

## HOW TO FIND/KEEP EFFECTIVE TEACHERS IN YOUR CHINESE IMMERSION SCHOOL

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Shuhan C. Wang  
Sue Park  
Xinyi Xu

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## Presenters



Shuhan C. Wang  
Director  
CELIN at Asia Society

President, ELE Consulting  
International



Sue Park  
Head of School

Yu Ming Charter School  
Oakland, CA



Xinyi Xu  
Director of Curriculum  
& Instruction

Yu Ming Charter School  
Oakland, CA

## Overview

- 1. Shuhan:** Discuss the needs for more and effective Chinese immersion teachers and leaders from the growth of the Chinese immersion field
- 2. Sue & Xinyi:** Share a case of how a nationally awarded Blue Ribbon School has created and implemented a successful Chinese immersion teacher supply and support system

## Data of Chinese World Language and Immersion Programs in the United States

## Estimated Chinese Student Enrollment

**Chinese Language Enrollment in K-12: 227,086** (American Councils for International Education, 2017, Table 2, p.8, [americancouncils.org/sites/default/files/FLE-report-June17.pdf](http://americancouncils.org/sites/default/files/FLE-report-June17.pdf))

**Estimated Enrollment in K-12: 300,000** (Wang, Everson & Peyton, 2016)

Source	Numbers
NCSSFL (15 states, 2012-2014)	78,894
STARTALK (2013-2014)	5,798
Heritage Language Schools (2012)	150,000
Total Reported	234,692
Adding non-reported states, private schools, international schools, and online programs	300,000 Plus
Enrollment in Post-secondary Chinese Language Courses (2013), <a href="https://apps.mla.org/flsurvey_search">https://apps.mla.org/flsurvey_search</a>	61,055
<b>Total</b>	<b>360,000 – 400,000</b>

## Growth of K-12 Chinese Language Programs

(Wang, Everson & Peyton, 2016)

2005: Asia Society (2005, p. 8)

- 178 (Princeton University Survey, 1999)
- 163 (CLASS Survey, 2003)

2016: College Board-NCSSFL Survey: 20 States

### NCSSFL Data

Year	Elementary Schools	Middle Schools	High Schools	K-12 Total
1999-2010	19	101	471	591
2012-2013	123	147	1,494	1,764
Percent Change	+547%	+46%	+217%	+199%

## CELIN Student Program Directory: K-12 Chinese Language Programs

Date	10/2016	02/2017	05/2018	05/2019	05/2020	11/2020
Number of Programs	179	229	339	393	423	580
Percentage of Change		+ 26.2%	+ 17%	+ 16%	+ 7.6%	+ 37%

<https://asiasociety.org/china-learning-initiatives/find-or-document-student-program>

## Chinese Immersion and Early Language Programs Have Increased Dramatically in Recent Decades

### Influencing factors:

- Availability of international guest teachers
- Public attitude change
- Parental demands
- Evidence and knowledge base from research
- Charter school legislation
- Concerted state efforts – five examples:

Delaware

Oregon

Minnesota

Utah

North Carolina



## Implications

- We need more Chinese language teachers, especially for Chinese immersion programs
- We need highly effective Chinese language teachers
- We also need more bilingual leaders/teams who are proficient in curriculum, instruction, assessment, and program operation and evaluation
- We **MUST** expand and strengthen our teacher supply and support system, especially for home-grown Chinese language teachers

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

Contact us:  
[celin@asiasociety.org](mailto:celin@asiasociety.org)

The screenshot shows the website for CELIN @ Asia Society. The header includes the Asia Society 60 Years logo and the text 'China Learning Initiatives'. A search bar is located in the top right corner. The main navigation menu includes 'HOME', 'ABOUT US', 'OUR WORK', and 'RESOURCES'. The main content area features the title 'Chinese Early Language and Immersion Network' and the subtitle 'CELIN @ Asia Society'. Below the title is a photograph of a diverse group of young children sitting together, with some raising their hands. A banner at the bottom of the photo reads 'CELIN Chinese Early Language and Immersion Network at Asia Society'. To the left of the main content is a sidebar menu with categories: 'CONFUCIUS CLASSROOMS NETWORK', 'NATIONAL CHINESE LANGUAGE CONFERENCE', 'PROFESSIONAL DEVELOPMENT', 'CHINESE EARLY LANGUAGE AND IMMERSION NETWORK', and 'CHINA STRAIGHT UP RESOURCES'. The 'CHINESE EARLY LANGUAGE AND IMMERSION NETWORK' category is expanded to show sub-items: 'Staff and Advisors', 'Find a Program', 'Program Profiles', 'CELIN Briefs', 'Resources for Educators', 'Resources for Parents', 'Ask the Experts', 'Language Learning Supporters', and 'Supporters'. To the right of the main content are sections for 'DOWNLOADS' (with a link to 'CELIN flyer.pdf (PDF, 3.1MB)'), 'NEWSLETTER' (with a link to 'Chinese Language Matters'), 'ABOUT CELIN', 'Staff and Advisors', 'Find a Program', 'Program Profiles', and 'Resources for Educators'. Social media icons for Facebook, Twitter, and LinkedIn are located at the bottom left of the main content area. A paragraph at the bottom of the page states: '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).'

