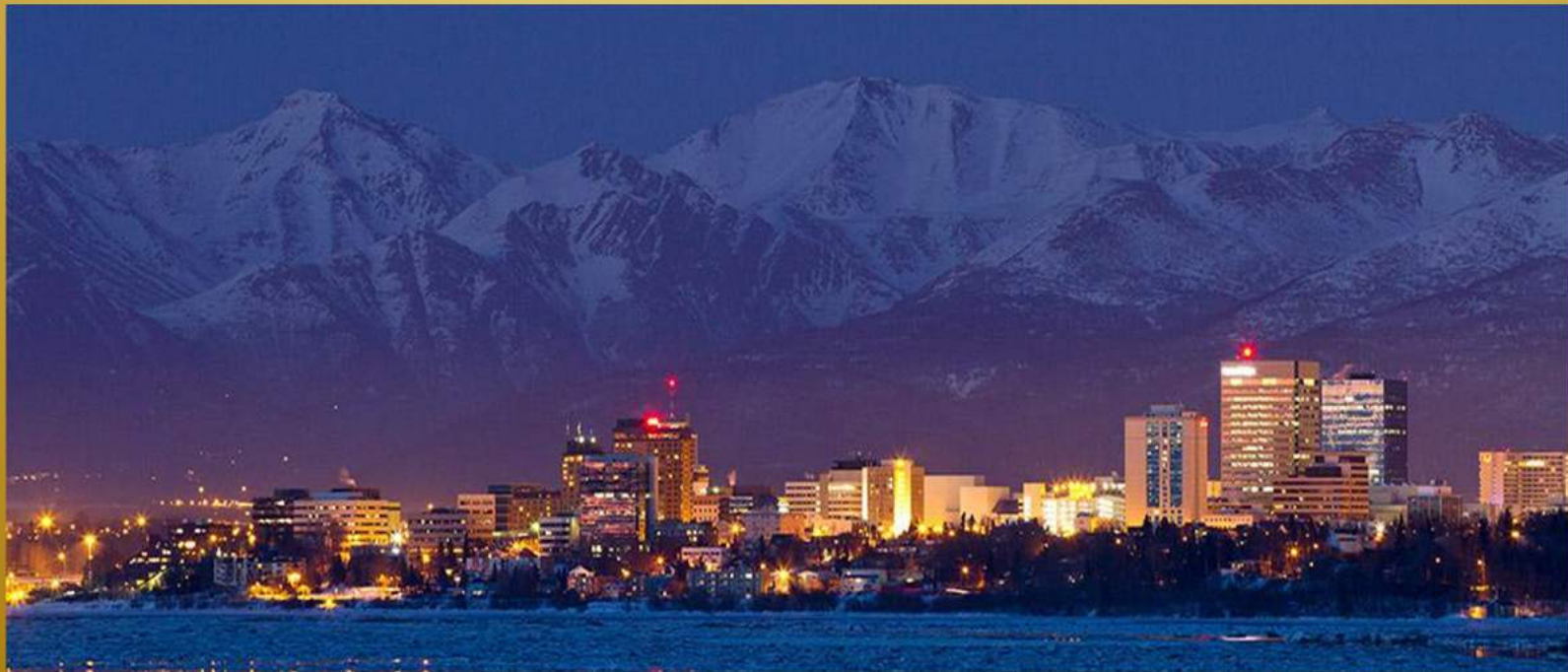


Anchorage, Alaska

Population: 300,950

Alaska's population:
737,259

Wyoming's population:
583,223



Anchorage School District



Educating students for success in life

The Anchorage School District...

educates
more than

48,500

students

encompasses
almost

2,000

square miles

(larger than Rhode Island)

