

Project MMIC (Moshi Moshi is for Community!)

b) (1) Need for the project

This project addresses the need to expand, articulate and support Japanese language instruction in the Anchorage School District (ASD). It responds to competitive preference (1) intensive summer foreign language program for professional development (2) "linking non-native English speaker... and" (3) which is promoting sequential study of a foreign language. The Anchorage School District has always maintained a strong healthy foreign language program. In the 1970's the district took the lead in foreign language innovation by adding Russian, Japanese and Chinese courses at the high school. Today Japanese is offered at three of six high schools and two middle school and Russian is offered in all six high schools and two middle schools. The district also offers a two-way Spanish immersion program.

In 1988, the School Board unanimously approved a proposal to establish two pilot partial immersion elementary school programs, one in Spanish, another in Japanese. The Sand Lake Elementary Japanese Immersion Program is one of nine of its kind in the United States. Anchorage is a natural site due to its role as a hub for international flights to and from the Orient and as an attraction for business and tourism opportunities with Japan.

The Japanese program at Sand Lake School started in grade one, and through the leadership of the ASD World Languages Coordinator, Janice Gullickson and Assistant Superintendent of Instruction, Carol Comeau, has expanded to include Kindergarten and articulates through Mears Middle and Dimond High Schools. The first class of Japanese immersion students are currently tenth grade students at Dimond High School. The secondary immersion classes are in addition to and separate from Japanese electives at Mears and Dimond. Total enrollment in the program K-10 is 479 and the program has been

program has been so well received in the community that registration is handled through a lottery system with a substantial waiting list. The Japanese program is structured for grade level teams of Japanese language teacher and English language teachers. Half of each day emphasizes learning content in Japanese, and half to learning in English. Japanese is taught through math, science, integrated units in social studies and Japanese language arts in Japanese. Content for the English portion of the day is language arts, health and social studies; it also emphasizes math problem solving, art, music, physical education and sophisticated language use and abstract thinking.

(1) Now that the Japanese immersion program is established K-10, articulating the elementary, middle and high schools, and staffed with nine Japanese teachers, eight of whom are native speakers, several needs have evolved which are critical to the overriding success of this program. First and foremost is that all students in the project schools should be afforded the opportunity to learn Japanese. There is a growing demand for Japanese language instruction at the elementary, middle and high school. The Sand Lake Elementary/Mears Middle School/Diamond High School attendance area serves a total of 3550 students. The immersion program is a school-within-a-school model and limited to two classes per grade level totaling 349 students. The remaining 232 students who are not in the immersion program do not have access to Japanese language instruction until middle school. This augments the tensions in the school that are common in school-within-a-school language programs. Research shows that students who acquire a second language as children before the age of puberty, when the brain is still flexible, will be able to produce native-like Japanese oral language. Beginning at the elementary school level also provides a long extended sequence of instruction for Japanese. The Japanese immersion program with its native speaker teachers and community involvement offers a language and cultural rich

involvement offers a language and cultural rich resource which could uniquely serve more students, even though they are not in the immersion program. These resources can help develop a FLES model to meet the demands of school-wide Japanese at Sand Lake and to feed the traditional elective at the middle and high schools. This will produce a K-12 sequence for traditional electives at a parallel to the immersion strand. It will help meet the need for more Japanese language instruction.

(2) Secondly, while students in the Japanese Immersion Program move from Kindergarten to high school, spending approximately half of their instructional day in Japanese, they develop high receptive skills for comprehending Japanese. However, it is increasingly clear they need to improve their levels of productive skills. Research by Swain and Genesse () shows that immersion students increase oral language production when teachers effectively plan to integrate language instruction within the content area. Teachers need the time and training specific to the integration of Japanese language and culture into the immersion model. Teachers also need expertise in adapting cooperative learning strategies to the Japanese immersion classroom. Cooperative learning has been proven to provide language rich environments for student learning. () Moreover, meaningful interaction with native speakers in a community context places students directly in the role of authentic communicators.

(3) Japanese Immersion students enter the program at Kindergarten or first semester of first grade through an open lottery system. Students of varying abilities learn Japanese together and are provided equal access to the program. Japanese teachers work diligently to provide additional assistance to students with special needs. Despite this assistance, there is some student attrition in the primary grades (second-third grade) when the content area curriculum increases in difficulty and the level of Japanese becomes more complex. A need has

evolved for intervention for these students of varying abilities. This could be accomplished by an organized before and after school tutorial program.

(4) Students who continue with the Japanese Immersion Program at Sand Lake Elementary articulate to Mears Middle and Dimond High Schools. The commitment to the program is strong considering the choices available to students at the secondary school levels. Currently there are 78 seventh and eighth grade students at Mears and 52 students at Dimond. Students continue their instruction in the immersion model learning Japanese through the social studies content area. At the middle school students are enrolled in a two period block and in one period at the high school. The secondary school schedule structure thus reduces time in target language. This factor further limits students' opportunity to practice their second language skills. By this time we have found that students scores on the FLOSEM lag significantly behind the advanced level for production that should correlate with seven years of partial language immersion. Students need a rich sustainable opportunity to practice their language skills. Ongoing interaction with native speakers from the local Japanese community is critical to to create meaningful communicative situations and increase students' Japanese language proficiency levels. Involvement of Japanese speakers in Anchorage will also serve to strengthen the bond between the local school and Japanese communities.