# 谢谢! Thank you!

Shuhan C. Wang, Ph.D.  
[shuhancw@gmail.com](mailto:shuhancw@gmail.com)

Sue Park, [spark@yumingschool.org](mailto:spark@yumingschool.org)

Xinyi Xu, [xxu@yumingschool.org](mailto:xxu@yumingschool.org)

# HOW TO FIND AND KEEP EFFECTIVE TEACHERS IN YOUR CHINESE IMMERSION SCHOOL



# Presenters



**Sue Park**  
Head of School

Vision & Direction  
Org Growth & Sustainability  
School Model Development  
Charter & State Accountability  
Board & Community



**Xinyi Xu**  
Director of Curriculum & Instruction

School Model Codification  
Academic Program  
Teaching & Learning  
Assessment Systems  
Coaching Model & Practices

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# Yu Ming Charter School



- **First Mandarin immersion charter school in California**
- **Public, tuition-free, non-profit school open to all in California**
- **Intentionally diverse and integrated with 550+ students in Kinder to grade 8**
- **Waitlist of 500+ students at most recent lottery**
- **Excellent teachers: 85% advanced degrees; 87% teacher retention**
- **Renewed for 6 more years and approved to start a second K-8 school opening Fall 2021**

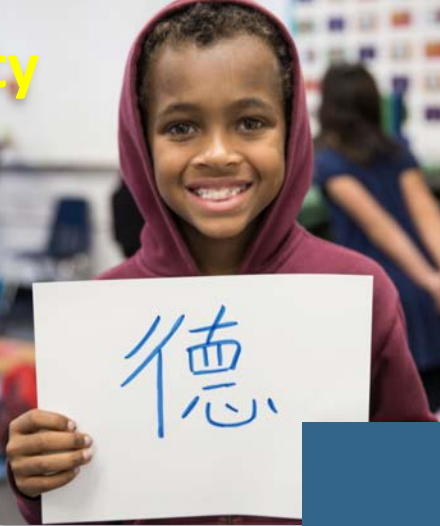




As a leader in Mandarin Immersion education, our mission is to nurture our inclusive and diverse community to become empowered, engaged and outstanding global citizens.



Integrity



Perseverance

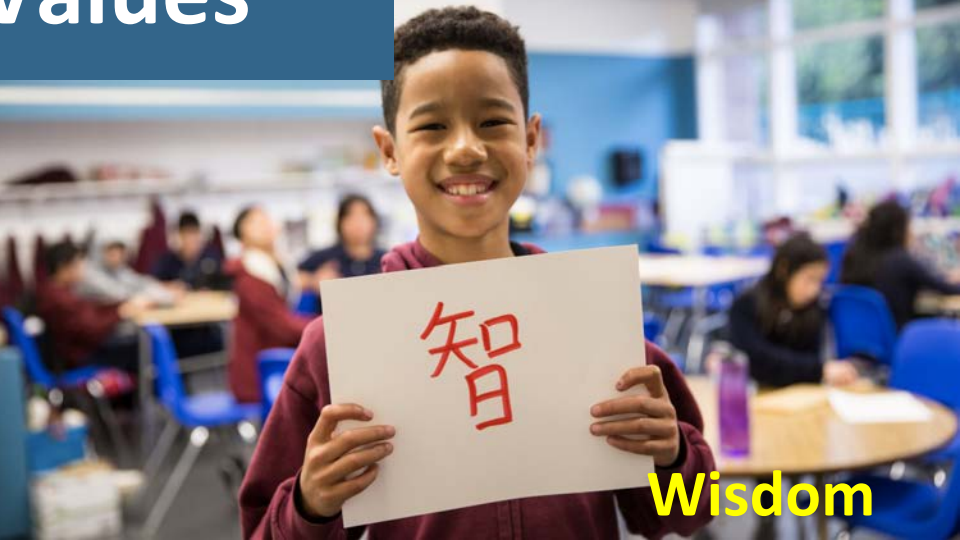


# Core Values

Empathy



Wisdom



# Graduate Profile

Our Graduate Profile specifies the cognitive, personal, and interpersonal competencies a Yu Ming student demonstrates mastery through a **bilingual graduation defense**.



# Yu Ming Model Pillars

We unlock each student's unique potential and nurture the necessary skills, mindsets, and values to make a positive impact in the world, by anchoring our model on four pillars.