is
ranked

97th

in size among

U.S. school districts¹

has
more than

130

schools

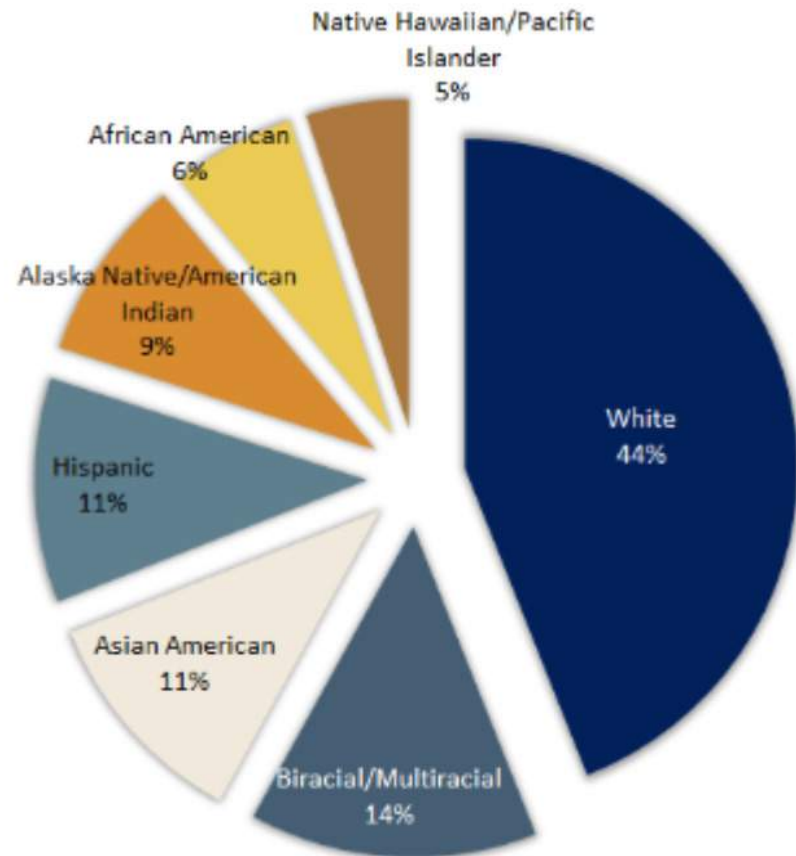
and programs

Anchorage's Students



Race and ethnicity

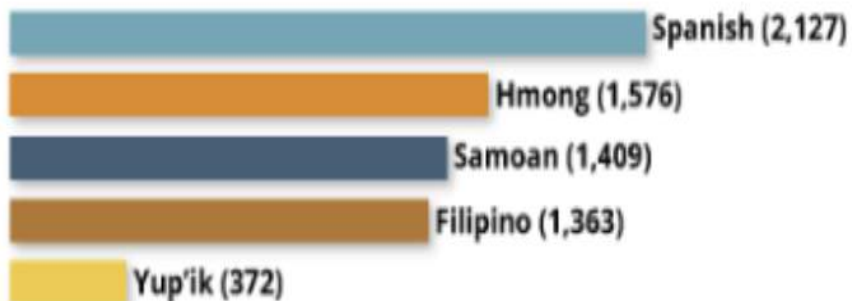
Minority students comprise more than 50 percent of the student population (48,213 students).



Anchorage's Languages

Non-English languages spoken

Most ASD families — 80 percent — speak English at home. The remaining 20 percent speak 99 languages. As of October 2014, there were 5,745 students eligible for English Language Learner services. The most frequent languages spoken by those students were:



ASD English Language Learners Program, December 2015



East High School, Anchorage, AK: *The most diverse high school in the United States (enrollment: 2141 students)*



ASD's History with Immersion

1989 – Japanese at Sand Lake (K-12 at Mears, Dimond, 556 students)

1991 – Spanish at Chugiak (K-12 at Mirror Lake, Chugiak HS, 469 students)

1993 – Spanish at Government Hill (K-12 at Romig, West, 526 students)

2004 – Russian at Turnagain (K-12 at Romig, West, 345 students)

2007 – German at Rilke Schule K-8 Charter School, (447 students)

(new German immersion strand at Service HS fall 2016)



ASD's History with Immersion

2016 – Chinese at Scenic Park (K) – 42 students in 2016-2017



ASD's History with CHINESE

- Started planning in 2006 – former Executive Director of Elementary Education and former World Language Director mapped out an implementation plan for Chinese, responding to a group of parents who had adopted children from China
- Developed a 4-year Implementation Plan
- Began with FLES program in 2007-08, funded through ASD's general fund
- Several schools applied to “house” the future immersion program; one school was identified – Scenic Park Elementary



Community Letters of Support



阿拉斯加華聯會
ALASKA CHINESE ASSOCIATION
P.O. BOX 91047, Anchorage, AK 99509-1047
www.alaskachinese.org Tax ID: 92-0135007

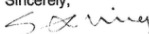
March 4, 2006

Carol Comeau
Superintendent of Schools
Anchorage School District
4600 DeBarr Road
Anchorage, AK 99504

Dear Superintendent Comeau,
As President of the Alaska Chinese Association I am writing strong support for a Mandarin Chinese Immersion Program Anchorage School District. Several years ago when the implementation of a Chinese Immersion Program began in the Chinese Association Board Members turned out in support. The Association was disappointed that the program did not

We want to encourage you to move forward now with a program for Chinese speakers and the high number of young children who have been adopted from China. Many attend our Friday School, but that is not enough language instruction for their language.

We look forward to learning more about immersion programs and finding ways of working with you to build a Mandarin Chinese Program in the Anchorage School District.

Sincerely,

Samson Ning
President

January 29, 2006

Carol Comeau, Superintendent
Anchorage School District
4600 DeBarr Road
Anchorage, AK 99508

Mrs. Comeau,

In 1976 I learned a valuable lesson from a very wise Anchorage School District fourth grade teacher. I wanted with all my heart to earn a perfect report card. I tried so very hard to achieve that goal, but at conference time it was revealed that indeed, my report card was one grade short of perfect. As a fourth grader, I was disappointed. As a fifth, sixth, seventh grade and even college student an adult, I learned that being perfect needn't be my goal. Doing my best is the perfection I ought to strive toward.

As a parent, as an educator, as a member of this community my goal is to do what I think is best and guide others to do the same. In my parenting role, my goal is to do what is best for my three-year-old daughter. As I look to the future, I realize that in just a couple of years, I will be preparing to send her to kindergarten. I'd very much like to send her to a Mandarin Immersion Program in the Anchorage School District.

In an ABC News report filed by Nancy Weiner on November 21, 2005, she states, "Economists predict that by the time these five year olds enter the job market, China will be the world's second-largest economy." She is speaking of students in the Brookline, Massachusetts, Driscoll School District. But imagine if she was referring to kindergarteners in the Anchorage School District. Imagine ASD graduates gaining employment not only because they could communicate fluently with nearly one-third of the world's population (English and Mandarin speaking people), but because they also possessed cultural understanding and sensitivity to these same people. Imagine being able to tell the state tourism people that there is no need to hire Mandarin language interpreters from outside because we've raised them right here at ASD.

Carol Schraft, principal of the Michael Driscoll School, said the goal is to "educate children for the world as it's going to be — not of the world we're living in now." Let's follow her advice and implement a Mandarin Immersion Program in the Anchorage School District. Not only will we be doing what is best for our children, but also for our community and our country.

Sincerely,

Nancy (Vandergraw) Muhlbauer
10201 Sextant Circle
Anchorage, AK 99515
(907)770-3573

CC: Patricia McRae, Executive Director of Elementary Education
Janice Gullickson, K-12 World Languages Coordinator

Carol Comeau, Superintendent
Anchorage School District
4600 DeBarr Road
Anchorage, AK 99508

January 17, 2005

Dear Mrs. Comeau,

I am writing in regards to the Mandarin Immersion Program. I am an elementary teacher with 21 years of teaching experience, 11 of those years being right here in the Anchorage School District. I have taught at a Title I school for those 11 years. I truly enjoy teaching in a school where diversity is celebrated. I am also a parent of a China born adopted daughter.

