

ASD's Language Immersion Programs

Parent Information Night & Open House 2023



Principal Introductions

(chronological order)

Sand Lake, Japanese Immersion (1989) – Linson Thompson

Chugiak, Spanish Immersion (1991) – Jackie Welge

Government Hill, Spanish Immersion (1993) – Julie Santaella

Turnagain, Russian Immersion (2004) – Christine Dennis



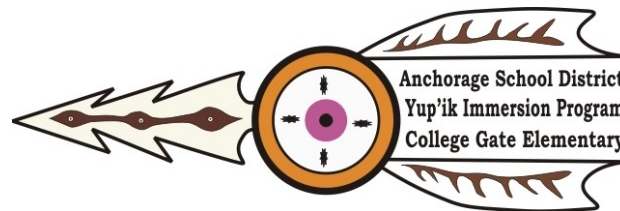
Principal Introductions

Rilke Schule, German Immersion (2007) – Branden Strauch

Scenic Park, Chinese Immersion (2016) – Marco Christian

College Gate, Yup'ik Immersion (2018) – Darrell Berntsen

O'Malley, French Immersion (2019) – Cherry Galloway





*“Increasing **global economies**, a heightened need for **national security**, and **changing demographics** in the U.S. have increased attention to our country’s **lack of language capabilities**. Every call to action to prepare our students for the 21st Century includes offering them the opportunity to **learn languages** other than English and **increase their knowledge of other cultures**. ”*

*Yet the latest enrollment figures indicate that in 2007-08 **only 18.5%** of students in U.S. public schools K-12 were **enrolled in a language class**. ”*



PARTNERSHIP FOR
21ST CENTURY SKILLS



ASD's History with Immersion

1989 – Japanese at Sand Lake (K-12 at Mears, Dimond, 481 students)

1991 – Spanish at Chugiak (K-12 at Mirror Lake, Chugiak HS, 452 students)

1993 – Spanish at Government Hill (K-12 at Romig, West, 568 students)

2004 – Russian at Turnagain (K-12 at Romig, West, 267 students)

2007 – German at Rilke Schule K-8 Charter School, (496 students)
(with continuation strand at Service High School)



ASD's History with Immersion

2016 – Chinese at Scenic Park (K-5) – 152 students in 2022-23

27 students in 6th grade at Begich in 2022-23

Grade 6 began at Begich Middle School in Fall 2022. A grade will be added until we have a K-12 continuum, continuing through Begich Middle School and Bartlett High School



SCENIC PARK ELEMENTARY • BEGICH MIDDLE SCHOOL



ASD's History with Immersion

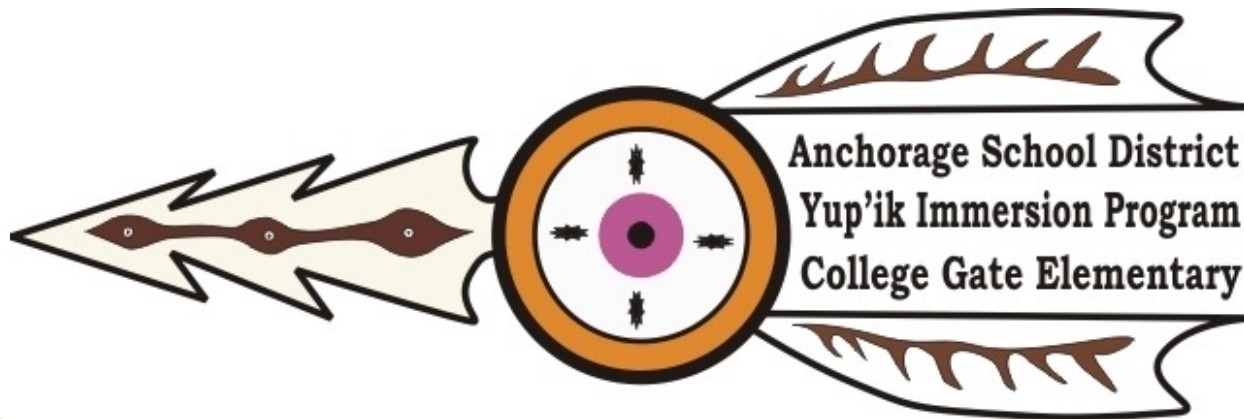
2018 – Yup'ik Immersion at College Gate Elementary

– \$1.3 million federally-funded grant through U.S. DOE

Starting with Kindergarten in Fall 2018, a grade will be added each year until we have a K-12 continuum, continuing through Wendler Middle School and East High School

106 K-4 students in 2022-23

A second 3-year federal grant was awarded through 2023



ASD's History with Immersion

2019 – French Immersion at O'Malley Elementary
Starting with Kindergarten in Fall 2019, a grade will be added each year until we have a K-12 continuum, continuing through Goldenvue Middle School and South Anchorage High School

143 K-3 students in 2022-23



What is Immersion?

In the simplest of terms, immersion refers to a model of education where students learn the regular school **core** curriculum through a “foreign” (or second) language **at least 50% of the day.**

Since students begin at age 5, they learn the school’s curriculum in a natural setting that is developmentally and linguistically appropriate and where the content is also new and interesting.

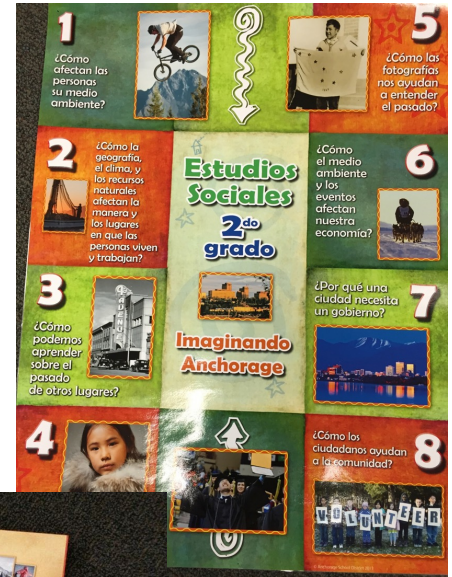
Since immersion programs have the greatest amount of time dedicated to language learning, these programs have the greatest success in terms of language outcomes.



