



# CONGRÈS NATIONAL DE L'ACPI 2025

ÉLEVONS LES SOMMETS DE L'IMMERSION



13 au  
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Banff  
Alberta







# Evaluating your French Immersion Program

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**Why French Immersion?**  
**Characteristics of a great Immersion Program**  
**Review of those characteristics**  
**Why and how to evaluate your program**  
**Self-evaluation exercise**  
**A word on marketing!**



# Why immersion ?

- Cognitive Impact
- Academic Impact
- Personal Impact
- Societal Impact
- Intercultural Competencies
- Economic Impact
- Student with exceptionalities
- Additional Language Learners
- [Why Learn Languages](#)

## LITERATURE REVIEW

on the Impact of Second-Language Learning





# Characteristics of a great Immersion Program

- Support from the school district
- Support from the school administration/leadership team
- Quality of the faculty
- Teacher Engagement
- program visibility in the school and in the community
- Quality resources
- Quality Professional development
- Student access to the program
- Marketing and promotion







# Support from School District Support from School Admin





# Support from School District

- Vision for the program
- Focus Prof Development
- Training the School admin & regular meeting
- Recruitment strategy for students and teachers





## Support from the School Administration

- Understanding the impact of the program
- Understanding the history of the program
- Knowledge of the Players
  - ACPI, CASTL, CPF, Local French Associations, DELF
- Best practices in Language pedagogy
- How to create a Multilanguage School Culture
- Program visibility
  - Marketing, Social Media
- Staffing







## Support of the teachers by the school admin

- Visibility in the classroom
- Regular meeting with new teachers
- Mentoring program for new teachers
- Reducing isolation of teacher (PLC)
- Support for classroom management
- Encouraging involvement of teachers in decision making
- Supporting focus prof development





