IDENTIFYING AND MEETING THE NEEDS OF CHINESE IMMERSION TEACHERS

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CELIN at Asia Society

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Session Overview

• A useful toolbox: What every Chinese immersion teacher needs to know about and use

• Divide into groups and engage in discussions of hot topics, useful resources, and needs

• Gallery Walk, adding more to the group discussion

• Next steps, ways to get involved and continue networking
Chinese Early Language and Immersion Network: CELIN at Asia Society

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http://asiasociety.org/china-learning-initiatives/chinese-early-language-and-immersion-network
Mission

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.
Upcoming Events and Programs

- CELIN Chinese Immersion Early Childhood Education Initiative: New York City, February 2020

- Regional Forums and Workshops: University of Delaware and University of Washington (Seattle), March 2020

- NCLC CELIN Forum, Thursday, May 7, 2020, Orlando, FL
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).
What Do You Want to Be in the Future?

We are pleased to share our newest TEQ installment, featuring Zeijiao Li’s 2nd-grade immersion class in North Carolina’s Union County Public Schools, a member of Asia Society’s nationwide school network. Through several well-connected instructional steps, Li guides her students to learn and reinforce new words and apply them to their speaking and writing around the question, “What do you want to be in the future?”

You can always access the TEQ library, day or night, on our website. Learn more »
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 suburbs 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
Student Program Collection

Directory of Programs

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

Teacher Program Collection


http://asiasociety.org/chinese-language-initiatives/celin-directory-programs
• 11 CELIN Briefs have been published
• Bilingual in English and Chinese

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Find CELIN Briefs at: http://AsiaSociety.org/CELIN
Curriculum and Instruction

- Designing and Implementing Chinese Language Programs: Preparing Students for the Real World
- Curriculum, Instruction, and Assessment for Elementary Chinese and Immersion Programs
- Learning Chinese in the Digital Age
Literacy and Learning Outcomes

- Developing Initial Literacy in Chinese
- Mapping Chinese Language Learning Outcomes in Grades K–12
Articulation and Integration

- Making Middle and High School Mandarin Immersion Work
- Immersion Education: Creating an Integrated School Culture
Teacher Recruitment and Development

• Cultivating Teacher Leaders to Advance the Field of Chinese Language and Culture Education

• Recruiting and Supporting International Chinese Language Teachers in U.S. K–12 Programs
Collaborating With Parents

• Parents as Partners in Their Children's Chinese Immersion Education: Making Decisions and Providing Support
Key Features of Effective Chinese Language Programs: A CELIN Checklist

Introduction

Chinese language programs are emerging in new ways in schools, school districts, and states across the United States. They take the form of world language, immersion, and dual language programs, primarily in elementary school, but increasingly in middle and high school as well. Program leaders are seeking to build effective programs that provide learning pathways, from Pre-K through university, in which students develop high levels of oral proficiency and literacy in Chinese language that allow them to participate effectively in academic settings, the workplace, and the world.

Based on the Guiding Principles for Dual Language Education (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007; Howard et al., 2018) and numerous conversations with experts and practitioners in the field, nine features of effective Chinese dual language programs are identified and analyzed in a checklist form. The purpose of this checklist is to provide a way for practitioners (teachers and administrators) to review their programs, in order to identify strengths and areas for improvement of their programs. With such knowledge, they can then develop plans to advance their programs to the next level.

The nine features are as follows:
1. Program Design, Funding, Leadership, & Accountability
2. Curriculum
3. Assessment
4. Instruction
5. Staff Quality & Professional Development
6. Materials, Resources, & Technology Tools
7. Program Articulation
8. Family Support & Community Engagement
9. External Networking & Partnerships

After this checklist was developed, it was reviewed by CELIN Advisors (listed at the end of this document). Their input and suggestions are incorporated into the current document. We invite researchers and practitioners in the field to further pilot test this checklist, as it is a work in progress.

Find the CELIN Checklist Online:

CELIN Program Effectiveness Checklist: Nine Program Features

1. Program Design, Funding, Leadership, & Accountability
2. Curriculum
3. Assessment
4. Instruction
5. Staff Quality & Professional Development
6. Materials, Resources, & Technology Tools
7. Program Articulation
8. Family Support & Community Engagement
9. External Networking & Partnerships
Group Discussion:
Identifying Topics, Resources, and Needs

Participants worked in groups by grade levels:

• PreK-Grade 2
• Grades 3-5
• Grades 6-12/Middle School and High School
Group Discussions:
Identifying Topics, Resources, and Needs

1. **Hot topics**: Using the CELIN Program Effectiveness Checklist categories as a guide, what topics are of interest to your group? Discuss and list the topics.

2. **Resources**: What resources would you suggest that CELIN collect and make available?

3. **Needs**: What other resources, support, or PD/workshops do we need?
Results of Group Discussions: Hot Topics

- How teachers and students can use the target language only, in all contexts
- How to develop social-emotional learning in the target language
- Homework – What to assign, when, how much, how will students and families handle it
- Appropriate materials for instruction
- How to motivate teenagers – middle and high school students
- How to find Chinese language coaches for teachers
Results of Group Discussions:
Resources Needed

- Materials about building relationships: Guidance for Chinese teachers on how to build effective relationships with students, when using only Chinese in instruction
- Technology tools
- Authentic and relevant materials, in Chinese, for middle and high school classes
Results of Group Discussions: Needs of Programs

• Support for foreign language and Chinese language programs from the district and the state (There are very few Chinese programs in elementary and middle schools in Maryland.)
• Ways to support Chinese language teachers and leaders in the school who have a bilingual background
• Classroom management – Chinese teachers struggle mightily with this
• How to become, and be effective at, being a homeroom teacher
• Leadership – Bilingual/Mandarin-speaking administrators
• Curriculum: Chinese and English
• Assessments
Results of Group Discussions: Needs of Programs

- Content-based materials in Chinese: It is labor intensive to translate materials.
- Ways for Chinese language teachers to develop collegial relationships in the U.S.
- Ways to develop effective mentoring relationships, experienced Chinese teachers with new teachers
- Ways to build in more time for Chinese language learning: Some schools have Chinese classes one hour per week.
- Ways to align a curriculum from grades K-6 to middle and high school
Next Steps and Stay Connected


2. Share information about your programs, resources, and needs with us at celin@asiasociety.org
谢谢！ Thank you!

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