What is Immersion?

*“Second language instruction that is **integrated** with instruction in **academic** or other **content matter** is a **more effective** approach to teaching second languages than methods that teach the second **language in isolation**.”*

– Fred Genesee, PhD.,
McGill University



What is Immersion?

*“Students in immersion programs become **functionally proficient** in the second language at a level appropriate to their age and grade in school. Immersion students not only become bilingual, but also **master the subject content** of the regular elementary school curriculum that is taught through the second language.”*

– Helena Curtain, PhD., University of Wisconsin



Characteristics

- Subject matter teaching in the immersion language.
 - at least 50% of the core content at elementary level
 - at least 2 year-long classes at secondary level
- Clear separation of languages for established periods of time.
- Curriculum that incorporates content goals but also includes focus on functional and grammatical outcomes.
- Integration of language, culture, and content.
- Cognitively and linguistically challenging tasks.



Characteristics

- Developmentally appropriate instructional scaffolding.
- Student-centered curriculum with many opportunities for students to exchange meaning in partner and small-group activities.

- Tedick and Fortune



Long-term Goals of Immersion

- Bilingualism and Biliteracy – achieving a high level of proficiency in two languages*
- High Quality Academics - maintaining and development of English language arts skills comparable to or surpassing the achievement of students in English-only programs as well as mastery of subject content material of the school district curriculum (as expected of all students)*
- Inter-cultural Competence – gaining a greater appreciation for diverse cultures and becoming more culturally-competent

* Requires a long-term commitment by families to ensure this level of achievement



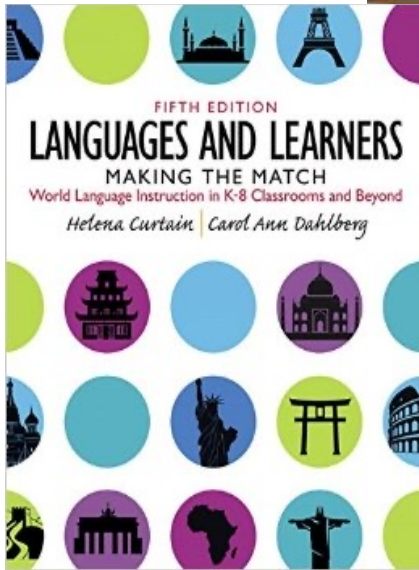
*A note about long-term planning

- Parents should view this program as a K-12 program.
- Students are not allowed to enter the program after the first semester of first grade (unless they have the language background).
- Significant research shows that immersion students often lag behind their peers in English until around grade 3; then they usually not only catch up but generally surpass their peers in terms of English.
- Realizing this makes it all that more important to read to/with your children at home and to search out other learning opportunities to support the school curriculum outside of school.
- Because of the complexity of learning a second language, parents need to understand that their children will receive the regular ASD curriculum, but it will need to be modified in such a way to make it accessible to language immersion students (it will not be exactly the “same” as in an English-only classroom).



Our Programs are Famous

Our ASD immersion programs have been featured in Curtain and Dahlberg's international bestseller, *Languages and Learners: Making the Match*, now in its 5th edition.





In November 2020, ASD's Elementary Immersion Programs received national recognition, being awarded the prestigious *Melba D. Woodruff Award for Exemplary Elementary Foreign Language Programs* by ACTFL, the American Council on the Teaching of Foreign Languages.



Many Models

All immersion programs in the ASD follow what is called the “partial immersion model,” sometimes referred to as the 50/50 model.

Beginning in kindergarten, students spend half of their day with their Immersion (i.e. Chinese) teacher learning science, social studies, and Target Language (TL) arts. The other half of their day is spent with their “English partner teacher” who teaches English language arts and math.



50/50



Many Models

- **One-Way Immersion:** Most, if not all, students do not speak the immersion language at home and are basically starting at the same place.
- **Full (or Total) Immersion:** The immersion language is the ONLY language of instruction until (typically) around grade 3, when English is introduced and taught by a Specialist. (ASD does not have any full/total programs).
- **Two-Way (Dual Language) Immersion:** Student make-up is ideally 50% of one language (English) and 50% of the other language (Spanish) – Government Hill.



ASD's Model in Elementary

Kindergarten	English	Chinese, German, Japanese, Russian, Spanish, French, Yupik
	All content areas integrated	
Grades 1 - 6	Reading and Language Arts	Reading and Language Arts
	Mathematics	Social Studies, Science



ASD's Model in Elementary

How Does It Work?

Here's an example...

**Target
Language
Instruction**

Mrs. Smith

**English
Instruction**

Mrs. Jones

**Mrs. Smith's
homeroom students**

Using the target language, Mrs. Smith teaches **mathematics, science, and literacy in the new language** to the students in her "homeroom."

Mrs. Jones teaches **language arts and social studies** in English to the students in Mrs. Smith's "homeroom."

Mrs. Jones' homeroom students

Using the target language, Mrs. Smith teaches **mathematics, science, and literacy in the new language** to the students in Mrs. Jones' "homeroom."

Mrs. Jones teaches **language arts and social studies** in English to the students in her "homeroom."



Secondary Continuation Strand

- Middle School Immersion

- Two periods of an 7-period day
- One period is language-focused
- One period is their social studies class
- Teachers integrate language/content over both class periods

- High School Immersion

- One period of a 6-period day
- Classes are theme-based, such as
 - *Estudios Latinoamericanos*
- Count as a general elective credit



