Chinese Guest Teacher Program
College Board-Hanban-NCSSFL

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Confucius Institute of the State of Washington
Growth in Chinese Programs in Ohio

Number of Schools

- 2009-2010
- 2008-2009
- 2007-2008
- 2006-2007
- 2005-2006

Number of Schools
Program Background

- The College Board
- **NCSSFL**: National Council of State Supervisors For Languages
- **Hanban**: The Office of Chinese Language Council International/Confucius Institute Headquarters
- Hanban MOU with States since 2004
- College Board & Hanban partnership (2006)
- NCSSFL & College Board collaboration (2007)
Guest Teachers Selection Process

• Nominated by Chinese employers (schools) and the Department of Education in 19 provinces;
• Screened by Hanban for qualifications (B.A degree or above, teaching certificate in China, 3 years experience or more, English and Chinese proficiency);
• Interviewed in person by the College Board and NCSSFL Interview Committee; and
• Evaluated for knowledge and experience in pedagogy, classroom management skills, cultural tolerance, adaptability, and English proficiency.

• Host School will need to help your GT obtain state credential to teach if that’s required. This varies by state.
Compensation and Salary Options

- Model 1: Salary Only
- Model 2: Combined Compensation
- Model 3: In-kind Benefits Only

• The total value of the compensation provided by the host institution, combined with the $13,000 subsidy from Hanban (paid directly to the teacher), should be commensurate to the pay of a U.S. teacher with similar responsibilities and similar education teaching full-time at the same institution.

• The first month of housing and/or transportation must be complimentary to the teachers and may not be counted toward their total compensation.
Other Financial Considerations

- The host institution is obligated to pay an administrative fee for Visa processing and health insurance required by the J1 visa during the contract period (approximately $1,850 for the teacher’s first year and $1,350 for each subsequent year). IIE is the J1 sponsor.
- Pension Plans: no need for J-1 holder.
Creating Successful Programs

• long-term planning
• qualified teachers
• resources
• funding
• coordinated efforts between schools, community leaders, and businesses
• support from administrators
Work Assignment Guidance

A maximum of 5 standard (45 to 50 min.) periods and no more than three different preps per day at the MS and HS levels - or -
A maximum of 3 (90 min.) block periods per day and no more than three different preps per semester at the MS and HS levels - or -
A maximum of 210 minutes of total content-enriched or content-based instruction at the ES level (minimum of 30 minutes per class at least three times a week) = 7 (30 min.) periods per day.

Guest teachers in elementary immersion, same teaching load as other grade-level immersion instructors in that school, but whenever possible, additional planning time should be provided, especially for first-year guest teachers.

Immersion teachers should be encouraged to co-plan with other grade-level peers, even if those peers are in another school within the district.
Seeking Qualified Teachers

• Chinese Alternative Teacher Licensure Programs (99 teachers licensed in Ohio over three years!)
• Ohio State University Summer Program East Asian Concentration (SPEAC): 17 credits in 7 weeks
• STARTALK summer workshops for teachers (and online modules)
• Regular in-service workshops by Flagships and Confucius Institutes
• Teachers need life-long development
Teachers of Critical Languages Program (TCLP)  
www.tclprogram.org

- A program of the U.S. Department of State’s Bureau of Educational and Cultural Affairs
- Places experienced EFL teachers from China and Egypt within U.S. schools where they teach Mandarin or Arabic language and culture for one academic year
- Costs schools time and support, but financial barriers are largely removed

Contact Eliza Doton, Program Officer for Teacher Programs, American Councils for International Education, at edoton@americanCouncils.org
Pedagogical knowledge gaps

• **General education features**
  – Education system: (centralized in China)
  – Foreign language(s) in school: (English is required in China)
  – Curriculum and textbooks: (national curriculum in China)
  – School rules and procedures: (e.g., attendance, discipline)
  – Classroom management: (unheard of in China!)
  – Paperwork and other duties (e.g., fieldtrip, lunch duties, extracurricular duties—rarely required in China)

• **Teaching methods**
  – Student-centered classrooms: fairly (teacher-centered in China)
  – Communicative Approach: (grammar focused in China)
Pedagogical knowledge gaps

- **Assessment**
  - Formative assessment: (high-stakes tests in China)
  - Grading and record keeping

- **Attitude shift**
  - Expert to learner
  - Teacher status and respect

- **Nature of students:**
  - Diversity
  - Active and independent learners
  - Students with special needs
Socio-cultural gaps

- Communication
  - Non-native speaker
  - Unfamiliar with education terms: NCLCB, achievement gaps
  - Regional/local accents, American vernacular
  - Asking questions or seeking help: “losing face” or “trouble”

- Teacher–Student relations
  - To earn the respect
  - Teacher–student rapport
  - Personal contact