**ACADEMIC  
EXCELLENCE**



**MANDARIN  
IMMERSION  
LEADERSHIP**



**WHOLE  
CHILD  
EDUCATION**



**DIVERSE EQUITABLE  
INCLUSIVE  
COMMUNITY**

# Dual Language Full Immersion Model

Grades	% of instruction in Mandarin	Subjects Taught in Mandarin	Subjects Taught in English
K-2	85%	Mandarin Chinese, Math, Social Studies, Science, Art	English, Music, P.E.
3-4	70%	Mandarin Chinese, Math, Science, Art	English, Social Studies, Music, P.E.
5-6	50%	Mandarin Chinese, Math, History-Social Science	English, Science, Music, P.E., Art
7-8	30%	Mandarin Chinese, Math	English, Science, History-Social Science, Music, P.E., Art

# Yu Ming Charter School



**A 2019 National  
Blue Ribbon School  
of Excellence**



**A 2020 California  
Distinguished School**

# Growing Yu Ming's Impact

2011  
Yu  
Ming  
opens

1 Small K-5  
School

2015



300 K-5  
Students



300+  
Waitlisted



450 K-8  
Students



475  
Waitlisted

2018

1 Growing K-8  
School

1 K-8 School 1  
NEW School

2021



600+ K-8  
Students



80 Kinder  
Students



650 K-8  
Students



650 K-8  
Students

2030

2 K-8 Schools

# Teacher Shortages in the US

## Causes of Teacher Shortage (Learning Policy Institute, 2016)

- Decline in teacher preparation enrollments
  - 35% reduction from 2009 to 2014
- District efforts to return to pre-recession pupil-teacher ratios
- Increasing student enrollment - all time high
  - **50.7 million students** in public schools (Natl Center for Ed Statistics, 2018).
  - By 2024 **1.5 million new teachers** needed (American College Testing, 2014)
- High teacher attrition
  - Average of 8% leave annually, but much higher for beginners & high poverty schools (vs. 3-4% in Finland, Singapore, Canada)
  - Public school employment at lowest level since 2000 (Bureau of Labor Statistics, 2020). Includes teachers who quit, retired early or took leaves

# Why Teachers Leave

- **Administrative support** is the factor most consistently associated with teachers' decisions to stay in or leave a school.
- **Other factors**
  - Quality of school leadership, including professional learning opportunities
  - Instructional leadership
  - Time for collaboration and planning
  - Collegial relationships, and
  - Decision-making input.

(Learning Policy Institute, 2016)



# Keeping Our “Irreplaceables” (TNTP)

The top 20% of teachers studied in districts generate 5-6 months more learning per year than a poor performer. Yet “irreplaceables” and low performers are kept at the same rate.

## 5 Tips for Keeping Irreplaceables

1. Start the school year with **great expectations**
2. **Recognize excellence** publicly and frequently
3. Treat Irreplaceables like **they’re irreplaceable**
4. Start having “**stay conversations**” by Thanksgiving
5. **Hold the line** on good teaching

(The New Teacher Project, 2012)

# Yu Ming Strategic Plan 2019-2024



## GROWING YU MING'S IMPACT BY ENROLLING 900 STUDENTS BY 2025

IMPACT

### MISSION STATEMENT

As a leader in Mandarin Immersion education, we nurture our inclusive and diverse community to become empowered, engaged, and outstanding global citizens.

