GUIDE TO SUPPORTING INTERNATIONAL CHINESE LANGUAGE TEACHERS IN U.S. K-12 PROGRAMS

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CELIN Briefs Series

CELIN 专题指南系列

• Three are already online
• Eight new Briefs will be posted online in 2018
• Bilingual in English and Chinese

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Find CELIN Briefs at: http://AsiaSociety.org/CELIN
A NEW BRIEF:

RECRUITING AND SUPPORTING INTERNATIONAL CHINESE LANGUAGE TEACHERS IN U.S. K-12 PROGRAMS

Stacy Lyon
Utah Chinese Dual Language Immersion Director
Four Components in the Brief

I. Efforts made to bring international Chinese teachers to the U.S.

II. Considerations for bringing international teachers to a program

III. Support that needs to be provided

IV. Guide to recruit, hire, and support international Chinese language teachers
Journey of an International Teacher

- Experience as a new HB teacher in the U.S.
- What was surprising, a challenge?
- What kind of support was given?
- What kind of support was effective?
- What relationships were important?
What Ethos do International Teachers Bring With Them?

How do international teachers view this experience?
What are they excited for?
What are they worried about?
What help do they expect?
“Never do anything for the first time!”
Asking the right questions..
Recruiting & Hiring Consideration #1

HOW DEEP IS MY PERSONAL COMMITMENT?

• More than hiring a teacher. Hiring a family member.
  • Not for the faint-hearted!
What is the long-term objective?

Program type: New, Existing, Immersion, Non-Immersion

What role does funding play in the decision?

Resource:
Appendix B = New Program Guide
Appendix C = Existing Program Guide
WHERE DO I FIND THEM?
HOW DO I GET THEM?

• Sponsoring Organization Process
• Sponsoring Organization Support Structure

RESOURCE:
• Appendix A-Sponsoring Organizations
• Appendix D-Visa Types
Recruiting & Hiring Consideration #4

WHO OWNS THIS?
Stakeholder Communities

Local Community: Openness, cultural resources, autonomy
School Community: Principal, Faculty/Staff, Parents Buy-In
District Community: Prepare Admin, HR, Payroll, Curriculum
receive practical information to prepare for their roles.
WHAT IF....?
Recruiting & Hiring Consideration #5

WHAT IF....?
SURPRISES & BENEFITS

• Expect the unexpected: Be ready for cultural differences and gaps.
• Be flexible and create channels for resolution.
• Anticipate personal transitions
• Work ethic
• Rewarding relationships
How Do You Spell ‘Support’?
What does support look like?

Providing the Resources and Tools for Living and Teaching Successfully in the United States

There can never be too much!

Multi-faceted = takes more time

- Host Family
- Mentoring

RESOURCE:
- Appendix E
Move Forward with Confidence!
Chinese Early Language and Immersion Network

CELIN at Asia Society

Shuhan C. Wang  Joy Kreeft Peyton  Ting Shen

http://asiasociety.org/china-learning-initiatives/chinese-early-language-and-immersion-network
Support the growth and sustainability of Chinese early language and immersion programs in and outside the United States to ensure that students have opportunities to develop high-level multilingual and intercultural competency for advanced study and work in an interconnected world.
Increasing Enrollment, Funding, and Satisfaction

Key Findings from our Evaluation of Asia Society’s Confucius Classrooms Network

Since 2009, Asia Society’s China Learning Initiatives has been building and supporting a network of 100 Confucius Classrooms in K–12 schools in 28 states throughout the United States. During the 2016–17 school year, we conducted an evaluation to determine the effectiveness of the network’s collective efforts. Some of these findings may be of interest to the Chinese language field at large, and the full report will be released later this year. Meanwhile, we’ve compiled highlights with teachers and program administrators in mind.
Chinese Early Language and Immersion Network

CELIN @ Asia Society

As part of Asia Society's ongoing work to promote the development of Chinese in U.S. schools, we are pleased to announce the establishment of the Chinese Early Language and Immersion Network at Asia Society (CELIN @ Asia Society).
Resources for Educators

From the Chinese Early Language and Immersion Network (CELIN)

On this page you’ll find links to research and resources for educators interested in early and immersion Chinese language education. This is an ongoing effort, and we welcome your contributions and feedback.

RESOURCE

Assessment

Experts in the field of Chinese language education answer questions about assessment.
Program Profiles

The Chinese Early Language and Immersion Network (CELIN)

Profiles of specific early language and immersion programs.

FEATURED PROGRAMS

PROFILE

Utah Chinese Dual Language Immersion Program

The Utah Chinese Dual Language Immersion Program is in place in the following 12 districts across the state of Utah.

PROFILE

Barnard Asian Pacific Language Academy

Barnard Asian Pacific Language Academy, located in beautiful San Diego, California, is the only public school in the San Diego Unified School District that offers Mandarin immersion.

PROFILE

Caesar Rodney School District

Located in the suburb outside of the Delaware state capital, the Caesar Rodney School District is home to Delaware's first Chinese immersion program, with almost 300 students in grades K-2 in 2015.

http://asiasociety.org/china-learning-initiatives/program-profiles
Directory of Programs

CELIN's Online Directory of Chinese Early Language and Immersion Programs Across the U.S.

Be counted! Add your Chinese early language or immersion program to the directory. (iStock)

http://asiasociety.org/chinese-language-initiatives/celin-directory-programs
Q & A

谢谢！Thank you!

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