(5) We are finding that by the time students reach the tenth grade immersion program there is a wide disparity in their motivation, achievement and ability. High achieving and motivating students are not receiving the advanced level of instruction that they need. The high school Japanese immersion program is preparing for expansion in school year '99-'00 and '00-'01, into eleventh and twelfth grade, as 38 current eighth graders have indicated a commitment to continue. There is a need to designate one of the three Japanese

immersion sections as an "honors" course, to accomodate those students who are highly motivated and choose to work at an accelerated level. This "honors" course will evolve into advanced placement credit in the junior and senior years. The district world language program offers Advanced Placement courses at high schools in French, German and Spanish, but because College Board does not provide an Advanced Placement exam for Japanese, there is a need to develop an equivalent advanced level course for Japanese whereby students complete college level work while enrolled the high school.

(i) Magnitude of the need

The needs identified here to strengthen and maintain a K-12 Japanese language sequence are emerging in other immersion communities and will more broadly occur nationwide as school districts work to provide strong K-12 instruction in critical languages.

The Japanese partial immersion school-within-a-school program totals 479 students in grades K-10 at Sand Lake, Mears and Dimond Schools. The scope of this project is to expand the opportunity for Japanese language instruction to all students in the Sand Lake, Mears, Dimond attendance area, a total population of 3550 students. In addition to the immersion model Sand Lake Elementary School will offer a community school FLES (Foreign Language in the Elementary School) program after school for primary and intermediate grades. These students will continue studying Japanese at Mears Middle and Dimond High Schools as an elective course. The additonal FLES model allows more students to access language opportunities at an earlier age, and still provides an articulated sequence through the grades into high school.

A comprehensive review of the Japanese Immersion program was conducted in the fall of the current 1998-99 school year, attended by the district central office administrators and all three building principals, parents, staff and

student representatives. The end result of the review process was a visual PATH representing a plan for the future, a time line with specific objectives, and those individuals responsible. The needs identified below are an outcome of the PATH process:

- Provide all students the opportunity to learn Japanese.

The Japanese Partial Immersion Program is an established model for language instruction which provides language opportunities for 479 students in the Sand Lake/Mears/Diamond attendance area. The resources of this program would serve all students in the attendance area if a Japanese FLES program would provide opportunities for students who are not in the immersion program could also begin language study at an earlier age and continue through the elective program in the middle and high school. It would bring together the entire school community and build a stronger base in support for Japanese study at all levels.

- Meet the academic needs of all students-intervention for special needs and accelerated course work for advanced level

Teachers and parents endorse an organized tutorial program before and after school to provide necessary intervention for students in primary grades with special learning disabilities; in addition, an "honors" high school course in Japanese would provide an opportunity for accelerated learning for highly motivated advanced level students, eventually transitioning to an advanced placement level at the junior and senior years, with credit for college level instruction while in high school.

- Increase Japanese oral language proficiency for all students.

Students and parents express the need for an emphasis on productive language activities, language curriculum and within the classroom setting, more

professional development for teachers which focus on strategies to increase oral language competence.

- Extend Japanese language and culture experiences beyond the classroom.

Involvement of the local Japanese community with the district language program will increase "real-life" practical situations for students to interact in Japanese and become more comfortable with their Japanese skills and prepared to transition to post secondary setting and/or world of work

ii) Specific gaps in services

The 1998-99 school year is a landmark year for the Japanese Immersion Program, the tenth year of operation. For a decade this school-within-a-school program has been slowly expanding a grade level each year, spanning Kindergarten through high school. While the program enjoys a successful expansion, there continue to be gaps at each of the school sites which will be addressed by this project.

At Sand Lake Elementary School, the program which began as two classrooms in the school, now makes up over two-thirds of the elementary school. The school community of staff, parents and administration are continually challenged to focus on creating a positive school climate, building cohesion for serving children's academic needs. The Parent Teacher Association sponsors school-wide activities such as Math Night and Family Reading which are participatory for parents of both the Japanese Immersion Program and classrooms which are not in immersion. These activities and the leadership of the principal, Patricia McRae, provide total school involvement, but still do not provide the benefits of bilingualism which are afforded the Japanese Immersion Program. The gap remains. All children are not able to learn a second language during the "window of opportunity." The FLES model for Japanese offered

through community school would open that window for all students at Sand Lake.

Immersion programs in general, and especially Japanese, are often perceived by the public as elite programs, for gifted students or upper middle and higher socioeconomic status. The ASD program, however, is not for the elite. There is open enrollment for all students. A gap in the program, however exists in that there is not an intervention process in place for students who have special learning needs. When the curriculum becomes more challenging for students with special needs, the knee jerk reaction on the part of parents is to exit the program because of the challenges. This program is dedicated to meeting the needs of all programs and these students would be better served by intervention in Japanese. A tutorial program in place for students with special needs would provide students and parents the additional support required for continued success in the program and reduce the program attrition factor at the primary grades. Students who have persevered in the program with special needs through private tutoring have boasted having now another tool, a second language, an opportunity which would not have been available to them had it not been for this program. This tutoring should be available to all students in need.

Students at Sand Lake, Mears Middle and Dimond High Schools alike develop high levels of comprehension, receptive skills as measured on the FLOSEM (Foreign Language Oral Skills Evaluation Matrix), but show weaknesses in oral language productive skills in Japanese. This gap in student oral language production is attributed to the lack of opportunities for students to interact with native speakers on a regular basis and the need for an emphasis on teacher training for strategies in the classroom which promote oral language development and a systematic curriculum strand for Japanese oral language

proficiency. Up to now, professional development focus has been to work with basic teacher preparation, classroom management, curriculum, translation/creation of materials in Japanese since a new inexperienced Japanese teacher has joined the program at a different grade level every year. With staffing in place, efforts can now be focused on refining teaching strategies and Japanese language performance outcomes for all students in the K-12 program. Students will also increase Japanese language proficiency through interactions with native speakers in the local community, through highly motivating experiences/mentorships which provide the need for communication in an authentic, real-life situations.