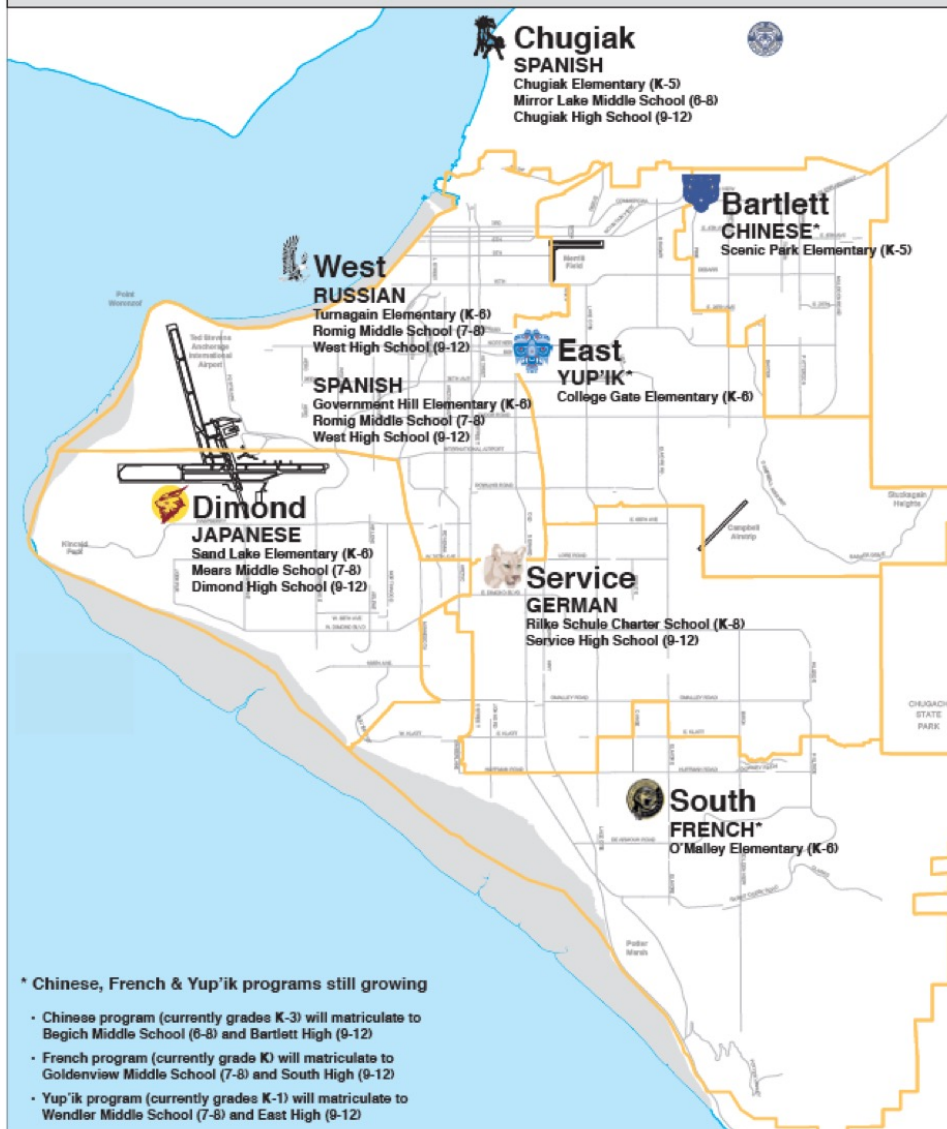
Sample High School 4-Year Sequence

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

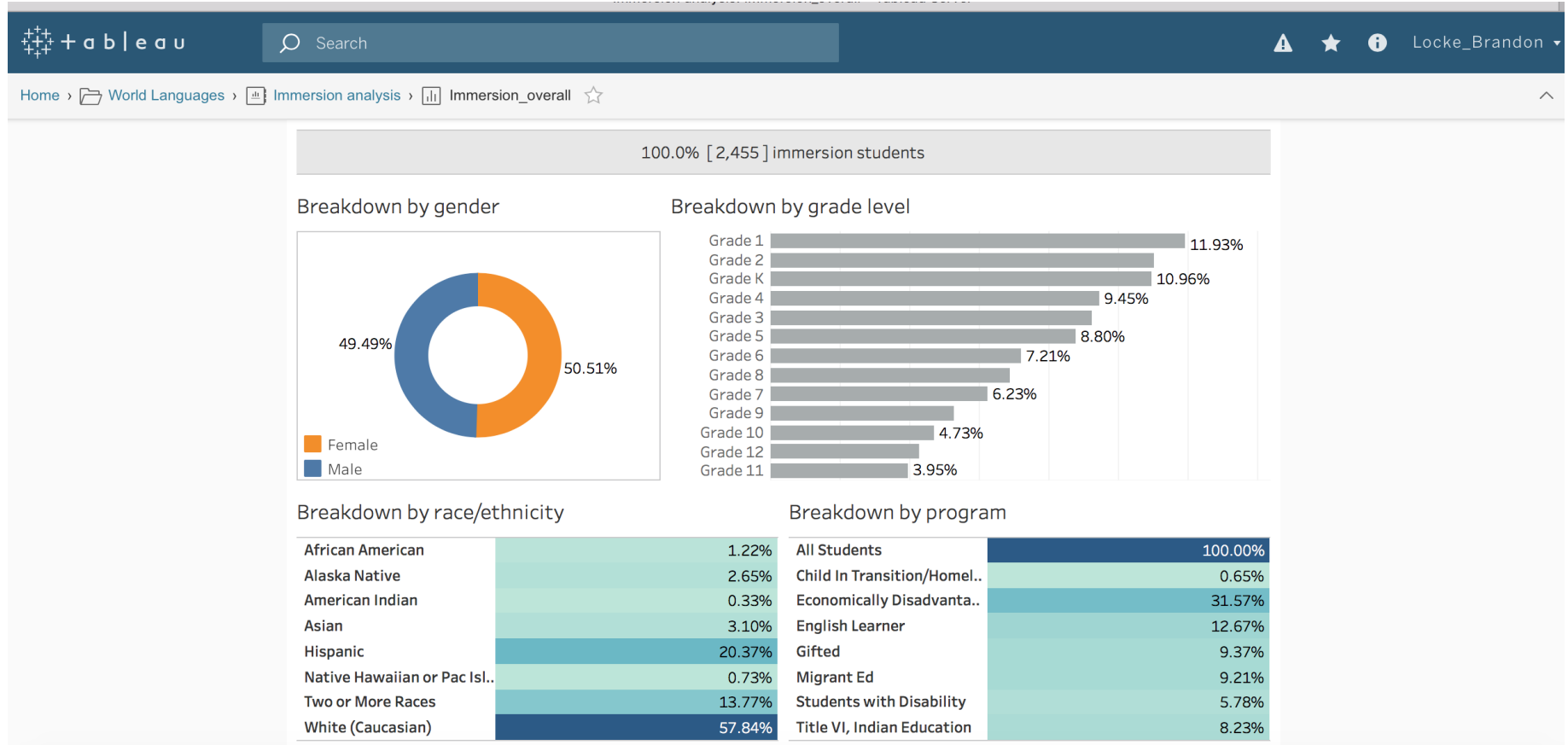
9th Grade	10th Grade	11th Grade	12th Grade
Vistas Juveniles del Mundo Hispano	Perspectivas Literarias	AP Spanish Language or IB Higher Level Language or Estudios Latino-americanos	AP Spanish Language or IB Higher Level Language or Estudios Latino-americanos