I think that a Mandarin Immersion Program would benefit the entire district. The population is growing and I see the benefits of having choice in educating our students. Also having a chance to acquire a second language outside the normal day is not easy for any families and studies have shown that learning a language early in life is easy and more retainable than in later years.

"of promoting foreign languages education in the K-12 environment, the Call to Action notes the "experience in some local school districts in the United States reinforces the experience of many other countries: second language instruction needs to begin well before high school and continue throughout the educational pipeline." Clearly, many recognize that foreign language education, particularly in primary education should be a priority.

I believe many families would be interested in and take advantage of the wonderful opportunity for their child to learn a Chinese language during their school day along with the other daily requirements of of school district. Please consider this as an awesome addition to our already wonderful diverse population and another "choice" for school for our families.

Sincerely,

Ann Marie Dahl
7550 Solarset Circle
Anchorage, AK 99507
907-522-6809

adahl@arctic.net

CC: Patricia McRae, Janice Gullickson

4-Year Implementation Plan

ANCHORAGE SCHOOL DISTRICT
World Languages Elementary School Program:
MANDARIN CHINESE

YEAR ONE (2006-2007)

Planning for a Mandarin Chinese Elementary School Program

WHAT?

ASD process for new-to-district pilot program

- Historical background: concept approval in 19----
- Request for 1.0 FTE for Mandarin Chinese teacher
- Process to identify attendance area/elementary school
- Identify program model and goals
- Approval of 1.0 FTE, model and school
- Addition of Mandarin Chinese to ASD 6 YR Plan

Gathering of the resources

- Access info from Mandarin Immersion Parent Group
- Recruit (local, state, national) for elementary teacher
- Interviews and selection of Mandarin Chinese teacher
- Analyze demographics
- Research other programs
- Identify curriculum and materials
- Training for L2 pedagogy
- Curriculum/materials/unit/lesson plans

Pre-start-up: "getting school ready"

- Working with staff
- Solicit parent input

WHO?

Carol
Carol
Carol and Patricia
ASD administration
School Board
Enid

ASD Administration
Human Resources/Janice
Principal/Patricia/Janice

Janice
Janice
Janice/Laurel
Teacher/Janice/Laurel

Principal/Patricia/Janice/Laurel
Principal/Patricia/Janice

4-Year Implementation Plan

- Establish links with local Chinese community
- Publicity for program start-up

Principal/parents
ASD Public Relations

YEAR TWO (2007-2008)

Implementation of Mandarin Chinese Elementary School Program

Classroom instruction

- Mandarin Chinese lessons to K-5 students
- Materials development and curriculum articulation
- Observation of other ASD immersion/FLES programs
- Training for instruction and assessment
- Assessment of pilot program
- Assessment of students' L2 language proficiency

Teacher
Teacher/Laurel/Janice
Teacher/Laurel
Laurel/Janice
Assessment and Evaluation
Teacher, Laurel

Assessing readiness for Mandarin Chinese program expansion

Carol/school board

Planning for program expansion

- Identify feeder middle and high schools
- Identify university partnerships
- Formalize parent steering committee
- Identify and apply for external funding, e.g. FLAP grant

ASD Administration
Janice
Principal/Patricia/Janice
Bev/Janice

YEAR THREE (2008-2009)

Expansion of Mandarin Chinese Elementary School Program

Planning for Mandarin Chinese partial immersion program

- Recruit for additional Chinese teacher
- Selection and hire of Chinese teacher
- Publicity

Human Resources/Janice
Principal/Patricia/Janice
Public relations

- Lottery Patricia/principal
- Chinese language curriculum and materials development Teachers/Laurel/Janice
- Translation of ASD content area curriculum
- Training for immersion instruction Teachers/Laurel/Janice
- Outreach with global Chinese community, e.g. Sister City, exchanges Teachers/principal/Janice

YEAR FOUR (2009-2010)

Implementation of Mandarin Chinese Partial Immersion Program

- Classroom instruction Kindergarten and first grade Teachers

ASD's History with CHINESE

~ The “plan” was built into the district’s 6-Year Plan; began offering Chinese classes at neighboring middle and high school; Original plan was to implement Chinese immersion, starting with kindergarten, during the 2009-2010 school year

~people moved on, Scenic Park’s Chinese FLES program became “status quo”

~Administration changed; school board changed; 2 superintendents came and went

~original parent group wouldn’t necessarily benefit from immersion as their children had grown up

~6 years later...



We discovered STARTALK!