Students in the Japanese immersion program at the middle and high school levels exhibit wide levels of abilities mastery of Japanese language skills This disparity in mastery of Japanese language skills is a gap which needs to be addressed at the high school. Students choose elective courses and make decisions about college preparatory courses in other subjects and begin to think about Japanese as a possible benefit when selecting a career track. An "honors" course in Japanese is a viable choice for students who are highly motivated, accelerated learners and capable of advancing to even more high levels of language proficiency, and seeking eventually college credit for high school coursework. Benchmarks for such "honors" and "advanced placement level" courses in Japanese need to be developed with the involvement of the University of Alaska Anchorage Japanese Program.

(2) Significance.

MMIC supports long extended sequences of foreign language instruction, a partial immersion and a FLES model in Japanese, both of which begin at the elementary school level and articulate to the middle and high school and promote

high levels of language proficiency and academic achievement for students. The project meets the needs of gaps which are familiar nationwide to immersion and FLES programs: challenges of creating a positive school setting in a school-within-a-school model; sufficient support for students with special needs learning a second language; opportunities for students to interact with native speakers; reaching higher levels of language proficiency. This proposed project offers innovations that meet these gaps and provides a model which may be replicated for any other target language in other settings nationwide. This model will provide a parallel sequence for both traditional and immersion language study. It will offer strategies for producing strong oral language skills for difficult languages and will create a roadmap for integrating the communities' native speakers into a K-12 continuum.

(i) *Promise of being continued beyond the grant period.*

The Japanese Immersion classroom teachers and administrators, including the Curriculum Coordinator for World Languages are paid for by the district. The curriculum developed for FLES and the high school course, including honors criteria will be in place during the granting period. FLES instruction, and tutorials, once established, will be offered on self support through through community school. The networking with local Japanese community, including mentorships for high school students, will be entrenched in the program by the end of year three. The curriculum coordinator will be responsible for the continuation of work with classroom teachers to institutionalize instructional strategies provided by professional development during the grant period. Program teachers will continue with the FLOSEM assessment to measure student language proficiency levels.

ii) *Approaches that can be disseminated.*

The project produces for dissemination a sequential, developmental model for Japanese immersion and FLES which are appropriate to all students and articulate seamlessly to middle and high school levels. It promotes high levels of second language productive and receptive skills. MMIC creates a replicable model to involve the local native speakers of the community in program development and classroom instruction. The model will connect students' academic language successes with the authenticity of the target language and culture in the local community.

Teachers of Japanese, both elementary and secondary, will gain professionally from collaboration and have the opportunity to step outside of the constraints of grade level hierarchy, and time to produce an enriched sequenced curriculum, dependent upon second language integrated with content, and the confidence to employ strategies specific to increase oral language proficiency. The Japanese teachers will present at local and state foreign language and bilingual conferences, provides workshops for other World Language and Bilingual teachers in the district and present at one national conference during the grant period.

3) Quality of the project design

The project is designed to advance each component in order to achieve the goals and objectives outlined in section (1). A full year is optimal for quality curriculum development, for identifying procuring, creating and field testing materials, and for initial assessment: FLES instruction; enrichment of schoolwide music, art and movement; "honors" Japanese high school course including mentorships with local community. For continuity each instructional component will be expanded in subsequent years. Student outcomes will drive the primary objectives. In addition, the project will produce outcomes that will be useful to other schools and communities.

(i) Goals, objectives, and outcomes specified and measurable.

GOAL

PRODUCE A SUSTAINABLE, SEQUENTIAL K-12 PROGRAM IN JAPANESE THAT CAN SERVE ALL STUDENTS, BOTH IMMERSION AND TRADITIONAL

OBJECTIVES AND OUTCOMES

A. Create high school "honors" and Advanced Placement courses for students who need a faster pace and more advanced work.

A.1. Students will achieve language proficiency high enough for effective communication with Japanese community mentor (FLOSEM Level 5)

A.2. Students will demonstrate mastery of Japanese language structure for college-readiness.

B. Increase students' productive Japanese language skills

B.1. At the end of three years, a majority of current elementary and middle school students will advance two levels on the FLOSEM. At the end of two years, a majority of current high school students will advance two levels on the FLOSEM.

C. Provide Japanese teachers with new classroom strategies to increase students' oral language production.

C.1. Students will participate in cooperative learning groups as a regular part of instruction.

C.2. Students will freely converse with each other in the target language as part of a typical lesson.

D. Provide tutorials for Japanese immersion students with special needs who require intervention.

D.1. Attrition rates through grades three will decrease over FY '99 rates.

D.2. Tutored students will improve in their schoolwork and in their confidence.

E. Provide Japanese language and culture opportunities for elementary students who are not in the Japanese immersion program.

E.1. All 581 Sand Lake students will receive Japanese enrichment during the school day through music and art classes.

E.2. Approximately 35 additional Elementary students will receive FLES Japanese language and culture instruction Year 1; 60 in Year 2, and 80 in Year

E.3. Of in-coming seventh graders at Mears who have had the Japanese FLES, 25 will choose the Japanese elective in Year 3.