ASD Language Immersion Programs



Student Demographics

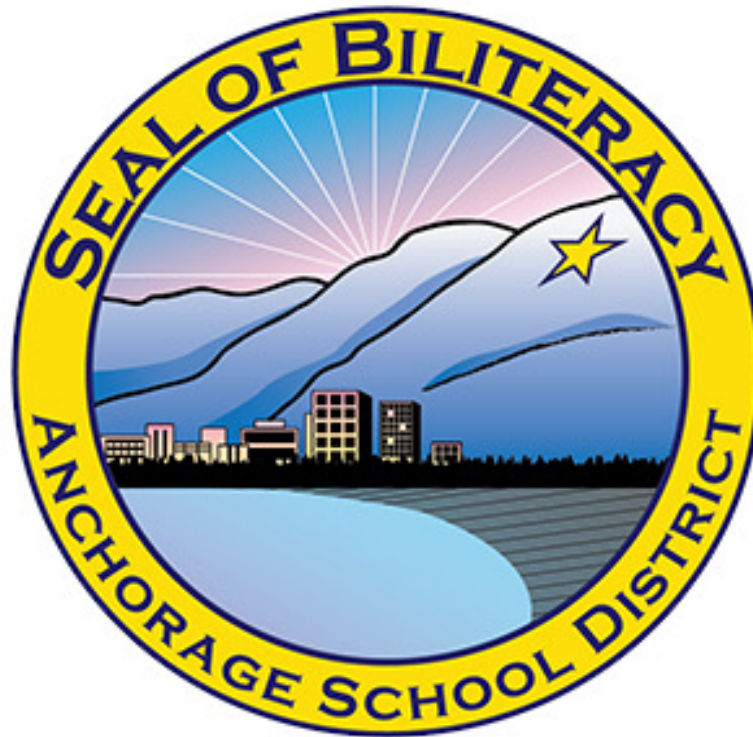


ASD's Immersion Completion Cord



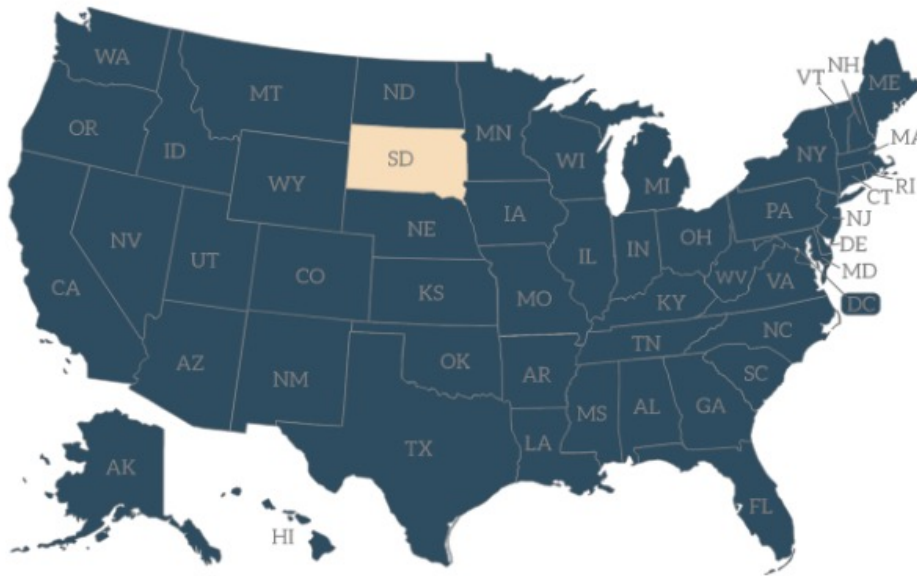
ASD's Seal of Biliteracy

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



Seal of Biliteracy Across the U.S.

- Approved State Seal
- Under Consideration
- Early Stages
- No Seal of Biliteracy, Yet!



Alaska Seal of Biliteracy

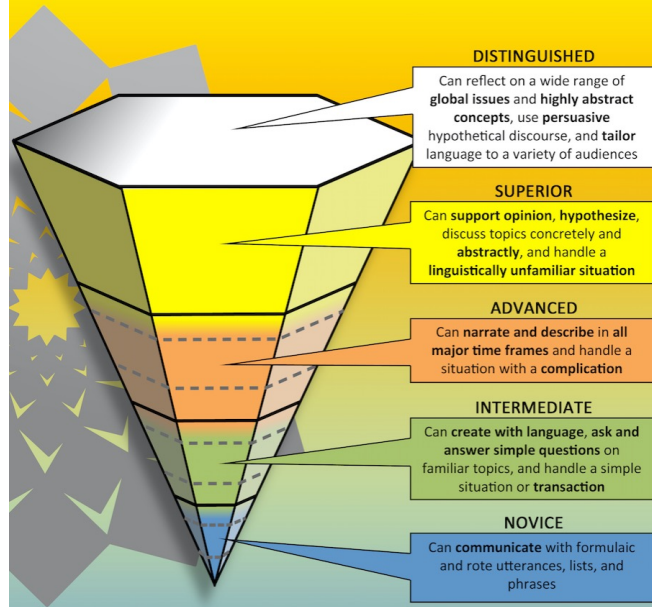
In the spring of 2022, the State of Alaska, Department of Education and Early Development, officially adopted the Seal of Biliteracy as a statewide recognition (4 AAC 06.077), becoming the 49th state to adopt such award.

