

全美中文大会

2014 National Chinese Language

CONFERENCE

Building Capacity Coast to Coast

May 8–10, 2014 | Los Angeles, CA

Organized by



In Collaboration with



孔子学院总部/国家汉办
Confucius Institute Headquarters (Hanban)

At a Glance

Wednesday, May 7

1:00–6:00 PM Registration Open*

Thursday, May 8

6:00 AM–6:00 PM Registration Open*
 6:45 AM–4:00 PM Preconference School Visits
 9:00 AM–4:00 PM All Day Preconference Workshops**
 9:00 AM–NOON AM Preconference Workshops**
 1:00–4:00 PM PM Preconference Workshops**
 1:00–4:00 PM Exhibits Open****
 4:45–8:30 PM Plenary I: Building U.S.-China Relations Through Language and Culture***

Friday, May 9

7:00 AM–6:30 PM Registration Open*
 7:00–8:30 AM Exhibits Open****
 7:00–8:30 AM Continental Breakfast in Exhibit Hall****
 8:45–9:45 AM Plenary II: China and California: a Blueprint for Sino-American Partnership***
 9:50 AM–12:15 PM Exhibits Open****
 10:00 AM–3:15 PM Vendor Demonstration Workshops*****
 10:00–11:00 AM Breakout Sessions I**
 11:10 AM–12:10 PM Breakout Sessions II**
 12:30–2:00 PM Luncheon Plenary III: The Art of Bringing Chinese Literature to the World***
 2:10–5:15 PM Exhibits Open****
 2:15–3:15 PM Breakout Sessions III**
 3:25–4:25 PM Breakout Sessions IV**
 4:35–5:35 PM Breakout Sessions V**
 5:35–6:00 PM Snack and Networking Break***
 6:00–7:00 PM Plenary IV: China on Screen: (Mis)perceptions, Large and Small***

Saturday, May 10

7:00 AM–NOON Registration Open*
 7:00–8:15 AM Continental Breakfast in Exhibit Hall****
 7:00–8:15 AM Exhibits Open****
 8:30–9:30 AM Plenary V: The People-to-People Exchange Experience:
 Global Students, Global Skills***
 9:35 AM–NOON Exhibits Open****
 9:45–10:45 AM Breakout Sessions VI**
 10:00 AM–NOON Special Sessions
 11:00 AM–NOON Breakout Sessions VII**

* San Diego Registration Booth, Level 2
 ** Various Meeting Rooms, Lobby Level
 *** California Ballroom, Level 2
 **** Pasadena, One Level Below Lobby
 ***** San Pedro, Lobby Level

Dear Colleagues:

Welcome to Los Angeles and to the seventh annual National Chinese Language Conference!

We have come together to recognize and celebrate the good work of teaching Chinese language and culture as the field continues to grow and flourish in schools across the United States. With each new program established, each new student enrolled, and each new teacher engaged, the Chinese language and cultural education community continues to establish a strong foundation. The theme of this year's conference is "Building Capacity, Coast to Coast," and we look forward to hearing about the innovative and high impact ways that Chinese is being taught in your schools and communities across the nation.

Students equipped with the capacity to communicate in a variety of languages and who employ multicultural perspectives are indeed on the road to being prepared for success in an increasingly interdependent global society. There are so many ways in which a strong foundation in Chinese language can translate into academic and professional success. This conference aims to highlight a variety of ways in which Chinese is being used to expand horizons and to foster personal success. From working within the international film industry, to the translation of Nobel Prize-winning authors, to taking the first steps to leave home and study abroad, learning Chinese presents many paths for learners to pursue. We celebrate these paths and the roles that educators and students play in forging them.

The National Chinese Language Conference is the largest annual gathering in the United States of teachers, administrators, and policymakers engaged in the teaching of Chinese language and culture. It has become a homecoming of sorts for this dynamic community, and we are so pleased you are here to contribute to this meaningful dialogue. We hope that this conference increases your own capacity for engagement and impact with the work you do, and that you leave equipped with innovative approaches to instruction and learning, as well as many new colleagues and friends.

On behalf of the College Board and Asia Society, we thank you for your hard work, your dedication, and your energy. We warmly welcome you to the 2014 National Chinese Language Conference.



David Coleman
President and CEO
The College Board



Josette Sheeran
President and CEO
Asia Society

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Asia Society and the College Board wish to thank the collaborating institutions and conference program advisory committee for their contribution to and support of NCLC14.

Collaborating Organizations:

- 100,000 Strong Foundation
- American Council on the Teaching of Foreign Languages (ACTFL)
- AP® Chinese Language and Culture Development Committee
- California World Language Project
- Center for Applied Linguistics (CAL)
- Chinese Early Language and Immersion Network (CELIN @ Asia Society)
- Chinese Flagship Programs
- Chinese Language Association of Secondary-Elementary Schools (CLASS)
- Chinese Language Teachers Association (CLTA)
- Confucius Institute Headquarters (Hanban)
- Council of Chief State School Officers (CCSSO)
- National Association of International Educators (NAFSA)
- National Association of Secondary School Principals (NASSP)
- National Council of State Supervisors for Languages (NCSSFL)
- National Foreign Language Center (NFLC) at the University of Maryland/STARTALK Project
- National Network for Early Language Learning (NNELL)
- University of California, Los Angeles Confucius Institute
- U.S. Department of Education

And Our Program Advisory Committee:

Samuel Eisen, Director, The Language Flagship, National Security Education Program (NSEP)

Dick Flanary, Deputy Executive Director, Advocacy and Strategic Alliances,
National Association of Secondary School Principals (NASSP)

Margaret Heisel, Director, Center for Capacity Building in Study Abroad, NAFSA:
Association of International Educators

Catherine Ingold, Executive Director, National Foreign Language Center

Yu-Lan Lin, Executive Director, Chinese Language Association of Secondary-Elementary Schools (CLASS)

Carola McGiffert, President, 100,000 Strong Foundation

Mike Nugent, Director, The Language Flagship, National Security Education Program

Rita Oleksak, President, National Network for Early Language Learning (NNELL)

Susan Pertel Jain, Executive Director, Confucius Institute, University of California, Los Angeles

Lisa Podbilski, Co-Chair, AP Chinese Language and Culture Development Committee

Paul Sandrock, Director of Education, American Council on the Teaching of Foreign Languages (ACTFL)

Duarte Silva, Executive Director, California World Language Project

Hongyin Tao, President, Chinese Language Teachers Association (CLTA)

Shuhan Wang, President, ELE Consulting International, LLC

Ryan Wertz, President, National Council of State Supervisors for Languages (NCSSFL)

Terrence Wiley, President, Center for Applied Linguistics

Preconference Thursday, May 8

6:00 AM–6:00 PM

Registration Open

LOCATION: SAN DIEGO REGISTRATION BOOTH, LEVEL 2

6:45 AM–4:00 PM

Preconference School Visits

(Advance registration required; departure and return times vary.)

Optional school visits to Chinese language and culture programs in the greater Los Angeles area give participants the opportunity to visit elementary and secondary schools, with your choice of different student age groups and proficiency levels (as space allows). These programs have a track record of high-quality instruction and student achievement.

Route A: All Day

Elementary Immersion in a Mixed Heritage Community

Route B: Half Day

Elementary Immersion Models in Nonheritage Community (50/50 and 90/10)

Route C: All Day

Chinese FLES at the High School Level

Route D:

Canceled

Route E: All Day

Multiple Languages at the High School Level

Route F: Half Day

Chinese Elementary FLES, Korean Dual Language, Spanish Maintenance Language

Special thanks to host schools for opening their classrooms to conference participants, and to the Confucius Institute at UCLA for help in organizing the preconference school visits.

9:00 AM–NOON

Preconference Workshops (Advance registration required.)

Unless otherwise noted, sessions will be presented in English.

AM 1 Building and Sustaining K–12 Chinese Language Programs with Policies, Partnerships, and Collaborations

LOCATION: SANTA BARBARA B, LOBBY LEVEL

Come learn about how Chinese programs can be built and sustained across North Carolina through a combination of policies, partnerships, and collaborations. State-level policies to support teacher recruitment, licensing, and training are in place, along with standards for local curriculum design that promote high levels of language proficiency and cultural competency. A number of partnerships with organizations like the Confucius Institute at North Carolina State University and the Center for International Understanding have stimulated the expansion of global education and increased community involvement. Collaborations and resources resulting from district and school initiatives are being shared virtually in order to highlight best practices and to disseminate curriculum materials to support growing programs. Workshop participants will engage in an ongoing discussion and planning session about how to facilitate similar growth in their own settings, and they will leave the workshop with a three-to-five-step action plan linked to local and inexpensive resources to implement policies, partnerships, and/or collaborations in their school or district that will help build and sustain K–12 Chinese language programs.

SPEAKERS: ANN MARIE GUNTER, ANNA LAMM

9:00 AM–NOON

AM 2 K–8 Oral Proficiency Assessment Workshop**LOCATION:** SAN GABRIEL B, LOBBY LEVEL

This workshop will familiarize participants with the Center for Applied Linguistics (CAL) K–8 summative assessments: Student Oral Proficiency Assessment (SOPA) and Early Language Listening and Oral Proficiency Assessment (ELLOPA). Participants will engage in interactive discussions and activities, including hands-on practice with the ELLOPA and SOPA. The presenters will use materials specifically designed for teachers of Chinese, including videos of the ELLOPA and SOPA in Chinese, Chinese SOPA and ELLOPA proficiency tasks, and rating rubrics. Participants will acquire an understanding of ELLOPA and SOPA, become familiar with the SOPA and ELLOPA rating scales, and learn appropriate interviewing techniques and note-taking procedures. Presenters will also share formative assessment techniques and samples designed to build oral fluency and listening comprehension.

SPEAKERS: NA LIU, LYNN THOMPSON

9:00 AM–4:00 PM

Preconference Workshops (Advance registration required.)

Unless otherwise noted, sessions will be presented in English.

All Day 1 Responding to the Needs of All Learners in the Chinese Classroom**LOCATION:** SANTA BARBARA A, LOBBY LEVEL

How do we meet the needs of all our learners in our Chinese language classrooms? Following the same pathway to proficiency, learners present unique strengths and challenges. Join us in experiencing ways to respond to the needs of each learner. Explore and apply the components of differentiated instruction in connection with strategies and resources that are readily available to incorporate into daily instructional lessons. Participate in a variety of activities that illustrate how easily our classrooms can promote an environment in which all students thrive. At the end of this workshop, participants will be able to:

- provide a rationale for responding to the needs of all learners, to differentiate instruction;
- analyze tools and strategies for meeting the diverse needs of students in the Chinese language classroom; and
- adapt and design differentiated activities for immediate use in their classroom.

SPEAKERS: DEBBIE ESPITIA, LESLIE GRAHN**All Day 2 Planning for Student Learning: Effective Curriculum, Unit, and Lesson Design****LOCATION:** SAN GABRIEL A, LOBBY LEVEL

Learn guiding principles and key components for designing standards-based curriculum, units, and lessons focused on developing learners' language performance. Consider how the National Standards, 21st Century Skills, and Common Core guide the development of a vertically aligned curriculum that builds students' communication skills and cultural understandings. Participants explore thematic unit design and daily lesson planning with strategies that maximize student learning in support of curricular goals, with indicators of performance expected at each level of instruction. At the end of this workshop, participants will be able to:

- connect curriculum, unit, and lessons through a backward design process;
- analyze the critical elements needed for effective planning; and
- plan how learners will demonstrate what they can do with what they know.

SPEAKER: DONNA CLEMENTI

1:00–4:00 PM

Exhibits Open

LOCATION: PASADENA, ONE LEVEL BELOW LOBBY

1:00–4:00 PM

Preconference Workshops (Advance registration required.)

Unless otherwise noted, sessions will be presented in English.

PM 1 Establishing and Sustaining Early Language Chinese Immersion Programs

LOCATION: SANTA BARBARA B, LOBBY LEVEL

This workshop is for administrators who are working in or who aspire to establish a Chinese immersion program. Workshop participants will have opportunities to learn from leaders in the field (program administrators and curriculum specialists); engage in discussions with those leaders and other participants about key areas of program development and implementation; learn about the roles that CELIN @ Asia Society can serve in their work and the resources available to them; and join the growing network of educators, researchers, and policymakers working with CELIN @ Asia Society. A panel of administrative leaders in well-established early Chinese learning and immersion programs will discuss the following areas of program features: program type, design, and administration; student population; learning time and subject matter allocation; teacher and staff hiring, retention, and professional development; curriculum and instruction; instructional materials and resources; student assessment; and program evaluation. Participants will engage in roundtable discussions and will have an opportunity to review each of the roundtable discussions and add to the notes archive. They will make recommendations on how to better meet the needs of the growing field, reflect on how the knowledge that they have gained will guide their work, and share their next steps as a result of this knowledge.

SPEAKERS: JOY KREEFT PEYTON, SHUHAN WANG

PM 2 Establishing and Implementing Proficiency-Based Student Outcome Expectations for Chinese Programs

LOCATION: SAN GABRIEL B, LOBBY LEVEL

Several states have recently revised their language standards to be proficiency based. This workshop will give an overview of the policies and initiatives at the state and national levels that has supported this shift, with a focus on how this impacts various Chinese programs such as dual language/immersion, heritage language, and the K–12 sequence. Participants will examine recent language acquisition research and expertise that has been used to establish proficiency expectations or student outcomes in different programs, and then explore the alignment of proficiency scales used around the world to measure learners' proficiency. Free classroom resources like LinguaFolio and the European Language Portfolio will be shared, along with activities that can be used with administrators, parents, and other stakeholders to help them understand proficiency-based language learning. A number of resources for professional development will be provided, and participants will learn about the progress of implementation from diverse perspectives. Participants will leave the workshop with a plan on how to use two or more of the workshop activities and/or resources in their school, district, or organization to either establish or expand the implementation of proficiency-based standards and student outcomes to help build and sustain K–12 Chinese language programs.

SPEAKERS: ANN MARIE GUNTER, RYAN WERTZ

1:00–4:00 PM

PM 3 Using Film and TV Drama Clips for Chinese Language Teaching***LOCATION:** SAN GABRIEL C, LOBBY LEVEL

Film and TV drama clips are visual materials that can be used to enhance language teaching. There are many advantages to using film and TV programs as teaching materials — chief among them are authenticity and visual effects. These features can make language teaching and learning more authentic, contextualized, engaging, and entertaining. However, at the same time there can be many obstacles and pedagogical concerns in using these materials in classroom teaching. For example: how to select the linguistically and culturally appropriate titles and clips, how to effectively integrate the visual clips with curricular foci, and how to take advantage of modern digital technology for the best use of visual materials with the least effort, etc. This workshop will engage participants in hands-on activities with pedagogical principles focusing on material selection, using film and TV clips in the teaching of linguistic structures and culture, and using technology and practical tips in handling visual materials in a typical classroom setting. Free teaching materials and software tools will be provided to participants, who will learn how to select the most appropriate film/TV materials for classroom use, learn about the best practices in the use of film/TV clips in teaching Chinese linguistic structure and culture, and learn how to develop digital clips and use them in an everyday classroom setting.

**Participants need to bring to the workshop a laptop computer with a USB port for exercises and activities.*

SPEAKERS: DER-LIN CHAO, YEA-FEN CHEN, CHENGZHI CHU, HONGYIN TAO

4:45–8:30 PM

Plenary I: Building U.S.–China Relations Through Language and Culture**LOCATION:** CALIFORNIA BALLROOM, LEVEL 2

Join colleagues and leaders from across the field of education for the inaugural event of the seventh annual National Chinese Language Conference. Enjoy a traditional Chinese dinner banquet and an evening of culture and music. Xu Lin, David Coleman, and Josette Sheeran will welcome participants and set forth the goals of the conference. Together they will discuss efforts by Hanban, the College Board, and the Asia Society to support Chinese language and culture programs worldwide. Kevin Rudd, former prime minister of Australia, and David Schaberg, dean of the University of California at Los Angeles, will speak about the importance of U.S.–China relations and strategies for collaboration. The event will open with a collaborative performance by students from the Los Angeles County High School for the Arts and the Hangzhou School of the Arts, and will close with a special multimedia performance by Abigail Washburn, a Nashville-based clawhammer banjo player and singer-songwriter who has studied, lived, and performed in China for years.

KEYNOTE: KEVIN RUDD, FORMER PRIME MINISTER OF AUSTRALIA AND SENIOR FELLOW AT HARVARD KENNEDY SCHOOL'S BELFER CENTER FOR SCIENCE AND INTERNATIONAL AFFAIRS

SPEAKERS: DAVID COLEMAN, PRESIDENT AND CEO, THE COLLEGE BOARD; DAVID SCHABERG, DEAN, THE UNIVERSITY OF CALIFORNIA, LOS ANGELES; JOSETTE SHEERAN, PRESIDENT AND CEO, ASIA SOCIETY; XU LIN, CHIEF EXECUTIVE, CONFUCIUS INSTITUTE HEADQUARTERS AND DIRECTOR-GENERAL OF HANBAN;

MODERATED BY: CLAYTON DUBE, EXECUTIVE DIRECTOR, USC U.S. - CHINA INSTITUTE

PERFORMANCES BY: LOS ANGELES COUNTY HIGH SCHOOL FOR THE ARTS STUDENTS; ABIGAIL WASHBURN

David Coleman and Josette Sheeran

Complete bios can be found on pages 84 and 82.



Kevin Rudd

Kevin Rudd is the former Australian prime minister and a senior fellow at Harvard Kennedy School's Belfer Center for Science and International Affairs, where he leads a major research effort on possibilities and impacts of a new strategic relationship between China and the United States. Rudd served as Australia's 26th prime minister from 2007 to 2010, then as foreign minister from 2010 to 2012, before returning to the prime ministership in 2013. Rudd is also internationally recognized as one of the founders of the G20 which drove the global response to the crisis, and which in 2009 helped prevent the crisis from spiraling into a second global depression. Rudd remains engaged in a range of international challenges including global economic management, the rise of China, climate change, and sustainable development. He is a proficient speaker of Mandarin Chinese, a Visiting Professor at Tsinghua University, and funded the establishment of the Australian Centre on China in the World at the Australian National University.



David Schaberg

David Schaberg is Dean of Humanities and Professor in Asian Languages & Cultures at University of California, Los Angeles, past chair of Asian Languages & Cultures and Co-Director of the Center for Chinese Studies. Schaberg has published articles on early Chinese literature, historiography, and philosophy as well as Greek/Chinese comparative issues. He holds a doctoral degree in Comparative Literature (Chinese, Greek, and Latin literatures, with emphasis on early narrative and the development of historiography) from Harvard University and a bachelor's degree also in Comparative Literature from Stanford University. He is author of *A Patterned Past: Form and Thought in Early Chinese Historiography*, which was awarded the 2003 Levenson Prize for Books in Chinese Studies (Pre-1900 Category). His more recent work addresses the history of oratory in early China.



Xu Lin

Xu Lin has served as chief executive and director-general (vice minister) of the Confucius Institute Headquarters (Hanban) since 2004. She also served as education counselor of the Chinese Consulate General in Vancouver, Canada (2000-2003); president of the New York Service Center for Chinese Study Fellows (1999–2000); and head of the Loan Office of Foreign Capital, Ministry of Education (1997–2000). Lin graduated from Fudan University with a B.S. in chemistry and received her master's degree in economics from Beijing Normal University. She was awarded honorary doctorates from the University of Arizona, the University of Edinburgh, the University of Babeş Bolyai (Romania), the University of St. Thomas (Chile), the University of Western Kentucky, Chulalongkorn University (Thailand), Veliko Turnovo University (Bulgaria), and J. F. Oberlin University (Japan). She received the International Education Award from the College Board; the Blue Cloud Award from the China Institute and the United Nations University; the Order of Academic Palms, Officer Grade, from the government of France; and the Highest Honor for Defender of Friendship and Cooperation from the government of Cambodia. In 2013, she was awarded the title of Professor Honoris Causa by the Belarusian State University. In 2009, she was appointed by the Chinese premier to be a member of the Counselors' Office of the State Council. She is a member of the national committee of the 12th Chinese People's Political Consultative Conference (CPPCC).



Clayton Dube

Clayton Dube has headed the U.S.–China Institute at the University of Southern California since it was established in 2006. Dube first lived and worked in China from 1982 to 1985. He has won teaching awards at three universities and received the 2012 Perryman Fund Social Studies Educator of the Year Award. Trained as a socioeconomic historian, his work focuses on the impact of economic and political change on Chinese society and on the multifaceted and evolving U.S.–China relationship. Dube serves on the editorial board of *Education About Asia*, was associate editor of the academic quarterly *Modern China*, and has produced or consulted on several documentary films, including the institute's *Assignment: China* series about American media coverage of China from the 1940s to today. Dube is co-moderator of Chinapol, a fellow of the USC Center on Public Diplomacy, and a director of the National Consortium for Teaching about Asia. He is frequently cited in American and Chinese media.



Los Angeles County High School for the Arts Students

Recognized as one of the premier public arts high school in America, the Los Angeles County High School for the Arts (LACHSA) offers a specialized program combining college-preparatory academic instruction and conservatory-style training in the visual and performing arts. LACHSA is the recipient of numerous awards, including the California Distinguished School for Academic Excellence and GRAMMY Signature School, and is also routinely identified as one of “America’s Best High Schools” by Newsweek magazine. LACHSA is a Confucius Classroom affiliated with the UCLA Confucius Institute.

Pacific Cinderella is a creative collaboration between LACHSA and its sister school in China, the Hangzhou Arts High School. Developed by stage director, Stephanie Vlahos, *Pacific Cinderella* uses the stories of Cinderella and China’s Ye Xian (叶限) and the creative vocabularies of Chinese and American arts to explore the commonalities between the cultures and the lives of young artists on both sides of the Pacific. The bilingual production debuted in Hangzhou in November 2013.

Live music for the performance is provided by the UCLA Department of Ethnomusicology’s Music of China Ensemble directed by Professor Li Qi. Video creation by Lucretia Stinnette (UCLA) and Stephen O’Hara (Citrus College).



Abigail Washburn

Abigail Washburn is one of the few foreign artists currently touring China independently and regularly. She completed a month-long tour of China’s Silk Road supported by grants from the U.S. Embassy, Beijing. Along with 24 other innovative and creative thinkers worldwide, Washburn was named a TED fellow and gave a talk at the 2012 TED Convention in Long Beach about building U.S.–China relations through music. In March 2013, she was commissioned by New York Voices and the NY Public Theater to write and debut a theatrical work, *Post-American Girl*, which draws from her 17-year relationship with China and addresses themes of expanding identity, cultural relativism, pilgrimage, the universal appeal of music, and opening the heart big enough to fold it all in. Washburn was recently named the first U.S.–China Fellow at Vanderbilt University. Her most recent project, The Wu-Force, is a shining example of her commitment to international exchange. A trio that includes Wu Fei, a guzheng player, The Wu-Force is a mix of both traditional American and traditional Chinese folk music, sung in both English and Chinese. Washburn’s efforts to share U.S. music in China and Chinese music in the U.S. exist within a hope that cultural understanding and the communal experience of beauty and sound rooted in tradition will lead the way to a richer existence. Visit her online at www.abigailwashburn.com.