E.4. Sand Lake will have an increased sense of community among students, staff, and families

F. Integrate the native-speaking Japanese community into the school program, K-12.

F. 1. Students will use their productive language skills in a real-world, culture-rich context that is meaningful to them. Each year, at least 30 high school students will be matched with native speaker mentors. Each year, all K-12 Japanese immersion students and FLES students will interact with native speakers through enrichment and mentorships.

F.2. The bond between the schools and the local Japanese community will be strong, K-12.

ii) *Design of project is appropriate and will address needs of target populations.*

A major strength of this project is that it is designed to reach substantially more students in the Anchorage School District, broadening the base of students who will learn Japanese at a younger age. Currently there are 479 students in the Japanese immersion program (K-10) and by contrast, only 21 students in one Japanese elective course at middle school and 69 students in 3 sections of elective

Japanese at the high school. Another strength of the project design is the component to meet the needs of learning-disabled and gifted students by a through tutorials available upon request for all students in the immersion program and an "honors" course at the high school in which students could enroll as early as grade 9. The project design is unique in that it builds upon existing resources of the immersion program, providing addition connections with the local Japanese community and extends these resources to students who are not in the immersion program. It provides the authentic practice with expressive language throughout the grade levels that is critically needed.

(iii) *Design for implementing and evaluating project will yield information that will guide replication.*

This project will produce a FLES curriculum for Japanese which will be disseminated to other schools and communities. In addition to the FLES instruction in Japanese, the project will provide other immersion schools with an effective model for school-within-a-school, one which fosters schoolwide unity with bilingualism/biculturalism as the nucleus. The enrichment residencies and community school activities are facilitated by the Japanese teaching staff and involve the local Japanese community. This model is also one that can be replicated in other communities and for other languages. The resulting high school "honors" and advanced placement courses in Japanese including mentorships with native speakers will serve as a model for other high school immersion and elective language programs. The staff development model is research-based and exemplifies effective practices for second language instruction. This intensive training module will be duplicated within district and statewide to inservice other teachers of second language learners.

Three-Year Overview

The first year of the project will produce for students who attend Sand Lake Elementary and are not in the Japanese immersion program, a Japanese FLES (Foreign Language in the Elementary School) curriculum/appropriate authentic materials/realia, manipulatives, and songs with developmentally appropriate instructional strategies for implementation. The goal of the FLES program will be to develop a basic understanding of Japanese through thematic based learning. The skills students acquire will lay a foundation for the middle and high school Japanese elective program. Students will participate in a hands-on, communicative instructional setting and acquire basic receptive and oral speaking skills using everyday topics and themes (i.e. numbers, colors, names of shapes, basic expressions for feelings, weather, calendar, clothing and body parts and animals). FLES classes will meet after school through community schools with a native speaker Japanese teacher; two groups- 45 minutes for K-2 students and 60 minutes for intermediate, grades 3-6, class size limited to 15 in primary and 20 in intermediate. Students will learn Japanese through cooperative learning (small group, team building and paired activities, total physical response, visuals, songs, dance, games, art and movement) participating in games such as Simon Says, Concentration, Bingo, 5 questions, flashcards, charades, jeopardy, dice games, puzzles and sequencing, all which add an element of fun while learning in an atmosphere where the children's affective filter is low. Classroom activities will highlight use of authentic children's books and songs from Japan in addition to translated big books, posters and materials of high interest to children.

Also in year one the project will produce a tutorial program through community schools for Japanese immersion students with special needs who would benefit from "one-on-one" sessions, reinforcing concepts in Japanese, based on the classroom curriculum. Students will be identified by teachers and

parents; individual lessons will be coordinated with the classroom teacher; tutors will be either native speakers from the community, university students (in educational degree program) or selected middle and high school Japanese immersion students. Tutors and students will be matched carefully taking into consideration personalities and learning styles.

The entire Sand Lake School student body, Japanese immersion and FLES students alike, will benefit from the "language and cultural enrichment" program, coordinated through art, music and physical education, and initiated in year one. Japanese immersion teachers Rie Kakizaki, Sachiko Kono and Miyuki Imai will work with the music teacher, Mary Alice Donaldson to coordinate an artists-in-school residency, the Shasta Taiko drum group, to work with students during their music instructional time for a two week period. As a follow-up activity Japanese teachers will provide an after school class through community schools for drum making/forming a Japanese drum team at the school which will perform for Japan Week and other community events.

An extension of the enrichment activities during the academic calendar year, the project supports a two week summer camp, Tanabata Day Camp, which is an immersion experience for all interested Sand Lake students. The mentorship coordinator will be funded for the preparation of schedule, activities, materials and language objectives; teacher coordinators and middle school students as junior counselors, will be funded by tuition paid by participants. The Tanabata Camp, which started at Sand Lake three years ago for Japanese immersion students, will be expanded to include all interested students from the school, emphasizing hands-on, activity-based experiences which focus on functional language.