<https://education.alaska.gov/alaska-seal-of-biliteracy>



Proficiency over “Fluency”

ACTFL PROFICIENCY LEVELS



INVERTED PYRAMID REPRESENTING THE FUNCTIONS OF THE MAJOR LEVELS



ACTFL Proficiency Guidelines 2012 <http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012>



ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5 4	Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture
Superior	3	Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	Narrate and describe in past, present, and future. Deal effectively with an anticipated complication.	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> Language learners with graduate degrees in language or a related area and extended educational experience in target environment
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with year-long study in the target language culture
Advanced Low	2		K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> Undergraduate language majors
Intermediate High	1+	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
Intermediate Low	1			<ul style="list-style-type: none"> Language learners following 4-year high school sequence or 2-semester college sequence Language learners following an immersion language program in Grades K-6
Novice High	0+	Communicate minimally with formulaic and rote utterances, lists, and phrases.		<ul style="list-style-type: none"> Language learners following content-based language program in Grades K-6
Novice Mid				
Novice Low	0			<ul style="list-style-type: none"> Language learners following 2 years of high school language study

*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.



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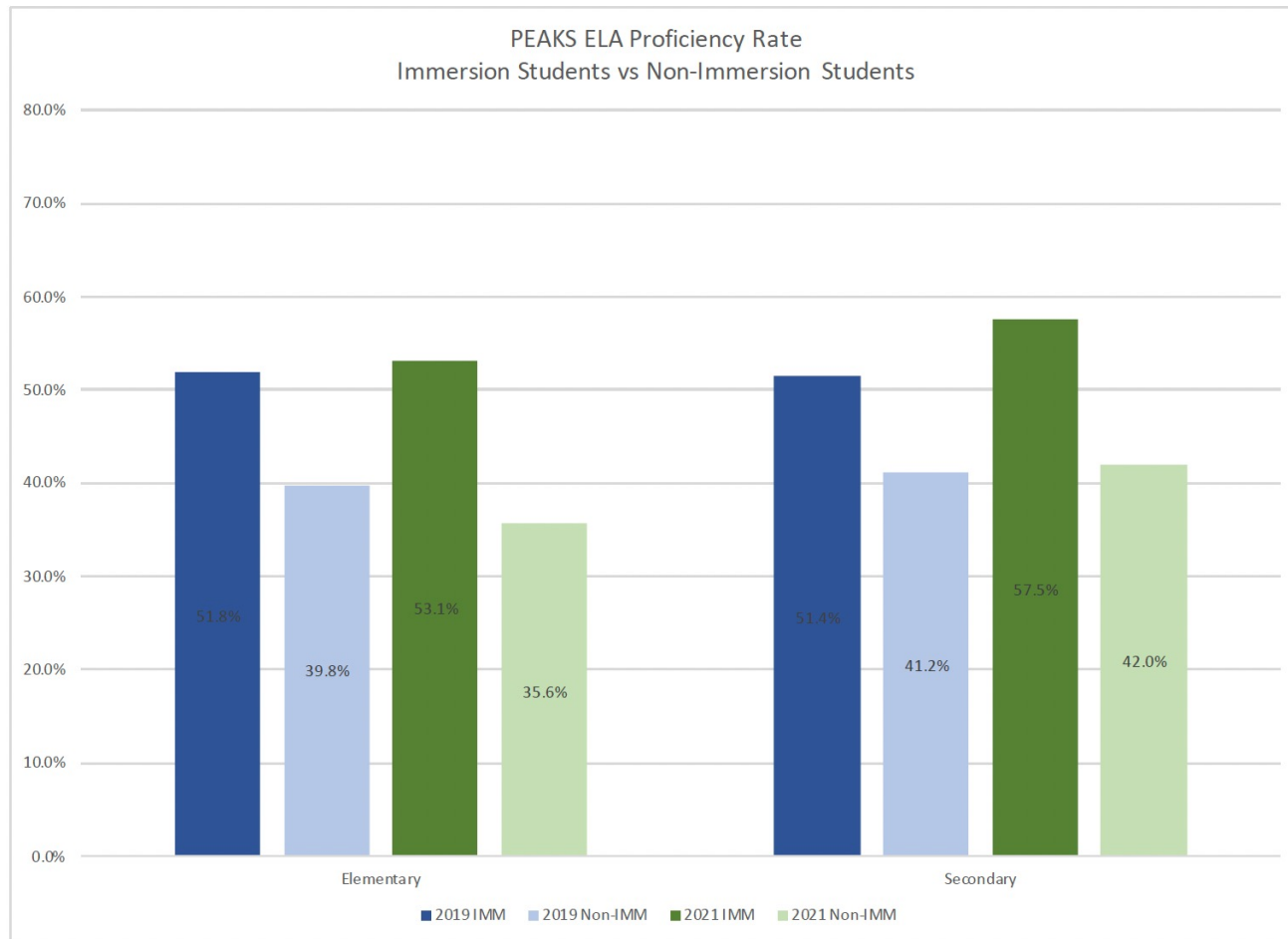
Where do ASD Students End Up?