MISSION

### EDUCATIONAL MODEL PILLARS

**PILLAR 1**  
Academic  
Excellence

**PILLAR 2**  
Mandarin Immersion  
Leadership

**PILLAR 3**  
Whole-child  
Education

**PILLAR 4**  
Diverse, Equitable &  
Inclusive Community

PILLARS

### 5-YEAR STRATEGIC PRIORITIES

**SP#1:** Increase the diversity of our community to be more representative of Alameda County demographics

**SP#2:** Strengthen Yu Ming's model to excellently serve a diverse community

**SP#3:** Build a strong pipeline of high-quality teachers & leaders

**SP#4:** Secure and build a long-term facility for Yu Ming No.1, and secure a facility for Yu Ming No.2

**SP#5:** Improve operational efficiency, financial sustainability

PRIORITIES

# Talent Goals



Goal 1

**To build a strong pipeline of qualified and well prepared teachers and leaders**



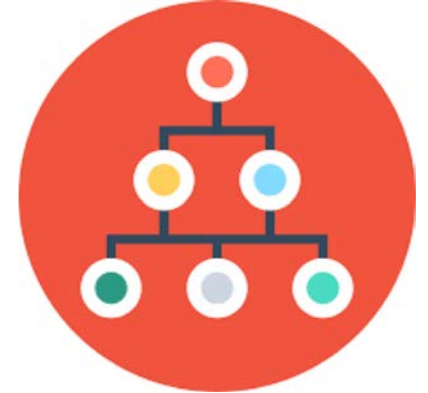
Goal 2

**To retain high-performing teachers, staff members and leaders**



Goal 3

**To provide professional development opportunities and growth pathways for teachers and staff**



Goal 4

**To create a clear organizational structure that helps staff deliver consistent results**

# Building a Strong Pipeline



## Goal 1

**To build a strong pipeline of qualified and well prepared teachers and leaders**

Teacher leadership pathways

Alternative credentialing and residency pathways



# Retaining “Irreplacables”



## Goal 2

**To retain high-performing teachers, staff members and leaders**

> 250 hours professional development

> 10 days of learning and planning

Systematic and collaborative coaching model for every teacher

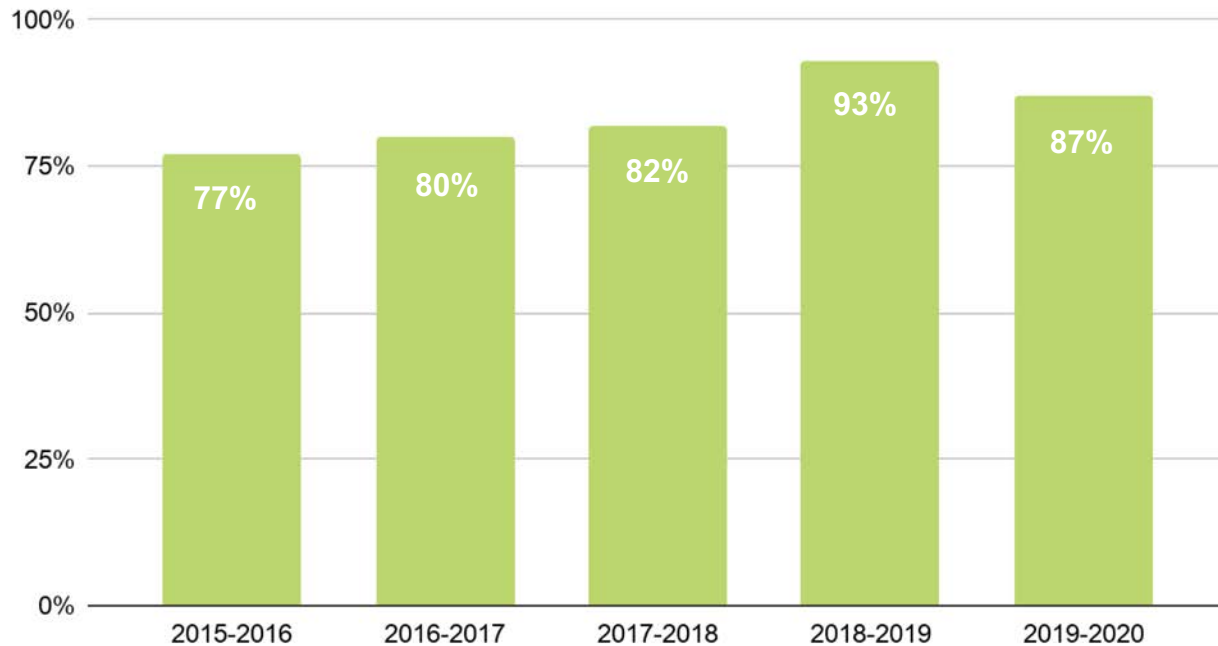
Competitive salaries & benefits

Work visas and permanent residency sponsorship

Relationship-based culture and work-life balance

# Teacher Retention Data

## Yu Ming Teacher Retention



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# Teachers' Experience



# My Journey at Yu Ming

Grade 2  
Homeroom  
Teacher

2012



Director of  
Lower School

2017



2014

Grade Level  
Instructional  
Leader



2019

Director of  
Curriculum and  
Instruction



# Professional Development



## Goal 3

To provide professional development opportunities and growth pathways for teachers and staff

Professional Learning

Teacher Coaching

Collaborative Planning

# High Impact Professional Learning

## Professional Learning at Yu Ming:

- *Based on students' learning needs*
- *Differentiated for teachers*
- *Supported through implementation*
  - *Cycle: Input → practice → planning → observation → feedback*
- *Monitoring the impact on student learning*



# High Impact Professional Learning

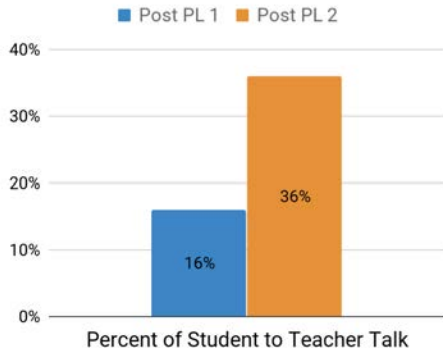
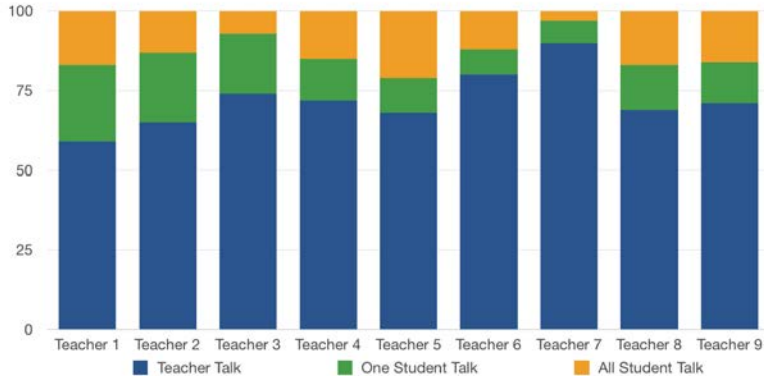
## Structure of Professional Learning