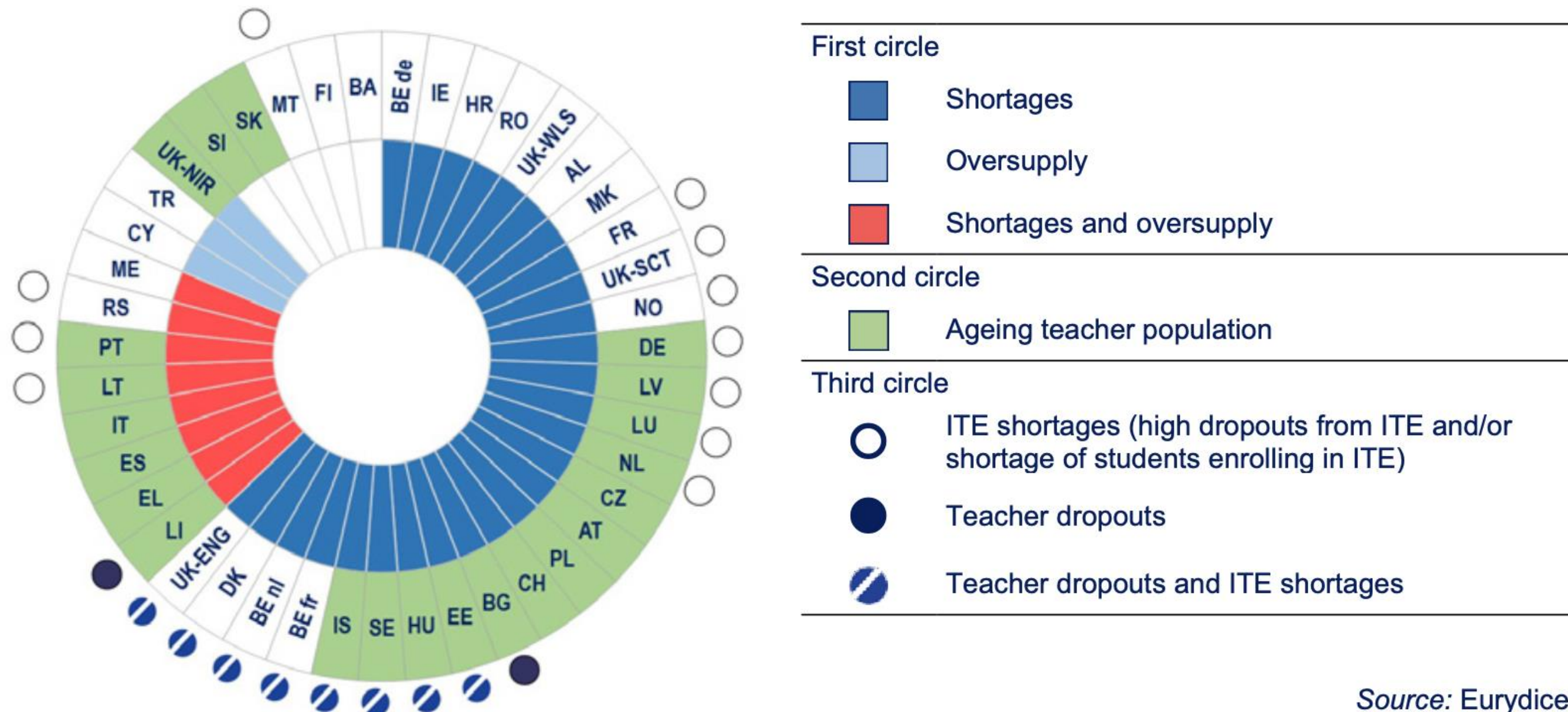
# Recruitment of teachers





Teacher (not just immersion) shortages are global. According to a recent Eurydice/EU report (April 2021), **35 of the 43 European education systems** reported a shortage of teachers.

**Figure 1.1: Main challenges in teacher demand and supply in lower secondary education, 2019/20**



Source: Eurydice.





## Recruitment of teachers

Look in your backyard!

- Encourage students to consider a career in education
- Invite faculty of education to present to your students about their program
- Publicise their open house
- Open your doors to student teachers
- New initiative : Dual credits courses (Ont and Alta)







**Teacher Engagement**  
**Engagement in the Community**  
**Quality resources**  
**Quality Professional development**





## Teacher engagement, Engagement in the community, program visibility in the school and in the community

- Remind them of the why!
- Organization of school wide activities
  - Celebrating holidays (March 20th and National days of French Speaking countries)
  - Oratory contests (Debate, Spoken words, Poetry in voice)
  - Film festival
  - Culinary days
  - Guest speakers or singers
  - Carnival
  - Open house
  - Visits to the feeder schools
  - Involvement in prof dev







# Quality Professional development & Quality Resources

## Resources

ACPI

CASTL

IDELLO

AATF (American Association of Teachers of French)

Stay informed:

Neurolinguistics approach : Dr Mueller at U of C

[kmueller@ucalgary.ca](mailto:kmueller@ucalgary.ca)

*Accompagnement Linguistique ACPI*

Developing Professional Learning Community (PLC)





## Quality Professional development (new teachers)

- Mentoring program
- Sessions for new teachers
  - Technology in your district
  - Where are the resources? Who can support you?
  - Support for students with complexity
  - Report cards & Evaluation
  - Wellness
  - Ethics and law in education
- Pay for memberships in prof association







## Student access to the program

Should French immersion be accessible to all students?

Reminder :

Boosts cognitive abilities

Strengthens English skills

What does the research say:

Languages for All

Katy Arnett, Ph.D., is currently an Associate Professor of Educational Studies at St. Mary's College of Maryland

Creating Equitable and Inclusive French Immersion programs for newcomer students

10:30 à 12:00 Friday

Dr. Stephen Davis, Associate professor in the Faculty of Education at the University of Regina





# Evaluation of your program







# Why should you evaluate your program

- To Improve Program Effectiveness and Quality
- To Ensure Accountability and Transparency
- To Optimize Resource Utilization
- To Provide Valuable Feedback
- To Foster a Culture of Continuous Learning
- To find the best practices to support other schools





## The steps

Three year cycle

Creation of a school committee

Establishing goals

Collecting data

Data analysis

Development of a three year action plan

Presentation of the plan to the faculty, the parents, the students for feedback and adjustment

In a large district: Presentation of findings to other schools







# What should you be looking at?

Registration in the last few years

Attrition rate (a note on DELF!)