German, Spanish

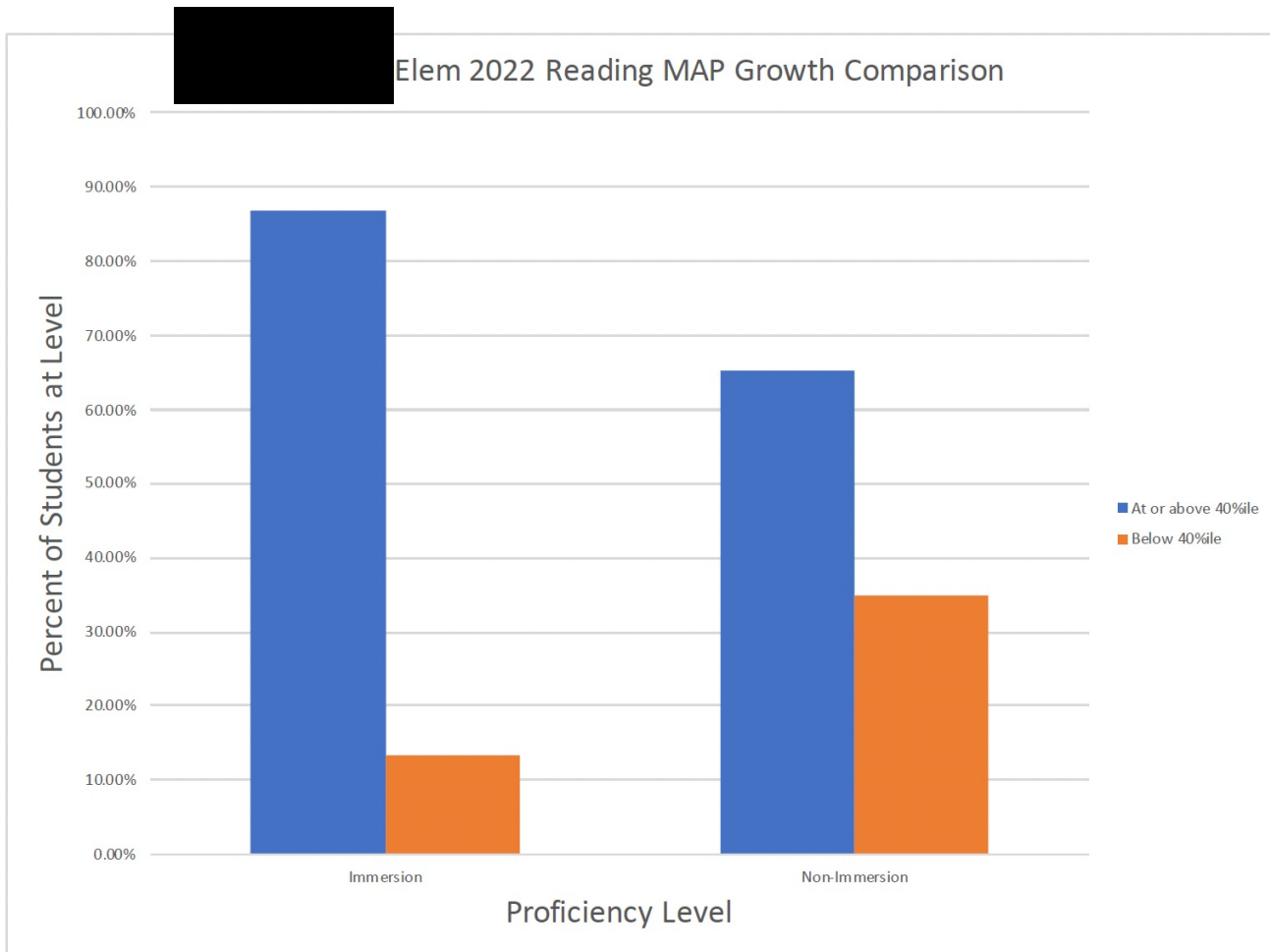
Grade	Listening	Speaking	Reading	Writing
K	Novice-Mid	Novice-Mid	Novice-Low	Novice-Mid
1	Novice-High	Novice-Mid	Novice-Mid	Novice-Mid
2	Novice-High	Novice-High	Novice-Mid	Novice-High
3	Intermediate-Low	Novice-High	Novice-High	Novice-High
4	Intermediate-Mid	Intermediate-Low	Intermediate-Low	Intermediate-Low
5	Intermediate-High	Intermediate-Mid	Intermediate-Low	Intermediate-Low
6	Intermediate-High	Intermediate-Mid	Intermediate-Mid	Intermediate-Mid
7	Advanced-Low	Intermediate-High	Intermediate-Mid	Intermediate-Mid
8	Advanced-Low	Intermediate-High	Intermediate-High	Intermediate-High
9	Advanced-Mid	Intermediate-High	Intermediate-High	Intermediate-High
10	Advanced-Mid	Advanced-Low	Advanced-Low	Advanced-Low
11	Advanced-High	Advanced-Low	Advanced-Low	Advanced-Low
12	Advanced-High	Advanced-Mid	Advanced-Mid	Advanced-Mid