- *Every Friday 2-4 pm*
- *Over the course of a couple of months*
- *Flow of PL Series:*
  - *Introduction & Input*
  - *2 to 3 Weeks Later:*
    - *Review of previous PL*
    - *Share-out & summary from obs*
    - *New learning based data*

Session/Date	Chinese Team Topic		English Team Topic	
	K-2	G3-5	K-2	G3-5
<b>Session 1</b> Date: 8/23	K: Prep for full day kinder G1-5: Data Analysis & Learning Center (Xinyi)		RUoS 1 WUoS 1 (Mellisa)	Selected Unit Class Library
Between session support	T1 Intervention Check in + Boost Support Launch Learning Center			
<b>Session 2</b> Date: 9/6	Reading learning Progression Anchor Charts (XINYI)		Running Record Assessment	Reading learning Progression Anchor Charts (XINYI)
Between session support	Plan at PLC by using Reading Progression			
<b>Session 3</b> Date: 10/4	Readers Workshop Structure + Mini Lesson (Xinyi)		Unit 2 Planning Day (mapping, resource, strategies, peer observation)	Classroom Library (Mellisa) 1. pick out the unit 2. find the books
Between session support	Mini Lesson Planning + Obs   PLC Classroom Field Trip -- Peer Feedback 1. Libr			

# High Impact Professional Learning

Round 2 Interactive Read Aloud Observation  
Teacher Talk v.s. Student Talk



## Oracy Round 3 Observation Sign-up

- Please sign up for an observation time for Xinyi or Celia to observe you during **ANY WHOLE GROUP INSTRUCTION**.
- Please write in at least **2 date/time options** between **April 17-April 28**.
- If you would like more feedback, you can schedule an optional 10 minutes debrief with Xinyi or Celia after observation. Please put "Yes" in the last column.

Date (Between April 17-28)	Time	Teacher	10 min Debrief (optional)	Observed by
EXAMPLE: April 17 or April 26	EXAMPLE: 8-10 a.m. 1-2 p.m.			
April 20th April 28th	10:25-10:40 12:05-12:25	Eve	Yes	Celia
April 20th or April 21st	11: 05--11: 20	Wenting	Yes	Xinyi
April 19th OR April 21st	8:30-9	Kristina	Yes	Celia
April 26 or april 28	8:40-9:10	Isabel	yes	Celia
April 21 or April 28	8:50-9:05 or 11:05-11:20	Dandan	Yes	Xinyi
April 18 or April 19	8:30-9:00	Jingyu	Yes	Celia
April 20	9:20 - 9:40	Wei Shen	Yes	
April 19	11:00 - 11:30	Wei Shen	Yes	Celia
April 18 or 19	8:30-9:30	Yue Shao	Yes	Celia
April 20 or April 27	12:30 - 1:00	Willa	Yes	Xinyi
April 20 or April 27	10:45-11:05	Kate	Yes	Xinyi
April 25th or April 26	10:50-11:10	Jamie	Yes	Celia

# Teacher Coaching

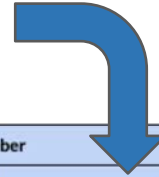
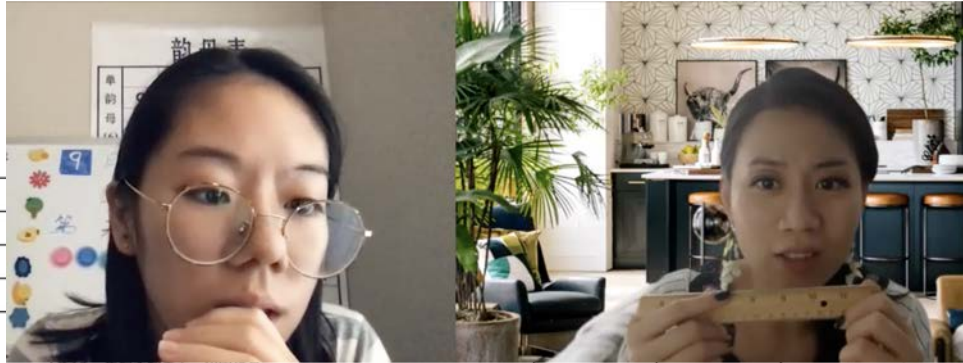
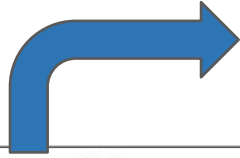


- *Each teacher has a coach*
- *Coaching Cycle every 1-2 weeks*
- *Coaching is personalized*
- *Relay and Navi Coaching Scope and Sequence*
  - *Building a Strong Classroom Culture*
  - *Planning & Implementing Rigorous Instru*
  - *Collecting & Responding to Data*
- *Coaching Cycle:*
  - *Observe, video-tape and/or take notes*
  - *Debrief, Identify Action Steps, Practice*

