

## 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

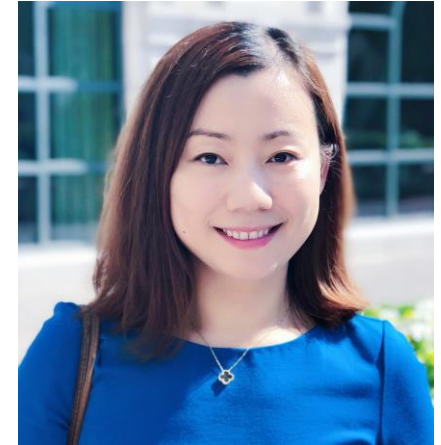
## Chinese Early Language and Immersion Network: CELIN at Asia Society



Shuhan C. Wang



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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

CONFUCIUS CLASSROOMS  
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NATIONAL CHINESE  
LANGUAGE CONFERENCE

PROFESSIONAL  
DEVELOPMENT

CHINESE EARLY  
LANGUAGE AND  
IMMERSION NETWORK -

Staff and Advisors

Find a Program

Program Profiles

CELIN Briefs

Resources for Educators

Resources for Parents

Ask the Experts

Language Learning  
Supporters

CHINA STRAIGHT UP  
RESOURCES



## Chinese Early Language and Immersion Network

*CELIN @ Asia Society*



# CELIN

Chinese Early Language  
and Immersion Network  
at 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).

### DOWNLOADS

[CELIN flyer.pdf \(PDF, 3.1MB\)](#)

### NEWSLETTER

[Chinese Language Matters](#)

### ABOUT CELIN

#### Staff and Advisors

Meet the Staff and Advisors of the Chinese Early Language and Immersion Network (CELIN)

#### Find a Program

The CELIN Program Directory documents information about Chinese early language and immersion programs across the United States. Search here for programs or document your program in this directory.

#### Program Profiles

Profiles of specific early language and immersion programs.

#### Resources for Educators

Research and resources educators interested in early and immersion Chinese language education.



National  
Advisors

Monthly  
Newsletter

## Chinese Language Matters

Asia Society | Center for  
Global Education

A Publication of China Learning Initiatives

March 28, 2019



### What Do You Want to Be in the Future?

We are pleased to share our newest TEQ installment, featuring [Zejiao 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

« ASIASOCIETY.ORG

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China Learning Initiatives

What are you looking for?



HOME INITIATIVES TOPICS INSIGHTS

## 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.



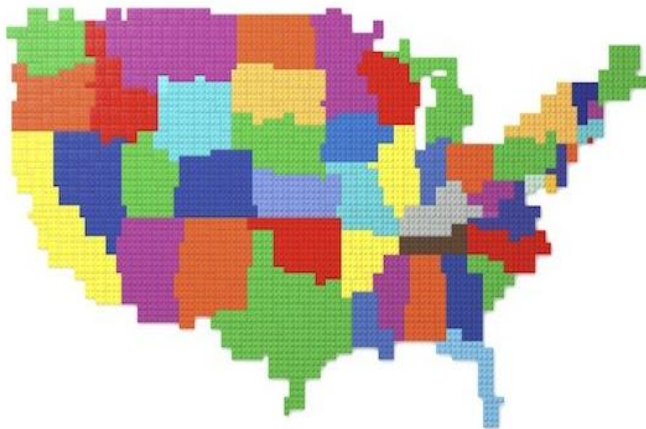
## Student Program Collection

## Teacher Program Collection



### 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)*

#### DOWNLOADS

- Find a Program (PDF, 144KB)
- Document Your Program (DOC, 42KB)

<https://asiasociety.org/sites/default/files/inline-files/celin-teacher-program-survey-20180630-edu.pdf>

<http://asiasociety.org/chinese-language-initiatives/celin-directory-programs>

## CELIN Briefs 专题指南系列

- 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

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Initiatives at Asia Society.

#### 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:

<https://asiasociety.org/sites/default/files/inline-files/2018-celin-key-features-effective-chinese-language-programs-celin-checklist.pdf>

## 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 you 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*

1. Regularly check the CELIN pages at the Asia Society site: <http://asiasociety.org/china-learning-initiatives/chinese-early-language-and-immersion-network>
2. Share information about your programs, resources, and needs with us at [celin@asiasociety.org](mailto:celin@asiasociety.org)

谢谢！ Thank you!

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