Conference Agenda

Friday, May 9

7:00 AM–6:30 PM

Registration Open

LOCATION: SAN DIEGO REGISTRATION BOOTH, LEVEL 2

7:00–8:30 AM

Continental Breakfast

LOCATION: PASADENA, ONE LEVEL BELOW LOBBY

7:00–8:30 AM

Exhibits Open

LOCATION: PASADENA, ONE LEVEL BELOW LOBBY

8:45–9:45 AM

Plenary II: China and California: a Blueprint for Sino-American Partnership

LOCATION: CALIFORNIA BALLROOM, LEVEL 2

From the 19th-century pioneers of Chinese immigrants in pursuit of the American dream, to the tens of thousands of Chinese students today on its campuses as part of their search for the Chinese dream, to the hundreds of billions of dollars of Chinese investment in California, the Golden State has always commanded extraordinary imagination and occupied a unique place in the United States' connection with China. More than ever, California's entrepreneurs and businesses, its schools and universities, and its government and institutions are amongst the pioneers in connecting residents of the state with their peers in China. In an era when China makes an unmistakably impactful entrance onto the world stage, and the U.S. looks to the Pacific as much as it has the Atlantic for stability and prosperity, the experience and energy in Sino-California relations can be all the more prescient and constructive for U.S.–China relations in general. Join a panel of California's leading policy, academic, and business leaders in a conversation about their roles in strengthening the fabric of partnership from coast to coast.

SPEAKERS: KWOK-YIN (K.Y.) CHENG, EXECUTIVE VICE PRESIDENT AND DIRECTOR FOR INTERNATIONAL TRADE BANKING, EAST WEST BANK; DEL CHRISTENSEN, CHIEF OF GLOBAL BUSINESS DEVELOPMENT FOR THE BAY AREA COUNCIL; QINGYUN MA, DEAN OF USC SCHOOL OF ARCHITECTURE; PETER SHIAO, MEDIA ENTREPRENEUR AND FILM PRODUCER

MODERATOR: DAVID PIERSON, JOURNALIST, LOS ANGELES TIMES



Kwok-Yin (K.Y.) Cheng

Kwok-Yin (K.Y.) Cheng is executive vice president and director of International Trade Banking for East West Bank, which has more than 130 branches in the U.S. and Greater China. Cheng opened the bank's first overseas office in Beijing 2003, which provides a full range of trade services to the California business community and beyond. He has also strengthened the bank's international capabilities through systems upgrades and expansion of the correspondent banking network to cover more than 50 countries and with a particular focus on the Greater China market. He started his banking career with Wells Fargo Bank in 1977, and he has served in a leadership capacity at Union Bank of California and Mitsui Manufacturers Bank. Cheng received his B.A./B.S. from Stanford University and his MBA from the Anderson School at UCLA.



Del Christensen

Del Christensen is Chief of Global Business Development for the Bay Area Council. Christensen has championed several priority initiatives in the areas of international trade, cloud computing and cybersecurity, and has played a leadership role in establishing working relationships with Fortune 500 companies, the State of California's Governor's Office and government municipalities and districts in China. Christensen currently oversees the Council's trade and investment efforts in China, directing the development of Bay Area business in China through its office in the Shanghai and Hangzhou. Under his leadership, the China Initiative has become the fastest growing committee of members, with revenues quadrupling over a two-year period. The Council will open the California trade office in China in 2013, with an official trade mission led by Governor Brown. He joined the Council in 2008 as Director of Membership with responsibility for membership development and membership services. Prior to joining the Bay Area Council, Del established a 20-year track record of extraordinary success in sales, business development and team leadership working for several Fortune 500 companies.



Qingyun Ma

Qingyun Ma is a designer and educator. Named one of the world's most influential designers by *BusinessWeek*, Ma's experience and involvement on an international level make him a leader in the design community with a great understanding of the contemporary issues in global urbanization. Ma received a bachelor's degree in civil engineering in architecture from Tsinghua University in Beijing in 1988 and a Master of Architecture degree from the University of Pennsylvania in 1991. Through his academic and professional experience, he developed a keen business sense center on design intelligence, which culminated in his establishment of MADA s.p.a.m. in 1996. The architectural firm has designed and built modern buildings and urban communities, garnering worldwide recognition. Ma was the chief curator of the 2007 Shenzhen & Hong Kong Biennale, and he is frequently invited as a speaker and juror at competitions and exhibitions, including the prestigious Rome Prize and the 2010 Shanghai World Expo. In 2007, Ma became the dean of the School of Architecture at the University of Southern California, where he has enhanced the program by developing the university's ties with China and launching a number of global initiatives, particularly the USC American Academy in China, which is a base for visiting scholars to facilitate their research and foster academic exchange.



Peter Shiao

Peter Shiao is the founder and CEO of Orb Media Group, a Los Angeles- and China-based cross border producer, financier, and marketer of films, television, and new media content for a new Hollywood–China global footprint. He is considered an expert, pioneer, and thought leader in the area of Hollywood–China collaborations, transmedia content, and the social dimensions of entertainment/media. Prior to his start as an entrepreneur, Shiao served as policy and political staff in the California State Senate and was responsible for the California Senate Committees on the Pacific Rim, the Entertainment Industry, and Rebuilding Los Angeles. Since 2008, Shiao has served as the chairman of the annual U.S.–China Film Summit with the Asia Society, The Motion Picture Association, the Producers Guild of America, and the China Film Co-Production Corporation. He also serves as the chair of Entertainment and Media programs (EMASIA) for the Asia Society of Southern California. He graduated from UCLA with a B.A. in political science with an emphasis on mass communications, and was a California Senate Fellow.



David Pierson

David Pierson is a business reporter for the *Los Angeles Times*. He was previously based in Beijing, covering China for the paper. A native of Hong Kong, he joined the *Times* in 2000 and has covered Southern California’s Chinese community extensively. His reporting in China on hukou reform, “trademark squatters,” and the businesswoman behind the U.S. Olympic uniforms uproar earned him a 2012 Best in Business Award for international feature writing from the Society of American Business Editors and Writers. Pierson is currently writing on U.S. food policy and the growing ties between California agriculture and China.

9:50 AM–12:15 PM

Exhibits Open

LOCATION: PASADENA, ONE LEVEL BELOW LOBBY

10:00 AM–3:15 PM

Vendor Demonstration Workshops

Unless otherwise noted, sessions will be presented in English.

LOCATION: SAN PEDRO, LOBBY LEVEL

For details, please see page 49.

- 10:00–11:00 AM** **How Chinese In Focus Motivates Students to Learn Chinese**
CHINESE IN FOCUS
- 11:10 AM–12:10 PM** **Assessing Spoken Chinese Proficiency Using Automated Technology**
PEARSON
- 2:15–3:15 PM** **Interactive Learning with Chinese Wonderland: Animation, Apps, and Games**
NANHAI BOOKS

10:00–11:00 AM

Breakout Sessions I

Unless otherwise noted, sessions will be presented in English.

M9 Achievement and Language Development in Early Total Mandarin Immersion

LOCATION: SANTA ANITA A, LOBBY LEVEL

In this session, participants will examine research findings on the academic achievement and Mandarin language proficiency development of students in three K–5 programs and engage in a reflective discussion of current assessment tools and research implications. Early total Mandarin immersion programs teach native English-speaking children all core subjects and initial literacy in a new language — Mandarin — until the second semester of second grade or the start of third grade. After that time, the K–5 program gradually moves toward a 50:50 distribution between instructional time in Mandarin and English. Historically, the language immersion model has proven itself to be highly effective in developing high levels of proficiency in a first and a second language and in demonstrating academic achievement in English. However, limited scientific evidence documents program effectiveness with logographic and alphabetic languages, such as Mandarin and English.

KEYWORDS: ASSESSMENT, IMMERSION, RESEARCH

SPEAKERS: TARA FORTUNE, YONGLING ZHANG-GORKE

P6 Successful U.S.–China School Exchanges Through Content-Based, Culture-Embedded Projects

LOCATION: SANTA ANITA B, LOBBY LEVEL

Presenters of this session will share the successes and challenges of designing and maintaining quality exchange programs. Over the past five years, the Gahanna-Jefferson Public School District has initiated short- and long-term student, teacher, and administrator exchanges with Chinese sister schools and other partners. Last year, the exchange program was expanded by inviting students from Beijing to compete with the Gahanna-Jefferson High School Robotics Team, and the Gahanna community hosted 43 middle school students from Hefei and Beijing. Collaborating with both the district and the schools in China, the Ohio State University provided technical and professional assistance for the hands-on science and cultural exchange activities for the Chinese and American students. This past summer, high school students from Gahanna-Jefferson visited the schools in Beijing and Hefei. The result has been a very successful language and culture learning experience for both sides.

KEYWORDS: HIGHER EDUCATION, PARTNERSHIP, SCHOOL EXCHANGE

SPEAKERS: CHIWEI LIN, SHERRI ZYNDA

PRESENTATION LANGUAGES: CHINESE, ENGLISH

Key to Session Codes

A Assessment	P Partnerships & Community Engagement
C Cutting-Edge China	R Research
I Curriculum and Instruction	T Teacher Development & Sustainability
M Program Models & K–16 Articulation	X Technology

10:00–11:00 AM

T3 Coast-to-Coast Practical Teacher Training Programs for Immersion**LOCATION:** SANTA ANITA C, LOBBY LEVEL

Chinese immersion is a growing and expanding field. Preparing our teachers to know, understand, and implement best practices in both language- and content-based instruction is critical to the quality of any program. Washington Yu Ying PCS, Yinghua Academy, and the Chinese American International School will share how they implement the Chinese immersion teacher training programs at their respective schools. Participants will leave with a clear understanding of the structure of the trainings, the topics covered, and how the schools implement follow-up training with teachers. Through the introduction of sample training materials related to best practices, differentiated instruction, oral proficiency, and classroom management, participants will also understand how technology plays a critical role in the training of new teachers.

KEYWORDS: IMMERSION, PROFESSIONAL DEVELOPMENT, TEACHER TRAINING**SPEAKERS:** KEVIN CHANG, LUYI LIEN, PEARL YOU**P9 A Triangular Model of Community Engagement****LOCATION:** PALOS VERDES, LOBBY LEVEL

Drawing from their different experiences teaching Chinese in a small public university in rural America and in a Confucius Institute associated with a public liberal arts college, the presenters will discuss how to promote Chinese language teaching and learning in the U.S. through community engagement. These experiences include negotiating interdepartmental collaboration and navigating friendly competition among instructors of other languages. At the William & Mary Confucius Institute, a triangular model of supportive engagement is being developed, which combines practices in scholarly activities, campus-based engagement, and local community-based engagement. The presenters will involve the audience in a discussion of how to implement Chinese language and culture programs at their individual institutions or communities. It is the hope of the presenters that Chinese learning can become a reality for all who are interested in learning.

KEYWORDS: COMMUNITY ENGAGEMENT, HIGHER EDUCATION, PARTNERSHIP**SPEAKERS:** YI HAO, XUEWEI HOU, Z.Z. LEHMBERG, YUE LIN, LEI MA**A5 On Stage and Behind the Scenes: Elements of an Engaging Chinese Classroom****LOCATION:** SAN FERNANDO, LOBBY LEVEL

Neuqua Valley High School's world language department consists of four languages (Chinese, French, German, and Spanish) and 20 teachers. Although we have only one Chinese teacher, we have a very collaborative working environment and a large common office with weekly professional learning community meetings (PLCs). This session will include an overview of our philosophy and curriculum framework, how we've aligned with the ACTFL and Common Core State Standards, examples of performance assessments from our final exam, the framework of our immersion philosophy, examples of 45-minute lesson plans, and examples of student work.

KEYWORDS: IMMERSION, PERFORMANCE ASSESSMENT, TECHNOLOGY**SPEAKERS:** SARAH BIEN, YVONNE FAWELL

10:00–11:00 AM

C3 From the Dao to Contemporary China: An Integration into the Language Classroom

LOCATION: SAN GABRIEL A, LOBBY LEVEL

This presentation will explore approaches to integrating contemporary China into the language classroom so as to enable students to achieve intercultural competence for effective communication. In addition to sharing practices, we will focus on a case study modeled by a language class designed for Chinese learners within the context of a business-oriented program. The goal of this presentation is to stress the need for a vertical articulation with higher education along with intercultural awareness to equip workforces with global competence for 21st-century careers. Participants will learn how to modify their existing Chinese courses to frame an emphasis on career growth in the modern business environment, and how a language class functions when teamed with an international company working on a trade show in Shenzhen, China, and what students learned through this unique experience.

KEYWORDS: BUSINESS PARTNERSHIP, CONTEMPORARY CHINA, GLOBAL MINDEDNESS

SPEAKERS: CHING-LING HUANG, QIUHUI LI

PRESENTATION LANGUAGES: CHINESE, ENGLISH

M14 MOOCs and Open Learning: Implications for Language Teaching

LOCATION: SAN GABRIEL B, LOBBY LEVEL

Massive Open Online Courses (MOOCs) and other open learning solutions are the latest result of the interaction of technological advancement and globalization. What can we learn from these models for language teaching? In this session, participants will have the opportunity to reflect on the promises and problems of these new models of education for language educators.

KEYWORDS: ASYNCHRONOUS LEARNING, MOOC, TECHNOLOGY

SPEAKER: YONG ZHAO

Key to Session Codes

A Assessment	P Partnerships & Community Engagement
C Cutting-Edge China	R Research
I Curriculum and Instruction	T Teacher Development & Sustainability
M Program Models & K-16 Articulation	X Technology

10:00–11:00 AM

I26 AP[®] Chinese Language and Culture: Current Development and Preinstructional Strategies

LOCATION: SAN GABRIEL C, LOBBY LEVEL

This panel focuses on the results of the AP[®] Chinese Language and Culture Exam in 2013. Presenters will analyze free-response questions, offer suggestions for best instructional strategies and practices in a standards-based curriculum to prepare students for the challenge of AP, and provide information on AP Chinese professional development opportunities. Participants will learn appropriate Pre-AP[®] activities that can be incorporated into lower-level Chinese language classes to more effectively acquaint students and prepare them for the goals and expectations of the AP Chinese and Language course. This session will also invite interaction with attendees and will conclude with a Q&A period.

KEYWORDS: AP CHINESE, INSTRUCTIONAL STRATEGIES, STANDARDS-BASED INSTRUCTION

SPEAKERS: HONG GANG JIN, LISA POdBILSKI

PRESENTATION LANGUAGES: CHINESE, ENGLISH

M7 Structuring Your Program to Scale: Janesville International Education Program

LOCATION: SANTA BARBARA A-B, LOBBY LEVEL

The School District of Janesville has made its International Program a primary focus for K–16 development, involving three area colleges/universities and a technical school. The Janesville International Education Program is the framework and catalyst to sanction and promote language and cultural development among K–16 students. The challenge has been to create a structure that is well understood and that can be broad enough to include multiple languages and varied partners. In this session you will hear the Janesville story, and learn how the program has developed, with a focus on results for students and faculty alike.

KEYWORDS: K-16 ARTICULATION, LEADERSHIP, PROGRAM DEVELOPMENT

SPEAKERS: KAREN SCHUITE, ROBERT SMILEY

I7 Effective Technology to Support Language and Content Learning in the Immersion Classroom

LOCATION: SANTA BARBARA C, LOBBY LEVEL

When technology is properly leveraged to expose students to language learning, students usually demonstrate an increased interest and produce more proficient language output. Presenters will demonstrate a sample thematic unit in a first-grade immersion classroom, showing how technology tools are integrated into language learning through multidisciplinary content. Participants will explore how to create meaningful learning environments with digital tools, which will be presented from the perspective of how they can enhance students' skills in the context of a standards-based curriculum. In addition, participants will explore strategies to implement performance-based, self-paced, and responsive instructional activities. The interactivity and personalization of this teaching approach can inspire students' creativity and extend their learning outside of the classroom.

KEYWORDS: IMMERSION, MULTIDISCIPLINARY, TECHNOLOGY

SPEAKERS: XIAOQING CHEN, XIU GENG

PRESENTATION LANGUAGES: CHINESE, ENGLISH

10:00–11:00 AM

M13 The Chinese Language Flagship — Multiple Pathways for Global Professionals

LOCATION: SAN BERNADINO, LOBBY LEVEL

This panel features students from the Arizona State University Chinese Language Flagship who will share their stories about how this program empowers personalized pathways to reach high levels of linguistic proficiency and cultural competence. Since each presenter is at a different level in the Flagship program, the audience will gain a clearer understanding of how Flagship works with diverse students who have varying linguistic backgrounds and academic majors. The session will be informative for all educators who work with K–12 learners of Chinese. Flagship programs can offer tremendous motivators for learners aspiring to reach professional levels of the language.

KEYWORDS: CULTURAL COMPETENCE, FLAGSHIP, LINGUISTIC PROFICIENCY

SPEAKERS: EMMA KAZ FRICK, MARILYN LI, JASON LOOSE, ZACHARY MARIN, MADELINE K. SPRING

11:10 AM–12:10 PM

Breakout Sessions II

Unless otherwise noted, sessions will be presented in English.

I20 Using Authentic Materials in Language Teaching and Assessment

LOCATION: SANTA ANITA A, LOBBY LEVEL

Using authentic materials in language teaching and assessment presents both opportunities and challenges. For example, what constitutes authentic materials, and how best do we utilize them in classroom teaching and in designing assessment systems? How do we balance authentic materials and instructional standards in both college and K–12 contexts? This panel addresses these issues by starting with a theoretical overview of the issues in conceptualizing and categorizing authentic materials, and a summary of best practices in the field. The panel will then describe some concrete ways in which spontaneous conversations can be used as spoken materials and how to design classroom activities and exercises based on natural conversation. Finally, the presenters will reflect on the notion of authenticity in test designs in a public school dual language program, considering such issues as item design, discourse context, and cultural authenticity.

KEYWORDS: ASSESSMENT, AUTHENTIC MATERIALS, HIGHER EDUCATION

SPEAKERS: DANJIE SU, HONGYIN TAO, HAIPING WU

PRESENTATION LANGUAGES: CHINESE, ENGLISH

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C Cutting-Edge China	R Research
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M Program Models & K–16 Articulation	X Technology

11:10 AM–12:10 PM

M5 Chinese Early Language and Immersion Network (CELIN) at Asia Society

LOCATION: SANTA ANITA B, LOBBY LEVEL

This session will introduce CELIN @ Asia Society and a panel of speakers from well-established Chinese immersion programs. Panelists will share their experiences and address questions such as: What goals might immersion programs set? How do programs design curriculum and instruction? What assessments can be used, and for what purposes? What does the research say about student achievement in English and mathematics when instruction is in Chinese? In what subjects is Chinese the medium of instruction? How does a program articulate language study from elementary through middle school and high school? What Chinese orthographic script should be taught? What is the criteria for material selection and development, and what materials are available? How do programs recruit and retain teachers, and what professional development should be provided? Participants will learn how to join CELIN @ Asia Society, where they can access and exchange information, resources, and expertise as exemplified through this session.

KEYWORDS: IMMERSION, NETWORKING, PROGRAM SUSTAINABILITY

SPEAKERS: JOY PEYTON, SHUHAN WANG

T6 Kentucky Teacher Certification: Experiences and Challenges

LOCATION: SANTA ANITA C, LOBBY LEVEL

During the past two years, the Confucius Institute at West Kentucky University (WKU) awarded almost 30 Hanban visiting Chinese teachers with official Chinese K–12 teaching certification through Kentucky’s Educational Professional Standards Board (EPSB). The certification process is lengthy and rigorous, with training starting in May of each year at Beijing Language and Culture University. Two WKU College of Education faculty members were sent to China to train the teachers in Kentucky teaching standards. Within a month, each teacher is expected to demonstrate their understanding of the Kentucky teaching standards by collecting evidence from their classroom experience and compiling a portfolio. This process ends with an oral presentation evaluated by WKU faculty via video conferencing, which also evaluates the teachers’ English proficiency. The presenter will discuss the certification training process and the challenges encountered.

KEYWORDS: TEACHER CERTIFICATION, VISITING TEACHERS

SPEAKER: WEI-PING PAN

PRESENTATION LANGUAGES: CHINESE, ENGLISH

I22 Engaging Students in Interactive Activities in the Chinese Classroom

LOCATION: PALOS VERDES, LOBBY LEVEL

When designing lesson plans, teachers strive to include many different types of activities around the assigned theme to engage students more effectively. Teachers are also encouraged to use the target language as much as possible and to decorate the classroom in a culturally appropriate way to enhance learning. In this workshop, the presenters will share activities and tools to help teachers implement the above strategies. They will share student work that reflects best practices that have been carefully integrated into the school curriculum. They will also provide tips and tools that tie in the 5C’s and the three modes of teaching a foreign language. At the end of this workshop, participants will have learned innovative and practical teaching techniques through which they can use songs, chants, games, TPR, role-play, and arts and crafts.

KEYWORDS: INTERACTIVE ACTIVITIES, TARGET LANGUAGE, TPR

SPEAKERS: MARISA FANG, WEN WEI, YANJIE XU

PRESENTATION LANGUAGES: CHINESE, ENGLISH

11:10 AM–12:10 PM

P5 Leave the Politics; Bring on the Engagement: Engaging Parents to Advocate for Your Mandarin Language Program

LOCATION: SAN FERNANDO, LOBBY LEVEL

Parents of nonnative language learners often struggle to know how they can support their students in their language learning. Presenters in this session will showcase ways in which they incorporate the use of online learning and language apps to make learning Chinese a nonthreatening reality. In many immersion classrooms, advocacy and education about the language learning and the language program are critical to its longevity and support. Hear the presenters, principals, and teachers in this session discuss ways in which they were able to engage their parent groups through collaboration, a shared vision, and curriculum that involves the parents in everyday learning. From project-based learning for the whole family to language app accounts for every parent, participants will learn how to involve their parent groups so that collaboration and language learning come hand-in-hand.

KEYWORDS: ADVOCACY, IMMERSION, PARENT ENGAGEMENT

SPEAKERS: CAROL CHEN, MICHELLE MEDVED, HELEN YUNG

PRESENTATION LANGUAGES: CHINESE, ENGLISH

M1 The PPS Immersion Capstone: Integrating STEM and Movie Making with Proficiency Targets

LOCATION: SAN GABRIEL A, LOBBY LEVEL

How do you simultaneously promote creativity, curiosity, and advanced language skills? How do you synergize STEM with the four skills, culture, and critical thinking, and move students toward advanced proficiency? The Eighth-Grade Capstone, a part of Portland Public Schools’ Mandarin immersion program, is a bilingual multimedia event showcasing students’ research projects and documentaries that are designed prior to, conducted during, and completed after a two-week residency in China. Participants of this session will learn how to introduce students to behavioral research methods for investigating and reporting on cultural differences. They will also learn how to empower students with editing, subtitling, and voiceover techniques, and how to apply the four skills and cultural sensitivity in creating informative documentaries aligned with the ACTFL proficiency guidelines. Presenters will additionally share specific scaffolding tasks and strategies to help students reach proficiency targets and become independent learners.

KEYWORDS: IMMERSION, STEM, TECHNOLOGY

SPEAKERS: DAVID KOJO HAKAM, CHIUNG-CHEN YU

PRESENTATION LANGUAGES: CHINESE, ENGLISH

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11:10 AM–12:10 PM

I8 Developing Early Chinese Literacy Through Teacher-Developed Curriculum Materials

LOCATION: SAN GABRIEL B, LOBBY LEVEL

This session will include three presentations on a common theme: how teachers tackle the shortage of quality curriculum materials by developing linguistically and culturally appropriate literacy readings for young learners of Chinese. Presenters will share a STARTALK teacher curriculum development project at NYU, a teacher-initiated storybook development project for Chinese immersion children at Global Village Academy, and a series of teacher-developed readers using Chinese character pictures as visual and artistic tools at a Hong Kong international school. Participants will receive sample materials and discuss related learning activities as well as findings of pilot tests.