**RELAY/GSE**  
GRADUATE SCHOOL of EDUCATION



# Teacher Coaching



Time	Teacher
11:03	读书的时候想谁。时间。在哪里。做什么
11:05	星期。早上。中午。下午。晚上
11:09	做作业。故事里的小朋友做作业出了问题
11:11	时间的词是什么？ 小明在做什么？
11:15	Page 2 时间。发生在什么时候 小明做什么？
11:19	Page 3 时间是什么时候 有没有时间的词。上午。下午 小明做什么？
11:24	Page 4 时间是什么时候 -- 早上。中午。晚上 说中文 -- 看电影
11:29	Last page 这句话发生在什么时候 早上。中午。晚上 小明做什么？

Isaac: 星期天的早上。小明在做什么？
Isaac: read Zachary: 星期天的中午 Khalil: (no response) Isaac: 小明去公园
Isaac Read Khalil: 我不知道  下午  Zachary: 小明 (做) 跑步
Khalil read Isaac: 星期天的晚上 Zachary: 小明watch movie 小明看电影
Zachary read Isaac: mommy looks tired 早上。中午。晚上 Zachary: homework  Khalil: do I read this out loud?



Sept 23, 20 (2 hours)	<a href="#">Math Lesson Jamboard</a>	<ul style="list-style-type: none"> <li>provide many opportunity to check students' understanding</li> <li>Clear direction - Who is going to screenshare</li> <li>Visual support on breakout room guidelines</li> <li>Pre-planning on grouping</li> </ul>
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Member	Action Step
	<p><b>What:</b> Plan clear group work direction/steps and set clear rules about breakout rooms</p> <p><b>How:</b></p> <ul style="list-style-type: none"> <li>Fish Bowl- modeling breakout room students' interaction</li> <li>Set up breakout room expectations</li> <li>Set clear roles/responsibilities for each member in the breakout room</li> </ul> <p>(Teacher/ Students) Fish Bowl- modeling breakout room students' interaction</p> <p>Group roles -- Use <b>CASE</b> as a tool to guide students discussion so that students have clear roles in the small group and you can track students who do not normally participate</p> <p><b>How:</b></p> <ol style="list-style-type: none"> <li>Model CASE</li> <li>Assign each student with one step/letter and ask them to add the letter to their name on Jamboard</li> <li>Teacher/TAs join breakout rooms to track 5 targeted students</li> </ol>

# Teacher Coaching

Grade Level		K	K	K	K	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	5	5	MS	MS	MS
Name																									M
Coach																									C
Culture	ROUTINES & PROCEDURES are in place and reinforced with no wasted time	2.5	3.0	3.0	4.0	4.0	3.0	2.5	3.0	3.0	3.0	2.5	3.0	4.0	3.5	3.0	3.0	3.5	3.5	3.0	3.0	2.5	3.5	4.0	3.0
	There is MUTUAL RESPECT between students and teachers that includes clear expectations of behavior and work ethic from all parties	3.0	3.0	3.0	4.0	3.0	3.0	3.0	3.0	3.0	3.0	2.5	3.0	3.5	3.0	3.0	3.0	3.5	3.5	3.0	3.0	2.5	3.5	4.0	3.0
	There is a high level of active student ENGAGEMENT	2.5	3.0	2.5	4.0	3.5	3.0	2.5	3.0	3.0	3.0	2.0	3.0	3.5	3.0	2.5	3.0	3.5	3.5	3.5	3.0	2.0	3.0	3.0	3.5
	SEL is evident in all classrooms and organizational initiatives are being implemented effectively	2.5	3.0	2.5	3.0	3.5	3.0	2.5	3.0	3.0	3.5	2.5	3.0	3.0	3.0	2.5	3.0	3.0	3.0	3.5	3.5	2.5	3.0	3.0	3.0
Rigor	Teachers have clearly completed INTELLECTUAL PREPARATION as evidenced through their IP assets and instructional planning	2.0	3.0	2.5	3.5	3.0	3.0	2.5	3.0	3.0	3.0	3.0	3.0	3.5	3.0	3.0	2.5	3.5	3.0	3.0	3.5	2.5	3.0	3.5	3.5
	Students do the HEAVY LIFTING at all times, with ample student discussion, while teachers facilitate learning with targeted questions	2.0	2.5	2.5	3.0	3.0	2.5	2.5	2.5	2.5	3.0	2.5	3.0	3.0	3.0	2.5	3.5	3.5	3.0	3.5	3.0	2.5	3.0	3.0	3.0
	Students can DEMONSTRATE & DEFEND their claims using RACE, CASE, thinking maps and prove/disprove	1.5	2.0	2.0	3.0	3.0	1.0	2.0	2.0	3.0	3.0	2.5	3.0	3.0	2.0	1.5	3.0	3.0	2.0	3.0	3.0	2.5	3.0	3.0	3.5
	PERSONALIZED INSTRUCTION is occurring in small, leveled groups and lessons are focused on current standard	2.5	3.0	2.0	3.5	3.0	3.0	2.5	3.0	3.0	3.0	3.0	3.0	3.0	3.5	3.0	3.0	3.5	3.0	2.5	2.5	2.5	3.0	3.0	3.0
DDI	Teacher employs a SHORT-CYCLE ASSESSMENT PLAN (daily and weekly) to monitor learning	2.5	2.0	2.0	3.0	3.0	3.0	3.0	3.0	2.5	3.0	2.5	2.5	3.0	3.0	2.5	2.5	3.0	3.0	2.5	3.0	2.5	3.0	3.0	3.5
	Teachers are COLLECTING DATA throughout the day	3.0	2.5	2.5	3.5	4.0	3.0	2.5	3.0	2.5	3.0	2.5	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.5	3.0	3.0	3.0
	Teachers are ANALYZING DATA and making the necessary plans to intervene	3.0	2.5	2.5	3.5	4.0	3.0	2.5	3.0	3.0	3.0	2.5	3.0	3.0	3.0	2.5	3.0	3.0	3.0	3.0	3.0	2.5	3.0	3.0	3.5
	Teachers are RESPONDING TO DATA in the moment, as well as planning future interventions and instruction	2.5	2.5	2.5	3.0	4.0	2.5	2.0	2.5	2.5	3.0	2.5	3.0	3.5	3.0	3.0	3.0	3.0	3.0	2.5	2.5	2.5	3.0	3.0	3.0
	Intervention time is meeting the criteria of excellence as outlined in the VOE	2.0	2.0	2.5	3.0	4.0	3.0	2.5	3.0	2.5	3.5	2.5	3.0	2.5	3.0	2.5	2.5	3.0	2.5	2.5	2.5	2.5	2.5	3.0	3.0
Averages		2.4	2.6	2.5	3.4	3.5	2.8	2.5	2.8	2.8	3.1	2.5	3.0	3.2	3.0	2.7	2.9	3.2	3.0	3.0	3.0	2.5	3.0	3.2	3.2