In year one of MMIC the current Japanese immersion eighth grade class will articulate to Dimond High School, with numbers at the high school for

immersion totaling ninety in grades 9-11. Students at Dimond have a wide range of course from which to select, i.e. English, honors English and Advanced Placement English. Similarly, one of the three sections of immersion Japanese (an area social studies course focus on Japan/Pacific Rim taught in Japanese) will be designated as "honors" to meet the needs of those students who choose to work at an accelerated rate and prepare for college level work as juniors and seniors. Students in this course will commit to a faster-paced, more rigorous curriculum, with high expectations. As part of course requirements, students will complete a community service requirement. Anchorage's community of Japanese families and strong tourism and fishing industries provide a rich opportunity for students to use their language skills outside the classroom for meaningful purposes. For example, a student would be required to spend a number of hours in a mentorship with one of the local tour companies catering to Japanese tourists, immersed in a true Japanese environment. With time, students will work up to accompanying guides on local tours, interacting with Japanese-speakers and acquiring the tools of a lucrative industry. The classroom curriculum will reinforce the skills necessary for a successful mentorship. The curriculum for this course will be constructed by the expertise, collaboration of the Japanese middle school teacher, Sarah Jenkins, who is also a member of the National Committee for Japanese Standards, high school Japanese teacher, Victoria Gellert, University of Alaska professor of Japanese, Dr. Hiroko Hirada and district World Languages Curriculum Coordinator. The model mentorship program produced in the first year will be coordinated by a native speaker, teacher certification preferred, from the local community who will coordinate closely with the school principals, Japanese teachers, and curriculum coordinator to orchestrate opportunities for students in both the elective and immersion program to have on-site experience with a local Japanese businesses and other tourist industries in Anchorage which

and other tourist industries in Anchorage which require Japanese language competency. These mentorships will vary in length and require students to prepare in advance portfolios, including resume, interview skills, business customs/etiquette, prior research of product, etc. The mentorship coordinator will also arrange for Japanese guest speakers to visit immersion classrooms in all three schools, coordinating with classroom teachers and curriculum; solicit demonstrations on content topics; facilitate field trips to local businesses, museum and cultural events where Japanese is spoken. The mentorship coordinator will observe at all three schools on an ongoing basis and work closely with Japanese teachers to become familiar with curriculum and content material instructed in Japanese. All activities will be prefaced by a "get ready packet" in which the mentorship coordinator provides pre and post activities for teacher, mentorship coordinator and students to connect the "real life" experiences with the classroom curricular and Japanese language objectives. Post activities will include evaluation of the experience and student product.

The second year will continue with the high school course development for Japanese immersion. In addition to the "honors" course, an advanced placement course for Japanese will be constructed to effectively transition students into the postsecondary setting, making the best use of their elevated levels of Japanese proficiency and understanding of Japanese culture. In addition to the community service commitment of the honors course, incorporating local mentorships with Japanese speakers, the advanced placement course will prepare students to integrate their unique skills, for example, high levels of comprehension, which they have acquired in the immersion setting with the grammatical-language learning approach most common to university Japanese programs. As in year one, middle school teacher, Sarah Jenkins, will work with UAA Japanese professor Dr. Hirada and Victoria Gellert, Japanese

high school teacher and mentorship coordinator to ensure a seamless articulated curriculum from middle to high school to university. Students will prepare for college level proficiency exams in Japanese and exit the high school program, with an unquestioned ability to communicate in Japanese, equipped with a bulging toolbox, and grounded by an understanding and knowledge of a second language and culture.

Year two will also expand FLES curriculum/materials, with emphasis on students' increased receptive and productive skills in Japanese language and interactions with native speakers of Japanese. The third year will produce for dissemination: FLES curriculum packets, based on themes/levels; curriculum/materials for advanced level Japanese and "get ready" mentorship packets.

The project builds a comprehensive Japanese program for all students with classroom staff supported entirely through local resources. It is designed to be self-supporting beyond outside grant funding. All teaching positions will be supported by the Anchorage School District.

Professional Development Plan and Timeline

This plan emphasizes collaborative planning and program improvement to build a quality-driven Japanese language program which is purposefully articulated within the content curriculum. It brings together the Project director, mentorship coordinator, school principals, Japanese language and English partner immersion teachers, FLES, and elective program teachers, and interested Japanese community members. Participants will revisit theory and practices of second language acquisition, identify effective strategies for immersion teaching, develop integrated language and content lessons, and in the final year review/revise assessment measure for student performance in language proficiency. The training plan acknowledges the expertise of the immersion

program teachers and is designed to include them as prospective trainers for inexperienced language teachers in the district. In the concluding year, Japanese teachers will present at the local, state and national levels and will be recognized as local experts in the foreign language field. The strength of the plan is in its regularity, continuity, and inclusion.

The components of the professional development model for each year include two school year workshops (spring and fall), one credit course (teacher led) and four FOCUS planning/development days each summer.

There will be three summer institutes, one preservice year (inkind) and the others in year two and three of the grant. The institutes are three tiered, and designed to include a nationally recognized language consultant, at least one visiting classroom teacher from an immersion program outside the state of AK, and local teacher presentations. It is critical to note that at least one outside presenter will be Japanese. Sessions during the institutes will be whole group with consultant and small group with visiting and local teacher presenters. Teachers will select sessions of interest and enjoy time to cross-share information/issues. There will also be a mandatory "new teacher" session led by the Project Director.

Year One: Preservice summer institute (August 1999) with nationally recognized foreign language expert, Mimi Met, Montgomery Cty, MA. Dr. Met will anchor the institute, topic: planning for second language development, What is content compatible and content obligatory language? Dr. Met is highly qualified and reknown, and in particular, implemented a Chinese Immersion Program, Montgomery Cty. Visiting Japanese immersion teacher will be Michael Bacon, Mt Tabor Middle School, Portland, OR The Portland Japanese Immersion Program is nationally recognized by the Center of Applied Linguistics (1998). (2credits) University of Alaska Anchorage

Spring and fall workshops for cooperative learning with district Kagan trained presenters for Second Language Cooperative Learning after school (addenda) for all Japanese language teachers and school principals and mentorship coordinator.