KEYWORDS: CURRICULUM, IMMERSION, LITERACY

SPEAKERS: MIN GUO, ROBIN HARVEY, XI SUN, FRANK TANG

PRESENTATION LANGUAGES: CHINESE, ENGLISH

A6 Brave New World of Common Core Chinese

LOCATION: SAN GABRIEL C, LOBBY LEVEL

Common Core State Standards require world language educators to consider their contribution to the overall education of American youth as part of a collective effort to create citizens ready for postsecondary opportunities and careers in the multicultural and multilingual world of the 21st century. Presenters of this session will introduce frameworks that underlie Common Core competencies, assessments, and standards. Participants will be guided to examine a variety of Chinese language and culture activities and will identify the level of proficiency and the Common Core standard targeted. Level-alike groups will brainstorm activities that address the Common Core standard tailored to language, culture, content, and level of student proficiency.

KEYWORDS: CAREER READINESS, COMMON CORE, 21ST-CENTURY SKILLS

SPEAKERS: MAGGIE CHEN, BRANDON ZASLOW

C2 Making Chinese Come Alive! Ideas for Bringing Contemporary China into the Classroom

LOCATION: SANTA BARBARA A-B, LOBBY LEVEL

Although China remains far off and exotic to many, Chinese language learners need not feel this way. This presentation will highlight some of the many fun and engaging ways to bring contemporary China into the classroom, with a focus on resources for both high-school-age and college-age learners. The multimedia discussion will present unusual classroom strategies, from engaging Chinese students and faculty in your institution or region to presenting appropriate video and visual materials. We will also look at supplementary teaching resources that complement these materials and shortcuts for finding more on your own. These ideas will help Chinese come alive and keep students from getting discouraged by making the language and culture more relevant to them. There is something out there to excite almost any student!

KEYWORDS: CONTEMPORARY CULTURE, HIGHER EDUCATION, MULTIMEDIA

SPEAKERS: MARSHA COHAN, MADELYN ROSS, KARL ZHANG

11:10 AM–12:10 PM

I3 Implementing a Flipped Classroom Through Online Synchronous and Asynchronous Learning and In-Class Activities

LOCATION: SANTA BARBARA C, LOBBY LEVEL

In the “Flipped Classroom” students watch a video that introduces the topic of the lesson. They then practice the vocabulary and sentence structures in an online asynchronous class. The teacher next meets with students online in a synchronous classroom to check comprehension, correct pronunciation, and address questions. After the preview exercises, when students finally come into the classroom, they are ready to engage in meaningful activities where they learn to use the language to communicate in real-life situations. In this session, the presenters will introduce an online asynchronous lesson and demonstrate the instruction in the online synchronous classroom, and will share the guided teaching activities used in the actual classroom. At the end of the session, participants will take part in a project-based activity designed to connect the language learning experience with the multicultural community we live in.

KEYWORDS: BLENDED LEARNING, PROJECT-BASED LEARNING, TECHNOLOGY

SPEAKERS: CHUNJANE CHEN, WENPING CHEN, YUCHIN HO

PRESENTATION LANGUAGES: CHINESE, ENGLISH

C5 Avoiding the Drive-By Arts Experience — New Models for Impactful, Interdisciplinary Engagement

LOCATION: SAN BERNADINO, LOBBY LEVEL

In this session, arts professionals will share ideas and models for K–12- and university-level programs that transcend traditional disciplinary and geographical boundaries. Moving beyond the one-shot lecture demonstration/workshop and the field-trip-as-arts experience, these models offer ideas for deeper engagement with China through the arts. Participants will learn about site-specific residency programs, film-based programs that reach beyond the screening room, and international performance collaborations, along with suggestions on ways that the arts can help increase language proficiency and cultural knowledge, and facilitate students’ understanding and development of their own creative processes.

KEYWORDS: ART, INTERDISCIPLINARY, PERFORMANCE

SPEAKERS: BARBARA DRUCKER, SUSAN PERTEL JAIN, CHENG-SIM LIM, STEPHANIE VLAHOS

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12:30–2:00 PM

Luncheon Plenary III: The Art of Bringing Chinese Literature to the World**LOCATION: CALIFORNIA BALLROOM, LEVEL 2**

There are now more Westerners learning Chinese than ever before, but learning a language is not the same thing as learning a culture, its history, or its contemporary perspectives. For a deep cultural understanding, we often turn to literature and the arts. Of course, for most Western readers, Chinese literature will only be read in translation, which means that the fate (at least in the short term) of Chinese literature as a world literature rests with the translators and publishers who determine the quality (rigor and beauty) and availability (publication, distribution, and marketing) of this work. In this public conversation, the leading translator of Chinese literature into English, Howard Goldblatt, and his wife and partner, Sylvia Li-chun Lin (a scholar of modern Chinese literature and a translator), are joined by Jonathan Stalling (editor of *Chinese Literature Today*) to discuss the art of translation and the challenges of bringing Chinese literature to English readers. Mo Yan will join this conversation via video.

SPEAKERS: HOWARD GOLDBLATT, AUTHOR; SYLVIA LI-CHUN LIN, AUTHOR AND TRANSLATOR; MO YAN, AUTHOR (VIA VIDEO)

MODERATED BY: JONATHAN STALLING, ASSOCIATE PROFESSOR OF ENGLISH, UNIVERSITY OF OKLAHOMA

PERFORMANCE: BARNARD ASIAN PACIFIC LANGUAGE ACADEMY AND RIVERVIEW INTERNATIONAL ACADEMY STUDENTS

**Howard Goldblatt**

Howard Goldblatt retired in 2011 as a research professor at the University of Notre Dame. He is the author or editor of many books and articles on Chinese literature and culture. He is best known as a literary translator. The authors he has translated include many early 20th-century novelists and virtually all the major figures of the post-Mao era — in all more than 50 books. In 1999 his translation of *Notes of a Desolate Man* (with Sylvia Lin) by Taiwanese novelist Chu T'ien-wen was selected as translation of the year by the American Literary Translators Association. Recent translations include *Wolf Totem* by Jiang Rong, winner of the Man Asian Prize (2008); *Life and Death Are Wearing Me Out* by Mo Yan, recipient of the Newman Prize for Chinese Literature (2009); Su Tong's *Boat to Redemption*, winner of the 2010 Man Asian Prize; and Bi Feiyu's *Three Sisters* (with Sylvia Lin), winner of the 2011 Man Asian Prize. In 2011 he and Sylvia Lin coedited a bilingual anthology of contemporary Chinese poetry for the NEA. Just prior to and immediately following the announcement of the 2012 Nobel Prize, he published two novels by the laureate Mo Yan: *POW!* and *Sandalwood Death*. He has received two translation grants from the NEA and, in 2009, a Guggenheim Fellowship.

**Sylvia Li-chun Lin**

Sylvia Li-chun Lin received her Ph.D. in comparative literature from the University of California at Berkeley. She recently resigned, to be a full-time writer and translator, from the University of Notre Dame, where she was an associate professor of Chinese in the Department of East Asian Languages and Cultures. A scholar of modern and contemporary Chinese literature and culture, she has been awarded scholarships from various organizations and published scholarly works in various venues, including a single author book, *Representing Atrocity in Taiwan: The 2/28 Incident and White Terror in Taiwan* (Columbia University Press, 2007) and a coedited volume, *Documenting Taiwan on Film: Issues and Methods in New Documentaries* (Routledge, 2012). She has translated over two dozen short stories and co-translated with Howard Goldblatt several novels by authors from Taiwan and China, two of which were award winners — Chu T'ien-wen's *Notes of a Desolate Man* (Translation of the Year 1999, American Literary Translators Association) and Bi Feiyu's *Three Sisters* (Man Asian Literary Prize in 2011).



Jonathan Stalling

Jonathan Stalling is an associate professor of English at the University of Oklahoma (OU) specializing in Modern-Contemporary American and East-West Poetics, Comparative Literature, and Translation Studies and is the cofounder and editor of the *Chinese Literature Today* magazine and book series (www.ou.edu/clt). He is the deputy director of the Center for the Study of China's Literature Abroad at Beijing Normal University and the founder and director of the MAE Poetry Reading Series at OU. His books include *Poetics of Emptiness* (Fordham University Press), *Grotto Heaven* (Chax Press), *Yingelishi* (Counterpath Press), and *Winter Sun: The Poetry of Shi Zhi* (University of Oklahoma Press). He is an editor of *The Chinese Character as a Medium for Poetry* (Fordham University Press). Stalling's recent poetry and pedagogy explore the space between Chinese and English (inter-language) and are the subject of his recent TEDx Talk "How Chinese Characters Can Change English Language Education": <http://www.youtu.be/7de8ENdf1yU>.



Mo Yan

Mo Yan (a pseudonym for Guan Moye) was born in Gaomi County, Shandong Province. He is the dean of the Literature College under China Academy of Art, national first-class writer, and vice chairman of the China Writers' Association. He enlisted in the People's Liberation Army in 1976, and began his pursuit of a literary career in 1981, receiving a bachelor's degree in literature from the PLA Academy of Arts in 1986, and a master's degree in literature and art from the Lu Xun Literary Institute of Beijing Normal University in 1991. Mo Yan's literary creations are abundant and his style is unique. His major works include more than 80 short stories, such as *Dry River*, *Explosion*, and *White Dog and the Swing*; over 30 novellas, including *The Transparent Carrot* and *Red Sorghum*; and 11 novels, prominent among which are *The Garlic Ballads*, *Sandalwood Death*, *Big Breasts and Wide Hips*, *Life and Death Are Wearing Me Out*, *Frog*, and *Pow!* Enjoying a worldwide reputation, his works have been translated into more than 30 languages. He has won many awards, including the fourth National Outstanding Novella Award, the second Feng Mu Literary Award, the second Chinese Literature Media Awards' Outstanding Achievement Award, and the eighth Mao Dun Literature Prize. He was also awarded the French medal of the Order of Arts and Letters, the 30th Italian International Nonino Prize for Literature, and the 17th Fukuoka Asian Culture Prize in Japan. In 2012, Mo Yan received the Nobel Prize of Literature.



Performances by San Diego-Area Students

Barnard Asian Pacific Language Academy is a Confucius Classroom School of the San Diego State University Confucius Institute; it offers a Mandarin immersion program to all of its students. Barnard is the winner of the 2014 USA Magnet School of the Year and was the recipient of the 2012 Confucius Classroom of Year Award. The Barnard students will perform two songs. The first is "Mandarin Chinese" (中国话), performed by third-graders. The second is "The Twelve Zodiac Animals" (十二生肖), performed by fourth-graders. Riverview International Academy is a Confucius Classroom School of the San Diego State University Confucius Institute. It offers a trilingual program — English, Mandarin, and Spanish. The Riverview students will perform a trilingual song, "Tiandee Panda" (天地熊猫), and a Mandarin song, "Chinese National Treasure" (中国国宝).

2:10 AM–5:15 PM

Exhibits Open

LOCATION: PASADENA, ONE LEVEL BELOW LOBBY

2:15–3:15 PM

Breakout Sessions III

Unless otherwise noted, sessions will be presented in English.

T5 Planning, Proposing, and Running a Successful STARTALK Program

LOCATION: SANTA ANITA A, LOBBY LEVEL

STARTALK, a program offered by the National Security Language Initiative, provides \$90,000 grants to implement summer programs for the professional development of Chinese teachers and/or students. The interest generated from these summer programs has resulted in significant growth of academic year and after-school Chinese programs. This session will guide you in planning a STARTALK summer program, beginning with the end in mind — what your students or teacher participants will know and be able to do at the end of the program. Presenters will offer recommendations for successful proposal writing, both for STARTALK proposals and for grant applications in general. Participants will have the opportunity to brainstorm program ideas and become familiar with tools that have been used successfully in STARTALK programs. This session will be most useful to teachers looking to expand their Chinese programs.

KEYWORDS: FUND-RAISING, GRANT WRITING, PARTNERSHIPS

SPEAKERS: BETSY HART, CATHERINE INGOLD

M3 Creating Collaborations to Increase Accessibility of the Chinese Language and Culture Within the K–16 Pipeline

LOCATION: SANTA ANITA B, LOBBY LEVEL

Would you like to develop a customized plan to expand your outreach into the community by building Chinese language and culture programs, and by collaborating with universities, K–12 schools, and early learning centers? Are you interested in finding out about effective community outreach efforts, how to form successful collaborations, and how to overcome challenges associated with this work? In this session, participants will confer with panelists who are engaged in university–community collaborations with a major research university, an urban school system, a private preschool, and diverse community partners. Participants will learn about our past experiences and plans for moving forward in expanding our pipeline designed to increase the accessibility of Chinese language and cultural education from the cradle to career. Participants will engage in a dialogue to learn best practices for establishing collaborations and will engage in interactive exercises to create a model for developing and implementing Chinese language programming in their own communities.

KEYWORDS: K–16 PIPELINE, PROGRAM SUSTAINABILITY, UNIVERSITY–COMMUNITY PARTNERSHIP

SPEAKERS: BARBARA COBLE, HONG LI, RAQUEL PAULINO

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2:15–3:15 PM

T1 Supporting Guest Teachers of Chinese to Build a Strong Field

LOCATION: SANTA ANITA C, LOBBY LEVEL

One of the greatest challenges facing the growth of K–12 Chinese education in the U.S. is recruiting and retaining high-quality teachers. Hosting a guest teacher from China not only offers a staffing solution to help schools start or expand their Chinese programs, but also provides a unique opportunity for cultural exchange in local classrooms. Presenters will describe how visiting teachers participating in the College Board Chinese Guest Teacher Program are prepared for their placements, including a review of their preservice training in China and the U.S., as well a discussion of effective postplacement professional development in their states and districts. A panel of guest teachers will reflect on their professional journeys to becoming effective teachers. Participants will learn how to create supportive environments and effective professional development opportunities for incoming visiting teachers.

KEYWORDS: PROFESSIONAL DEVELOPMENT, TEACHING EFFECTIVENESS, VISITING TEACHERS

SPEAKERS: LUCY LEE, YANJUN LIU, JINGFU LU, MEICHAN LUO

PRESENTATION LANGUAGES: CHINESE, ENGLISH

A4 Aligning Assessment and Instruction to Address the Identified Needs of Students in a Mandarin Dual Language Program

LOCATION: PALOS VERDES, LOBBY LEVEL

In a Mandarin Dual Language Program (MDLP), English and Mandarin are respectively designated as the primary instructional languages for different subjects. However, like others, MDLP students are expected to pass tests across different subjects in English. How can MDLP teachers teach a subject such as math in Mandarin but prepare their students for success in taking tests in English? In this session, presenters will engage participants in exploring how to maximize students' content learning in Mandarin while supporting their development of academic language and familiarity with assessment format in English. They will discuss and learn how to use assessment results to identify students' needs and how to plan instruction or remediation as appropriate to make sure that all students reach their full potential. Discussion will be primarily generated from samples and artifacts that resulted from instruction on using assessment data to guide instruction and collecting assessment information during teaching to monitor student progress.

KEYWORDS: IMMERSION, LITERACY, MATH

SPEAKERS: PAULINA CHO, SONIA LI, PING LIU

PRESENTATION LANGUAGES: CHINESE, ENGLISH

Key to Session Codes

A Assessment	P Partnerships & Community Engagement
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M Program Models & K–16 Articulation	X Technology

2:15–3:15 PM

C1 Integration of Contemporary Chinese Culture in K–12 Language Education: A Districtwide Case Study

LOCATION: SAN FERNANDO, LOBBY LEVEL

This session will present strategies to capture the interest of K–12 students in learning the Chinese language. Using case studies from a districtwide Chinese program, participants will learn how the integration of both traditional and contemporary Chinese culture into language learning can heighten and sustain the enthusiasm of students. They will discover how students interact with students at sister schools in China, and the value of utilizing Confucius Institutes and their Hanban teachers to augment the integration of contemporary culture into language learning. Participants will receive resources that will allow them to incorporate contemporary Chinese culture into their classroom education, and to increasingly engage students on language learning.

KEYWORDS: CULTURAL INTEGRATION, CURRICULUM DEVELOPMENT, CONFUCIUS INSTITUTES

SPEAKERS: XIULING BAI, HUIZHU KONG, YONGLING ZHANG-GORKE

P1 Community Partnership Through Service Learning

LOCATION: SAN GABRIEL A, LOBBY LEVEL

This session will present the pedagogical attempts of service learning initiatives through Confucius Institutes to aid the language programs in K–12 schools as a result of increasing needs for Chinese language assistance. To respond to such needs and at the same time develop students' pragmatic competency in Chinese, service learning initiatives were developed at Confucius Institutes to provide students an ideal engagement experience where they can apply their classroom knowledge to the K–12 community. Session participants will learn about possible activities that reflect the purpose of service learning. In addition, the presenters will discuss the assessment and sustainability of such initiatives. Participants will discuss the question of how to develop programs that enhance the partnership between university campuses and the community.

KEYWORDS: COMMUNITY ENGAGEMENT, HIGHER EDUCATION PARTNERSHIP, SERVICE LEARNING

SPEAKERS: XUEHONG (SHARON) GOU, WEI HONG

I25 Building a Successful Learner-Centered Classroom

LOCATION: SAN GABRIEL B, LOBBY LEVEL

One of the challenges we all face as language educators is how to bridge the overall goals of a program with the planning of daily lesson objectives while we strive to create a learner-centered environment where students interact in the language and culture. This presentation will share some of the tools we have developed in the implementation of beginning level Chinese STARTALK programs, including pacing charts to determine what is essential to teach, and when; generating a daily lesson plan that builds on prior knowledge; and identifying and sequencing appropriate classroom activities, followed by assessment strategies that focus on what students are able to do with the language. This will be an interactive session, featuring student work samples, video demonstrations, and tips on how to build a supportive learning community that engages parents, students, teachers, and administrators in the creation of a student-centered classroom.

KEYWORDS: INSTRUCTIONAL STRATEGIES, LEARNER-CENTERED INSTRUCTION, WHOLE SCHOOL ENGAGEMENT

SPEAKERS: JIE CHEN, YING JIN, JIE PENG, DUARTE SILVA, DALI TAN

PRESENTATION LANGUAGES: CHINESE, ENGLISH

2:15–3:15 PM

I12 Language and Content: Balancing the Immersion Classroom**LOCATION:** SAN GABRIEL C, LOBBY LEVEL

Content area instruction in the target language is a central component in all language immersion programs. Depending on district policies, immersion program teachers may be teaching math, social studies, and science in addition to Chinese language arts. When teaching these subject areas, immersion program teachers face the challenge of striking an appropriate balance between language instruction and content area instruction. In this workshop, participants will explore model strategies for how language instruction may be infused in the content classroom, and brainstorm ideas of how the modeled strategies can be applied in their own classrooms. Pairing of literary and informational texts to provide a full literacy input will also be discussed. Participants will learn strategies to select tiered vocabulary words for instruction and to help students extend academic discourse.

KEYWORDS: IMMERSION, LITERACY, TARGET LANGUAGE**SPEAKERS:** JING LI, PAT LO, ZIQIAN YU**PRESENTATION LANGUAGES:** CHINESE, ENGLISH**P7 Partnering for Chinese Language, Culture, and Business Programs: Using Partnerships to Engage the Community****LOCATION:** SANTA BARBARA A-B, LOBBY LEVEL

The State University of New York's Confucius Institute for Business is partnering with Nanjing University of Finance and Economics to provide programs and courses that engage New York City business people to learn more about China and to build business relationships. We do this through integrating Chinese language, culture, and business. In this session, presenters will highlight two successful models of programs and classes from SUNY's CIB: the Distinguished Speakers Series and the Chinese Art Series Seminar.

KEYWORDS: BUSINESS PARTNERSHIP, COMMUNITY ENGAGEMENT, CULTURAL INTEGRATION**SPEAKERS:** WENHONG DAI, DONG SUN, YIJIA ZHANG**I24 Language, Literacy, and Stories****LOCATION:** SANTA BARBARA C, LOBBY LEVEL

This session will demonstrate approaches to developing oral language and early literacy in beginning learners of Chinese who are participating in early immersion, high-school-level, or college-level language study. Presenters will demonstrate how stories can be used to provide comprehensible input and provide examples of new language used in context. The session will provide information about how to find, adapt, or create stories for the early language learning classroom. Presenters will also provide an overview of available materials for free Chinese reading for older learners, and suggest that a joint effort by teachers and students to cocreate appropriate high-interest materials for students supports development of 21st-century survival skills and can lead to voluntary reading by beginning learners. Participants will leave with samples of popular cocreated texts, as well as suggestions for how to engage their own students in the "authorial" process.

KEYWORDS: EARLY LANGUAGE LEARNING, LITERACY, TARGET LANGUAGE**SPEAKERS:** MYRIAM MET, CYNTHIA NING

2:15–3:15 PM

M12 Fifth Core Mandarin Chinese World Language and Culture Program

LOCATION: SAN BERNADINO, LOBBY LEVEL

Oxford Community Schools' Fifth Core Mandarin Chinese World Language and Culture Program is the largest known fluency-based world language program in the United States, with over 2,400 K–12 students in their program. Each year their Chinese world language program grows by more than 200 students. In this session, participants will learn about Oxford Community Schools' strong mission for students to become fluent in Mandarin Chinese language and culture and to gain global competencies. Participants will learn how to replicate the execution plan, which includes developing parent and local community support, college and university partners, and the strategies Oxford Community Schools used to develop partnerships with education and business leaders in China to enable their students to become fluent in Mandarin Chinese language and culture. Participants will also learn about Oxford's strategies for how to make a required 11 Mandarin Chinese world language and culture program financially sustainable for ALL students.

KEYWORDS: ADMINISTRATION, FLUENCY, PARTNERSHIPS

SPEAKERS: JAMES SCHWARZ, WILLIAM SKILLING

PRESENTATION LANGUAGES: CHINESE, ENGLISH

3:25–4:25 PM

Breakout Sessions IV

Unless otherwise noted, sessions will be presented in English.

I11 Keep Students Actively Engaged: The Power of Direct Teaching in K–8 Chinese Immersion Classrooms

LOCATION: SANTA ANITA A, LOBBY LEVEL

What is most critical to an effective immersion classroom is full student engagement! From opportunities to speak the target language to application of authentic cultural practices, lessons must capture the students' attention and enthusiasm. No matter the content, the challenge for teachers is to construct a lively lesson in science, math, or the language itself that results in real learning. This session will focus on a "teacher-directed, student-engaged" classroom environment that gets results. Participants will view actual classroom video clips and partake in an analysis of the strategies demonstrated. Examples of in-class activities will be provided to support participants' planning processes for their own classrooms. Participants will have the opportunity to brainstorm program ideas and become familiar with tools that have been used successfully in STARTALK programs. This session will be the most useful to teachers looking to expand their Chinese programs.

KEYWORDS: IMMERSION, STUDENT ENGAGEMENT, TEACHING STRATEGIES

SPEAKERS: SUSAN BERG, LUYI LIEN

PRESENTATION LANGUAGES: CHINESE, ENGLISH

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3:25–4:25 PM

I6 Pattern Stories: Useful and Engaging Tools for Developing Proficiency in the Chinese Classroom

LOCATION: SANTA ANITA B, LOBBY LEVEL

This session will show how teachers can enrich their classroom activities and provide meaningful contexts for practicing language forms through the use of repetitive pattern stories. Pattern stories are stories in which scenes are repeated with some variation. They are effective for language learning since they are a source of functional chunks of language that can be used as building blocks of communication. The rhythm of pattern stories also helps to move the language into long-term memory. Such stories can be used even at very early stages of language acquisition and can help learners acquire vocabulary and language chunks in interesting and engaging contexts that will lead to language proficiency. The session will provide Chinese examples and show how teachers can easily create such stories.