Grades and Enrollment



2011-2012 - 30 students, grades 1-5

2012-2013 – 60 students, grades K-5

2013-2014 – 80 students, grades 1-8

2014-2015 - 80 students, grades 1-8

2015-2016 – 75 students, grades 1-8/ Boot Camp 30 students

2016-2017... Planning for 80 kids in grades 1-8 & Boot Camp
w/40 students



Summer Camp Goals & Objectives



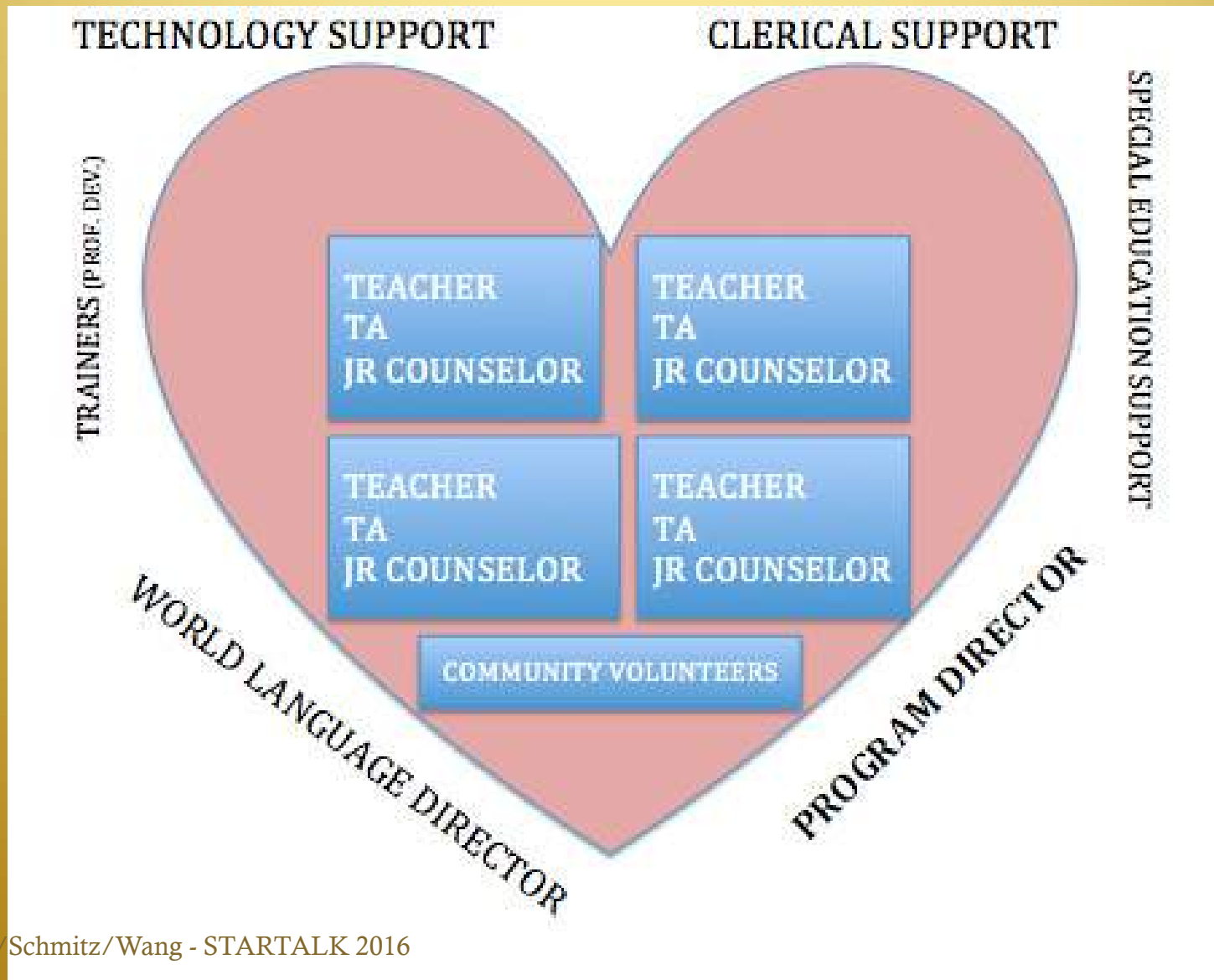
- To provide high quality professional development for STARTALK Camp staff
- To provide the opportunity for Anchorage students to learn Chinese and about the Chinese culture
- To provide opportunities for community members, School Board members, elected and school district officials, and others to see/feel the excitement surrounding camp and learning Chinese
- To develop camp activities that are high interest and differentiated so that students are engaged, excited about coming back the next year, and looking for ways to continue their study of Chinese

Other STARTALK Grant Goals & Objectives



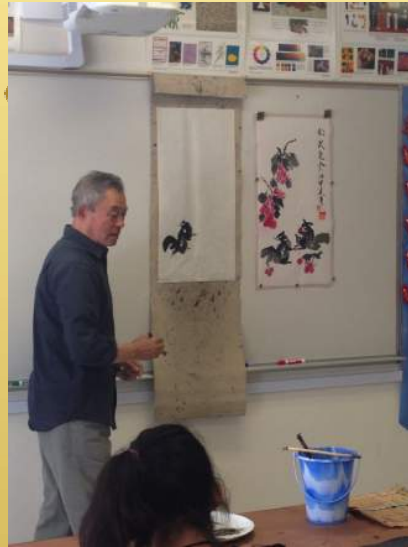
- To create opportunities for students to continue their Chinese study throughout the school year
- To reach enough students in elementary school so that our middle and high school programs continue to be sought after and successful
- To develop relationships with community organizations who may partner with us to keep Chinese learning ongoing
- To use the success stories of camp and its supporters as an avenue to continue talks with the School Board in regards to starting an immersion program

SUMMER CAMP: Staff Structure



SUMMER CAMPS

Staff Structure-
Teachers, TA's, Jr.
Counselors,
Support Staff,
Community
Volunteers



Locke/Schmitz/Wang - STARTALK 2016



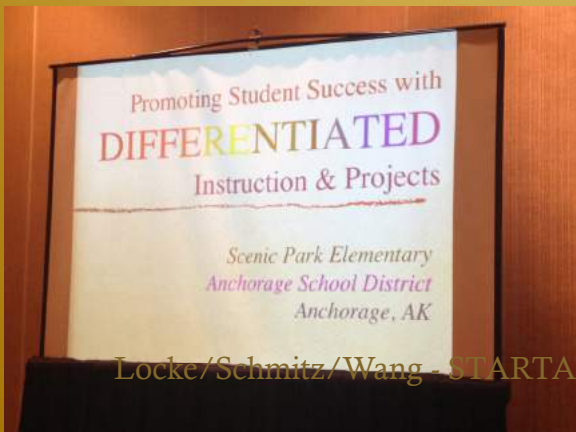
SUMMER CAMP-staff



Locke/Schmitz/Wang - STARTALK 2016

SUMMER CAMP

Professional
Development



Scenic Park Chinese Language and Culture Camp

Training Schedule:

Wednesday, May 30th:

- 9:00-12:00- Teachers and TA's train with Lisa Botero and Laurel Derksen on using cooperative learning in the classroom
- 9:00-12:00- Jr Counselors work with Pollyanna on creating a team, recess activities, etc.
- Jr Counselors off for the rest of the day
- 12:00-1:00 Lunch on your own
- 1:00-4:00- All Teachers and TA's in training with Pollyanna