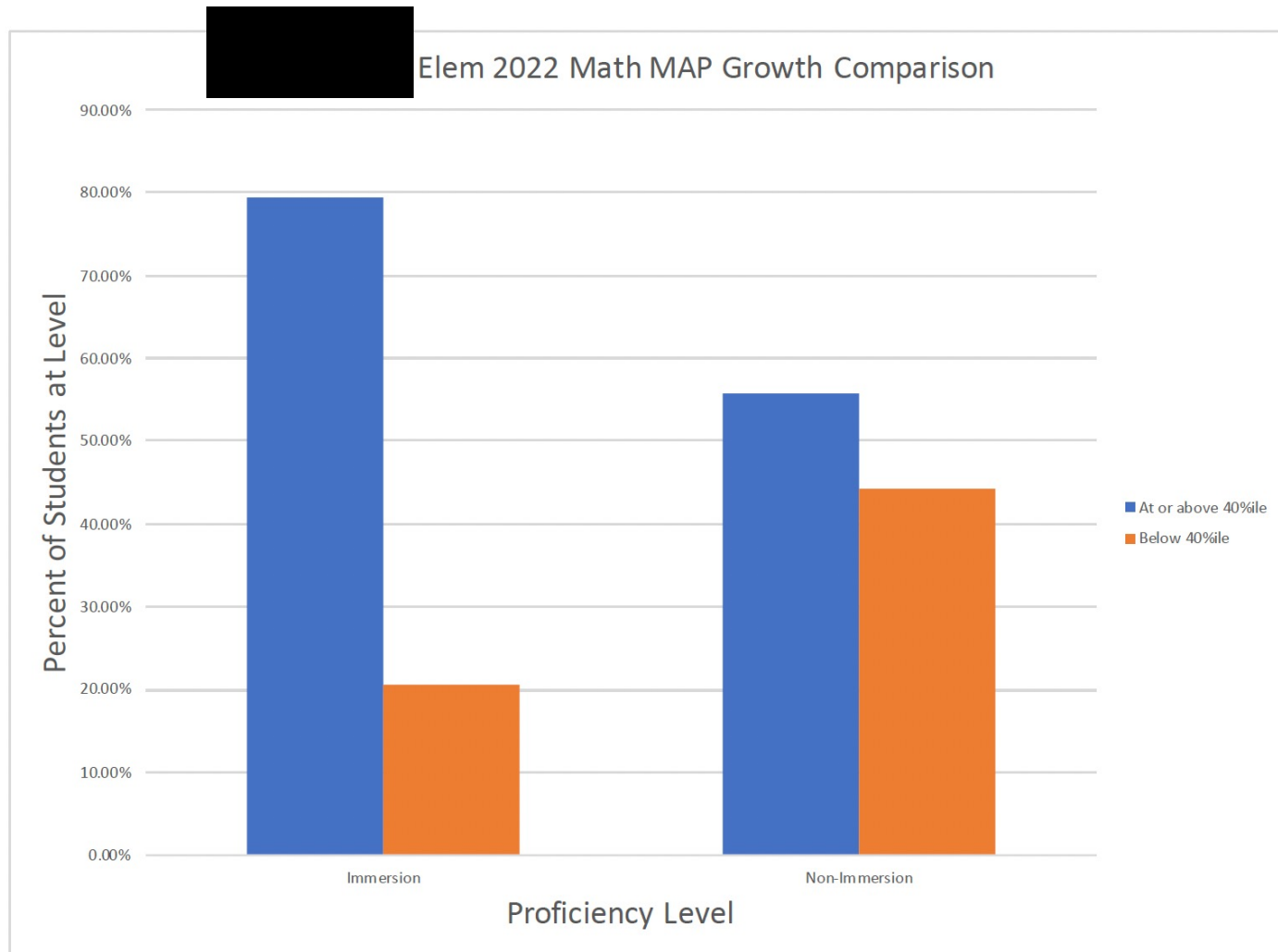
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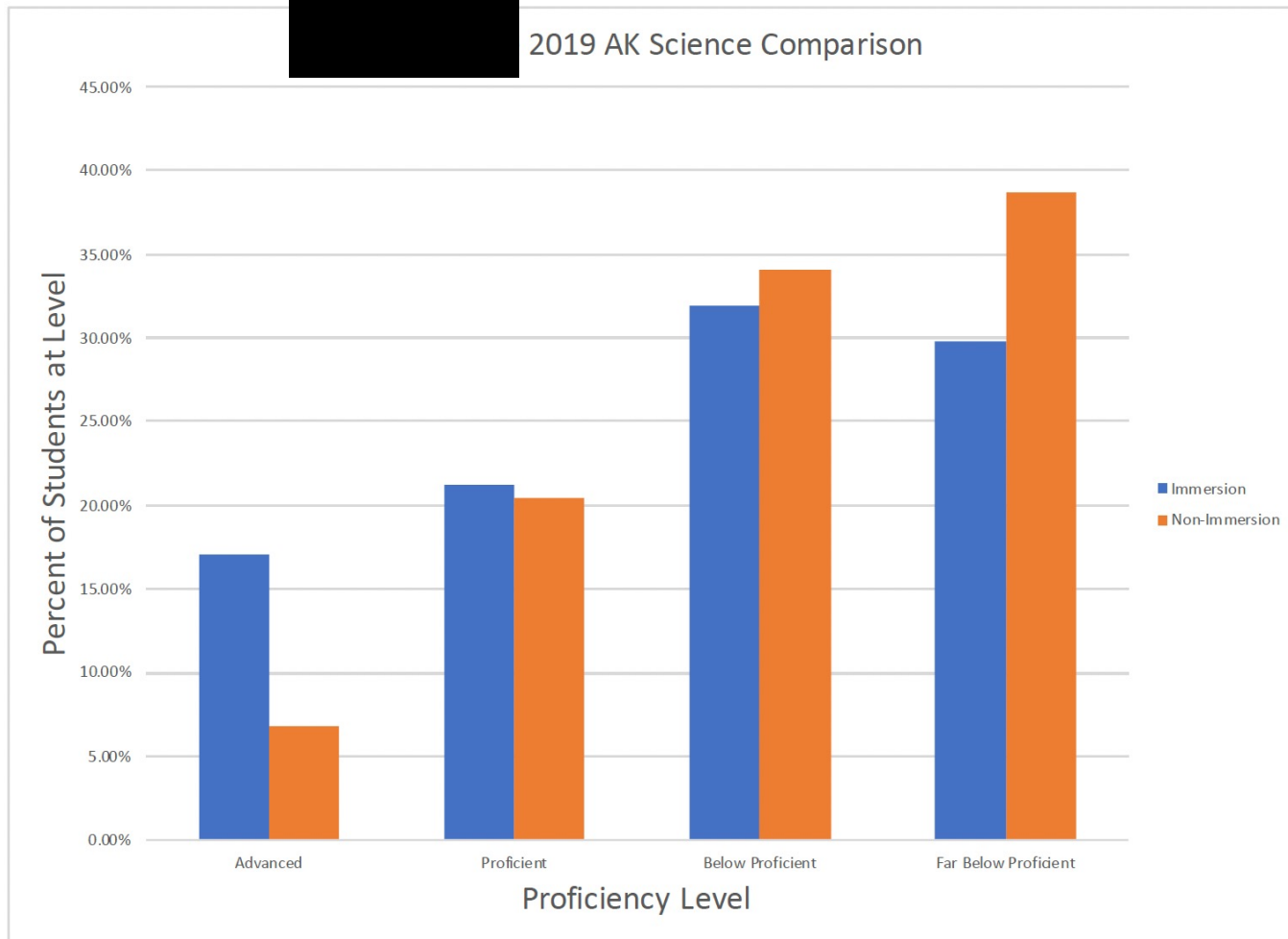
Where do ASD Students End Up?



Where do ASD Students End Up?



Where do ASD Students End Up?