KEYWORDS: CULTURE, LITERACY, STANDARDS

SPEAKER: HELENA CURTAIN

R1 Assessing Language Proficiency and Content Knowledge in Mandarin Two-Way Programs

LOCATION: SANTA ANITA C, LOBBY LEVEL

The session will provide the findings from a six-year longitudinal study of a Mandarin/English two-way program that assessed students' language proficiency and content knowledge. The researchers followed students' progress from kindergarten through fifth grade and analyzed student results of both heritage and non-heritage language students enrolled in the program, and they also compared student performance on state standardized tests in English language arts, mathematics, and science with students enrolled in the same school, but not in the two-way immersion program. An overview of the program model, curricula, instructional practices, and the assessment tools (both standardized and program developed) that were employed for the study will be highlighted because they are central to the study.

KEYWORDS: IMMERSION, LITERACY, SUBJECT MATTER KNOWLEDGE

SPEAKERS: LORRAINE FAN, AMADO PADILLA, XIAOQIU XU

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3:25–4:25 PM

P3 Launching, Fostering, and Sustaining the Mandarin Chinese Immersion Program in Urban Public Schools

LOCATION: PALOS VERDES, LOBBY LEVEL

This presentation will provide crucial information to assist all stakeholders who are involved with a Chinese language/culture initiative in urban public school districts in the United States and are concerned with launching, sustaining, maintaining, and expanding a 21st-century skill set. Participants will hear from representatives from Barnard (SDUSD) and Beacon Hill International School (Seattle Public Schools), who recently formed a sister school relationship. Both schools have shared international partnerships with Chongqing Renmin Primary School in Chongqing, China, for the last four years, and have collaborated extensively to have students and teachers interact globally.

KEYWORDS: ADMINISTRATION, GLOBAL AND LOCAL PARTNERSHIPS, IMMERSION

SPEAKERS: EDWARD PARK, PO TANG

I1 Enhancing Students' Oral Proficiency Through a Question-Asking Program

LOCATION: SAN FERNANDO, LOBBY LEVEL

Many teachers focus on designing questions to elicit learners' answers. However, the learners' ability to generate questions and obtain information is often neglected. This session will present various strategies to encourage learners' agency and to improve oral proficiency at different levels. Presenters will introduce a study on the impact of textual aid on learners' ability to create using the target language, especially asking questions. Participants will discuss the role of textual aid in the classroom, and learn how to design supplementary exercises to help beginners improve their ability to ask questions in routine daily situations. Presenters will also demonstrate various ways to help advanced learners design text-based guided questions, discussion questions, and interview questions to explore social issues and unfamiliar topics. Participants will discuss student assignments and learn how to implement them in their own classrooms.

KEYWORDS: ADVANCED LEARNERS, ORAL PROFICIENCY, TEXTUAL AID

SPEAKERS: YINGLING BAO, JINGJING JI, XIAORONG WANG

PRESENTATION LANGUAGES: CHINESE, ENGLISH

T2 Teacher Development in Utah Chinese Dual Language Immersion Programs

LOCATION: SAN GABRIEL A, LOBBY LEVEL

In the state of Utah, the presenters work with 99 kindergarten through fifth-grade Chinese immersion teachers, all of whom have different backgrounds and needs. In this presentation we will explain how we strive to reach their needs through appropriate teacher training throughout the year. Presenters will discuss how training is differentiated according to the grade levels taught and the experience of the teachers. Participants will learn how to use teacher observations, demonstrations, and professional development to enrich the immersion experience that teachers give to their students.

KEYWORDS: DIFFERENTIATED TEACHER TRAINING, DUAL LANGUAGE IMMERSION, UTAH

SPEAKERS: WEIXIN LE, STACY LYON

3:25–4:25 PM

M6 Refreshing the K–16 National Standards with Global Readiness

LOCATION: SAN GABRIEL B, LOBBY LEVEL

During the past five years, K–12 and postsecondary Chinese educators have worked closely to create 13–16 progress indicators for the 11 National Chinese Standards, to construct examples, and to write two global readiness scenarios for each of the five goals. The scenarios have been field tested by K–16 Chinese educators and were endorsed by both learners and instructors. In this presentation, we will introduce the revised K–16 National Chinese Standards and share how the project has redefined K–16 articulation using a series of tasks in theme-based learning scenarios to provide all stakeholders with a clearer understanding of what students at each level know and can do in terms of both content and skills. Participants will learn how defining articulation by standard-based tasks can help educators assist all learners in achieving and maintaining higher language proficiency levels that, in turn, will improve the sustainability of all Chinese programs.

KEYWORDS: GLOBAL READINESS, HIGHER EDUCATION, NATIONAL STANDARDS

SPEAKERS: JIANHUA BAI, CAROL CHEN-LIN, DALI TAN

A3 Flipped Learning: Using Video and Performance-Based Assessments to Plan, Engage, and Motivate Students in College-Preparatory Classrooms

LOCATION: SAN GABRIEL C, LOBBY LEVEL

Collaboration and the ability to create shared learning is now an anchor standard. In order to meet the ACTFL 21st-century learning standards of incorporating technology and curriculum seamlessly, the presenters will share ways to use the principles of flipped learning and video assessments to create a dynamic, collaborative e-classroom of the future. By using performance-based formative assessments and project-based learning, students have the opportunity to demonstrate the three modes of communication (interpretive, communicative, and interpersonal) for college-preparatory environments. Web-based applications, apps, and integrated Mandarin Chinese curriculum will be utilized to demonstrate this. Participants will learn how to utilize the data collected from video assessments and project-based rubrics to inform instruction and modify their instructional timelines.

KEYWORDS: COLLEGE PREPARATION, PERFORMANCE-BASED ASSESSMENTS, TECHNOLOGY

SPEAKERS: JULIA LEE, SHAN-LI LIU, HELEN YUNG

PRESENTATION LANGUAGES: CHINESE, ENGLISH

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M4 Intensive Language, Cultural, and Character Development Programs as Catalysts for Lifelong, Self-Driven Learning and Global Engagement

LOCATION: SANTA BARBARA A–B, LOBBY LEVEL

The programs of Americans Promoting Study Abroad (APSA) provide opportunities for high-achieving U.S. high school students from underserved communities to become engaged as global citizens. More than 70 percent of our alumni continue to study Chinese and find new ways to study abroad in China and other countries. This session will explore the key elements necessary for designing successful study abroad programs for students from underserved communities. Participants will learn about the following programming elements that are crucial for delivering successful outcomes: (i) pre-trip preparation, (ii) socioeconomic diversity, (iii) character development and community service, (iv) intensive learning in small class environments, (v) collaborative exchange with Chinese students, (vi) real-life language use, (vii) exposure to a wide variety of role models from diverse backgrounds and careers, and (viii) post-trip follow-up that includes continued language learning and opportunities to give presentations and teach classes.

KEYWORDS: CHARACTER DEVELOPMENT, DIVERSITY, STUDY ABROAD

SPEAKERS: JEAN-CLAUDE BRIZARD, SANDRA JEFFREY

C4 Understanding Cultural Diversity in Contemporary China

LOCATION: SANTA BARBARA C, LOBBY LEVEL

Chinese language programs at both K–12 and college levels in the U.S. have seen tremendous growth in the last decade. Although curriculum and teacher development have made great strides in recent years, the understanding of Chinese cultures remains a static tradition of the past, as if all Chinese enjoy paper cutting and Peking opera. However, Chinese culture and civilization are dynamic and change constantly. This session will introduce strategies that help foreign language learners better understand the contemporary Chinese culture and society. Presenters will share examples of contemporary China that reflect both the “high” and the “low” cultures, as well as the “mainstream” and “periphery” groups. The presentation will also present a cinema course at the college level that introduces modern Chinese society through films.

KEYWORDS: CULTURAL DIVERSITY, FILM, HIGHER EDUCATION

SPEAKERS: KUN SHI, I-HAO WOO

PRESENTATION LANGUAGES: CHINESE, ENGLISH

I4 Establishing Coherence in the Curriculum and Instruction of Mandarin and English in a Dual Language Program

LOCATION: SAN BERNADINO, LOBBY LEVEL

A Mandarin dual language program (MDLP) includes instruction in two languages across all subjects. This session discusses how ELA and math standards are aligned to Mandarin curriculum so that strategies used in regular classes are implemented in the MDLP. Appropriate literature and other informational text in Mandarin are selected to support students’ language and content development. Participants will explore how to address cohesion and integration in a dual language curriculum through the analyses of scenarios in a classroom context. Integrated dual language curriculum models and sample instructional materials will be referenced during the discussion and the interaction among presenters and participants.

KEYWORDS: DUAL LANGUAGE IMMERSION, LITERACY, STANDARDS

SPEAKERS: PAULINA CHO, KATHARINA CHUNG, TINGTING MEI

PRESENTATION LANGUAGES: CHINESE, ENGLISH

4:35–5:35 PM

Breakout Sessions V

Unless otherwise noted, sessions will be presented in English.

M8 The Power of Early Language Immersion: Two Models

LOCATION: SANTA ANITA A, LOBBY LEVEL

In this session, participants will hear about two models of early language immersion. First, they will learn how the partial immersion learning community at Barnard Asian Pacific Language Academy developed through curriculum design, utilization of resources, and parent involvement. Next, they will learn how the full immersion model with a IBPYP (International Baccalaureate Primary Years Programme) curriculum at St. Louis Language Immersion School positions all children for success in local and global economies through holistic, intellectually inspiring language immersion programs.

KEYWORDS: CURRICULUM DESIGN, IMMERSION, IB PRIMARY YEARS PROGRAMME

SPEAKERS: LYDIA CHEN, CHUNG CHOU, NAXIN FAN, QIUYU JULIE LI, YONGLUAN YE

PRESENTATION LANGUAGES: CHINESE, ENGLISH

I21 Strategies to Develop Student Engagement and Self-Motivation in the Chinese Language Classroom

LOCATION: SANTA ANITA B, LOBBY LEVEL

The Asia Society’s new video series on effective Chinese instruction is designed to help pre- and in-service teachers fill the gap between theory and practice by providing realistic class examples paired with detailed analyses. Three high school teachers in this project, who worked on a one-on-one basis with the Chinese teaching expert, Wei-ling Wu, had their classes filmed as an example of effective and innovative Chinese language teaching. These teachers will focus their discussion on using the target language in Chinese classrooms, and demonstrate how teachers can learn to apply teaching theories in practice and refine their teaching strategies by the use of these videos.

KEYWORDS: PROFESSIONAL DEVELOPMENT, TARGET LANGUAGE, THEORY TO PRACTICES

SPEAKERS: QI LI, SHWU-FEN LIN, SHIFFON THEODOROU, YUN QIN

PRESENTATION LANGUAGES: CHINESE, ENGLISH

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4:35–5:35 PM

P8 The Role of Confucius Institutes and Confucius Classrooms in American Public Schools

LOCATION: SANTA ANITA C, LOBBY LEVEL

In this panel discussion, presenters will share their experiences of working with various organizations through the support of a Confucius Institute and a Confucius Classroom, and show how their Chinese programs have benefited from various partnerships. Houston Independent School District (HISD) is the seventh largest school district in the United States and the largest school district in Texas. HISD's Confucius Institute was established in the 2013-14 school year to support K–12 students. Old Bridge School District (OBSD) has one of the first six Confucius Classrooms in New Jersey. Both school districts are dedicated to developing their Chinese program and promoting Chinese language and culture. The primary role of the Confucius Institute (CI) and the Confucius Classroom (CC) is to expand the district's Chinese program, and subsequently play a leading role for the expansion of the program in the region.

KEYWORDS: ADMINISTRATION, COMMUNITY PARTNERSHIP, CONFUCIUS CLASSROOMS/INSTITUTES

SPEAKERS: JADE ADAMS, CHAOLIN CHANG, ANAHITA KEILLER, SHANMAN LIAO, WANG LI, QIANQIAN WANG

PRESENTATION LANGUAGES: CHINESE, ENGLISH

I17 Innovative Use of 清明上河图 in Promoting 21st-Century Skills

LOCATION: PALOS VERDES, LOBBY LEVEL

The panel will be a reflective report on three teachers' innovative use of *qingmingshanghetu* to promote 21st-century skills. They will present concrete examples to show how they engaged students by incorporating all five goal areas of the standards. Cultural proficiency is addressed by encouraging students to examine and explore this famous painting, comparing and contrasting various cultural elements of Chinese and Western society during that time period. The panelists designed project tasks to challenge students to go beyond cultural products and delve into the elements in the painting that reveal cultural perspectives. Twenty-first-century skills are cultivated through group tasks, such as creating a skit about a modern time traveler who went back in time and landed in the painting. Participants will see sample project assignments and student work from Pre-AP to AP levels.

KEYWORDS: 5C'S, CULTURE, CURRICULUM

SPEAKERS: DALI TAN, VICKY WANG, XUEYING ZHANG

PRESENTATION LANGUAGES: CHINESE, ENGLISH

M2 Developing Sustainable Immersion Programs for K–16 Education

LOCATION: SAN FERNANDO, LOBBY LEVEL

Currently there are seven full Chinese immersion programs in Minnesota. Higher education plays a critical role in the development, implementation, and sustainability of these programs of excellence, inclusive of sustainable sister schools. In this session, participants will learn the necessary steps involved in implementing successful and innovative model K–16 partnerships. St. Cloud State University (SCSU) has had a strong partnership with Beijing Normal University (BNU) since 2006, and this partnership has expanded to MOUs for K–12 partners in the Minnetonka School District with affiliated BNU K–12 schools. SCSU was also approved for a Confucius Institute with Jilin Province Education Department in collaboration with the Minnesota Department of Education. Presenters will share this model program of student and faculty exchanges, collaborative curriculum development, teacher preparation, research, and innovative learning opportunities from students and faculty in both countries.

KEYWORDS: IMMERSION, K-16 PARTNERSHIP, SISTER SCHOOLS

SPEAKERS: KATHY JOHNSON, DEVINDER MALHOTRA, JOE WACKER

4:35–5:35 PM

M10 Enhancing Your Chinese Program with Visiting Teachers**LOCATION: SAN GABRIEL A, LOBBY LEVEL**

Hosting a teacher from China is a valuable staffing option to help schools start or expand their Chinese programs, and, at the same time, offers a unique opportunity for cultural exchange in your classrooms. In this session, the presenters will highlight strategies and examples of how visiting teachers from China can enrich a Chinese program. A panel of teachers will share their experiences including: working collaboratively with local teachers, doing outreach to build support and interest in the Chinese program, and enriching curriculum through use of authentic materials and activities. Participants will learn useful strategies and tips to support visiting teachers in their work to bridge cultures and promote the school's Chinese program.

KEYWORDS: VISITING TEACHERS, EXCHANGES, TEACHER DEVELOPMENT**SPEAKERS: SELENA CANTOR (MODERATOR), JIE DAI, JING LI, NA YANG****I19 Integrating Chinese Literature Through Science and Social Studies****LOCATION: SAN GABRIEL B, LOBBY LEVEL**

Teachers from the Chinese Immersion Program at the Dr. Martin Luther King, Jr. School in Cambridge, Mass., and the Alice Boucher Elementary School in Lafayette, La., will present strategies for incorporating Chinese literacy in science and social studies units. The Martin Luther King teachers will share the use of authentic Chinese texts and primary sources in science units. The Boucher teachers will share pen pal strategies with Chinese elementary students and strategies in social studies immersion classroom instructions. Participants will be invited to work in small groups to experience the analog social studies classroom process. Both presentations will include time for participants to share their own experiences and will include video samples of class instruction. Come learn more about how to embed critical literacy strategies in core K–5 subjects to boost language proficiency skills!

KEYWORDS: IMMERSION, LITERACY, THEMATIC UNITS**SPEAKERS: MINGLI CHANG, YAN CHEN, SZU-MING LI, KAI TAN, GERALD YUNG****PRESENTATION LANGUAGES: CHINESE, ENGLISH****I16 Writing in Chinese Immersion: Curriculum, Instruction, and Assessment****LOCATION: SAN GABRIEL C, LOBBY LEVEL**

Using the Common Core State Standards to backward design a theme-based writing lesson, aligned with the ACTFL proficiency guidelines, is no easy task — especially in an immersion classroom. Participants will learn how three teachers from different schools create lessons, plan instruction, and prepare for writing assessments together. The teachers will showcase how students use the modes of communication to develop and share their writing projects through technology. Participants will have an opportunity to view lessons from start to finish, including student work samples from different proficiency levels, differentiation of instruction lesson plans, summative writing assessments with rubrics, videos of student Skype interactions, and an implementation timeline. Participants will also have an opportunity to learn how to develop differentiated writing instruction and assessments based on readiness, interest, and learning styles.

KEYWORDS: COMMON CORE, IMMERSION, TECHNOLOGY**SPEAKERS: WEI SHEN, XINYI XU, MIAO ZHANG****PRESENTATION LANGUAGES: CHINESE, ENGLISH**

4:35–5:35 PM

127 Guidelines for CLT Materials Development: A New Learning Platform

LOCATION: SANTA BARBARA A-B, LOBBY LEVEL

This session will introduce participants to the new teaching resources developed by Hanban/Confucius Institute Headquarters, including a brief introduction on the categories, advantages, and application of Chinese tests; a newly developed series of teaching materials related to the HSK; and the “Guidelines for CLT Materials Development” platform that Hanban has been building over the past three years. The work started with an analysis of 27 million words from over 5,000 volumes of Chinese teaching materials, which yielded conclusions about relations among Chinese characters, words, grammar, topics, communicative tasks, cultural notes, typical sentence samples, and exercises. This information has been combined with teaching tools and language-related news items, and has been organized so that it may serve as personalized teaching materials for a range of learners. By the end of the session, participants will become familiar with the main functions of the materials development platform. This platform is on trial starting April 5, 2014. To learn more ahead of schedule, please register at the following website: www.cltguides.com.

KEYWORDS: HSK, ONLINE RESOURCES, TECHNOLOGY

SPEAKERS: WEI HE, JIHUA SONG

PRESENTATION LANGUAGES: CHINESE, ENGLISH

118 Modifying the Flipped Learning Class Model for the Chinese Immersion Classroom

LOCATION: SANTA BARBARA C, LOBBY LEVEL

The flipped learning class model has been gaining popularity as a technology-driven method to engage students and change the classroom. A group of elementary Chinese immersion teachers has found that this model can be applied to their classrooms to maximize the interaction and communication both inside and outside the classroom. In this session, participants will be introduced to a modified version of flipped learning. They will learn about the concepts, logistics, and benefits of this model, as well as specific step-by-step teaching tips to help them use it. The panel will share their teaching materials, their parent and student feedback, and on-going achievement data from multiple grade levels and content areas (Chinese language arts, math, and science).

KEYWORDS: FLIPPED LEARNING, IMMERSION, TECHNOLOGY

SPEAKERS: YANG GAO, DAOYU LIU, FANG YUAN

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4:35–5:35 PM

I15 Best Practices in Chinese Literacy Development**LOCATION:** SAN BERNADINO, LOBBY LEVEL

This session presents research-guided best practices in Chinese literacy development, focusing on text-level reading literacy. The practices we will discuss were developed in our 2013 STARTALK Program on text literacy and involved both K–16 master teachers of Chinese and top researchers in CFL literacy development. Research shows that successful reading involves mastery of lower-level skills, including the recognition of characters and grammatical structures, and of higher-level knowledge, such as familiarity with text topic and text organization. Research also shows that unfamiliar characters greatly impair reading comprehension, interfering with the reader's ability to perform higher-level reading tasks. However, speed and automaticity in character, word, and grammar recognition enhance reading comprehension. Best practices in literacy involve attention to lower- and upper-level skills. Participants will learn how to implement these practices using student-centered activities that are incorporated into communication-focused, standards-based units in grades K–16.

KEYWORDS: HIGHER EDUCATION, LITERACY, RESEARCH-SUPPORTED BEST PRACTICES**SPEAKERS:** YEA-FEN CHEN, BAOZHANG HE, CLAUDIA ROSS**PRESENTATION LANGUAGES:** CHINESE, ENGLISH

5:35–6:00 PM

Snack & Networking Break**LOCATION:** CALIFORNIA BALLROOM, LEVEL 2

6:00–7:00 PM

Plenary IV: China on Screen: (Mis)perceptions, Large and Small**LOCATION:** CALIFORNIA BALLROOM, LEVEL 2

Join Jonathan Landreth, managing editor of ChinaFile.com, for a lively discussion on how filmed entertainment can be a tool for cross-cultural understanding with Kenneth Lin and Janet Yang. Lin is a cowriter of season two of *House of Cards*, Netflix's political drama whose strong plot line about U.S.–China relations made it a hit online in China, and Janet Yang is a veteran movie producer of films in China and Hollywood whose next film is a dramatic biopic about Jack Ma, founder of Alibaba, the world's largest e-commerce company.

Other than North Americans, the Chinese watch more Hollywood movies than any people on Earth. In 2013, China became the number one export market for Hollywood movies screened in theaters, supplanting Japan. The Chinese box office grew 27 percent to \$3.6 billion in gross ticket sales, and its growth potential remains strong, considering that China now has only half the number of movie screens the U.S. has to serve a population four times as large. As the Chinese movie market matures, moviemakers from Los Angeles are increasingly taking into account Chinese popular tastes and official restrictions. Chinese characters, locations, and plot lines are being added to Hollywood films, and elements that Chinese media officials deem inappropriate for the general public hit the editing room floor. As a result, now there often are two versions of the biggest movies in the world: one for China and one for everywhere else. And all this change is just on the big screen. In television and online, hundreds of millions of Chinese get their fill of America, breeding curiosity about life in the U.S. and more than a few misperceptions.

SPEAKERS: JONATHAN LANDRETH, CHINAFILE MANAGING EDITOR, ASIA SOCIETY; KENNETH LIN, PLAYWRIGHT; JANET YANG, ENTERTAINMENT AND MEDIA CONSULTANT AND FILM PRODUCER



Jonathan Landreth

Jonathan Landreth reported freelance from Beijing from 2004 to 2012 for *The New York Times*, *The Wall Street Journal*, *Forbes*, *The China Economic Quarterly*, *The Los Angeles Times*, *The Christian Science Monitor*, *Agence-France Presse*, *Wallpaper*, and *The Hollywood Reporter* — often with a focus on how the media and entertainment industries are shaping the world's perceptions of China. From 2000 to 2004, Landreth reported for Reuters in Singapore and New York, covering the health and energy industries. Prior to his work in journalism, he worked as an editor of nonfiction books at Henry Holt & Company in New York and was an early employee at the short-lived but pioneering website Virtual China. He is proficient in Mandarin and holds a B.A. from the University of California–Berkeley and an M.S. from Columbia University.



Kenneth Lin

Kenneth Lin is the creator of a new television series, *American Way*, for Universal Cable Productions and is a writer on Netflix's *House of Cards*. His plays *Warrior Class* (TCG Edgerton New Play Prize), *Fallow* (Barrymore Nomination: Outstanding New Play, Brown Martin Philadelphia Award), *Intelligence-Slave*, *Po Boy Tango* (TCG Edgerton New Play Prize), *said Saïd* (Keneda Graduate Playwriting Competition Winner, L. Arnold Weissberger Award, Princess Grace Award), *Life On Paper*, *Genius In Love*, and *Agency** have been seen at theaters throughout the world, including the Second Stage Theatre Company, BBC Radio 4, Alliance Theatre, Northlight Theatre Company, Alley Theatre, People's Light and Theatre Company, South Coast Repertory, Williamstown Theatre Festival, Marin Theater Company, and East West Players.



