Irvine International Academy
爾灣雙語國際學校
Mandarin Immersion Program
中文沉浸式課程
www.IrvineIA.org
Steven Chuang
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Something to know – Steven Chuang

- 4 years as a teacher in a public elementary school in Taiwan
- 15 years as a teacher in a public high school in Philadelphia
- 4 years as a principal in a public elementary school
- BA - Chinese Culture University in English Literature, Taiwan
- MA - University of Pennsylvania in TESOL, Philadelphia
- PA K-12 Administrative Certificate - Cabrini University
- CA K-12 Administrative Clear Credential - San Mateo County Office of Education
- 9 years as a teacher trainer for STARTALK teacher programs and 3 years as a director for STARTALK student programs
About STARTALK

STARTALK is a federal grant program funded by the National Security Agency and administered by the National Foreign Language Center at the University of Maryland. STARTALK grants fund summer world language learning programs as well as professional development programs for world language teachers. STARTALK grants support programs for students and teachers of eight critical need languages.
School Districts with Mandarin Immersion program in the vicinity of Irvine

Capistrano Unified School District

Newport-Mesa Unified School District

Orange Unified School District
Irvine International Academy

- **Board Members**
  - Doug Husen, JD, Chairman of Board
  - Glenn Rogers, Business and Computers
  - Joleen Smith, EdD, Univ. Professor
  - Edward Watson, Mandarin Immersion
  - Jian Miller Zhuang, China Education
  - Winnie Kang-Abreu, CSU Fullerton Director of Extension and International Programs and Mandarin Credentialing

- **Executive Director**
  Michael Scott, PhD

- **Principal Steven Chuang**
  College Park Elementary School (4 years)
  2018 California Distinguished School

- **Taiwan (Education Division)**
  Taipei Economic and Cultural Office in LA

- **Charter School Development Center**
  Leading experts in policy, and training

- **Young, Minney & Corr Law Firm**
  Legal counsel for 50% of charter schools

- **IIA Team**
  - 9 certified Mandarin teachers
  - 1 experienced GATE teacher
Teachers and Staff

- 10 teachers are California credentialed teachers and will be interested to join the IIA team in August 2021.
  - Native and non-native Mandarin teachers from the US, China & Taiwan
  - Supplemental training or Mandarin BCLAD
- Paraprofessionals for P.E, Health, and Technology
Benefits of Language Immersion programs

- Foreign language immersion is a well-researched educational program in which the school curriculum is taught through the medium of a foreign language.

- Exposing children to a second language at an early age stimulates the development of critical thinking and problem-solving skills.

- Students in language immersion programs reach higher levels of language proficiency than those in other types of world language programs.

- Students demonstrate increased English vocabulary and overall enhanced cognitive development and consistently outscore monolinguals on tests of verbal and nonverbal intelligence.
New Mandarin Immersion program in Southern California

Shelyn Elementary, Rowland Heights, CA
Mark Twain Middle School: Feeder school in Los Angeles Unified School District for Broadway Elementary Mandarin immersion program
Sierra Madre Middle School, Pasadena, California
San Miquel Elementary, LAUSD
Orangewood Elementary, West Covina Unified, CA
New Lexington Elementary, El Monte City SD
Our Immersion Model

- 50/50 model. Half day English & half day Mandarin.

- One Way, partial immersion.

- No requirement for 50% native speakers.
One School – One Curriculum

Our dual language program is based on the California Common Core State Standards in all subjects:

❖ Language Arts (English & Mandarin)
❖ Social Studies
❖ Math
❖ Science
❖ Technology
❖ PE
❖ Arts & Music
Language Percentages

**Kinder** - 1450 minutes/week
- 50% Mandarin/week
- 50% English/week

1\textsuperscript{st}-5\textsuperscript{th} - 1610 minutes/week
- 50% Mandarin
- 50% English
+
## Kindergarten Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Subjects</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-10:15</td>
<td>English Language Arts</td>
<td>120 minutes</td>
</tr>
<tr>
<td></td>
<td>Math, Social Studies</td>
<td></td>
</tr>
<tr>
<td>10:15-10:35</td>
<td>Recess</td>
<td>20 minutes</td>
</tr>
<tr>
<td>10:35-12:35</td>
<td>Mandarin Language Arts</td>
<td>120 minutes</td>
</tr>
<tr>
<td></td>
<td>Science, Social Studies</td>
<td></td>
</tr>
<tr>
<td>12:35-12:55</td>
<td>Lunch &amp; Play</td>
<td>20 minutes</td>
</tr>
<tr>
<td>12:55-1:25</td>
<td>Mandarin PE &amp; Structured Play</td>
<td>30 minutes</td>
</tr>
<tr>
<td>1:25-2:00</td>
<td>Music, Assembly, Technology, Arts, Library</td>
<td>35 minutes shared</td>
</tr>
</tbody>
</table>

Note: Half of the classes will have the opposite schedule.
# 1st-5th Grades Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Subjects</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-10:15</td>
<td>English Language Arts, Math, Social Studies, Art, Technology</td>
<td>120 minutes</td>
</tr>
<tr>
<td>10:15-10:35</td>
<td>Recess</td>
<td>20 minutes</td>
</tr>
<tr>
<td>10:35-11:10</td>
<td>English Language Arts</td>
<td>35 minutes</td>
</tr>
<tr>
<td>11:10-12:35</td>
<td>Mandarin Language Arts, Science, PE, Music</td>
<td>75 minutes</td>
</tr>
<tr>
<td>12:35-1:25</td>
<td>Lunch &amp; Play</td>
<td>50 minutes</td>
</tr>
<tr>
<td>1:25-2:45</td>
<td>Mandarin Language Arts</td>
<td>75 minutes</td>
</tr>
</tbody>
</table>

Note: Half of the classes will have the opposite schedule. The split afternoon schedule is modified by teachers and by grade levels.
Instructional Strategies

The **small group**, differentiated reading model enables teachers to focus on specific skills needed by various group of children.
With **five or fewer children** in a group, teachers can focus needed attention on individual student and make sure that each child has opportunities to participate.

Small-group time enables student to have access to high quality interaction with their teachers.
Through Small group reading, teacher can

- differentiate instruction to meet each students’ need.
- better match instruction to match each students’ current level.
- Respond to students’ reading more effectively.
- Recognize struggling readers and attend to their needs.
Social Emotional Learning

- Weekly Second Step Lessons
- Positive Behavioral Intervention and Support (PBIS) Strategies
- Weekly Assembly on LifeSkills- Be safe, respectful, mindful
Immersion Schools Succeed!

Irvine USD and College Park Elementary School (San Mateo)

CAASPP data from CA Dashboard

Students at immersion programs are bilingual or multilingual
Questions?

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by Elizabeth Weise