Credit course for Japanese language teachers, school principals, mentorship coordinator, facilitated by Japanese teacher with assistance of the Project Director using Montgomery Country training videos for immersion teachers. Teachers will meet once a month to discuss and implement techniques from the videos. (1 credit University of Alaska)

FOCUS planning/development days (4) following the end of the school year in June at which teachers, Project Director and mentorship coordinator review/revise lesson plans for content compatible and obligatory Japanese language strand, and articulate Japanese language throughout the grades levels, develop linguistic markers for student oral language production.

Year Two: Summer Institute (August 2001) with nationally recognized foreign language expert, Helena Curtain, University of Milwaukee, WI. Dr. Curtain will anchor the institute, topic: Integrating Language and Content. Co-author, Languages and Children: Making the Match, Dr. Curtain has years of experience working with immersion programs around the world, including Thailand, Germany, Hawaii, Africa, India and rural Alaska. Also presenting as outside consultant will be Hiroko Kataoka, UCLA. Dr. Kataoka also works for the Japan Foundation and is Chair of the National Committee for Japanese Standards (2credits) University of Alaska Anchorage

Spring and fall workshops for Oral Language Proficiency and FLOSEM training after school (addenda) with Project director for all Japanese language teachers and school principals and mentorship coordinator. Limited released time days for cross peer observation.

Credit course for Japanese language teachers, school principals, mentorship coordinator, facilitated by Japanese teacher with assistance of the Project Director using Montgomery Country training videos for immersion teachers. Teachers will meet once a month to discuss and implement techniques from the videos. (1 credit University of Alaska)

FOCUS planning/development days (4) following the end of the school year in June at which teachers, Project Director and mentorship coordinator review/revise integrated language and content units, based on Helena Curtain institute presentation, revision of articulated Japanese language throughout the grades levels, revision of linguistic markers for student oral language production.

Year Three: Summer Institute (August 2001) Topic: Assessment, with consultant, Carl Falscraft, University of OR, who has expertise in oral language testing in Japanese. Dr. Falscraft is fluent in Japanese and has been instrumental in professional development for Japanese teachers in OR and WA. A visiting Japanese immersion teacher will be invited to attend from the Portland Japanese immersion program. (2credits) University of Alaska Anchorage.

Spring and fall workshops for Oral Language Proficiency and FLOSEM training after school (addenda) with Project director for all Japanese language teachers and school principals and mentorship coordinator.

Credit course for Japanese language teachers, school principals, mentorship coordinator, facilitated by Japanese teacher with assistance of the Project Director using the Montgomery Country training videos for assessment in immersion programs. Teachers will meet monthly to discuss and implement techniques from the videos. (1 credit University of Alaska)

FOCUS planning/development days (4) following the end of the school year in June at which teachers, Project Director and mentorship coordinator will

review/revise oral assessment interviews in Japanese; score video taped student interviews using the FLOSEM.

(4) (i) Quality of the Project Services

(ii) Strategies for equal access.

ASD's proactive EEO and equal access policies conform to Federal regulations. All project facilities provide handicap access to persons with disabilities, in conformance with law. Japanese immersion classes, FLES, and all electives are open to all students. The ASD lottery process specifically reserves a quota percentage for minorities. Moreover, the project is designed to serve special needs students who need individualized intervention through tutoring. ASD Community Schools follows Federal and District EEO guidelines, and will recruit among all community members inclusively.

(iii) Other factors

(A) Services appropriate to the needs of recipients.

Every program factor has been designed to meet the needs identified by program, parents, and community as discussed above. Instructional models and strategies are age-appropriate; special needs students will be served through effective tutoring as well as through an inclusionary instructional day; advanced students will be served through advanced curriculum. Students and community will access local Japanese native speakers in ways that are enriching and mutually satisfying. Teachers will receive professional development emphasizing best practices, outstanding presenters and adult learning approaches, and peer collaboration. Program evaluation and student assessment utilize best practices for accuracy and growth of program, and student and teacher achievement.

(B) Up-to-date knowledge from research and effective practice.

Studies by Cummins (1981) and Collier (1993) for bilingual education show that learning a second language requires, at a minimum, 5-7 years, and 7-10 is optimal for students learning English in an English-dominant environment. Beginning earlier is better, especially when coupled with long uninterrupted sequences. This is even more applicable to Japanese, according to the Foreign Service Institute, which estimated that for students of the same language aptitude to reach equivalent levels of language competence in a language such as French and one such as Japanese, the latter will require nearly three times as much study contact (1973). This project shifts the start time for the elective Japanese program from middle school to the primary grades. The project also reinforces the existing immersion model by providing intervention for students requiring extra assistance and developing the final two high school years for a K-12 program. The strength of the elementary immersion model is time and intensity of instruction (Curtain 1994). Early Canadian studies of the French immersion programs documented that children do learn a second language and not at the expense of their first language development. In fact they perform at or above grade level when tested in their second language (Lambert and Tucker 1972). Since those Canadian studies, research on immersion programs in the United States has produced similar results.