Janet Yang

Janet Yang is a Hollywood producer with deep roots in China. She is the president of Janet Yang Productions and the Manifest Film Company. Her first producing effort was the documentary film, *East to West: America Through the Eyes of Chinese*, which brought together a cast and crew from greater China, including the now celebrated director Ang Lee as its soundman. Her award-winning film and TV credits include *The Joy Luck Club*, *The People vs. Larry Flynt*, *Dark Matter*, and *Indictment: The McMartin Trial*. Most recently, Yang produced the international film, *Shanghai Calling*, a romantic comedy shot entirely on location in Shanghai that played to great acclaim. She began her career bringing Chinese cinema to North America, and then representing the Hollywood studios to broker the first sale of American cinema in China. This in turn led to joining Steven Spielberg on the historic production of *Empire of the Sun*. *The Hollywood Reporter* named Yang as one of the 50 most powerful women in Hollywood. She is a member of the Academy of Motion Pictures and the Committee of 100. Yang holds a B.A. from Brown University in Chinese studies and an MBA from Columbia University.

Conference Agenda

Saturday, May 10

7:00 AM–NOON

Registration Open

LOCATION: SAN DIEGO REGISTRATION BOOTH, LEVEL 2

7:00–8:15 AM

Continental Breakfast

LOCATION: PASADENA, ONE LEVEL BELOW LOBBY

7:00–8:15 AM

Exhibits Open

LOCATION: PASADENA, ONE LEVEL BELOW LOBBY

8:30–9:30 AM

Plenary V: The People-to-People Exchange Experience: Global Students, Global Skills

LOCATION: CALIFORNIA BALLROOM, LEVEL 2

People-to-People exchanges between the United States and China are becoming an increasingly common element of student and educator development and academic enhancement. First Lady Michelle Obama's recent visit to China highlighted the importance of U.S.-Chinese educational exchange and collaboration. With increased opportunity and access to Chinese academic programs, students are making great strides in both linguistic and cultural education, often connecting language skills to other academic and professional areas. This panel will hear from individuals who have participated in a variety of immersive educational experiences in China. Panelists will speak about their experiences living in China and will explain how these experiences have propelled them academically, professionally and personally.

SPEAKERS: JOHN R. THORNTON, HARVARD UNIVERSITY; JESSICA BEINECKE, CRAZY FRESH CHINESE; PHILMON HAILE, UNIVERSITY OF WASHINGTON; ZACHARY MARIN, ARIZONA STATE UNIVERSITY

MODERATED BY: CAROLA MCGIFFERT, PRESIDENT, 100,000 STRONG FOUNDATION



Jessica “白洁” Beinecke

Jessica “白洁” Beinecke is a bubbly blonde blogger fluent in Mandarin. She is loved by her Chinese fans ages 15 to 30 for teaching them American slang and culture. Her daily online Web shows have garnered a total of 40+ million video views and 400+ million social media impressions. Beinecke recently launched *Crazy Fresh Chinese*, a cross-cultural platform teaching Chinese slang to American students, and *BaiJie LaLaLa*, teaching American slang to Chinese students. The 100,000 Strong Foundation, the founding partner of *Crazy Fresh Chinese* and *BaiJie LaLaLa*, is focused on encouraging students across the country to both learn Mandarin and study in China. Asia Society, the supporting institution of *Crazy Fresh Chinese* and *BaiJie LaLaLa*, is dedicated to promoting mutual understanding and strengthening partnerships among peoples, leaders, and institutions of Asia and the United States in a global context. Beinecke's work was featured and praised by Secretary John Kerry at last November's U.S.-China Consultation on People-to-People Exchange in Washington, D.C. *The Washington Post*, PBS, Yahoo, *The Atlantic*, *The Wall Street Journal*, and CNN have featured her accomplishments in articles and feature stories.



Philmon Haile

Philmon Haile is a young global leader. His background, the formative events in his early years, his pursuit of higher education, and his participation in OneWorld Now! have fueled his passion to address issues of equal access to education for underrepresented youth. Haile, now a senior at the University of Washington, was born in Sudan to Eritrean parents who were both soldiers in the Eritrean War of Independence. He arrived in Seattle at age 4. His Eritrean identity remains important to him and he remains fluent in Tigrinya. Haile was recently chosen to speak on a panel and then present an award to Ambassador Gary Locke in Washington, D.C., as a student ambassador of President Obama's 100,000 Strong Initiative, which encourages American students to study abroad in China. Soon after, First Lady Michelle Obama praised Haile in a major speech in Beijing about the importance of studying abroad. Mrs. Obama quoted from Haile's speech at the 100,000 Strong Initiative event in which he said, "Study abroad is a powerful vehicle for people-to-people exchange as we move into a new era of citizen diplomacy."



Zachary Marin

Zachary Marin is currently a senior at Arizona State University with a double major in genetics, cell, and developmental biology and in Chinese, and an honors student with Barrett, The Honors College. As a Flagship pre-capstone student who will be abroad this coming semester, he intends to enroll in courses related to international relations and Daoism at Nanjing University. He also hopes to intern at a Chinese asset management company in Beijing. In addition to his career-related interests, Marin's experiences in studying Mandarin have led him to discover a passion for singing Chinese "folk music" (民歌).



Carola McGiffert

Carola McGiffert is president of the 100,000 Strong Foundation, a presidential effort to increase the number and diversity of Americans who study in China. Previously, she was a senior advisor to the Assistant Secretary for East Asian and Pacific Affairs at the U.S. Department of State. McGiffert cofounded StratAsia, a boutique consulting firm that helped American companies do business in Asia. From 2002 to 2009, she worked at the Center for Strategic and International Studies. McGiffert began her career in the Clinton White House.



John Randolph Thornton

John R. Thornton was born in London, England, and moved to the United States at age 12. As a 14-year-old, he spent a year living in Beijing studying the Chinese language and training with the Beijing junior tennis team. In May 2013, his first novel *Beautiful Country*, based loosely on his experiences in China, was published in China where it was a number one best-seller and received critical acclaim from Mo Yan, the 2012 Nobel Laureate for Literature. Thornton is currently in his senior year at Harvard University where he has studied fiction under Amy Hempel, Bret Anthony Johnston, and Mark Poirier. He has also competed on the ITF and ATP tennis circuits and was a member of the Harvard varsity tennis team for two years, winning an Ivy League Team Championship in 2012 and earning a nomination to the 2012 ITA All-Academic Team. He is the recipient of the Le Baron Russell Briggs Fiction Prize and Harvard's Artist Development Fellowship, and he is currently the inaugural Mo Yan Fellow at Beijing Normal University's International Writers Center.

9:35 AM–NOON

Exhibits Open

LOCATION: PASADENA, ONE LEVEL BELOW LOBBY

9:45–10:45 AM

Breakout Sessions VI

Unless otherwise noted, sessions will be presented in English.

I2 Purposefully Practical: 10 Effective Proficiency-Lifting Strategies

LOCATION: SANTA ANITA A, LOBBY LEVEL

Effective Chinese teaching needs to be “contextual, practical, and real-life related.” This session introduces the best practices used at the Chinese American International School (CAIS) for meaningful Chinese instruction. Session participants will receive a rich experience through multiple types of input, including direct modeling, small group work, video clips, and learning by doing. They will leave with at least 10 practical strategies to obtain desired learning outcomes while keeping all learners engaged at all times. The strategies will cover practices in standard-aligned IPA design, differentiated instruction by following the Role, Audience, Format, Topic (RAFT) format — Goal, Role, Audience, Situation, Performance Task, and Standards for Success (GRASPS) — and a few fun and meaningful cooperative learning activities to push for language output. Participants will also experience simple and effective ways of using technology for lessons that address all three modes of communication.

KEYWORDS: DIFFERENTIATION, INSTRUCTIONAL STRATEGIES, TECHNOLOGY

SPEAKERS: KEVIN CHANG, MICHAEL HSU, CHUSHENG TANG LIAO

PRESENTATION LANGUAGES: CHINESE, ENGLISH

I29 China in Your Classroom

LOCATION: SANTA ANITA B, LOBBY LEVEL

Clayton Dube from the USC U.S.-China Institute (USCI) and Jonas Edman from the Stanford Program on International and Cross-Cultural Education (SPICE) will introduce free and inexpensive materials that teachers can use to introduce culture, history, and current social trends from China, Taiwan, and Hong Kong to their students.

KEYWORDS: LANGUAGE RESOURCES

SPEAKERS: CLAYTON DUBE, JONAS EDMAN

Key to Session Codes

A Assessment	P Partnerships & Community Engagement
C Cutting-Edge China	R Research
I Curriculum and Instruction	T Teacher Development & Sustainability
M Program Models & K-16 Articulation	X Technology

9:45–10:45 AM

19 Incorporating Music and Rhythm to Enhance Language Learning**LOCATION: SANTA ANITA C, LOBBY LEVEL**

As language teachers, most of us have experienced first-hand the close relationship between music and language learning, and it goes without saying that music is an excellent means of sharing culture and strengthening community in our classrooms. In this session, we will explore ways to take a step further and integrate music more deeply into our teaching. By capitalizing on the cognitive connections between music, rhythm, and language, we can strengthen reading, writing and speaking skills, improve recall of vocabulary and syntax, and deepen students' emotional and personal connections to the target language.

KEYWORDS: MUSIC**SPEAKERS: YUQING HONG, HEIDI STEEL****PRESENTATION LANGUAGES: CHINESE, ENGLISH****15 World Language Education with STEM****LOCATION: PALOS VERDES, LOBBY LEVEL**

Supported by a federal Race to the Top grant, the World Language Pipelines Project has been implemented by the Maryland Department of Education since 2011. The primary goals of the project include the establishment of world language elementary programs throughout the state, the creation of online student assessment tools, and professional development for world language teachers. Another major focus has been the development of STEM-embedded world language curricular modules in Arabic, Chinese, English as a Second Language, and Spanish for students in K–5, in alignment with the National Standards for Learning Languages (Common Core State Standards for ELA) and Next Generation Science Standards. Participants will familiarize themselves with the rationale, framework, components, process, and resulting impact of Maryland's World Language Pipelines Project. They will also engage in a discussion about how to adapt elements of this project for their own programs.

KEYWORDS: ASSESSMENT, STEM, STANDARDS**SPEAKERS: RUBY COSTEA, SHUHAN WANG****PRESENTATION LANGUAGES: CHINESE, ENGLISH****A2 "Did I get an IH?" Formative Assessment and Student Empowerment****LOCATION: SAN FERNANDO, LOBBY LEVEL**

Meaningful formative assessment strategies in the secondary immersion classroom empower students to take responsibility for their learning and improve their proficiency levels, especially when integrated with technology. A middle school teacher and a curriculum specialist from the Portland Public Schools (PPS) Chinese Flagship Program will share integrated performance assessment (IPA) strategies and technology tools they have utilized successfully to elevate students' self-assessment skills and to increase proficiency outcomes. The discussion will focus on incorporating ACTFL proficiency standards in technology-based language instruction, specific scaffolding tasks to maximize language performance, and effective assessment tools and feedback strategies to generate improved outcomes and move students toward advanced proficiency.

KEYWORDS: ASSESSMENT, IMMERSION, TECHNOLOGY**SPEAKERS: DAVID KOJO HAKAM, CHIUNG-CHEN YU****PRESENTATION LANGUAGES: CHINESE, ENGLISH**

9:45–10:45 AM

P4 100,000 Strong Student Ambassadors

LOCATION: SAN GABRIEL B, LOBBY LEVEL

Participants in this session will learn about the 100,000 Strong Foundation’s Student Ambassador Program. Each year the foundation selects and deploys 100 American students from across the country to serve as ambassadors at the grassroots level to generate greater interest among the student population to study Mandarin and participate in study abroad in China. The students come from a diverse range of backgrounds, and represent high-school-age and university-age students. They have studied in China and have an understanding of Chinese language, culture, and history. As ambassadors, these students share their transformative China experience, thereby inspiring other students to follow in their footsteps. They also perform tasks such as doing presentations at local high schools (in English and Chinese), publishing an op-ed in a campus newspaper, starting a Chinese language club, etc. The foundation is interested in creating partnerships with organizations that are capable of nominating student ambassadors and providing platforms for ambassadors to perform the above-mentioned activities.

KEYWORDS: STRATEGIC PARTNERSHIP, STUDENT LEADERSHIP, STUDY ABROAD

SPEAKER: CAROLA MCGIFFERT

PRESENTATION LANGUAGES: CHINESE, ENGLISH

P10 Heritage Chinese Education in the United States

LOCATION: SAN GABRIEL C, LOBBY LEVEL

Chinese heritage language schools in the United States have evolved from private, one-room schools to dynamic, creative, and practical institutions of primary and secondary education serving both the Chinese community and mainstream American society. This session will introduce the history of Chinese heritage language schools in the U.S. — from their beginning in the mid-nineteenth century — to their status today. Participants will learn about types of schools, programs, and curricula, and their interaction with U.S. public school systems. The presenters will discuss recent developments related to heritage schools and explain some encouraging developments related to the prospect of getting outside support to reexamine such critical issues as curriculum design, teacher training, materials development, and student assessment. Participants will have an opportunity to reflect on the current role and the future of Chinese heritage language schools.

KEYWORDS: HERITAGE SCHOOLS

SPEAKERS: THERESA HSU CHAO, DAVID TAI

Key to Session Codes

A Assessment	P Partnerships & Community Engagement
C Cutting-Edge China	R Research
I Curriculum and Instruction	T Teacher Development & Sustainability
M Program Models & K–16 Articulation	X Technology

9:45–10:45 AM

I10 Teaching Chinese Across the Curriculum with Thematic Units and Various Technologies for K–16 Students

LOCATION: SANTA BARBARA C, LOBBY LEVEL

Learning by doing is the best way to get students involved and active in the classroom. The presenters will elaborate on the effectiveness of teaching with thematic units and making connections with other disciplines such as art, science, and physical education. Two real-world examples will be presented; one is for K–8 while the other is at the college level. In these two examples of best practices, students also obtain insights into different cultural aspects such as Chinese ceramic art and silk making. Participants will adopt strategies for integrating thematic unit teaching with various technologies, such as Edmodo, Moodle, YouTube, and Jing to improve students' oral proficiency. After this session, participants will be able to apply these practices to their own K–16 classrooms.

KEYWORDS: CROSS CURRICULUM, HIGHER EDUCATION, TECHNOLOGY

SPEAKERS: KUANGCHI LEE, YUANYUAN LIN

PRESENTATION LANGUAGES: CHINESE, ENGLISH

T4 Competence and Cultivation of International Chinese Teacher Trainers

LOCATION: SAN BERNADINO, LOBBY LEVEL

International Chinese Teacher (ICT) trainers are expert teachers of Chinese who have gone through a special Hanban training program to learn how to mentor new Chinese language teachers. The development of ICT trainers has become an important task, not only to help develop strong Chinese programs but also to provide professional development to prospective mentors. During the session, participants will review Hanban's newest curriculum of Volunteer Teachers Training Program, analyze case studies, and discuss the goals, framework, and benefits of the development model for ICT trainers.

KEYWORDS: HANBAN, PROFESSIONAL DEVELOPMENT, TEACHER TRAINING

SPEAKER: LING GU

PRESENTATION LANGUAGES: CHINESE, ENGLISH

10:00 AM–NOON

Special Sessions

Unless otherwise noted, sessions will be presented in English.

R2 Research Colloquium**LOCATION:** SANTA BARBARA A–B, LOBBY LEVEL

This research colloquium, organized by the Chinese Language Teachers Association (CLTA), consists of two subpanels. In each panel, there will be 3–4 presenters speaking for 10–15 minutes each on major current issues in Chinese language teaching and learning. After the presentations, each panel will have about 20 minutes for discussion and interaction with the audience.

Panel I – 10:00–10:50 AM**Research on Chinese Language Pedagogy and the Learning and Teaching of Chinese Characters****Reflections on Research on Chinese Language Pedagogy from the Editor of JCLTA****PRESENTED BY:** ZHENG-SHENG ZHANG, SAN DIEGO STATE UNIVERSITY**Controversial Issues in Chinese L2 Beginner Literacy Education in the U.S.****PRESENTED BY:** HELEN SHEN, THE UNIVERSITY OF IOWA**Myths and Misconceptions About Chinese Characters and Character Teaching****PRESENTED BY:** CHENGZHI CHU, UNIVERSITY OF CALIFORNIA, DAVIS**Panel II – 10:50 AM–NOON****Teaching Chinese at K–16 Levels: Articulations, Culture, Materials, and Professional Development Opportunities****Proficiency-Based Language Teaching is Key to K–16 Articulation****PRESENTED BY:** DER-LIN CHAO, HUNTER COLLEGE**Chinese Culture from a Language Perspective****PRESENTED BY:** JANE KUO, UNIVERSITY OF CALIFORNIA**A New Age Calls for a New Approach: Technology-Enhanced Chinese Instruction and Material Development****PRESENTED BY:** PHYLLIS ZHANG, THE GEORGE WASHINGTON UNIVERSITY**Keep Growing: Professional Development Opportunities****PRESENTED BY:** YEA-FEN CHEN, INDIANA UNIVERSITY**I28 Teacher Swap Shop****LOCATION:** SAN DIEGO BALLROOM, LEVEL 2

This year's Swap Shop, cohosted by CLASS, provides an opportunity for teachers and educators to exchange practical classroom activities and materials, in an interactive, informal setting. Participants will share their own activities and materials with other teachers in a series of mini-presentations. Everyone is welcome to join this hands-on session and encouraged to bring their own activities, materials and classroom tips to share with others. This is an excellent opportunity to share teaching materials and pedagogical ideas.

10:00 AM–NOON

How to Encourage Students to Remember and Use Characters

PRESENTED BY: **BAOCAI JIA**, CUPERTINO HIGH SCHOOL

Student-Centered Classroom Activities

PRESENTED BY: **VICKY WANG**, GEORGETOWN DAY SCHOOL

How to Help Students Improve Pronunciation, Tones, and Speaking Presentation

PRESENTED BY: **XUEYING ZHANG**, CHINESE PROGRAM GEORGETOWN DAY SCHOOL

Incorporate Reading into an Immersion Class for Young Language Learners

PRESENTED BY: **MEGGIE CHOU**, CHINESE WITH MEGGIE MANDARIN CHINESE LANGUAGE SCHOOL; **WEI LIU**, CHINESE WITH MEGGIE MANDARIN CHINESE LANGUAGE SCHOOL

Benefits of a Flipped Classroom

PRESENTED BY: **ALICE LUNG**, CASTILLEJA SCHOOL

The Implementation of Interdisciplinary Chinese Education

PRESENTED BY: **JIA QIAN**, SPRINGSIDE CHESTNUT HILL ACADEMY

Thematic Unit Approach — A Curriculum Designed for a Lower School Chinese Program

PRESENTED BY: **YUN QIU**, SPRINGSIDE CHESTNUT HILL ACADEMY

Interdepartmental Cooperation

PRESENTED BY: **YAJIE ZHANG**, NICHOLS SCHOOL

Teaching Meaningful and Unrehearsed Interpersonal Communication in Listening, Speaking, Reading, and Writing

PRESENTED BY: **ALICE ZHANG**, CENTER FOR CHINESE LANGUAGE TEACHER CERTIFICATION AND DEVELOPMENT (CCLTCD) COLLEGE OF EDUCATION; **QIONG XIA**, CENTER FOR CHINESE LANGUAGE TEACHER CERTIFICATION AND DEVELOPMENT (CCLTCD) COLLEGE OF EDUCATION

Writing Strategies in the Elementary Level

PRESENTED BY: **WAN QIONG LI**, GLOBAL VILLAGE ACADEMY

Effective Parent Communication with Newsletters

PRESENTED BY: **LU YANG**, BETTENDORF COMMUNITY SCHOOL DISTRICT

Staying in Target Language Instruction

PRESENTED BY: **HONGXUAN FU**, SUSSEX TECHNICAL SCHOOL DISTRICT

Differentiation Strategies

PRESENTED BY: **HAIQING YU**, GLOBAL VILLAGE ACADEMY

How to Use Chinese Songs in Language Instruction

PRESENTED BY: **YINYAO YOU**, CANYONS SCHOOL DISTRICT

Integrating Chinese Culture into Language

PRESENTED BY: **QIANXIN ZHU**, ST. FRANCIS SCHOOL

Body Percussion/ “乐动汉语” 在 TCSL 中的使用

PRESENTED BY: **ZEYUAN FAN**, WAKE COUNTY SCHOOLS

10:00 AM–NOON

X1 Technology Forum

LOCATION: BEAUDRY A, LOBBY LEVEL

This forum offers an opportunity to experience innovative technology tools and approaches firsthand, as well as to exchange ideas on how to integrate these tools into one’s own classroom. In series of mini-sessions, presenters will highlight technology tools that can help increase students’ language proficiency and skills. Afterward, a Q&A panel discussion will focus on ways to integrate and use technology in the classroom.

- 10:00–10:30 AM **iPad: Transforming the Teaching and Learning of Chinese Language**
PRESENTED BY: LILIAN DANG, MINNETONKA HIGH SCHOOL; LIXIA SHI, XINXING ACADEMY
- 10:30–11:00 AM **Project Power! — Engage Students with Tech-Embedded and Project-Based Assessments**
PRESENTED BY: CHRIS CHEN, THE AMERICAN SCHOOL IN LONDON
- 11:00–11:30 AM **Enhancement of Students’ Learning Through Technology**
PRESENTED BY: XUEMEI YAN, SANTA FE SOUTH CHARTER HIGH SCHOOL
- 11:30 AM–NOON **Panel Discussion with Technology Forum Presenters**
FACILITATED BY: MAGGIE CHEN, OCCIDENTAL COLLEGE WORLD LANGUAGE PROJECT

11:00 AM–NOON

Breakout Sessions VII

Unless otherwise noted, sessions will be presented in English.

A1 Lift Language Proficiency Through Data Collection and Intentionally Planned Instruction

LOCATION: SANTA ANITA A, LOBBY LEVEL

After several years of learning Chinese in immersion programs, the majority of these students fall into the intermediate level. How do we increase their proficiency levels? What are the key components that hinder their performance? In this session, two immersion programs with over 40 years combined experience will share their success in how various assessments are chosen, how data is collected and analyzed to identify key areas for improvement, and how instructional directions are purposefully planned to improve the targeted areas. The participants will acquire knowledge of effective assessment tools through viewing test samples and video clips. They will also participate in a mini data-reading and collection exercise to gain real experience in a data collection and analyzation. They will also take away a few instructional strategies to improve specific language skills, including the use of technology tools and simple effective ways to differentiate learning.

KEYWORDS: ASSESSMENT, IMMERSION, TECHNOLOGY

SPEAKERS: KEVIN CHANG, LUYI LIEN

PRESENTATION LANGUAGES: CHINESE, ENGLISH

Key to Session Codes

A Assessment	P Partnerships & Community Engagement
C Cutting-Edge China	R Research
I Curriculum and Instruction	T Teacher Development & Sustainability
M Program Models & K–16 Articulation	X Technology

11:00 AM–NOON

I23 Teaching Chinese Literacy Through Highly Engaging Classroom Activities

LOCATION: SANTA ANITA B, LOBBY LEVEL

As students enter higher grade levels of Chinese immersion and IB Chinese programs, they face an ever-increasing number of literacy and literature-learning challenges. Likewise, it becomes increasingly challenging for their teachers to create highly engaging literacy classroom activities for these levels. In this presentation, participants will learn how to design engaging literacy activities that connect to the students' learning process and performance. These include research-based strategies for reading activities, engaging daily writing activities, integrated performance assessments, and a variety of online literature resources and games.