Thursday, May 31st:

- 9:00-12:00- All Teachers and TA's in training with Pollyanna
- 12:00-1:00- Lunch on your own
- 1:00-2:00 Smartboard Activities training for teachers only with Pollyanna
- 1:00-2:00- Teacher support and camp routines for TA's with Jennifer
- 2:00-4:00 Pollyanna spends 30 minutes with each teacher to discuss lesson plans and provide ideas/support (teachers will sign up for this)
- 2:00-4:00 TA's begin prep work and those working with a teacher directly all day will meet as a team with Pollyanna

Friday, June 1st:

- 9:00-10:00 ALL STAFF meeting
- 10:00-4:00 Camp Prep— Lunch will be provided

Professional Development for Summer Camp Staff



Locke/Schmitz/Wing - STARTALK 2016



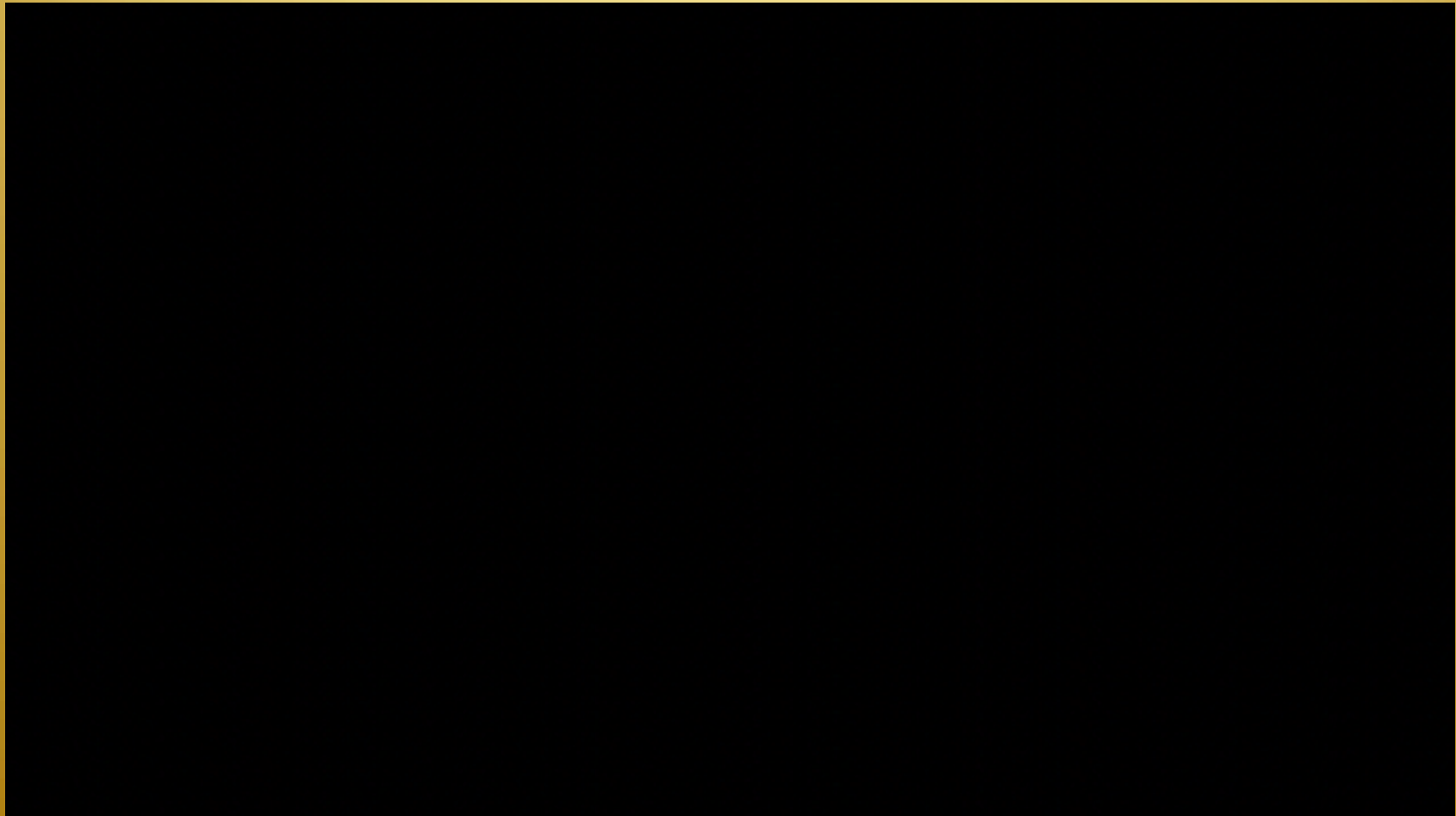


Professional
Development...
learning about
bears in French?



Locke/Schmitz/Wang - STARTALK 2016

SUMMER CAMP



SUMMER CAMP

Themes: 2 summers- Travel and the Silk Road

MY WANDERING PANDA'S TRAVEL JOURNAL



"中国游"夏令营

Name _____

Travel Schedule

		Monday	Tuesday	Wednesday
Teacher	Congdon	Group 4	Group 3	Group 2
Location	Chengdu			
Teacher	Lin	Group 1	Group 4	Group 3
Location	Taiwan			
Teacher	Yang	Group 3	Group 2	Group 1
Location	Beijing			
Teacher	Wang	Group 2	Group 1	Group 4
Location	Shanghai			
Teacher	Congdon	Group 5	Group 8	Group 7
Location	Kashgar			
Teacher	Lin	Group 6	Group 5	Group 8
Location	Dunhuang			
Teacher	Yang	Group 8	Group 7	Group 6
Location	Xi'an			
Teacher	Wang	Group 7	Group 6	Group 5
Location	Rome			



Chengdu 成都 ~  运输



SUMMER CAMP

Themes: Alaskan Ocean Animals (sea star, octopus, crab, orca)

