

Ensuring Advanced-Level Proficiency in Mandarin Immersion

Date: February 13, 2015, Friday

Time: 9:00 am – 2:00 pm

Place: Memorial Union Room 229, ASU Tempe Campus

What are the key strategies in planning, designing and implementing a successful Mandarin immersion program? How can we ensure that Mandarin immersion students increase their language proficiency each year they are in the program? How can we ensure that graduates of Mandarin immersion programs demonstrate the levels of proficiency required for advanced-level study in college, or for future participation in the global workforce?

This session will highlight a model K-12 Mandarin immersion program that has tried to answer these questions. Specifically, participants will examine the best strategies to

- set proficiency targets at each grade level
- align curriculum and instruction to those targets
- utilize regular formative and summative assessment practices



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Michael Bacon works as the Portland Public Schools (PPS) Dual Language Immersion Assistant Director overseeing program, professional and curriculum development for 15 immersion programs in Spanish, Japanese, Mandarin, Russian, and Vietnamese. He also directs the K-12 portion of the NSEP funded K-16 Oregon Chinese Flagship grant in collaboration with the University of Oregon and leads a district coordinated eleven PPS Confucius Classroom consortium. Michael serves on the advisory committee for the Asia Society's national networking effort called Chinese Early Learning Immersion Network (CELIN) and is the current president of ACTFL's Dual Language Immersion Special Interest Group.



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