KEYWORDS: IMMERSION, INTEGRATED PERFORMANCE ASSESSMENT, LITERACY

SPEAKERS: LILIAN DANG, YUANYUAN GAO, XUE HAN, YI SHAO

PRESENTATION LANGUAGES: CHINESE, ENGLISH

P2 Establishing Partnerships with Parents in Implementing a Mandarin Dual Language Program

LOCATION: SANTA ANITA C, LOBBY LEVEL

Parents are invaluable human resources for the success of a Mandarin Dual Language Program (MDLP) in a native English environment for students to develop both languages and content. In this context, parents can be the best partners in implementing the program when effective communication takes place. Presenters of this session will discuss the challenges and successes of working with parents in a MDLP. They will share a variety of ways they have collaborated with parents to ensure student success. The partnership extends from school to home/community and in between. Participants of the session will learn a variety of ways and strategies to engage parents. They will have an opportunity to examine and evaluate samples, artifacts, and other products related to parent participation. They will be encouraged to ask questions and are welcome to discuss any issues they have encountered in parent participation.

KEYWORDS: IMMERSION, LITERACY, PARENT ENGAGEMENT

SPEAKERS: KATHARINA CHUNG, SONIA LI, PING LIU

PRESENTATION LANGUAGES: CHINESE, ENGLISH

I14 Questioning and Corrective Feedback Techniques in the Chinese Immersion Classroom

LOCATION: PALOS VERDES, LOBBY LEVEL

It is acknowledged that students in Chinese immersion programs achieve high levels of academic and Chinese language proficiency. However, these students' use of language lacks grammatical accuracy, is less complex in form, and is short of sociolinguistic appropriation compared with that of their native Chinese counterparts. A major reason is the inadequate use of effective questioning and corrective feedback techniques on language errors through teacher–student interactions in Chinese immersion programs. It is understandable that immersion teachers are eager to encourage young learners. However, long-term acceptance of improper use of language may be misunderstood as approval, which may lead to ambiguities as students work toward learning the correct language forms. Through the use of pre- and post-videotape analyses, this session will explore the techniques of effective questioning and corrective feedback as methods to support students' learning and to improve their language usage.

KEYWORDS: IMMERSION, FEEDBACK TECHNIQUES, RESEARCH

SPEAKERS: PING PENG, JING ZHAO, TING ZOU

PRESENTATION LANGUAGES: CHINESE, ENGLISH

11:00 AM–NOON

**I13 “We love to write; we write a lot; we write well!”
Dual Language Writing Workshops in Chinese and English**

LOCATION: SAN FERNANDO, LOBBY LEVEL

Writing workshops are a well-established, research-based structure for students to learn to write in English. But can they work in Chinese? Would it be possible to have dual language workshops where students learn to write in both languages at the same time? In this session, participants will learn how the Chinese International School is working to create an environment where all students say, “We love to write, we write a lot, we write well!” Presenters will share tailor-made learning resources, student writing samples, photos, and short videos of dual language reading and writing workshops from pre-K through fifth grade. Participants will leave with an understanding of how our Chinese and English teachers collaborate to teach reading and writing.

KEYWORDS: DUAL LANGUAGE IMMERSION, LITERACY, RESOURCES

SPEAKERS: SARAH MCLEAN, TONYA PORTER, CATHY ZHANG

M11 Certification of Chinese Teachers: Successful Models to Share

LOCATION: SAN GABRIEL A, LOBBY LEVEL

With the complex and varied state-level requirements of teacher licensure that exist, the process of certifying a Chinese teacher can be a challenging process for both teachers and schools. In this session, state-level experts will share a few different models for certification of both local Chinese teachers and visiting international teachers. Participants will gain a greater understanding of the certification process and strategies for navigating the process smoothly.

KEYWORDS: CERTIFICATION, CHINESE TEACHERS, TEACHER LICENSURE

SPEAKERS: ANN MARIE GUNTER, SANDY TALBOT, RYAN WERTZ

T7 Chinese Heritage Schools and Their Unique Teacher Training Needs

LOCATION: SANTA BARBARA C, LOBBY LEVEL

The Chinese School Association in the United States (CSAUS), established in 1994, includes more than 100,000 students and 8,000 teachers through its hundreds of member Chinese heritage schools. Participants in this session will learn about the association, its goals, and the extensive national and international cultural activities organized over the past two decades, which include a “roots trip” summer camp, education workshops, national contests of Chinese cultural knowledge, and youth writing and painting competitions. Now, CSAUS would like to direct its attention to the need for Chinese schools to better prepare and train their teachers in areas such as pedagogy and psychology. Due to the dispersion and nonprofit nature of Chinese schools, and the high turnover rate of teachers, CSAUS is considering an online training program to provide timely training of teachers. Participants will discuss the specific needs of schools and teachers and how an online training network can be established to best meet those needs.

KEYWORDS: DISTANCE LEARNING, HERITAGE SCHOOLS, TECHNOLOGY

SPEAKERS: MARY SHUAI, XINGYU ZHANG

PRESENTATION LANGUAGES: CHINESE, ENGLISH

Key to Session Codes

A Assessment	P Partnerships & Community Engagement
C Cutting-Edge China	R Research
I Curriculum and Instruction	T Teacher Development & Sustainability
M Program Models & K–16 Articulation	X Technology

Vendor Demonstration Workshops

For Vendor Demonstration Workshops Schedule, see page 11. Unless otherwise noted, sessions will be presented in English.

How Chinese in Focus Motivates Students to Learn Chinese

LOCATION: SAN PEDRO, LOBBY LEVEL

The author of this innovative program will discuss why he created the material, how it motivates student interest in learning Chinese, and how it facilitates both learning and teaching. In the second half of the presentation, an experienced teacher will explain how her students benefit from this stimulating and user-friendly learning system.

PRESENTED BY: CHINESE IN FOCUS

Assessing Spoken Chinese Proficiency Using Automated Technology

LOCATION: SAN PEDRO, LOBBY LEVEL

Pearson and Peking University have partnered to develop the Spoken Chinese Test (SCT) that automatically assesses spoken language proficiency. The SCT can be taken over the phone or by computer and is a new way to quickly and accurately assess the spoken Chinese proficiency of Chinese language learners. The test-taker gives spoken responses to eight different item types; and within minutes, the testing system returns an overall score, as well as subscores for grammar, vocabulary, fluency, pronunciation, and tone. The SCT can be used as an on-the-spot placement, an exit exam, an assessment to monitor progress, etc. It also assists teachers and students with understanding the test-takers' skill profile, strengths, and weaknesses, as well as areas that need improvement. The SCT has been extensively field tested and evaluated to verify its validity and reliability. The machine scores are highly correlated with scores provided by Chinese professors at Peking University, ensuring confidence in the results. In addition, studies have correlated test scores with the Interagency Language Roundtable Oral Proficiency Interview (ILR-OPI) and the Hanyu Shuiping Kaoshi (HSK). During this session, participants will be introduced to the SCT, hear a demo of the test, and have the opportunity to ask one of the developers of the test some questions.

PRESENTED BY: PEARSON

Interactive Learning with Chinese Wonderland: Animation, Apps, and Games

LOCATION: SAN PEDRO, LOBBY LEVEL

This is a must-attend workshop if you have ever wanted to learn how to use animation, digital games, and apps to make Chinese teaching and learning more interactive. The newly published *Chinese Wonderland*, a textbook series with six volumes, has been exclusively designed for preschool and elementary school children. Pedagogically grounded in the Chinese as a Foreign Language (CFL) and the Oral Proficiency Interview (OPI) assessment theoretical frameworks, the series is designed to ensure effective learning. Participants will receive one free sample. Seats are limited. Arrive early to be sure you get a seat.

PRESENTED BY: NANHAI BOOKS

Speaker Biographies

JADE ADAMS began her teaching career at Sharpstown International School (SIS), where she established its Mandarin Chinese program. As SIS is part of the Asia Society Confucius Classrooms Network, Adams has had the opportunity to collaborate with teachers around the nation. She served as an instructional coordinator at SIS, where she worked with faculty members to develop curricula that promote global competence and college readiness. Now a dean of students at SIS, Adams believes that all children can learn and will learn.

JIANHUA BAI is professor of Chinese at Kenyon College and director of the Chinese School of Middlebury College. Bai has served twice on the executive board of the Chinese Language Teachers Association (CLTA), and served as CLTA president in 2003-04. He has also been involved with the AP[®] Chinese Language and Culture Exam, chairing the AP Chinese Language and Culture Development Committee and serving as its College Board advisor.

XIULING BAI has taught English as a foreign language in China for 25 years and is currently teaching Chinese in South Washington County Schools in Minnesota as a Hanban exchange teacher. She visits Chinese classes throughout the district to teach culture and language courses, and is working to further develop the interest of K–12 students in learning Chinese language.

YINGLING BAO is a Chinese lecturer at Indiana University–Bloomington. She has experience in teaching all levels of language courses. Her research interests are Chinese pedagogy and heritage learners.

SUE BERG is currently CEO/executive director of Yinghua Academy in Minneapolis, Minn. She has academic expertise in curriculum design as well as a strong foundation in successful classroom teaching. As a school leader, she creates a collaborative school environment focused on international best practices. She firmly believes that inspired teachers + actively engaged students = maximum learning! Berg is a seasoned primary school–12 global educator with a background in traditional public school, charter school, and private school settings.

SARAH BIEN has been teaching Chinese for over eight years in the United States, six of them at Neuqua Valley High School (NVHS) in Naperville, Ill. Bien helped develop Chinese I–IV curricula as well as performance assessments. She is also a sponsor of the Chinese Honor Society at NVHS and has chaperoned several student trips to China. She graduated from National Cheng Kung University in Tainan City, Taiwan, majoring in foreign languages and literature, and obtained her teaching certificate from National Louis University.

JEAN-CLAUDE BRIZARD is president of Upspring Education Group, a network of education practitioners and not-for-profit leaders who support the strategic, instructional, and operational work of school superintendents, public charter leaders, and education organizations across the U.S. and abroad. Brizard spent 2013 as an advisor to the College Board, developing the organization's career readiness initiative. He is the former chief executive of Chicago Public Schools and superintendent of schools for the Rochester City School District (N.Y.). Brizard is a fellow of the Broad Center and the Aspen Institute's Global Leadership Network.

CHAOLIN CHANG has a Master of Education degree from the University of Texas in Austin. He started his career as a special education teacher with Austin ISD in 2001, where he later became an assistant principal. Chang is now the principal of the Mandarin Chinese Language Immersion Magnet School (MCLIMS) in Houston, where students develop knowledge and skills guided by the state standards while learning Mandarin Chinese. Students are expected to demonstrate grade-level knowledge and skills in both English and Chinese when they enter high school.

KEVIN CHANG is the Chinese program director at Chinese American International School. He oversees a long-term Chinese immersion curriculum development project, leads a Chinese faculty of over 30 teachers, and plays an integral role in providing quality Chinese education at CAIS.

MINGLI CHANG is currently teaching at Alice Boucher World Language Academy in Louisiana. She has over 18 years of experience working in school settings in Taiwan and the U.S. as an elementary and a middle school teacher. She holds a Multiple Subject Teaching Credential and Single Subject Teaching Credentials in Mandarin Chinese and math. She has also obtained the NCLB highly qualified teacher certificate of compliance.

DER-LIN CHAO is professor of Chinese at Hunter College, City University of New York, where she also serves as director of Hunter's Chinese program (B.A. and M.A.) and director of the Chinese Flagship Center. Chao is the founder of www.chineseliteracy.net, a website for learning Chinese radicals and characters as well as reading Chinese texts. She is currently working on www.new.chineseforall.org, an online course platform. She is the immediate past president of CLTA.

THERESA HSU CHAO is the founder of the National Council of Associations of Chinese Language Schools, an organization with 14 regions, hundreds of individual schools, and over 100,000 students. From 1994–1996, Chao served as the president of the organization. Since 1991, she has served as the D&R chair for the Southern California Council of Chinese Schools (SCCCS). She has edited and authored a number of Chinese language textbooks, including *Mei Zhou Chinese Text Book* (levels K–10) 美洲華語課本系列.

CAROL CHEN is pleased to be a part of the dual immersion program — a special and unique opportunity for students at Broadway Elementary School. She fully understands the positive impact on learning another language, and she also appreciates individual differences and strives to accommodate each student's learning styles. She is excited and proud to be part of the Broadway community and to teach kindergartners whose minds are like sponges ready to absorb what comes their way.

CHUNJANE CHEN has been the principal of the Mandarin Language and Cultural Center in San Jose, Calif., since 1997. She has an M.A. in Spanish from California State University at San Jose. She was an instructor of Spanish at Laney College in Oakland, Calif.

JIE CHEN is a participant in the College Board–Hanban Chinese Guest Teacher Program and is currently teaching at Asheboro High School in North Carolina. She has a master's degree in English language and literature from Liaoning University and worked as an English teacher in Bohai University for seven years. She conducts research on language teaching and American literature.

LYDIA CHEN is an accomplished educator and scholar with a master's degree in curriculum and instruction and a Ph.D. in child development and family studies from the University of Missouri at Columbia. Chen has taught preschool through university students. She has spent her career in direct instruction, research, parent training, and professional development for educators. She is a skilled practitioner and administrator who embodies a mission to position all children for success in local and global economies through holistic, intellectually inspiring language immersion programs.

MAGGIE CHEN is a member of the leadership team of the Occidental College World Language Project, where she has led a program cosponsored by the UCLA Confucius Institute to develop instructional leaders of Chinese language and culture. The aim is for these leaders to be able to deliver technology-enhanced, standards-based instruction and to facilitate the growth of colleagues who are less familiar with a standards-based approach. This year, Chen will model lessons for a Chinese multimedia project that will feature standards-based lessons, materials, and assessments.

WENPING CHEN has an M.A. in linguistics/TESOL from California State University at Fresno. She has 12 years of experience in classroom teaching and curriculum design in both ESL/EFL and Chinese as a foreign language. Chen is currently a Chinese as a foreign language teacher and teacher educator at the Mandarin Language and Cultural Center.

XIAOQING CHEN is the educational technology coordinator at the Chinese American International School. She collaborates with teachers to implement technology to enhance instruction and assessment in the school's pre-K–8 Chinese immersion curriculum.

YAN CHEN is originally from Heilongjiang Province in China. She has a Master of Arts degree and has been an associate professor at a university in China for more than 10 years. Since 2012, she has been a visiting teacher for the Chinese immersion program at Alice Boucher Elementary School in Louisiana through the College Board–Hanban Chinese Guest Teacher Program.

YEA-FEN CHEN is director of the Chinese Flagship Center at Indiana University at Bloomington (IUB) and executive director of the Chinese Language Teachers Association. She holds a Ph.D. in foreign language education from IUB. She has been an AP Chinese Language and Culture Course and Exam consultant for the College Board since 2006. Her research interests include foreign language pedagogy, foreign language learning strategies, second language acquisition, heritage language learners, technology assisted learning/teaching, and distance learning/teaching.

CAROL CHEN-LIN is currently the Chinese teacher and the director of the summer and academic term programs in China at Choate Rosemary Hall. She has previously served on the AP Chinese Language and Culture Curriculum Design and Assessment Committee. She is now serving on the board of directors of the Chinese Language Association of Secondary Schools (CLASS) and the Connecticut Council of Language Teachers (COLT).

PAULINA CHO is a school administrator in Los Angeles County. Cho has worked with both elementary and secondary students as an instructor and site administrator. She earned her doctorate from the University of Southern California in the field of K–12 school leadership. Cho wrote *The Key Essentials for Learning in the 21st Century: School Programs and Pedagogical Practices* to provide information to educators about 21st-century education.

CHUNG CHOU received a B.A. in liberal studies, a Mandarin BCLAD Multiple Subjects Credential, and a Mandarin Single Subject Credential from California State University at Long Beach. This is his third year teaching second grade Mandarin immersion at Barnard Asian Pacific Language Academy. He is a GATE certified teacher and currently serves as a digital teacher leader at Barnard Asian Pacific Language Academy.

CHENGZHI CHU is associate professor, coordinator of the Chinese language program, and interim director of the Language Learning Center at the University of California at Davis, where he also serves on the graduate faculty of Linguistics. He is the president of the Chinese Language Teachers Association of California and vice president of the Chinese Language Teachers Association.

KATHARINA CHUNG has a B.A. in economics from the University of California at Irvine. After working in accounting, she completed her teaching credentials from California State University at Long Beach. She has been a home-school mom, a substitute teacher in ABC Unified School District, and an RSP teacher in Cerritos High School. She is currently teaching third grade in a self-contained immersion classroom with the Chinese dual language program at Wedgeworth Elementary School in the Hacienda La Puente Unified School District.

DONNA CLEMENTI is a national consultant specializing in best practices in world language curriculum, instruction, and assessment. In 2013, she coauthored *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design*, an ACTFL publication. She is coleader of the CARLA Summer Institute on Second Language Assessments at the University of Minnesota. Clementi taught French and was the world languages program leader in the Appleton Area School District for 33 years. She also spent 38 summers at Concordia Language Villages, where she led professional development seminars for world language instructors.

BARBARA COBLE is the education partnerships manager of Graduation Generation, a dropout prevention program that operates through the Center for Community Partnerships at Emory University. She acts as a liaison between Emory University and seven public schools in East Atlanta. Her work involves creating and facilitating programming designed to: (1) meet the academic, social, and emotional needs of K–12 students; (2) support the professional development of their teachers; and (3) assist with family engagement in student education. Coble has an M.B.A. from Clark Atlanta University and a Ph.D. in education from Emory.

MARSHA COHAN is a Chinese language and Chinese history teacher at Maret School in Washington, D.C. She received her A.B. at Brown University and her Am and J.D. at Harvard University. She studied at National Taiwan University's Stanford Center and Beijing University. Cohan especially values experiential learning and seeks to provide her students with a wide variety of enriching experiences both inside and outside the classroom.

RUBY COSTEA is a world languages specialist at the Maryland State Department of Education (MSDE) as well as an online instructor of Chinese for Montgomery College. She is the director of United Hands of Carroll County, a nonprofit organization that aims to improve life for immigrants; the past president of the Maryland Teachers of English to Speakers of Other Languages; and treasurer of the Maryland Association for Bilingual Education. Costea is a member of NCSFL and the English Language Learners Advisory Committee for MSDE.

HELENA CURTAIN has worked as a language educator at all levels. She served as foreign language curriculum specialist for the Milwaukee Public Schools for many years, and in that capacity she coordinated and supervised K–12 foreign language, immersion, and ESOL programs. She served as associate professor at the University of Wisconsin at Milwaukee and directed the foreign language and ESOL teacher preparation programs. She is the coauthor of *Languages and Children: Making the Match*. She has broad experience working with schools and school districts, and teaching and conducting workshops throughout the United States and internationally.

JIE DAI joined Confucius Institute at University of Kentucky as a Chinese Instructor and Administrative Assistant in October 2013. She is also a postgraduate student at Shanghai University majoring in Foreign and Applied Linguistics with Academic Research specializing in Second Language Acquisition.

WENHONG DAI is a visiting scholar, associate professor, and Jiangsu standard Mandarin examiner at the SUNY/Levin Institute Confucius Institute for Business. Dai joined the Institute in September 2011. She received her Ph.D. in literature and arts from Nanjing Normal University. She was awarded the Hanban Confucius Institute Teacher Training Outstanding Student Prize and first prize in the Teaching Competition of Nanjing University of Finance and Economics, where she is on the “Advanced Staff List.” Dai has published several leading national-level and provincial-level peer reviewed academic journals and articles.

LILIAN DANG has an M.A. in education from Capital Normal University in Beijing, China, and an M.Ed. from the University of Minnesota. She is the director of the Confucius Classroom and Minnetonka International Academy at Minnetonka School District, and an IB Chinese instructor at Minnetonka High School. She has devoted herself to Chinese immersion teaching for many years and serves as the liaison between Minnetonka and China’s exchange program.

BARBARA DRUCKER is the associate dean of academic affairs and director of arts education in the UCLA School of the Arts and Architecture. She also continues to teach graduates and undergraduates in the Department of Art. Her creative practice, which includes painting, sculpture, installation, documentary video, photography, and artists’ books, has been exhibited and collected by venues around the world.

DEBORAH ESPITIA is currently teaching Spanish at Clarksville Middle School in the Howard County Public School System (HCPSS) in Maryland. Previously, she served as the coordinator of world languages for HCPSS and as the coordinator of English for speakers of other languages. Espitia has worked in a variety of public school settings during her 34 years of world language teaching experience. She has designed and led a variety of workshops for teachers and administrators and has directed three summer STARTALK Chinese language programs.

NAXIN FAN is an experienced teacher in China and the U.S. She graduated from Heilongjiang Province Education College, specializing in K–12 language arts. She developed experimental teaching and learning methods in China. Her artistic talent led her into the art world in the U.S., where she graduated from Maryville University with a B.F.A., followed by an M.F.A. from Fontbonne University. She pursues nature and beauty in her artwork while teaching at the St. Louis Language Immersion Schools.

MARISA FANG received a B.S. of Spanish in Taiwan, followed by an M.S. in TESOL in New York. She taught ESL before becoming a Chinese teacher in Plainview-Old Bethpage Central School District. She has since become an active educator, lecturer, teacher trainer, and China trip coordinator. Retired since 2013, Fang currently serves as an adjunct professor at Molloy College in New York and a College Board guest teacher advisor. She has organized many successful trips for educators to visit schools in China and Taiwan and is coauthor of publications that include *Flying with Chinese*, a series of K–6 Chinese textbooks.

YVONNE FAWELL received a B.A. in French education at the University of Illinois and an M.Ed. in applied linguistics from Boston University. She spent five years teaching English at Helsinki University in Helsinki, Finland, and at Hebrew College in Brookline, Mass. Fawell has an administration/leadership certification from North Central College in Naperville, Ill. She teaches French and is the chair of the world languages department at Neuqua Valley, a two-building school of 4,000 students in suburban Chicago.

TARA FORTUNE is immersion program director at the Center for Advanced Research on Language Acquisition (CARLA) of the University of Minnesota. Recent publications include a coedited volume on immersion research, *Immersion Education: Practices, Policies, and Possibilities* (2011, Multilingual Matters Ltd.), and *Struggling Learners & Language Immersion Education* (2010, University of Minnesota). Fortune also serves as a member of the editorial board for the new *Journal of Immersion and Content-Based Language Education* (JICB), John Benjamins Publishing.

EMMA KAZ FRICK is an undergraduate student at Arizona State University pursuing a bachelor's degree in Chinese language with a minor in political science and a certificate in international studies. After completion of the Chinese Language Flagship Program she hopes to continue her studies through a graduate program in the field of linguistics. She is currently in fourth-year Chinese and is looking forward to studying abroad for the second time in Shanghai this summer.

YANG GAO is an immersion Chinese teacher at Xin Xing Academy at Hopkins Public Schools. She has extensive Chinese teaching experience in both China and the U.S.

YUANYUAN GAO is the sixth-grade Chinese teacher at Washington Yu Ying Public Charter School. She received her B.A. in teaching Chinese as a foreign language from Shanghai University and her M.Ed. in teaching additional languages from the University of Georgia. This is her fourth year teaching Chinese immersion.

XIU GENG is a first-grade Chinese immersion teacher at Chinese American International School as well as a fully certified Chinese OPI tester with ACTFL. Geng has 10 years of experience teaching in immersion settings and works closely with the technology teacher to provide students with quality learning opportunities.

SHARON (XUEHONG) GOU is the director of the University of Oklahoma Confucius Institute (OUCI) and co-director of the China Outreach Institute. Gou works closely with members of OUCI's executive committee to provide strategic vision and direction for the Confucius Institute. At the China Outreach Institute, Gou connects the educational resources of OU to China. Gou is responsible for the administration of training programs with public, private, and government agencies. She also volunteers as the principal of Oklahoma ABC Chinese School in Norman and serves as the adviser for the Society of Chinese Scholars and Students at OU.