# Collaborative Planning Time



- **Weekly Professional Learning Communities (PLC's)**
  - *Promote teacher participation & leadership*
  - *1.5 hours each week for each teacher*
- **Trimester Release Days for Collaborative Planning**
  - *Curriculum mapping with Dir. of Curriculum and Instruction*



# Collaborative Planning Time

Grade 5 PLC (Tues 10:15-11:00 / 11:00-11:50)

## Team Norms

- Use time efficiently
- Brainstorm actively first
- Be solution-oriented
- Be direct and open-minded
- Assume the best intentions of others

## Date:

### Team Roles (1)

- Facilitator:
- Time Keeper:
- Note Taker:
- Snacks/Joy:
- Action Hero:

### Review the Team Norms (1)

### Check-in (4)

### Review Action items from last week (2)

Items to Discuss (35)	Notes

### Action Hero: Review Items (1)

What	Who	By When

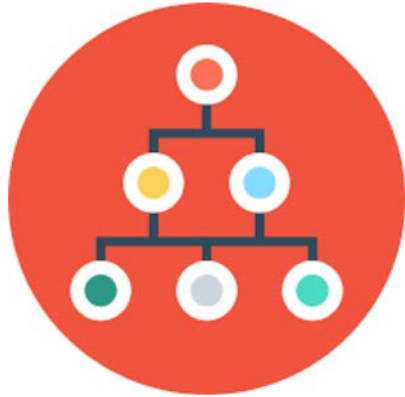
### Closing (1)



# Collaborative Planning Time

Month		March					April										May																			
		23	24	25	26	27	30	31	1	2	3	13	14	15	16	17	20	21	22	23	24	27	28	29	30	1	4	5	6	7	8	11	12	13	14	15
Week		29					30					31					32					33					34					35				
School-Wide Assessments												F&P					F&P					SBAC Chi Fiction Rdg					SBAC Chi Fiction Rdg									
Chinese Language Arts & the Language Development	Better Immersion Texts	16 Weird Wolfman					17 Granpa's Visit from China (consider move to T1 in 2020-21)					L22 Winter Holidays (consider move to T2 in 2020-21)					N/A																			
	Reading	Standards/ Objective (IL)  R.L.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).					RL 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).					RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.					RI 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  Writing Assessment Reading 《小红帽》 R.L 4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  RI 4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  Writing Assessment Reading 《小红帽》 R.L 4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.					RI 4.8 Explain how an author uses reasons and evidence to support particular points in a text.														
	Exit Tickets	用上课学到的技巧，解释“亲近”和“可笑”					找出大卫的变化（动作语言），画一画大卫的转折					用今天学习的确定主题的方法，写一写《新同学有点怪》的主题					Level Reading 《火车站》《当地的食物》  用重复来找主题					Level Reading 《春节》 选结构图，把内容填进去					Opinion Level Reader 《爱惜食物》									
Lesson	用技巧来猜测下列新词：支支吾吾 采用 误会 满月  Teaching point: 1. 看图 2. 用上下文 3. 用词汇表 4. 看部首					爷爷外表：强壮、皮肤黑黑 转折前：爷爷动作：皱眉，只有爷爷没有笑，爷爷还想说点什么但是没有说出来 爷爷语言：“猫怎么能上桌”“狗怎么能跟小孩一起睡觉” 转折：爷爷看到狗在看妹妹；爸爸解释中国英国的不一样 转折后：爷爷动作：再也不皱眉头					确定文章主题的方法 1. 透过思考“人物教给彼此什么”来确定主题 “通过……爷爷和我都了解了……” 2. 作者留下了什么问题供你思考？  重读结尾，思考你学到的道理，用自己的语言总结					说明文找主题的方法： 1. 注意重复的信息：冬天，蜡烛，和家人团聚 2. 通过提问来形成观点：许多文化都把一年中重要的家人团聚放在冬季。这是为什么呢？是因为冬天的寒冷让我们更需要人家的温暖陪伴吗？还是因为人们一直保留着早期农业社会中的习惯——秋天收获冬天休息呢？					考虑结构 画graphic organizers  辅助阅读：Level Chinese 《产品的生产过程》(顺序 flow)  Level Chinese 《保护地球》(因果cause-fact)					替代性文本 Level Chinese Level I 《爱护我们的地球》										