Not only do children who begin language study at an early age show second language gains. Whether involved in FLES or immersion programs, children who begin the study of another language at an early age seem to manifest cognitive advantages over monolingual children. The cognitive advantages of bilingualism have also held for certain minority-language children in transitional bilingual programs. (Cummins and Swain, 1986 and Wilburn, 1993)

Successful bilingual immersion programs equate with effective instruction. Cooperative learning is recommended as strategic for a communicative rich language classroom. Research shows that key strategies for promoting language development involve the opportunity for "comprehensible output" and "negotiation of meaning." That is, students need to have a setting in which their attempts at communication are valued and shaped to make them acceptable and understandable, through communicative rather than grammatical means of correction. (Swain 1985) Acquisition takes place best in a setting in which meaning is negotiated through interaction. (Long 1983) Meaningful interactions with native speakers provide a contextual base for complex language and "stretch" the learner to reach more elevated language levels.

(C) Likelihood that services will lead to improvements in student achievement as measured against rigorous academic standards.

MMIC approaches and strategies for student achievement are grounded in updated research and in the experiences of master teachers who have been practitioners in the ASD Japanese program. Services are tailored to the individual and aggregate needs of students. FLOSEM, teacher assessments, observation, portfolios, video assessment, rater methods, Advanced Placement benchmarks, and project-specific student assessments are all focused on student achievement. Continuous attention to students, and ongoing feedback and collaboration among teachers are for the purpose of student achievement. Rigorous standards for oral language and Advanced Placement are built into the program. Standards include state World Languages/Bilingual standards, national Japanese standards, and benchmarks on recognized continua, such as FLOSEM.

(5) (i) Quality of Project Personnel.

ii) Underrepresented groups

All project staff will be hired according to the District's proactive EEO policies, implemented according to Federal guidelines. Ethnic diversity is welcomed and recruited among staff in world languages programs. For example, the Sand Lake staff includes Japanese, Spanish and Alaska native.

(iii) Additional factors.

(A) Qualifications of project director.

Project Director, Janice Gullickson (.20 FTE in-kind) is ASD Coordinator of World Languages. She offers an extensive background in foreign language immersion and bilingual education programs. She has pioneered foreign language and bilingual immersion programs in Anchorage, and is recognized nationally for developing programs in Spanish and Japanese. She has been awarded the 1995 award for Administrative Support by the Alaska Association for Bilingual Education. Ms. Gullickson holds the Bachelor's degree in Spanish, the Master's in Administration, and has completed post graduate work in Mexico.

She has over 20 years of teaching Spanish and administration at K-12 and post-secondary levels, and has developed and delivered many courses on second language acquisition, methodologies, and curriculum, including the yearly Alaska Language Immersion Institute. She chaired the Alaska 2000 state standards committee for World Languages and Bilingual Education, participated twice at the NFLRC K-12 (Iowa) Curriculum Institute and has presented at numerous state and national conferences, including the state and national Associations for Bilingual Education, Advocates for Language Learning and the 1998 NFLRC Hawaii Summer Immersion Institute .

(B) Qualifications of key personnel.

Our Japanese high school teacher, Victoria Gellert (.4 FTE to coordinate coursework/mentorships for the high school) is the only Japanese teacher in the

program who is not a native speaker, however her content area expertise and own success as a second language learner, well equip Victoria for this position. Ms. Gellert holds a BA in East Asian history from Bates College, and MAT in social studies from UAA Southeast. Her advanced levels of Japanese are as a result of university language study including two extended stays in Japan, as an ESL teacher in a rural fishing community for two years and as a recipient of a fellowship from the Japanese Ministry of Education to study at Hokkaido University. Upon her return from Japan, Ms Gellert scored at the highest level of fluency for a non-native speaker on the Japan Foundation Language Proficiency Exam and worked as a Japanese-speaking tour guide for Japanese tourists. Her bilingual experience within the Japanese community of Alaska is an asset to her preparation. Ms Gellert is an excellent classroom teacher, well founded in curriculum with high expectations for students.

Middle school teacher Sarah Jenkins, a native speaker of Japanese and veteran teacher for 20 years, holding the BS in elementary education. She is an active member on the National Committee for Japanese Standards.

Mentorship Coordinator (1.0) FTE will work closely with the Project Director, teachers, school principal of all three schools on the development of the mentorship program, enrichment program through music, art and movement, Tanabata summer camp, coordinate tutorials, FLES curriculum and materials quality control. This position will also teach the after school primary and intermediate FLES classes at Sand Lake. The position will report to Sand Lake principal for the FLES, enrichment and tutorials; Mears and Dimond principals for mentorships, and to the project director for curriculum development and work with the teachers. The emphasis of the mentorship will be outreach to the Japanese community to connect classrooms, students with native speakers, and articulation of activities within all three schools.

(6) Adequacy of resources.

The ASD Japanese program is nationally recognized. It provides exemplary leadership, teaching personnel, and administrative and community support. All teaching and administrative staff is district-funded. Japanese instructional materials are substantially funded through regular curriculum adoptions and budgets. ASD and the ASD World Languages program provide substantial in-kind support at a ratio of over 700% above project budget. The Japanese program offers a very strong base of community support. ASD's physical plant of 70 buildings includes complete training facilities, and all technology and equipment is provided by the district.

(i) Budget is adequate to support the project.

The budget is adequate to support all project objectives and ensure that outcomes will be attained for students, Japanese teachers, and the community. The budget includes both grant and in-kind items specific to all outcomes.

(ii) Costs are reasonable

Costs are reasonable and are matched by very substantial in-kind and continuing funds.

(7) Quality of the management plan.

Project director is accountable for all project objectives, and has managed four major Federal language OBEMLA grants. ASD yearly manages over \$10 million in Federal grants. The District and its personnel have the expertise and experience to manage the project.