 MY PANDA'S
DEEP SEA
ADVENTURE
JOURNAL

深海探险

NAME _____

章鱼 octopus

_____	_____
你长什么样 characteristics	你喜欢吃什么 food
你住在哪儿 habitat	其他 other

大洋 

方向 

Locke/Schmitz/Wang - STARTALK 2016



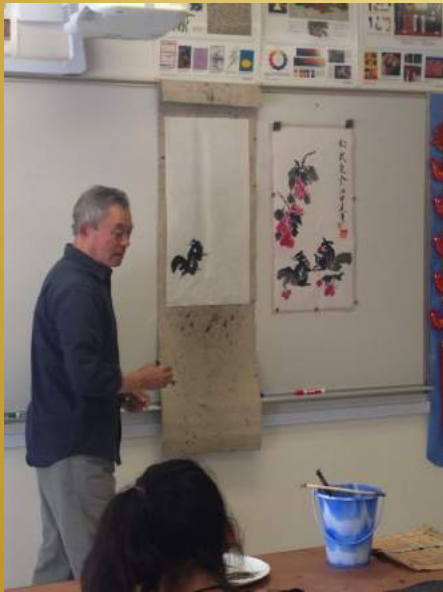
SUMMER CAMP

Themes: Whales of the North (beluga and humpback)



SUMMER CAMP

Culture Sessions (large group, painting, games, music, cooking, technology)



Locke/Schmitz/Wang - STARTALK 2016



SUMMER CAMP

Culture Sessions (large group, painting, games, music, cooking, technology)



SUMMER CAMP

Behavior/incentives---Going to the market!!



SUMMER CAMP

Sharing/Celebrating



After School Chinese



Chinese New Year Celebrations



New in 2016! Chinese BOOT CAMP...*getting ready for immersion*

- 4 half-days one week before the start of school for incoming immersion kindergarten students
- Goal was to introduce students to school and the use of Chinese at the same time
- Activities included social and academic.
- Chinese teacher, music teacher, and English partner teacher led each session



Community Partnerships



阿拉斯加華聯會
The Alaska Chinese Association



UAA Confucius
Institute
UNIVERSITY of ALASKA ANCHORAGE

Use the Media to get the word out!

B-6 SATURDAY, AUGUST 14, 2016 Alaska / Northwest

Scenic Park readies immersion program with kids learning their ABCs at Chinese Camp



Scenic Park Elementary School in Congdon, Alaska, is preparing for the start of the first Chinese immersion program when it starts this fall. On Thursday, forty-two students will begin at Alaska's first Chinese immersion program when it starts this fall.



Above: Scenic Park Elementary School kindergarten teacher Wendy Roberts leads a group of kids during the first day of Chinese Camp at Scenic Park Elementary School on Thursday. Forty-two students will begin at Alaska's first Chinese immersion program when it starts this fall.



Right: Chinese immersion teacher assistant Abby Weir leads a lesson on Chinese characters and vocabulary on Thursday.

Locke/Schmitz/Wang STARTALK 2016

Anchorage School District



Liked Message Save More

Write a comment...

Anchorage School District at Scenic Park Elementary School.
August 10 · 🌐

Thanks to a grant, incoming Chinese Immersion students are getting a jump-start to the year with a kindergarten boot camp this week!



Like Comment Share

Robin Brx, Helena Batman and 54 others

Chronological

3 shares

Michelle Eff I read that Scenic Park had Chinese taught as a foreign language in their school as a pull out like music and PE. How can we make instruction in a foreign language happen in other neighborhood schools?
Like · Reply · August 10 at 4:32pm

8 Replies

Write a comment...

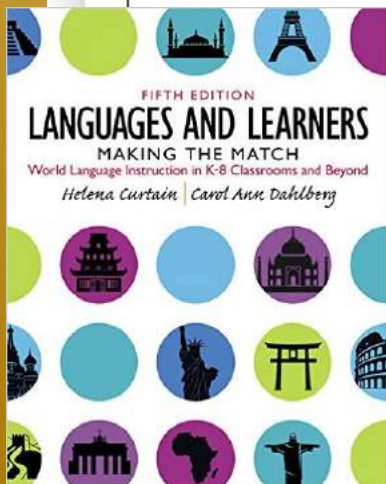
Revisiting & Revising Our Implementation Plan

- Design logo, begin publicity, get the word out (Fall 2015)
- Advertise/hire teacher
- Adjusting FLES teacher/program model to support immersion curriculum development
- Simultaneously work on curriculum and materials development
- Schedule and advertise Parent Information Nights (Winter 2015)
- Advertise district lottery dates (Winter-Spring 2015-2016)



Educating Parents and the Community

Kindergarten	English	Japanese, Russian, Spanish
	All content areas integrated	
Grades 1–6	Reading and Language Arts	Reading and Language Arts
	Mathematics	Social Studies, Science



Commitment to a 13-year Program

How can my child attend?

- At Turnagain Elementary, the program runs Wednesday through each grade. The entry level is from kindergarten through the first semester of first grade. When space is available, Russian-speaking children may enter the program at any point in the next school Russian history classes.
- Parent permission is required and enrollment is determined by the Anchorage School District lottery system. There are currently two sessions a year held in March and August. For more information on these dates, visit www.asd12.org/russian.
- Once students are accepted into the program, there is no need to re-apply in the future each year. However, if a student quits the program, there is no guarantee that they will be re-admitted at a later date.
- Students tend to achieve the best when families make a conscious choice year-over-year to be in the program. This decision amounts to a commitment of both English and Russian learning skills.