# Organizational Support



Goal 4

To create a clear organizational structure that helps staff deliver consistent results

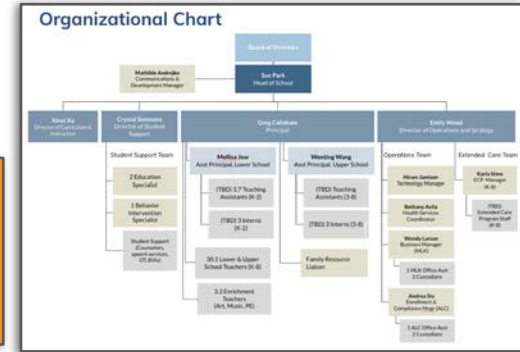
DEPARTEMENT & GRADE LEVEL TEAMS

INSTRUCTIONAL COACH

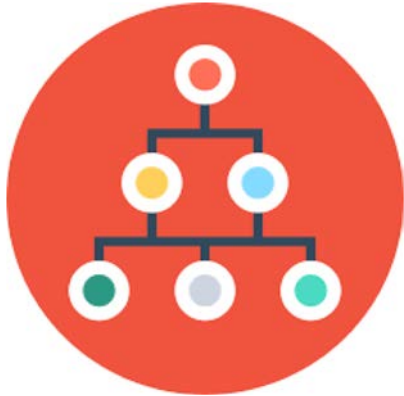
YU MING TEACHER

SUPERVISOR

MENTOR



# Organizational Support



## Goal 4

To create a clear organizational structure that helps staff deliver consistent results



**LIVE COACHING**  
Co-Teaching and Modeling



**HUDDLE**  
Communication  
Shout Outs  
Video Highlights



**OBSERVATION /  
FEEDBACK**  
1:1 Video Reflection Group  
Video Reflection



**DATA COACHING**  
Data Analysis Meetings



**INTELLECTUAL PREP  
COACHING**  
Unpacking \* Exemplars \*  
Planning



**WALKTHROUGHS**  
Align and Calibrate







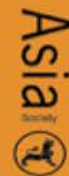
# THANK YOU





# CELIN

Chinese Early Language  
and Immersion Network



Center for  
Global Education

China Learning Initiatives

## Chinese Early Language & Immersion Network

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

[Contact us:  
celin@asiasociety.org](mailto:celin@asiasociety.org)

The screenshot shows the website for the Chinese Early Language and Immersion Network (CELIN) at Asia Society. The header features the Asia Society 60 Years logo and the text 'China Learning Initiatives'. A search bar is present with the placeholder text 'What are you looking for?'. The navigation menu includes 'HOME', 'ABOUT US', 'OUR WORK', and 'RESOURCES'. The main content area is titled 'Chinese Early Language and Immersion Network' and includes the subtitle 'CELIN @ Asia Society'. A large image shows a group of diverse young children in a classroom setting. Below the image is a banner with the CELIN logo and the text 'Chinese Early Language and Immersion Network at Asia Society'. To the left of the main content is a sidebar menu with categories: 'CONFUCIUS CLASSROOMS NETWORK', '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', and 'RESOURCES'. To the right of the main content are sections for 'DOWNLOADS' (with a link to a CELIN flyer PDF), 'NEWSLETTER' (with a link to 'Chinese Language Matters'), 'ABOUT CELIN' (with a link to 'Staff and Advisors'), 'Find a Program', 'Program Profiles', and 'Resources for Educators'. At the bottom left of the screenshot are social media icons for Facebook, Twitter, and LinkedIn. At the bottom right, there is a paragraph of text: '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).'



**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.

# 谢谢！ Thank you!

Shuhan C. Wang, Ph.D.

[shuhancw@gmail.com](mailto:shuhancw@gmail.com)

Sue Park, [spark@yumingschool.org](mailto:spark@yumingschool.org)

Xinyi Xu, [xxu@yumingschool.org](mailto:xxu@yumingschool.org)