(i) Adequacy

Obj.	Milestone	timeline	Responsible personnel
	Honors course in place	year one	teachers, Project Director

A.1.	Language proficiency for native speakers	end year two: FLOSEM	Teachers
A.2.	Mastery of language structure	end year three	Teachers
	Advanced Placement course in place	year two	teachers, Project Director
B.1.	Advancement on FLOSEM	Year three	teachers
C.	Instructional day	all years	teachers
D. 1.	attrition	all years	tutors, teachers
D.2.	tutorials	all years	principal, teachers
E.1.	enrichment	all years	Proj. Director, principal, teachers
E.2.	FLES	all years	Project Director, Community Schools
E.3.	elective enrollement	year 3	school staff
E.4.	community sense	all years	Project Director, school staff
F.1.	real-world, native speakers	all years	Mentorship coordinator
F.2.	bond with Japanese community	all years	Project Director, teachers, Mentorship coordinator

(ii) Time commitments of project director and key personnel

Janice Gullickson (.20 FTE): Explain why approp, and adequate--what you will do-- work with Mentorship coordinator and Victoria to oversee curriculum and course development; responsible for professional development plan for duration of grant period and once project is completed. coordinate work with mentorship coordinator to articulate activities between all three schools, communication with principals and district administration, responsible for coordination with external evaluator and assessment of students FLOSEM and videotape interviews with students

Victoria Gellert (.40 FTE) will (time) .40 will develop the high school courses, work with mentorship coordinator, and articulate with middle school program, and help develop Advanced Benchmark placements.

Mentorship Coordinator (1 FTE) will develop and implement the K-12 Japanese community partnership and mentorships.

(8) Quality of project evaluation plan.

Evaluation will be both formative and summative, assessing the quality and effectiveness of the instructional program as well as the attainment of the project objectives. An objective external evaluator, David Hiple, Ph.D., will oversee the evaluation. Dr. Hiple is Associate Director of the National Foreign Language Resource Center at the University of Hawaii, co-PI of a FIPSE-funded model Immersion in-service demonstration, a former Director of the America Council of Teachers of Foreign Language, and a current external evaluator of an initiative on Less Commonly Taught Languages of Southeast Asia. He will devote four days on-site each year to MMIC; with ongoing assistance on-line, and via teleconference.

(i) Methods of evaluation are thorough, feasible, and appropriate t

Methods are appropriate to assessing whether we have attained objectives, and measuring outcomes. The matrix below keys project objectives to the methods:

Methods	A.		B.		C.		D.		E.			F.	
	1.	2.	1.	1.	2.	1.	2.	1.	2.	3.	4.	1.	2.
FLOSEM	√		√										
Written assignment		√											
Classroom, student observation				√	√		√						
teacher self-assessment, pre/post				√									
School, MMIC records						√		√	√	√		√	√
Student products							√						
Surveys, interviews											√		√

Surveys will be designed by Dr. Hiple, in conjunction with ASD Assessment and Evaluation. He will conduct interviews and classroom observations. Students in grades 3, 6, 8 and 10 of the immersion program will be videotaped while interviewed with a native speaker. These tapes will be scored by two groups of Japanese teachers (cross grade level) on the FLOSEM to determine advancement of student toward high levels of proficiency, moving from emergent speech to intermediate fluency. Project director will train teachers prior to scoring process and for interrater reliability. Teachers and project director will use the LASSM (Language Strategies and Skills Matrix) which is a scale showing (a) developmental characteristics (b) teaching strategies appropriate to level and (c) thinking skills students will utilize.

(ii) Methods will provide feedback and periodic assessment toward outcomes.

External evaluator will make onsite visits to the project schools (2 days Sand Lake, 2 days Mears and Dimond) each spring, conduct classroom observations, noting the quality and extent of Japanese language use, and review the developed

developed curriculum for the FLES and high school courses. As part of the formative evaluation, the evaluator will also meet with project teachers, mentorship coordinator and project director to review project goals and objectives. All project teachers and Project Director will meet monthly at Sand Lake for ongoing collaboration, review/revision of project objectives and student oral language achievement.

Project director is responsible to assist Mentorship Coordinator with data collection regarding mentorships at the high school and hours of service from the Japanese community, tutorials and FLES classes. Classroom teachers will evaluate the progress of students who receive tutorial service and share with principal and project director and evaluator.

Institute evaluations will use attendance data, and will include ASD Training and Professional Development evaluations. Participants will evaluate quality and efficacy of every session, and make suggestions for improvement. Summative enrollment figures at the end of year three will measure the relative growth and attrition in the program from grades K-12.

(iii) Evaluation will provide guidance re: effective strategies for other

Dr. Hiple will conduct a review of the FLES and high school curriculum at the end of each year, culminating with the third year, for close articulation, developmental progression and appropriateness, and language development, including performance benchmarks (linguistic markers).

Student assessment in language proficiency will be the ultimate measure. A first level of performance standards have been piloted at Sand Lake. These will, with the Portland Richmond School Japanese Program, and work completed in the Summer Institute in Year 3 with Carl Falscraf of OR on oral language interviews, form a basis for the development of quality, research-based performance benchmarks. To assess development of student proficiency the

evaluator will access data taken from: the FLOSEM (Foreign Language Oral Skills Evaluation Matrix) administered at the conclusion of the school year by Japanese teachers; student work collected in portfolio format by teachers; a sample of videotaped student interviews of benchmark years in grade 3, 6, 8 and 10.

Reporting: an end-of year report will be prepared and presented by the project evaluator for each year of the project.