Benefits of being bilingual

- Increases a child's understanding of their native language
- Increases understanding and appreciation of other cultures
- Promotes critical and creative thinking
- Increases job opportunities in many careers due to an increasing demand for bilingual skills
- Knowing two languages facilitates learning subsequent languages
- Immersion students do or beyond the 7th grade often outperform other students on standardized tests
- Give students a head start in high school and college language requirements

Russian Immersion

TURNAGAIN ELEMENTARY • ROMIG MIDDLE • WEST HIGH SCHOOL
ANCHORAGE • ALASKA



For more information please contact:
Turnagain Elementary School: (907) 742-7000
Romig Middle School: (907) 742-5288
West High School: (907) 742-3036

Brendan Leitch, Director of World Languages
74 (907) 742-4048 • Email: leitchb@asd12.org
3538 E. Northern Lights Blvd., Anchorage, AK 99504
www.asd12.org/worldlanguages

NIR - Mission to Reconnect Parent Group
<http://nirparents.org>

Anchorage School District
K-12 Russian Partial Immersion Program
Turnagain Elementary, Grades K-6
Romig Middle School, Grades 7-8
West High School, Grades 9-12

Russian Immersion

Questions frequently asked

Program History

The Russian partial immersion program began at Turnagain Elementary in 2004 and is the newest immersion program in the ASD – and one of the first Russian immersion programs in the nation. The program continues through Romig Middle School and West High School. The first group to graduate from this K-12 program will be the senior class of 2016. The program has a current K-10 enrollment over approximately 350 students.

What is Immersion?

Since the inception of French language immersion programs in Canada close to 50 years ago, countless research has been conducted showing the success and benefits of immersion education. Immersion differs from traditional instructional approaches in which second languages are taught as separate subjects, in isolation from core content. Immersion refers to learning core content through a second language. As a result, students not only master subject area content, but also become bilingual when doing so. The Turnagain program is a Partial Immersion program, where students are immersed in Russian for half of the school day at the elementary level, and for one or two class periods at the secondary level.

What are the goals of an Immersion Program?

- Developing a high level of proficiency in the target language
- Developing positive attitudes toward those who speak the target language and their culture(s)
- Developing English language skills commensurate with expectations for students' ages and abilities
- Gaining skills and knowledge in the content areas of the curriculum in keeping with stated objectives in these areas

— Center for Applied Linguistics

Program History

To ensure student success, parental support is a key element. Because this is a K-12 program and involves the unique challenges of learning in two languages, it is critical that parents understand the program, support its goals, and make a long-term commitment to its philosophy.

Curriculum

Students in the Turnagain Russian Immersion Program learn the same ASD adopted curriculum as students in the English-only programs.

At the elementary level students have two teachers, one for each language. They work as a team to integrate the required subjects: math, science, social studies, and English language arts. In addition, students also learn Russian (reading, writing, speaking, and listening). For example, the Russian teacher may teach science, social studies, and Russian language arts while the English partner teacher teaches English language arts and math. Subjects taught in one language are not repeated in the other language; however, teachers are able to complement what each other is teaching, showing connections and providing clarification when necessary.

At the middle school level (grades 7-8), students attend two classes daily: a Russian language arts class and social studies. The curriculum is integrated and students learn social studies themes while reading authentic Russian texts and refine their writing and grammar skills. The content of the social studies classes mirrors that of traditional, non-immersion social studies content. At the high school level students attend one class per day.

What is the ASD Language Immersion Completion Cord?

Students who complete the immersion program in their senior year earn the ASD "Language Immersion Completion Cord" to wear at the West High School graduation ceremony. Our first graduating group will be West's Class of 2016.

Benefits of learning Russian

- Russian ranks among the world's 10 most widely spoken languages. Russian is not only the primary tongue of Russia itself, but also numerous former Soviet republics. Learning Russian opens the door to understanding and communicating with citizens of other nations and cultures.
- Russian is considered a "critical need foreign language" by the National Security Language Initiative, a plan set in place by the U.S. government to expand language education in K-16 educational institutions.
- Russian is a world business language that few Americans speak. In the world, Russian is spoken by over 275 million people as a native or second language. Russian will continue to be a valuable language skill in the ever-expanding global marketplace.
- Learning the Russian language gives insight into Russian and other Eastern European cultures.
- Russian is one of the six official languages of the United Nations.

Course descriptions

Russian Immersion Language 7

Students will increase and refine their communication skills in Russian through conversation, vocabulary building, grammar, composition, and appropriate Russian literature and related authentic texts.

7th Grade World Geography

Students will learn the same content as the ASD seventh grade social studies program, which includes Alaska and world, physical and political geography, and people and their relationship to their environment.

Russian Immersion Language 8

Students will increase and refine their communication skills in Russian through conversation, vocabulary building, grammar, composition, and appropriate Russian literature and related authentic texts.

8th Grade U.S. History

Students will learn the same content as the ASD eighth grade social studies program, which includes historiography and American history themes.

9th Grade: *Sovremennaya Melodyf' i kul'tura* (Contemporary Youth and Culture)

The focus is to advance students' language skills and content knowledge through themes of interest to young people. Through in-depth thematic study, students will compare and contrast various aspects of the Russian-speaking world with their own, and in turn, gain a better understanding of themselves and the world in which they live. Themes include family life, youth cultures, leaders and heroes, and multiculturalism and society.

10th Grade: *Vzglyad na Rossiya cherez literaturu i SMI* (Perspectives on Russia through Literature and Media)

The study of Russia and its people, improving Russian language skills and content knowledge through themes that are aligned with Advanced Placement and International Baccalaureate. Students will further develop their Russian literacy skills using authentic literary works and media to include advertising, magazines, newspapers, and film.

11th Grade: AP Russian Language

The goal of this course is to prepare each student to take the annual AP Russian Language Exam. Designed to provide students with an opportunity to develop their proficiency skills in comprehension, reading, writing and speaking at a much higher level, students will be challenged with written essays, impromptu and planned oral presentations, readings of a variety of texts and listening and viewing comprehension of oral texts.

12th Grade: *Rossia i Alyaska: Istoricheskiye svyazi* (Russia and Alaska: Historical Connections)

Through advanced study of Russian, students will explore three unique aspects of history, and examine the similarities and connections of the lives, customs, and cultures of northern peoples. The focus is to improve language skills and content knowledge through themes that are aligned with AP and IB courses.