- Teacher–Parent relations
  - Some school funding is from taxes and tuitions paid by parents.
  - Parents’ involvement in school (e.g., PTA, PTO)
  - Keep parents informed, especially about problems
Pre–Departure Orientations & Summer Institute

• American Education System
• Standards–based, communicative language teaching
  – Backward Design Planning
  – Student–Centered Focus
  – Differentiation Instruction in the Target Language
• Assessment
• Grading and Record Keeping
• Classroom Management
Manage a Successful Exchange Experience

(patience, sensitivity, respect & diplomacy)

• Plan ahead and plan thoughtfully: proper preparation and orientations
• Strong support systems: support network, mentoring, and professional development
• Reasonable and realistic assignments
• Frequent check-in: observation, evaluation & feedback
• Stay connected with the program
• Document retention: curricula, lesson plans, materials, student/teacher products, pictures, videos & reports
Support Network

- Strong world language or teacher-leader mentor
- Cultural mentor
- Administrative mentor/support
- Strong host family (if applicable)
- Community support, including Chinese groups
- Networking with other Chinese teachers
- Support from China (via technology)
Mentoring

Professional Mentor
( Teaching experts)
• School orientation
• Policies, rules, and procedures
• Regular meetings
• Observations
• Consultation
• Problem-solving

Cultural Mentor
( Local expert)
• Neighborhood orientation
• Community involvement
• Consultation on living situations
• Assistance in relationship building
Resources

Confucius Institutes

• non-profit public institutes that aim to promote Chinese language and culture;

• support local Chinese teaching internationally at the post-secondary levels and at the K-12 level through regional outreach efforts;

• are hosted by a regional network of post-secondary institutions;

• are headquartered in Beijing and are under the supervision of the Office of Chinese Language Council International (Hanban); and

• are eager to assist and collaborate with K-12 programs in their region.
Confucius Classrooms

• will serve as model sites for developing the field of Chinese language teaching in American schools;

• will provide the infrastructure for the development of effective and sustainable Chinese language programs;

• will feature online communities, targeted professional development for Chinese language teachers in the network, and annual Confucius Classrooms Network conference;

• will ask each school to implement an innovative project aimed at enhancing or expanding its Chinese language program and to develop an ongoing partnership with a school in China;
• Over the next three years, Asia Society will identify, through a competitive process, 100 schools that have the potential to grow into exemplary Chinese language programs and to become model sites for the teaching and learning of Chinese in the United States.

• These schools will not only have effective Chinese language instruction, but also strong local leadership and support, a demonstrated commitment to international exchange and collaboration, and will be ready to act as resource centers for other schools in the region.

• Each Confucius Classroom will be linked with a partner school in China to enhance opportunities for language learning and to provide students, teachers, and administrators with opportunities to conduct exchanges and joint projects.

Resources Recap

• Resources from Chinese Language Flagships
  – Assistance in teacher and curriculum development
  – Capacity building and K-16 articulation

• Other U.S. resources
  – CLASS (Chinese Language Assoc. of Secondary -Elementary Schools)
  – Asia Society and College Board
  – National Foreign Language Centers
  – TCLP teachers and NSLI for Youth

• Resources from China (Hanban)
  – Guest teachers
  – China Bridge Delegation (Dec 2-8, 2010)
  – Summer camps for learners
• Chinese Flagship Centers （旗舰中心）
  – The Ohio State University (BA/MA and K-12)
  – University of Oregon (BA and K-12)
  – Brigham Young University (BA and Post-BA)
  – University of Mississippi (BA)

• Chinese Flagship Partner Programs （旗舰项目）
  – Arizona State University (2007-08)
  – Indiana University (2008-09)
  – University of Rhode Island (2008-09)
  – San Francisco State University (2009-10)
  – Western Kentucky University (2009-10)
Classroom Resources

• Curriculum
  – OSU, ODE, Better Chinese

• Instructional materials
  – OSU K-5 and 9-12
  – *Better Chinese* and others

• Assessment and evaluation tools
  – CCALT, STAMP,
  – LinguaFolio, ALPPS (Advanced Language Performance Portfolio System)
Other Sources for Teaching Materials

• Better Chinese
  Preschool - Lower Elementary
  Elementary
  Middle – High School (SAT2)
  Middle – High School (AP)
  Website: [http://www.betterchinese.com/](http://www.betterchinese.com/)

• Far East Chinese for
  Children 1 & 2 + Workbook + Audio CD for Textbook + Teacher’s Guide
  Youth 1, 2 & 3 + Workbook + Audio CD for Textbook + Teacher’s Guide + Student/Teacher Character Cards
Other Sources for Teaching Materials

