

# Immersion 101 for Chinese and Japanese

## An Introduction to Immersion Teaching

June 20–24, 2011 (Teacher Session) June 20–21, 2011 (Admin Session)

A must for new Chinese or Japanese immersion teachers and administrators, this institute provides a research-based introduction to the challenges, options, and issues in the unique world of immersion education (K-12). Targeted institute participants include one-way (foreign language) and two-way immersion educators who teach subject matter through Chinese or Japanese for 50-100% of the school day and promote continued development of English (amount of instructional time in English varies by grade level).



Tara Fortune and Molly Wieland

On the first two days, the focus will be on issues of interest to new immersion teachers and administrators. Administrators and district personnel will have an opportunity to engage with key issues in immersion program design and implementation for character-based languages and discuss strategies for meeting those challenges with an experienced immersion administrator. During the following three days, novice teacher participants will be introduced to effective practices that inform language and literacy-attentive curriculum development and instruction with non-cognate, character-based languages whose writing system differs from English.

### During this institute, you will:

- Become familiar with the educational philosophy, research, and practices of immersion education as well as the distinguishing characteristics and goals of various program models;
- Connect with colleagues and strengthen your professional network;
- Discuss the unique role immersion education plays in public education and explore administrative strategies for dealing with immersion issues at the school and district level;
- Examine effective classroom management and instructional strategies for immersion teachers who are new to teaching and learning in the U.S.; and
- Collaboratively develop content-based curriculum that systematically attends to language and literacy development.

### Program Schedule (9 a.m.–4 p.m.)

- Day 1 All Participants**
- Immersion Philosophy, Practices, and Goals
  - Types of Immersion Programs
  - Research Benefits and Challenges
- Day 2 All Participants**
- Principal Competencies
  - Two Programs, One School
  - Cross-Cultural Challenges
- Day 3 Teacher Participants Only**
- Content-Based Curriculum Design
  - Integration of Language, Culture, and Content
  - Research-Based Learning Activities
- Day 4 Teacher Participants Only**
- Instructional Scaffolds
  - Constructing Language Objectives
  - Character-Based Literacy Instruction
- Day 5 Teacher Participants Only**
- Mentor Teacher Panel
  - Classroom Community Building
  - Internet Resources for Immersion

### Presenters

*Tara Fortune, Ph.D., is the immersion projects coordinator at CARLA. She facilitates professional development of immersion educators across the nation and oversees research initiatives in immersion.*

*Molly Wieland, Ph.D., is curriculum coordinator at XinXing Academy for Hopkins Public Schools in Minnesota and is the FLAP grant project director for the Global Literacy through Mandarin Immersion and STEM Project.*

*Mary Patterson is principal of Woodstock Elementary School in the Portland Public Schools system. She oversees the school's K-5 Mandarin Immersion program and is active in Oregon's Flagship Chinese K-16 Pipeline Project.*

*This institute is designed for pre-service and novice K-12 immersion teachers, administrators, district personnel or policy makers, and specialist teachers in immersion schools. It is not meant for experienced immersion teachers.*