9th Grade	10th Grade	11th Grade	12th Grade
Contemporary Youth and Culture	Perspectives on Russia through Literature and Media	AP Russian Language	Russia and Alaska: Historical Connections

“Not only does speaking more than one language have obvious impact on a person’s ability to communicate with others, it also impacts his or her cognition in a positive way. Studies also suggest that bilingual people are more creative and have strong visual-spatial skills. They become divergent thinkers who are better able to solve problems than their monolingual peers. These are vital skills in our rapidly changing world with both technological opportunities and challenges.”



*Tam Agosti-Gisler
President, Anchorage School Board*

ASD's Language Immersion Completion Cord



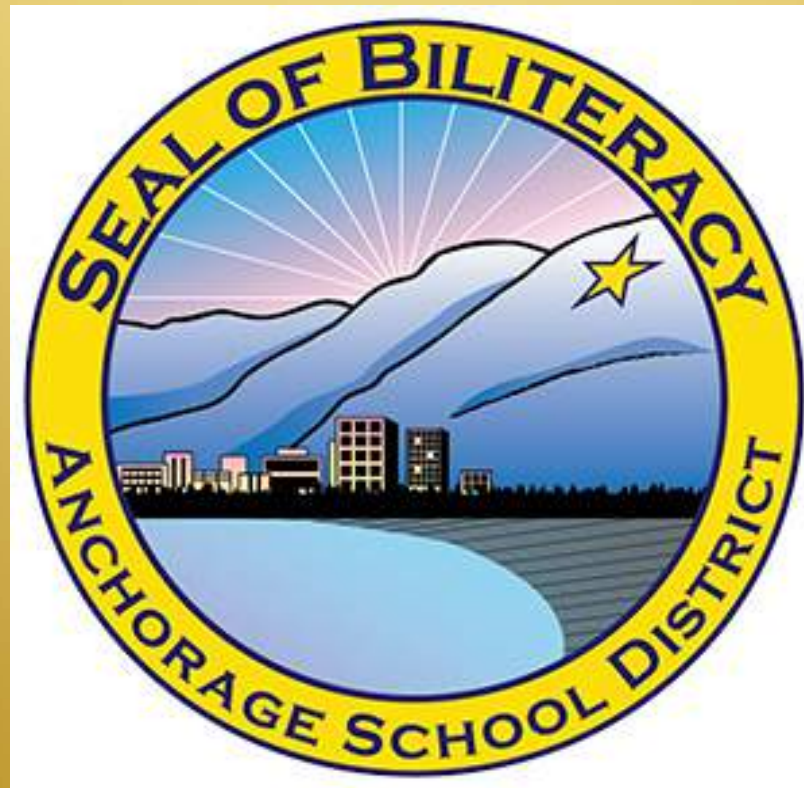
<http://www.asdk12.org/worldlanguages/>

ASD's Language Immersion Completion Cord



ASD's Seal of Biliteracy

“Language is not a college requirement, it is an enviable life skill.” -- Linda Egnatz



<http://www.asdk12.org/worldlanguages/sealofbiliteracy/>

Lottery



World Language Immersion Programs

Key dates for spring 2016 lottery:

January 1, 2016 – Lottery system will begin accepting applications for 2016–17 lottery.

March 24, 2016, 5 p.m. – Application deadline for lottery.

March 25, 2016 – Date of lottery.

March 28–April 1, 2016 – Schools validate accepted and wait lists.

April 1, 2016 – Parent notification of lottery results. Both accepted and wait-listed families will be notified. Parents will have two school days (48 hours) after notification to accept or decline results of lottery.

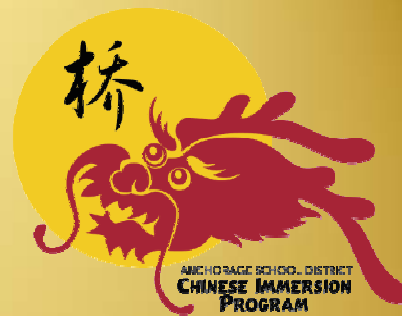
April 1, 2016 – Lottery system will reopen for applications for the 2016–17 lottery.

A second lottery will be held in **July 2016** (details to follow).

For more information please visit:
www.asdk12.org/aboutschools/worldlanguages/



IMMERSION!!



FALL 2016

We made it!!

Now the fun begins!



“Whereas many districts around the country have failed to prioritize world language education in recent years, especially beginning at the kindergarten level, the Anchorage School District has chosen to do otherwise. Understanding research that has shown bilingualism and multilingualism can have far-reaching positive effects on people’s personal and professional lives, our district has embraced language immersion programs for many years, including Japanese, Spanish, and Russian, as well as a German immersion charter school. Our most recent addition to language immersion choices in our district is the Chinese Immersion program at Scenic Park Elementary School.”



*Tam Agosti-Gisler
President, Anchorage School Board*

NEW IN 16/17 IMMERSION COLLABORATION COMMITTEE

Purpose:

To ensure continued collaboration between all staff members

To continue to infuse Chinese language and culture throughout the school (in the immersion and neighborhood program)

To remain a united community offering rich programs and opportunities for all students and families

Locke/Schmitz/Wang - STARTALK 2016



Parent Group – *in progress*



Tomonokai

<http://www.tomonokai.org/about/>

Locke/Schmitz/Wang - STARTALK 2016

MIR Parents (Mission is Russian)

<http://mirparents.org>



Ongoing PD for Immersion Principals and Teachers

- Quarterly Immersion Principal Meetings
- Quarterly Site-Based Specialist (SBS) Meetings
- Fall Cross-District In-Services
- Annual ASDSA (Summer Academy)
- Teacher Mentorships for new/new-to-grade-level teachers
- District-adopted/implemented STAMP testing (grades 2-12)





謝謝！

Questions? Feel free to contact us...

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