LESLIE GRAHN is the acting coordinator of world languages for the Howard County Public Schools in Maryland. She has 27 years of language teaching experience at the middle and high school levels. She is a course instructor and frequent presenter at state, regional, and national conferences, specializing in best practices, specifically hands-on, interactive strategies. She also facilitates workshops on the topics of student engagement, formative assessment, and differentiated instruction.

LING GU is an experienced teacher and researcher in Chinese education, with a Ph.D. in linguistics and applied linguistics. With 14 years of experience teaching Chinese as a second language, she has a strong interest in researching Chinese teaching pedagogy and teacher training. She has experience working in the Chinese departments of universities in China, the U.S., and South Korea. She has interviewed and trained volunteer teachers for Hanban since 2005, and also participated in the most recent meeting to revise Hanban's volunteer teacher training program.

ANN MARIE GUNTER is the world languages consultant at the North Carolina Department of Public Instruction and the president-elect of the National Council of State Supervisors for Languages (NCSSFL). She serves K–12 world language educators, with a variety of state and national initiatives, to implement proficiency-based language programs.

MIN GUO was formerly an associate professor at Northeastern University in China. She now serves as a fellow of the Chinese Language Society of Hong Kong. She is the creator of "Chinese Character Pictures," and the author of a series of nontraditional Chinese textbooks. She also occasionally teaches Chinese language in an international school organization, ESF, in Hong Kong, and is also the director of Hong Kong Word Art, Ltd.

DAVID KOJO HAKAM is the secondary level curriculum specialist and eighth-grade teacher for the Portland Public Schools' Mandarin immersion program in Oregon. He has helped the middle and high school immersion program shift toward a proficiency-based curriculum. He also developed and leads two unique residency programs in China focusing on real-world language skills and community service. He has over 15 years of experience teaching in, designing, and directing Chinese programs. In addition, he helped design the Junior ACTFL proficiency guidelines at the Center for Applied Linguistics.

XUE HAN received her M.A. in education at Henan University, China, and her M.Ed. at Hamline University in Minnesota. She has devoted herself to Chinese teaching for 15 years, and currently serves as a third-grade Chinese immersion teacher and fifth-grade accelerated Chinese class instructor for the Minnetonka School District.

YI HAO is currently working at the College of William and Mary Confucius Institute as a Chinese teacher, teaching both language and cultural classes to local community and elementary schools, while pursuing her master's degree in teaching Chinese to speakers of other languages at Beijing Normal University. Her academic interests are diverse, including language acquisition, translation theories, and cultural comparison studies.

BETSY HART is the director of national outreach at the National Foreign Language Center at the University of Maryland, where she oversees the STARTALK project to support programs in providing effective learning experiences for students and professional development opportunities for teachers. She is actively involved in STARTALK outreach activities and disseminates information on STARTALK through national conference presentations and workshops.

ROBIN HARVEY is master teacher of foreign language/TESOL education in the Multilingual/Multicultural Studies Program of NYU's Steinhardt School of Culture, Education, and Human Development. She is the director of NYU's Project for Developing Chinese Language Teachers, and program director of NYU's STARTALK Immersion Training Program for Teachers of Chinese (1–6). Harvey is the founder of Greenwich Village Chinese School, which provides Mandarin programs for children from infancy through eighth grade. She is coauthor (with Pauline Huang) of *Rhythms and Tones: Inventive Songs & Chants for Learning Chinese and Rhythms and Tones 2*.

BAOZHANG HE is associate professor of Chinese at the College of the Holy Cross, a Chinese language teaching practitioner and scholar of the Chinese language, and author of numerous research articles and Chinese textbooks. His research interests include verbal semantics, Chinese pedagogical grammar, and textbook compilation. He has conducted training workshops and seminars for Chinese language teachers in the U.S., mainland China, and Taiwan.

WEI HE is the deputy director of the Division of Testing at the Hanban/Confucius Institute Headquarters, where she is responsible for the global promotion of Chinese tests, such as the Hanyu Shuiping Kaoshi. He graduated from the International Studies University of PLA and the department of risk investment at the University of International Business and Economics.

YUCHIN HO has an M.A. in Chinese literature from National Cheng Kung University, Taiwan. She has five years of experience teaching Chinese literature at Chungching Junior High School in Taipei. Ho is currently a Chinese as a foreign language teacher and curriculum designer at the Mandarin Language and Cultural Center.

WEI HONG is professor of applied linguistics at Purdue University, where she serves as the director of the Chinese language program and the university's Confucius Institute. In addition to teaching applied linguistics, business Chinese, and Chinese levels 1–4, Hong publishes and advises Ph.D. students. She works closely with the business community, K–12 schools, and academia in the state of Indiana on promoting Chinese language education.

YUQING HONG is the founding principal of Public School 310 in District 20, New York City Department of Education. Prior to establishing the school, she was a senior curriculum specialist in the NYC DOE, a reading coordinator, and an instructional specialist. Before she became an administrator, she had taught for 15 years to students of all ages. She has also served as a teacher trainer for STARTALK programs and the College Board Chinese Guest Teacher Program.

XUEWEI HOU is a volunteer Chinese teacher at the College of William & Mary Confucius Institute. She is currently a master's degree student at Beijing Normal University, majoring in teaching Chinese to speakers of other languages. Her academic interests span second language acquisition, teaching Chinese as a second language, and cross-cultural communication. Additionally, she has been trained in traditional Chinese cultural techniques, such as Chinese paper cutting, Chinese knots, and tai chi chuan. She teaches community classes in Chinese language and culture at the Confucius Institute.

MICHAEL HSU has more than five years of experience teaching in a Chinese immersion program. He is currently a fifth-grade Chinese immersion teacher at Chinese American International School, as well as an ACTFL full certified OPI tester in Chinese. Hsu is experienced in designing student-centered learning strategies using technology tools.

CHING-LING HUANG received her M.B.A. from the University of Louisville and her M.Ed. from Cleveland State University. She initiated and taught Mandarin Chinese programs in the Ohio school districts of Berea, Strongsville, and Brooklyn. Huang started a nonprofit organization, 1+1 World Language and Culture Organization, to promote global citizenship and world culture experiences among all language learners. Huang currently teaches AP Chinese and Chinese for grades 7–12, and will also teach international business next year in Brooklyn City Schools.

CATHERINE INGOLD is the executive director of the National Foreign Language Center (NFLC) at the University of Maryland. She serves as principal investigator for the Analysis and Language Learning (ALL) contract, which was formerly Langnet, the NFLC's federally funded project to develop e-learning materials at high levels of proficiency in critical languages. She is also the principal investigator of the STARTALK project, which sponsors summer programs for teachers and learners of critical languages across the U.S.

SUSAN PERTEL JAIN has a Ph.D. and is the executive director of UCLA's Confucius Institute. A specialist in Asian theater performance, she has served on the curatorial and production staffs of several international arts festivals, including the Smithsonian Silk Road Festival and the Los Angeles Festival. For over 10 years she collaborated with immigrant artists from China — including *kunqu* artist Hua Wenyi, composer Tan Dun, and *wushu* champion/*kungfu* film star Hu Jianqiang — to produce programs introducing Western audiences to China's creative traditions.

SANDRA JEFFREY is the executive director of Americans Promoting Study Abroad (APSA), which is a nonprofit organization dedicated to providing underserved public high school students with opportunities to study in China. She is a graduate of the Johns Hopkins University/Nanjing University Center for Chinese studies and holds a law degree from Michigan State University. As a veteran of multiple study abroad programs in China, she has lived in Nanjing, Shanghai, Taiwan, and Beijing for several years now.

JINGJING JI is working at Northwestern University as a lecturer. She has provided instruction at all four university year levels of Chinese language education. Her research interests are second language acquisition and language teaching pedagogy.

HONG GANG JIN is the William R. Kenan Professor of Chinese at Hamilton College, where she teaches Chinese language and culture and second language acquisition. She founded Associated Colleges in China (ACC), a rigorous Chinese study abroad program in Beijing, and now serves as its general director. She is the former president of the Chinese Language Teachers Association and the former president of the National Council of Less Commonly Taught Languages (NCOLCTL). Since 2007, she has been a member of the AP Chinese Language and Culture Development Committee, serving as co-chair for four years.

YING JIN is a teacher of Chinese language and culture in the Fremont Union High School District in Cupertino, Calif. Jin has participated in many of the California World Language Project's professional learning programs, and has been the lead teacher for several STARTALK student programs sponsored by the California World Language Project. She has presented widely at both local, state, and national conferences in the areas of teaching in the target language, student engagement, and how to create learner-centered classroom environments.

KATHRYN JOHNSON is the director of the Confucius Institute at St. Cloud State University (SCSU), where she previously served as a faculty member in the department of special education. She is currently working with the Minnesota Department of Education on the implementation of a Statewide Strategic Plan for Global Learning sponsored by a Longview Foundation grant. Johnson is also working on the development of a UNESCO Center that would focus on advancing the education and life opportunities for individuals with disabilities in China.

ANAHITA KEILLER is director of arts, cultures, and ESL at Old Bridge Township Schools. As an educational leader, she has driven several initiatives promoting world languages and cultural experiences throughout her district. Keiller's educational career has spanned the K–12 arena and includes urban and suburban school districts. At the district level, Keiller has been directly responsible for the implementation of several initiatives, such as G.L.O.B.E, Old Bridge's Confucius Classroom, the Guest Teacher and Trainee Program, and community relations within the arts and languages.

HUIZHU KONG is a Chinese teacher and Chinese program coordinator at South Washington County Schools in Minnesota. She loves to teach Chinese language and culture to elementary school students, and she works with Chinese teachers and administrators to enhance the Chinese program in the district and to increase Chinese culture awareness in the community. She changed her career path from mechanical engineering to education and received her M.Ed. degree from the University of Minnesota.

ANNA LAMM is the China program director at North Carolina State University and the U.S. director of the North Carolina State Confucius Institute. Lamm is a North Carolinian native but grew up in Hong Kong, where she learned Mandarin Chinese and gained an appreciation for Chinese culture.

JULIA LEE graduated from Shih-Chien University in Taipei with a B.F.A. in music performance. She earned her double Ed.M. degrees from Teachers College at Columbia University in music and music education and in instructional technology and media. She is currently pursuing her doctorate degree at Teachers College, is passionate about teaching, and enjoys working with students from diverse backgrounds and cultures.

KUANGCHI LEE has been teaching Mandarin Chinese for over 10 years. She has taught from kindergarten to eighth grade at Young Scholars of Central Pennsylvania Charter School and currently also serves as world language coordinator. Lee is a frequent presenter at many conferences, such as ACTFL, NCLC, and PSMLA.

LUCY LEE (竹露茜), 2012 NECTFL Teacher of the Year and 2013-14 New Jersey County Teacher of the Year, is a veteran Chinese language teacher at Livingston High School and a teacher-educator at Rutgers University and William Paterson University.

ZHUANG-ZHONG LEHMBERG is a professor of English at Northern Michigan University, where she teaches college composition, literature in translation, TESOL methods, and Chinese language courses. She is fluent in Mandarin, Cantonese, and English.

HONG LI teaches Chinese language and culture at Emory University. She received her Ph.D. in Chinese linguistics from the University of Minnesota, Twin Cities. Her teaching and research interests are in the area of Chinese language pedagogy and teaching Chinese as a second language.

HSUEH TING (SONIA) LI was born in Taiwan and moved to the United States seven years ago. She majored in Italian literature and language arts at a university in Taiwan. She loves learning different languages and has six years of experience in teaching Mandarin. She is currently a kindergarten teacher at Wedgeworth Elementary School, where she loves sharing her multicultural experiences with American children through teaching Chinese.

JING LI is currently a third-grade Chinese immersion program teacher in Hilton Head Elementary School in South Carolina. She has also taught kindergarten and first grade in the immersion program. Li leads very interactive classes, using engaging strategies to integrate Chinese language arts into different subjects. She has successfully carried out many fun activities that are meaningful for students' growth and development in the area of language learning. She was a college teacher in China before coming to the United States.

MARILYN LI is a senior from Arizona State University and is graduating with a Bachelor of Science degree in economics and a certificate in international business. After joining the Chinese Language Flagship Program, she completed her Capstone year in fall 2012 by interning with the Sichuan Province Meishan Paper Company in its accounting and finance department. Following her graduation this May, Li will attend law school at New York University.

QI LI is currently teaching Chinese language and culture at the Center for Global Studies at Brien McMahon High School in Norwalk, Conn. She enjoys working with her students and colleagues very much.

QIUHUI LI is a Mandarin Chinese teacher in Shaker Heights Public Schools. Li received an M.A. in English from Dalian University of Foreign Languages and an M.Ed. in curriculum and instruction from Cleveland State University. Having taught K–16 in foreign language classrooms of different levels, Li also has experience in curriculum design and alignment.

QIUYU JULIE LI obtained her M.A. degrees in literature (in China) and linguistics (in the U.S.) She has taught college for over 10 years. After earning California Single-Subject and Multiple-Subject teaching credentials, she started her career at the Barnard Asian Pacific Language Academy in 2011. She taught first grade for the first year, and has taught kindergarten since 2012. Her primary interest is in biliteracy development with Chinese immersion students. Currently, she also serves as a board member for the Chinese Language Teachers Association of Southern California (CLTA-SC).

SZU-MING LI has taught in bilingual classroom settings for seven years in Taiwan and the U.S. She is currently teaching junior kindergarten/kindergarten Chinese immersion at Dr. Martin Luther King, Jr. School, Cambridge Public Schools in Massachusetts.

WANG LI is a student teacher at the elementary schools of Old Bridge Township Public Schools in New Jersey. He is a Chinese artist from Beijing, placed in Old Bridge through the Hanban–College Board Chinese Guest Trainee Program. Li’s unique talent is Chinese paper cutting. He graduated last summer with a master’s degree from Minzu University of China. His artwork has won many national awards in China.

CHUSHENG TANG LIAO is an eighth-grade Chinese immersion teacher at Chinese American International School. She is a fully certified Chinese OPI tester, OPIc rater, APPLE rater by ACTFL, and AP Chinese Reader. She has 18 years of experience teaching in immersion settings and is an expert in differentiated instruction.

SHANMAN LIAO is an instructor at Old Bridge School District in New Jersey. She is dedicated to the development of the Old Bridge Confucius Classroom and seeks opportunities to connect Chinese learners and communities globally. Her interests include teaching and student activities in the Confucius Classroom, methodology on teaching Chinese as a second language, the relationship between language and culture, and Chinese language promotion around the world. She has published several research articles in China and the U.S.

LUYI LIEN is the academic director of Yinghua Academy. She received her Ph.D. in education from the University of Minnesota and has over 10 years of teaching experience in Taiwan and the U.S. She has taught and developed curricula at Yinghua Academy since the school opened in 2006. She provides ongoing direct supervision, support, assessment, and resources for teachers through individual and group professional development. She has presented at national and international conferences on Chinese language learning, immersion, and action research, and on Chinese literacy instruction and evaluation.

CHENG-SIM LIM is an independent film curator and filmmaker with programming expertise in a wide range of American and international cinemas. Formerly co-head of exhibition and public programs at the UCLA Film & Television Archive, Lim has, through her 20-year curatorial work, introduced many now acclaimed international filmmakers to U.S. audiences. She is currently the chief curator of the China Onscreen Biennial (银幕中国双年展). Her programming interests include overlooked popular and “minor” cinemas, and promoting media literacy.

CHIWEI LIN is the curriculum coordinator of the Chinese language and culture program for the Gahanna-Jefferson School District; she oversees the district’s Chinese language curriculum, instruction, and professional development. She directs Chinese language summer camps and coordinates student and administrator exchanges with schools in China. She also serves as the curriculum and assessment consultant for Chinese language programs at the Ohio Department of Education and the Ohio State University.

SHWU-FEN LIN teaches Chinese at Princeton High School in New Jersey, where she has developed the Confucius Classroom program. A frequent speaker on best practices in Chinese teaching, she was also a master teacher in the Princeton/West Windsor STARTALK program. She is an author of a series of Chinese books for high school students.

YUANYUAN LIN is currently teaching Chinese at the University of North Carolina at Pembroke. She received her master’s degree, with a major in teaching Chinese, from Rutgers University. Her research interest focuses on pedagogy for K–16 students.

YUE LIN is currently the Chinese house tutor at the College of William & Mary and is also working at the College of William & Mary Confucius Institute. He has accumulated experience in teaching Chinese as a second language to university-level students and in organizing Chinese cultural activities. His research interests include cross-cultural communication and second language acquisition.

DAOYU LIU is an elementary Chinese immersion teacher at Xin Xing Academy at Hopkins Public Schools.

NA LIU is a Chinese language and assessment specialist at the Center for Applied Linguistics. She received her Ph.D. in language education and policy from Arizona State University. Her current research expertise focuses on Chinese language assessment and heritage language education.

PING LIU is a professor in the teacher education department at California State University at Long Beach. Liu works closely with preservice and in-service teachers as well as school administrators and parents on professional development of Mandarin programs, including immersion. She also conducts research, with numerous publications on teacher education, multilingual/cultural education, and immersion programs.

SHAN-LI LIU has more than 20 years of teaching experience and is enthusiastic about promoting Chinese language and culture through technology. Liu is dedicated to deep language understanding and cultural appreciation through classic and modern Chinese literature. Liu focuses on connecting pre-K–12 Chinese programs and the AP/IB Chinese curricula with adult learners and lifelong learning.

YANJUN LIU teaches Chinese at Chatham Hall, an all-girls boarding high school in Virginia. She is a participant in the Hanban–College Board Chinese Guest Teacher Program. Prior to her work at Chatham Hall, she taught in the Philippines for three years.

PAT WEN-TSUI LO is currently a resource specialist for a New York State Education Department–funded project at New York University. She is a dedicated educator with over 27 years of experience in teaching and teacher training in the field of second language/foreign language education. Additionally, Lo is an adjunct lecturer in the methods of teaching Chinese and bilingual education at the City University of New York, and a consultant for both the National Foreign Language Center STARTALK Project and the College Board Chinese Language and Cultural Initiatives.

JASON LOOSE is a 2012 graduate of the Chinese Language Flagship Program at Arizona State University. While a Flagship student, he participated in the 2010 ACC Field Studies Program, which gave him the chance to travel and practice teaching in rural areas of Northeastern China. He also spent one year living in Nanjing, where he studied Chinese language and pedagogy and also worked at a local apparel firm. Currently he teaches Chinese language and culture, and mathematics, at Thousand Oaks High School in Thousand Oaks, Calif.

JINGFU LU, currently a Chinese guest teacher through the Hanban–College Board Chinese Guest Teacher Program, is in her second year teaching at Lima Senior High School in Ohio. She previously served for three years as a Hanban volunteer Chinese teacher in Phuket Vocational College, Phuket Island, Thailand.

MEICHAN LUO was previously a university teacher, a member of the International Society for Chinese Language Teaching, and a Hanban interviewer for Chinese visiting teachers heading abroad. She is now working as a Hanban–College Board guest teacher in Sarasota Middle School in Florida. She is dedicated to bringing to her students authentic Chinese language and culture through a combination of her university teaching background, teaching experience in Thailand, and preservice training.

STACY LYON is Utah’s Chinese dual language immersion director, overseeing nearly 30 elementary Chinese programs servicing 7,000+ students in the 2013-14 school year. Prior to joining the Utah State Office of Education, Lyon served as a Chinese instructor and world language program director at a K–9 public charter school in Lehi, Utah, for several years. She is an experienced mentor, having worked closely with numerous teachers from Peru, Mexico, Jordan, Egypt, Taiwan, and mainland China.

LEI MA has been the Chinese deputy director of the College of William and Mary Confucius Institute since it was established in 2012. Prior to this position, she was teaching English at the School of Foreign Languages and Literatures at Beijing Normal University since 1987. She has a B.A. from Beijing Normal University, an M.A. from Saint Mary’s University, Canada, and a Ph.D. (A.B.D.) in Chinese folklore from Beijing Normal University.

DEVINDER MALHOTRA has served as provost and vice president for academic affairs at St. Cloud State University since 2009. Previously, he was dean of the College of Arts and Sciences at the University of Southern Maine. Malhotra has been a strong advocate for Chinese immersion programs in the state of Minnesota. During his tenure at St. Cloud, he led the reorganization of higher education and has championed global education for K–16 partnerships. He will begin serving as president of Metropolitan State University in St. Paul, Minn., in July.

SARAH MCLEAN is head of English language learning at Chinese International School in Hong Kong.

MICHELLE MEDVED is an educator and administrator in the Deer Valley Unified School District (DVUSD) in Arizona. Medved has master's degrees in counseling and educational leadership, and is pursuing an Ed.D. in educational leadership. She was a teacher and a guidance counselor for 12 years before moving into administration at DVUSD in 2005. She has worked to build community, teacher, and student interventions to help students succeed, and has also built student, staff, and teacher education and academic curricular programs.

TINGTING MEI is a first-grade teacher in Hacienda La Puente Unified School District. She obtained her master's degree in elementary education at State University of New York College at Cortland. She obtained her bachelor's degree in elementary education (math) at Capital Normal University in Beijing, China.

MYRIAM MET has been a foreign language teacher, a district supervisor, and the acting director of the National Foreign Language Center at the University of Maryland. She is currently an independent consultant, working with schools, districts, state offices, universities, and private agencies on strategic planning and support for immersion programs. She has worked with 20 Chinese immersion programs in and beyond the U.S., in addition to over 25 programs in the state of Utah.

CYNTHIA NING is associate director of the Center for Chinese Studies of the University of Hawaii, U.S. director of its Confucius Institute, and director of its annual STARTALK–funded teacher-training institute and student camp. She is the author of three sets of language instructional texts from Yale University Press: *Encounters: Chinese Language & Culture*; *Exploring in Chinese*; and *Communicating in Chinese*. Her specialization is task-based language instruction in Chinese.

WEI-PING PAN is assistant to the president, director of the Confucius Institute, and Sumpter Professor of Combustion Science and Environmental Technology at Western Kentucky University. Since 2011, he has served as “One Thousand Expert” Professor for North China Electric Power University. Pan received the Mettler Award from North American Thermal Analysis Society (NATAS) in 2008, which recognizes distinguished achievement in the field of thermal analysis. He has published more than 170 peer-reviewed papers in the last 20 years.

EDWARD PARK is the principal of Barnard Asian Pacific Language Academy in the San Diego Unified School District. Once a failing public school and on the verge of closure, Barnard was transformed into a celebrated and successful program through its implementation of the Mandarin Chinese immersion model. Under Park's leadership, Barnard has received numerous recognitions, including the Title One Academic Achievement Award, the California Distinguished School, the Magnet School Distinction Award, and the International Confucius Classroom of the Year Award, presented by Confucius Institute/Hanban.

BELKIS RAQUEL PAULINO is a professional educator with over a decade of experience in teaching, organizational development, nonprofit management, and educational leadership. As the director of Little Linguists International Preschool, Paulino developed the Chinese immersion curriculum and experience for young language learners. The program's success is due to the processes, culture, and sense of community that she established within the team of early childhood professionals and the Confucius Institute. Paulino has also worked as a business development consultant, charter school vice chair, high school teacher, and early childhood teacher.

JIE PENG is currently a Chinese language teacher in Wheatmore High School and Trinity High School. She is a participant in the Hanban–College Board Chinese Guest Teacher Program. She graduated from Shaanxi Normal University, where she received a B.A. in teaching Chinese as a second language and an M.A. in teaching Chinese to speakers of other languages. Prior to coming to the United States, she served as a Chinese language instructor for Ma Chung University in Indonesia and Shaanxi Normal University in China.