Contact Information

ASD World Languages/Immersion	Brandon Locke	Locke_Brandon@asdk12.org
Chugiak Elem/Spanish Imm	Jackie Welge	Welge_Jacqueline@asdk12.org
College Gate/Yup'ik Imm	Darrell Berntsen	Berntsen_Darrell@asdk12.org
Gov't Hill Elem/Spanish Imm	Julie Santaella	Santaella_Julie@asdk12.org
O'Malley Elem/French Imm	Cherry Galloway	Galloway_Cherry@asdk12.org
Rilke Schule/German Imm	Branden Strauch	Strauch_Branden@asdk12.org
Sand Lake/Japanese Imm	Linson Thompson	Thompson_Linson@asdk12.org
Scenic Park/Chinese Imm	Marco Christian	Christian_Marco@asdk12.org
Turnagain/Russian Imm	Christine Dennis	Dennis_Christine@asdk12.org



What our Graduates are Doing

Laura Joy Erb, Spanish Immersion, Chugiak High School, 2016

The decision to join the immersion program was one of the best decisions my parents made for my education. Learning a language at that young of an age was invaluable, and being a part of this program fundamentally shaped who I am today. The immersion program inspired me to be curious, to learn more about the world around me, and to think differently than my peers not in the program. Throughout my schooling, I was able to study with teachers from all over the globe who each taught me something new about Spanish from their region, and food or holidays from their region as well. Beyond all the benefits of linguistic and cultural immersion, the group of students that participated in the immersion program truly became like family to me. We had inside jokes (in two languages), shared experiences, and a sense of camaraderie that created a beautiful environment to grow up in.

The immersion program for me was a stepping stone into world languages and global experiences. I studied abroad in Madrid during college, and I have been fortunate enough to travel in 20 countries, using the German and Portuguese skills I've picked up later in life as well. I currently work as a software engineer in Connectivity at Facebook, bringing internet access to under-connected regions of the world, and my language skills have empowered me to communicate and connect with people in these areas to better understand how I can make a positive impact. I have plans to move abroad next fall to continue the next chapter of language learning!



Whitney Wigren, Japanese Immersion, Dimond High School, 2005

My name is Whitney Wigren and I am proud graduate of the Anchorage School District's (ASD) Japanese Immersion Program, one of eight immersion programs offered in Anchorage, Alaska's public schools. ASD's Japanese Immersion Program was instrumental in not only my childhood development, but also impacted my post-secondary education, my career path, and also parental educational decisions.

After graduating from the Japanese program in 2005, I attended Ohio State University on a full ride athletic scholarship and obtained a bachelor's degree double majoring in Japanese and International Relations and Diplomacy. Upon graduation, I began working for the FBI as an Intelligence Analyst and this year marks my eleventh year in federal service. As an FBI Intelligence Analyst, my extensive Japanese background has provided me with truly unique work opportunities. For the past decade, I have worked East Asian counterintelligence and cyber matters, and recently selected for a highly competitive

temporary duty assignment to the United States Embassy in Tokyo. I also am a finalist to become the first full-time FBI Intelligence Analyst assigned to the US Embassy in Tokyo. If selected, I will be solely responsible for performing a wide array of intelligence duties to include the dissemination of raw and finished intelligence products with the Japanese Intelligence Community on cross-programmatic issues to include, counterintelligence, counterterrorism, criminal, and cyber activities. Additionally, I will be charged to work closely with Japanese law enforcement entities to protect both US and Japanese national security interests. Without ASD's Japanese Immersion Program, none of these career opportunities would have been afforded to me.

I know firsthand how valuable and beneficial bilingual education is, so much so, my oldest daughter and son are currently enrolled in the program. My daughter is lucky enough to have the SAME second grade Japanese teacher I had (shoutout to Kono sensei!). The Japanese Immersion Program has shaped me into the person I am today and I am so thankful my children have the same opportunity to be Sand Lake Lions, Mears Panthers, and Dimond Lynx.



Athena Clendaniel, Russian Immersion, West High School, 2022

Growing up in the Russian Immersion program, I often questioned why my parents wanted me to learn a language they knew nothing about. As a senior in high school looking back on the last thirteen years, learning Russian is one of the best decisions my parents have made for me. My classmates and I have been studying Russian since we were five. We have become one big Russian family. We've laughed together, cried together, and made countless memories. Learning another language at such a young age has shaped my entire academic journey. The Immersion program taught me to think creatively and pushed me to become a better student. Spending half my day in Russian wasn't easy at first, but you'd be surprised how quickly five-year-old kids can pick up a new language.





The Russian Immersion program has given me opportunities I didn't know were possible. The National Security Agency (NSA) gives Russian Immersion students the chance to use their language skills in the real world with their High School Work Study program. I currently go to school in the morning then head to JBER for the other half of my day working at the NSA Alaska office. The work is classified so I can't tell you what we do, but I can tell you I really enjoy working at NSA. It's been gratifying to be able to use my Russian language skills in the real world. I don't know exactly what I want to study in college, but I will definitely continue studying the beautiful language of Russian.



Next Steps



ASD Dual Language Immersion Programs

 <p>Chinese Immersion Program K-7 Scenic Park Elementary Begich MS</p>	 <p>German Immersion Program K-12 Rilke Schule German Charter School of Arts and Sciences Service HS</p>	 <p>Russian Immersion Program K-12 Turnagain ES • Romig MS West HS</p>	 <p>Spanish Immersion Program K-12 Chugiak ES • Mirror Lake MS Chugiak HS</p>
 <p>French Immersion Program K-4 O'Malley Elementary</p>	 <p>Japanese Immersion Program K-12 Sand Lake ES • Mears MS Dimond HS</p>	 <p>Spanish Two-Way Immersion Program K-12 Government Hill ES • Romig MS West HS</p>	 <p>Yup'ik Immersion Program K-5 College Gate ES</p>

Key dates for spring 2023 lottery

- February 15, 2023** Lottery system will begin accepting applications for 2023–24 lottery.
- April 6, 2023** 5 p.m. – Application deadline for lottery.
- April 7, 2023** Date of lottery.
- April 14, 2023** after 5 p.m. – 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 14, 2023** after 5 p.m. – Lottery system will reopen for applications for the 2023–24 lottery.

A second lottery will be held in **July 2023** (details to follow).

www.asdk12.org/lottery



Anchorage School District
Following All Students for Success to a 21st Century



Some Resources



<https://www.youtube.com/watch?v=sQSwC6N88y8>