• **Chinese Paradise + Chinese Made Easy for Kids**
  - Pre K – 8 Mandarin
  - 6 – HS Mandarin
  - College Mandarin
  - Advanced Mandarin & SAT/AP
  - Business Mandarin
  - Cantonese Learning

• **Integrated Chinese**
  - Level 1 Textbook Part 1 + Workbook + Character Workbook + Teacher’s Manual
  - Level 1 Textbook Part 2 + Workbook + Character Workbook + Teacher’s Manual
  - Level 2 Textbook Part 1 + Workbook + Character Workbook + Teacher’s Manual
Other Sources for Teaching Materials

- **Chinese Treasure Chest**
  Volume 1 & 2 for beginners: *Chinese Treasure Chest* is a collection of ready-to-use games, songs, craft projects, delightfully illustrated student worksheets and teacher-directed activities to help elementary students learn Chinese as a foreign language.

Website: [http://www.cengageasia.com/](http://www.cengageasia.com/)
Ohio’s Content-Enriched Mandarin Curriculum

• Detailed units for grades K-4
• Download from www.education.ohio.gov
• (type “Ohio’s K-4 Content-enriched Mandarin” in search box)
• Includes PD modules for personal or group processing.
OSU Comprehensive Instructional Kit for Teaching K-8 Mandarin Chinese

- Lesson Plans & Guidance
- Vocabulary Powerpoint
- Props
- Teacher Manual
- Family Guide
- Chinese Classroom Environment
- Mini School Library
- Assessment Tools & Timeline
- Children’s Books
- Flash Animation Basic Dialogue
- Pedagogically Selected Cartoon Clips
- Smartboard Games/Activities
National East Asian Language Resource Center (NEALRC) publications

CLASS Professional Standards for K–12 Chinese Language Teachers

Chinese Language Association of Secondary-Elementary Schools (CLASS)

NFLC Guide for Basic Chinese Language Programs

Pathways to Advanced Skills, Vol. IV
NEALRC publications

A Performance-based Pedagogy for Communicating in Cultures
Training Teachers for East Asian Languages
Matthew B. Christensen
Mari Noda
National East Asian Languages Resource Center at The Ohio State University

Performed Culture
An Approach to East Asian Language Pedagogy
Matthew B. Christensen
Paul Southworth
Pathways to Advanced Skills, Vol. XI
National East Asian Languages Resource Center at The Ohio State University
CCC: Chinese for Beginners
(for college/high school students interested in business)
Materials and Resources

Textbooks, Catalogs and Publishers

Asia For Kids, www.afk.com
A catalog of materials for teaching Asian languages and cultures, including language textbooks, videos, audio cassettes, software, CD-ROMs, games, and other supplemental classroom materials.

The Bess Press Inc., www.besspress.com
An independent company located in Hawaii that focuses on trade and educational publications about Hawaii and the Pacific.
Chinese Language Initiatives

To Support and Expand Chinese Language Learning in American Schools

Why Chinese?

China’s rise as a global superpower means there is an urgent need to increase the number of Americans who are proficient in Chinese language. Here’s what schools can do:

more

Asim Society Confucius Classrooms Network

Get funding and many other benefits. Apply today.

more

Just Who Was Confucius, Anyway?

A look at the man and his teachings that have shaped China in profound ways.

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Welcome to the STARTALK Language Teacher Development Materials page. STARTALK is a national initiative that offers creative and engaging summer learning experiences in a number of critical languages for students and professional development opportunities for current and prospective teachers of these languages. Many languages commonly spoken around the world are taught infrequently in US schools. One of STARTALK’s key purposes is to increase the availability of language programs for these critical languages. By doing so, we hope to enhance the landscape of language education within the United States.

Over the past few years, STARTALK has grown to over 100 programs nationwide. Yet even as STARTALK continues to grow and expand its language selection, it remains dedicated to reinforcing the very best and latest in language teaching principles.

The Language Teacher Development Materials page includes:

- The Classroom Video Collection, a collection of videos demonstrating STARTALK-endorsed effective practices for language teachers
- The Multimedia Teacher Development Workshop Collection, a collection of web-based training modules that support STARTALK-endorsed effective practices
Sustainability

• Guest teachers are a temporary resource. Use only to “jumpstart” programs.
• Hire a teacher as soon as you have the means.
• Have a long-term plan in place from Year One.
  – Plan for articulation
  – Factor in costs of materials
  – Be realistic (e.g., don’t depend on levies, grants)
• Don’t cut languages to add Chinese.
• Network/share with other schools/districts
Funding

• Leverage local and external funds
• Foreign Language Assistance Program grant
• STARTALK grant
• Businesses with operations in China
• Hanban from China
  – Confucius Institute
  – Confucius Classroom and partner schools
  – Guest teachers and materials