Program evaluation examples

[Alberta Education Assurance Survey](#)

[Teacher institute India](#)

[National College \(UK\)](#)

Surveys and focus groups

student, parents, alumni, faculty





**Lets try one survey!**







# Data Analysis and Action Plan

The survey results guide the questions in the focus groups

What are your successes?

What are the area for improvement?

What is the most urgent issue that needs to be address?

Which area for improvement will you take on in the next three years?

What action will you take to improve?





# Let's talk about Marketing!







# Marketing

Optimize your webpage

Create valuable content (blog posts, videos, infographics)

Social Media

Paid advertising

Participation in community events

Showcase your Alumni

Ask help from your parent community





# For more information



**Martin Poirier, MB, CD, M Ed**  
[mpoirie2@ualberta.ca](mailto:mpoirie2@ualberta.ca)

[Characteristics of Successful  
Second Language Programming](#)

[Evaluating School Programs:  
An Educator's Guide, 3rd Edition](#)

[Evaluating Professional Development](#)

[A Paradigm Involving Multiple Criterion Measures for the Evaluation of  
the Effectiveness of School Programs](#)



Indicator descriptor:  
1: not at all  
2: to a limited extent  
3: to some extent  
4: to a great extent  
At the school level

Indicators	1	2	3	4
Our community clearly understand the goals of our language program				
Our school promote the diversity of the cultural groups represented within the target languages.				
Our school understands and values the unique nature of Immersion & Bilingual Programs, Language and Culture Courses				
Our school supports student success and continuity in language programs (transition between division and to post secondary)				
Language and culture of the target language is visible in our school environment				
Our school has appropriate technology to enable students to communicate globally				
Our school ensures that parents enrolling their children in Immersion and Bilingual Programs have a clear understanding of the nature and goals of the programs across the entire program				
Our school has a clear vision of the intended outcomes of the language program in order to articulate and enact the vision with parents, staff, student, colleagues and other educators, as needed				
Our school has an inclusive understanding of who can benefit from learning an additional language				
Our school provides equitable access for students to the language-learning program				
Our school support high quality teaching and assessment of Alberta’s Programs of Study				
Our school uses adopt the Common European Framework of Reference as a language benchmarking tool at key reference points				
Our school support the personalization of second language learning				
Our school provide professional learning opportunities for teachers for the creation of authentic global language and cultural learning experiences and knowledge creation through the integration of technology				
Our school has a structure to support the French Immersion or Bilingual Programs				
Our school encourage an integrated concept-based approach to second language learning in immersion and bilingual programs				
Our school has a goal in the School Development plan around improvement of the program				
Our High school supports and encourage students in taking the DELF or the DELE				



At the faculty level

Indicators	1	2	3	4
Our target language teachers are encouraged to communicate in the target language throughout the school				
Our teachers are knowledgeable about current practice in language learning for bilingual or immersion programs				
Our teachers support student success and continuity in language programs (transition between division and to post-secondary)				
Our teachers <u>stay current in second language research and methodology</u>				
<u>Our teachers demonstrate proficiency in the target language</u>				
<u>Our teachers demonstrate sufficient proficiency in English in order to communicate with students, colleagues and parents</u>				
Our teachers <u>understand target language culture and its relationship to the language</u>				
<u>Our teachers understand content-based language learning and current “second language” pedagogy</u>				
<u>Our teachers understand the Alberta Education Programs of Study for languages</u>				
Our teachers <u>understands personalization of learning</u>				
Our teachers support and encourage students to continue in the target language program				
In High School, our teachers are familiar with post secondary offering in the target language and encourage their students in exploring those possibilities				





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