PING PENG is a Chinese immersion teacher at Scenic Heights Elementary School and immersion department chair in Minnetonka Public Schools, which has about 1,000 Chinese immersion students. She is also a Ph.D. student in second language and cultures education at the University of Minnesota, Twin Cities. She dedicates herself to identifying, designing, and implementing effective and practical pedagogical strategies for Chinese immersion education based on her daily teaching practice.

JOY KREEFT PEYTON has a Ph.D. and is a senior project associate with the Chinese Early Language and Immersion Network (CELIN) at Asia Society, working with key stakeholders to develop and improve Chinese language education in the U.S. She is also a senior fellow at the Center for Applied Linguistics, where she has a long history of working with teachers and administrators in language programs for students who are learning English as a second language and for heritage language speakers. Her work focuses on the preservation and development of proficiency of speakers of languages other than English (in those languages) and development of programs dedicated to developing proficiency.

LISA PODBILSKI is an upper school Chinese teacher at Louisville Collegiate School in Kentucky. She is in her 14th year of teaching Chinese and is the co-chair of the AP Chinese Language and Culture Development Committee. She is currently serving on the board of directors for the Chinese Language Association of Secondary-Elementary Schools (CLASS). She was the recipient of the Florida Foreign Language Association Teacher of the Year and the Florida Chinese Language Association Chinese Teacher of the Year in 2010. In 2011, Podbilski won the Teacher of the Year Award for the Southern Conference on Language Teaching.

TONYA PORTER is in her seventh year as head of Primary at Chinese International School in Hong Kong.

CLAUDIA ROSS is a professor of Chinese at the College of the Holy Cross. She has published scholarly articles on Chinese syntax and semantics, and is the author or lead author of many Chinese reference grammars and textbooks. She served as the director of STARTALK programs on Chinese literacy development in 2012 and 2013, and will direct a STARTALK program on reading and writing in Chinese as a foreign language in summer 2014.

MADLYN ROSS is director of China Initiatives at George Mason University. She studied at Princeton, Columbia, and Fudan universities and has taught Chinese at George Mason University. She enjoys helping to develop connections between American and Chinese students and scholars interested in learning more from and about each other.

KAREN SCHULTE has led the School District of Janesville on a “Journey to Excellence” that has resulted in higher student achievement, lower costs, and a highly focused school system. Under her leadership, seven schools have become Wisconsin Schools of Promise, one school is a National Blue Ribbon School, and both high schools have been named as some of the best schools in the nation by *U.S. News & World Report*. The district is developing its international program further to include students and teachers from countries around the globe.

JAMES SCHWARZ has an extensive background in curriculum, school improvement, staff development, and multicultural understanding. Since joining Oxford Community Schools in 1998, Schwarz has served as principal, chair of the Science Frameworks Committee, Oxford Schools Gifted and Talented program coordinator, and member of the District Coordinating Council. As assistant superintendent for curriculum, he has spearheaded the development of new programming and maintained critical accreditations. He was instrumental in making Oxford Schools the first pre-K–12 Public International Baccalaureate Authorized World School District in Michigan. Schwarz received a Ph.D. in educational leadership from Oakland University.

YI SHAO is the fifth-grade Chinese lead teacher at Washington Yu Ying Public Charter School. She received her B.A. in teaching Chinese as a foreign language from Shanghai Normal University and her M.A. in international and multicultural education from the University of San Francisco. This is her fifth year teaching Chinese immersion.

WEI SHEN is a second-grade teacher at Yu Ming Charter School, where she was one of the founding teachers of the program.

KUN SHI has served as the director of the Confucius Institute at the University of South Florida since 2010. Previously, he was director of the Ohio State University K–12 Chinese Flagship Program. Before joining OSU, Shi was a program evaluator at the Ohio Legislative Office of Education Oversight, program development director of the Ohio Asian American Community Services, and lecturer/TA in cultural anthropology at Denison University and OSU. Shi is a guest professor of several universities in China and author of numerous books and papers on folklore, shamanism, and teaching Chinese as a foreign language.

MARY SHUAI is currently the president of the Chinese School Association in the United States (CSAUS). She has worked extensively in education in both China and the U.S., having majored in pedagogical psychology and education. Since 1996, she has been serving heritage Chinese schools as a teacher, principal, board member, and vice president of CSAUS. She is also currently a member of the World Association of Chinese Writers.

DUARTE SILVA is the executive director of the California World Language Project based in the Stanford University Graduate School of Education. In this role, he is responsible for seven regional sites throughout California dedicated to strengthening the teaching and learning of world languages and cultures throughout the state. Silva is a frequent presenter at local, state, and national conferences and is a member of several advisory boards and committees pertaining to world language education. His recent research interests include immersion education, language pedagogy, and the role of reflection in professional learning practices.

WILLIAM SKILLING is the superintendent of Oxford Community Schools and has been a school administrator and adjunct professor for over 20 years. Under his leadership, the district implemented an 11-year required Fifth Core Chinese world language program in which over 2,400 students are learning Chinese. He has established 20 sister schools in China and cofounded an international high school in Shenyang. He established the first international residential academy for Chinese students in Michigan. Last December, the district received the designation of Confucius Classroom of the Year, and it recently became Michigan's only pre-K through 12th-grade school district authorized as an International Baccalaureate World School.

ROBERT SMILEY is chief information officer for the School District of Janesville, joining the staff in July 2012. He is a former Peace Corps Volunteer and has been working in IT since 1993. Smiley graduated from the University of Wisconsin–Madison, where his research focused on leadership, data use, and contextual factors in successful technology programs. His work with the Janesville International Program has been focused on the power of technology to connect classrooms, teachers, and students with one another.

JIHUA SONG is director of the language resources and technology lab at Beijing Normal University, as well as a professor at BNU's College of Information Science and Technology. He is currently the director of the Chinese information Processing Society and the director and vice president of the Association for Modernization of Chinese Language Education (AMCLE). Song's primary interests are the application of computers in education, Chinese information processing, and knowledge and software engineering.

MADELINE K. SPRING (司马德琳) is a professor of Chinese at Arizona State University, where she serves as director of the ASU Chinese Language Flagship, director of the Chinese Flagship/ROTC Pilot Program, director of the ASU Confucius Institute, and director of the Chinese Language Program in the School of International Letters and Cultures (SILC). Her research interests are divided between medieval Chinese literature (especially Six Dynasties to Tang prose and rhetoric) and current issues in Teaching Chinese as a Foreign Language (TCFL). In that area her focus is on curricular design and implementation, content-based instruction, intercultural communication, and online communities.

HEIDI STEELE has been teaching Chinese at Gig Harbor High School and Peninsula High School in Gig Harbor, Wash. since 2005. As the Confucius Classroom Coordinator for the Peninsula School District, she established a partnership with the Mudanjiang No. 1 High School in Heilongjiang Province and currently runs a two-way student exchange program focused on language and cultural immersion. This past year, she also began working with the College Board to mentor guest teachers from China.

DANJIE SU is a Ph.D. student, a graduate student researcher, and a teaching associate at UCLA. Her research areas are discourse and grammar, Chinese linguistics, and teaching and learning Chinese as a second language.

DONG SUN is presently a professor of English literature at the Nanjing University of Finance and Economics (NUFE). She has also served as associate dean of the Higher Education Research Institute at NUFEE. Her academic interests encompass literature, cultural studies, and media. Sun received her Ph.D. from Nanjing University and is now in a postdoctoral program in communication and media studies. She has been teaching for more than 20 years and has received awards for her teaching excellence. Sun has authored a book, numerous academic articles, and a collection of poems.

XI SUN is an immersion Mandarin Chinese teacher at the Global Village Academy in Denver, Colo. She received her B.A. in teaching Chinese as a foreign language from East China Normal University and an M.A. in TESOL/foreign language education from New York University. She is a New York State–certified teacher in Mandarin Chinese and in English as a second language.

DAVID TAI has served in a range of positions, including school principal, board chair, and president of the parents' association, for the South Bay Chinese Culture Association, which operates a heritage South Bay Chinese School of Language and Culture in Rancho Palos Verdes, Calif. He currently serves as the president of the National Council of Associations of Chinese Language Schools (NCACLS). NCACLS is a national liaison organization for Chinese schools across the U.S., serving 800 member schools with a student enrollment exceeding 120,000.

SANDRA TALBOT became the director of special projects for the Utah State Office of Education (USOE) Dual Language Immersion Programs after completing four years as the director of Utah's Dual Language Chinese Immersion Program. Under Talbot's direction Utah's Chinese immersion programs grew from 8 schools to 28 schools from 2009 to 2013, employing 99 Chinese teachers and enrolling approximately 6,000 Chinese immersion students. She is currently the immersion director for the USOE and the Brigham Young University Flagship K–12 Center, which represents 21 states and 55 Chinese immersion elementary schools.

DALI TAN is the president of CLASS and a member of the AP Chinese Language and Culture Development committee for two years. Currently she co-chairs the Chinese K–16 Standards Project and serves on the CLASS Curriculum Committee and the taskforce of STARTALK at the National Foreign Language Center. She is also the first president of the Chinese Language Teachers Association-National Capital Region (CLTA-NCR).

KAI TAN teaches in the Chinese immersion program (grades one and two) at the Dr. Martin Luther King, Jr. School in Cambridge, Mass. In addition, she worked for six years with preschoolers and another year as a Head Start supervisor. Cantonese is her first language, Mandarin is her second, and English is her third. She received a bachelor's degree from Lesley University and a master's degree from Wheelock College. She loves children and enjoys teaching at the King school. She believes that every child can learn!

FRANK LIXING TANG is professor of foreign language education at New York University. He served as director of NYU's TESOL/foreign language education/bilingual programs for 15 years, from 1998 to 2012. He is also the principal investigator of NYU's Project for Developing Chinese Language Teachers (DCLT) and the STARTALK Program on Chinese immersion programs. His research interests include foreign language teaching methodology, brain-based learning, and humanistic approaches to teaching and learning.

PO TANG has a master's degree in early literacy education and bilingual education. Her areas of expertise include teaching Chinese as a foreign language and teaching English to English language learners (ELL), as well as teaching literacy and arts. Her professional experience includes eight years of teaching elementary literacy integrated with the arts, three years as an assistant principal, and two years as principal at Van Asselt Elementary School. This is her first year as principal at Beacon Hill International School in the greater Seattle area, which has offered Mandarin and Spanish language immersion programs for six years.

HONGYIN TAO is professor of Chinese language and linguistics at UCLA and president of the Chinese Language Teachers Association.

SHIFFON XUEFENG THEODOROU teaches Chinese at Simsbury High School in Simsbury, Conn. She was born and raised in Xi'an, studied philosophy at Zhejiang University, and then studied comparative literature at Johann Wolfgang von Goethe University in Germany, where she received a master's degree in German, English, and Chinese literature. She then moved to Athens, Greece, where she studied modern Greek. After moving to the United States in 2002, she began teaching at the Connecticut Chinese Language Academy, as well as in local public schools.

LYNN THOMPSON is a research associate at the Center for Applied Linguistics. She has an M.A. in international relations from American University and an M.S. in applied linguistics from Georgetown University. She has been involved in K–12 and postsecondary world language assessment for over 20 years. Her current focus is on K–8 world language assessment, particularly for less commonly taught languages.

STEPHANIE VLAHOS is a professional opera singer, stage director, and arts educator. A passionate advocate of outreach and mentorship in the arts by professionals, she established the Full Circle Opera Project at the Los Angeles County High School for the Arts (LACHSA) and is the creator and director of *Pacific Cinderella*, a joint production between LACHSA and the Hangzhou Arts High School.

JOE WACKER has served as the principal of Minnetonka’s Scenic Heights Elementary School, home to one of only two Chinese full immersion programs in Minnesota, since 2007. Wacker also serves on the St. Cloud State University Confucius Institute Board of Directors. With over 750 students in Minnetonka enrolled in Chinese immersion, the district has been working to develop a strategic plan for expanding the program through high school. Wacker has been a catalyst for the development of a strong sister school partnership with Beijing Normal University Affiliated Elementary School.

QIANQIAN WANG is Confucius Institute manager at Houston Independent School District. She has had extensive experience in Chinese language and culture education at Houston ISD, Harvard University, Princeton University, Columbia University, and PS 87 William T. Sherman School in New York. Throughout her teaching and training career, she was heavily involved in various projects for language program development, including public school teacher training, a cultural and linguistic exchange program at Princeton University, and a preservice instructor training program at Harvard University. Among her many awards, she was the recipient of Harvard University Distinction in Teaching Award for two consecutive years.

SHUHAN C. WANG is president of ELE Consulting International, providing technical assistance, professional development, curriculum and material development, and program evaluation in language education to schools, districts, institutions of higher learning, organizations, businesses, and governments. She serves as director of CELIN @ Asia Society. She is the former executive director for Chinese Language Initiatives at the Asia Society and former deputy director of the National Foreign Language Center. She serves as an adviser to the Ministry of Education in Singapore and has been working with the Maryland State Department of Education to develop elementary STEM–focused world language curricular modules.

VICKY WANG is a high school Chinese language teacher at Georgetown Day School in Washington, D.C. She has taught and designed language curriculum for students from second grade to twelfth grade. Wang has also been involved in designing and implementing curriculum for after school enrichment programs, as well as a STEM–integrated STARTALK Chinese language program.

XIAORONG WANG is working at the University of Wisconsin–Milwaukee as a lecturer and Chinese program coordinator. She has experience in teaching all levels of Chinese language courses, as well as teaching a Chinese film course and an English course on Chinese culinary culture. Her research interests are Chinese pedagogy and Chinese culture.

WEN WEI graduated from Shaanxi Foreign Language University in Xi’an. She taught ESL for 14 years in China before she took the position as a Chinese teacher in the Longview School District through the Hanban–College Board Chinese Guest Teacher Program. During her time in the Longview School District, she has presented to the local Rotary Club and the Longview School Board, and organized multiple schoolwide Chinese New Year celebrations.

RYAN WERTZ is a world languages consultant at the Ohio Department of Education. He is also the current president of the National Council of State Supervisors for Languages (NCSSFL). His work supports the efforts of K–12 world language educators and students throughout Ohio and across the country.

I-HAO WOO is a visiting assistant professor and the interim director of Chinese studies at the University of Miami. He received his Ph.D. in applied linguistics from Boston University. Woo’s primary research interests include syntax and semantic interface, tense and aspectual systems cross-linguistically, and teaching Chinese as a foreign language.

HAIPING WU is a Ph.D. candidate of Chinese applied linguistics at UCLA, with a focus on conversation analysis, discourse analysis, and language pedagogy.

XINYI XU is a second-grade teacher at Yu Ming Charter School.

YANJIE XU graduated from Shandong Normal University with a bachelor’s degree in Chinese language and literature. She taught Chinese in China for four years before starting a position in Onslow County Schools, North Carolina, through the Hanban–College Board Chinese Guest Teacher Program. Her school in China, the Primary School Attached to Shandong Normal University, will send its first group of exchange students to her elementary school in North Carolina this spring.

NA YANG served as a teacher trainer of New Oriental Education and Technology Group in China, as well as a guest interpreter at the U.S. consulate. She is currently teaching Chinese at Winton Woods High School in Cincinnati, Ohio.

YONGLUAN YE is a dedicated educator who loves to create fun curriculum and work with students. Growing and learning with her students gives her great joy.

PEARL YOU has 12 years of teaching experience in dual language environments, both in China and the U.S. In her capacity as Chinese program coordinator at Washington Yu Ying Public Charter School, she leads the Chinese teaching team and implements training sessions in immersion planning, teaching, developing, and curriculum delivery. Her office has also led the creation and implementation of schoolwide language assessments, developed teaching resources, and provided additional pull-out or push-in support to classes at all grade levels.

CHIUNG-CHEN YU has been a Chinese language teacher in the Mandarin Chinese immersion program at Hosford Middle School for the past six years. She grew up in Taiwan and came to the U.S. for graduate studies in cognitive psychology and then worked in the technology industry. Yu sees teaching Chinese to middle school students as a great opportunity to apply her research and technology experience in an educational setting.

ZIQIAN YU is currently a first-grade Chinese immersion program teacher in Hilton Head Elementary School, South Carolina. Yu is in her second year with the Hanban–College Board Chinese Guest Teacher Program. Prior to teaching in the U.S., Yu received her M.A. in linguistics and applied linguistics and taught in college for four years in China. Her research interests are teaching Chinese as a second language and intercultural conflicts.

FANG YUAN is an experienced Chinese teacher with an extensive teaching background. His teaching area includes Chinese language, culture, and social studies. He has taught in both China and U.S., from K–12 to the college level. Currently he is an immersion Chinese teacher at Hopkins Public School District.

GERALD YUNG is the principal of the Dr. Martin Luther King, Jr. School in Cambridge, Mass. The Dr. Martin Luther King, Jr. School is a prekindergarten to fifth-grade public school. Prior to the King School, Yung was the principal of the Seven Hills Charter Public School in Worcester, Mass. He has a master's degree in education, school leadership, from Harvard University; a master's degree in middle school education from Lesley University, and a Bachelor of Arts degree from Emory University.

HELEN YUNG has devoted over 15 years to the fields of education, marketing communications, and second language acquisition. As the vice president of Academics for Better Chinese, Yung is responsible for overseeing and designing the company's suite of academic services and curriculum. She also helps the company with business development, teacher training, and managing relationships with teachers and schools (both public and private). She served as the academic director of FLS, a language academy at Citrus College in Southern California, where she provided professional training for language instructors, selected curriculum for the center, and taught adults and children ESOL (English to Speakers of Other Languages).

BRANDON ZASLOW serves as the director of a site of the California World Language Project, which aims to serve the professional development needs of teachers in the Los Angeles area. The site offers programs for teachers of commonly and less commonly taught languages and for teachers of native speakers. Zaslow is an author of *Entre mundos*, a program in Spanish for Spanish speakers, and *Invitaciones*, a parallel program for nonnatives. He has presented at conferences on a variety of topics, including standards-based instruction, programs for receptive bilinguals, heritage and native speakers, and models for development of teacher leadership.

CATHY ZHANG is head of Chinese language learning at the Chinese International School in Hong Kong.

KARL ZHANG received his education at Fudan University and Stanford University. He is the founder of the Chinese program at George Mason University, a seasoned instructor of Chinese language and literature, and a scholar of cultural studies, with abundant experience in bringing contemporary China to the American classroom.

MIAO ZHANG is a second-grade teacher at Washington Yu Ying Public Charter School.

XINGYU ZHANG is currently a board member of CSAUS and is the director of the Department of Major Projects of CSAUS. Since 2002, he has served as the vice principal, principal, and chair of the board of the Ann-Hua Chinese school in Michigan. He has thrice organized Chinese competitions of the Chinese School Association of Michigan and, in 2005, he collected, edited, and published the artwork of the winners of the heritage Chinese youth art competition in the U.S.

XUEYING ZHANG developed the Chinese program at Georgetown Day School in Washington, D.C., where she currently serves as a high school Chinese language teacher, the director of the Chinese program, and Chinese exchange program coordinator. She designed the curriculum for beginning Chinese to AP Chinese courses, and coordinates the Chinese program for third grade through 12th grade. Zhang was the mentor and lead teacher of the U.S. team in the Chinese Bridge International Chinese Proficiency Competition for Foreign Secondary School Students in 2013.

YIJIA ZHANG is presently working as a Chinese instructor at the Confucius Institute for Business at SUNY. Previously, he worked in the international office at Nanjing University of Finance and Economics (NUFE). During his time at NUFE, he served as the coordinator of foreign teachers' affairs, the student exchange program, and the overseas students programs of NUFE and CIB domestic affairs. Zhang has published articles on higher education management in several academic journals.

YONGLING ZHANG-GORKE is the assistant director of the Confucius Institute at the University of Minnesota, where she works with students, teachers, and administrators to sustain and enhance Chinese programs in Minnesota. She has taught Chinese to both college and K–12 students in England and Oklahoma. An energetic and dedicated educator, she works with various audiences to develop global competency through the learning of language and culture.

JING ZHAO is a Chinese immersion teacher at the Minnetonka Public School District. She holds a master's degree in the science of teaching from Pace University. She has experience working for the Chinese immersion program offered by Concordia Language Villages since 2006, and served as an assistant director of the Chinese immersion program at Middlebury-Monterey Language Academy in 2010. She is currently pursuing further studies at the University of Minnesota and is interested in studies of comparative education and language education.

YONG ZHAO is presidential chair at the College of Education at the University of Oregon, where he also serves as the director of the Institute for Global and Online Education and a professor in the department of educational methodology, policy, and leadership. He has extensive experience in developing and studying technology for language education.

TING ZOU is a fourth-grade Chinese immersion teacher at Minnetonka Public Schools in Minnesota. She received her bachelor's degree in elementary education from China and her Master of Arts degree in teaching from Hamline University.

SHERRI ZYNDA is currently the director of special programming for the Gahanna-Jefferson Public School District. She works in collaboration with the curriculum coordinator of the Chinese language and culture program to oversee the Chinese language curriculum, instruction, and professional development. Zynda is also instrumental in the planning and organization of the winter Chinese camp and the spring Chinese camp, which promote the international exchange of students and teachers and the collaboration on academic projects with schools in China.

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Asia Society's Leadership



Josette Sheeran

Josette Sheeran is the seventh president and CEO of Asia Society where she is responsible for leading and advancing the organization's work throughout the U.S. and Asia, and across its disciplines of arts and culture, policy and business, and education. Before joining the Asia Society, Sheeran served as the vice chair of the World Economic Forum, where she helped advance global initiatives and global, regional, and industry agendas. Prior to her tenure at the World Economic Forum, she was executive director of the United Nations World Food Programme (WFP), appointed by U.N. Secretary-General Kofi Annan in 2006. Sheeran has held senior positions in the U.S. government, and in those positions she conducted high-level diplomacy with virtually every nation in Asia. As U.S. under secretary of state for economic, business, and agricultural affairs, she led new U.S. Department of State initiatives that supported economic transformation and reconstruction in Afghanistan and Central Asia, and with Asia-Pacific Economic Cooperation and the Association of Southeast Asian Nations. Earlier she served for five years as deputy U.S. trade representative, conducting negotiations across Asia that included China, Australia, Singapore, India, Korea, and Japan. She was honored by the Huffington Post with its Game Changer Award in 2011; in the same year, Forbes named Sheeran the world's 30th most powerful woman. Foreign Policy has listed her among its top 100 women on Twitter, and Sheeran's TED Talk on ending world hunger has been viewed more than one million times.



Anthony Jackson

Anthony Jackson is vice president for education at Asia Society. He leads Asia Society's Education Department, which strives to enable all students to graduate from high school prepared for college, for work in the global economy, and for 21st-century global citizenship. Jackson oversees the Education Department's multifaceted approach, which includes the International Studies Schools Network, a network of over 30 globally focused schools around the United States; the Chinese Language Initiatives, which provide national leadership to support learning of Chinese language and culture; development of curriculum materials, professional development, and other learning resources to support development of global competence; and the Global Cities Education Network, which fosters collaboration between Asian and North American school systems for mutual improvement.



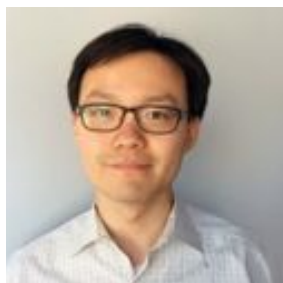
Vivien Stewart

Vivien Stewart is the senior advisor for education at the Asia Society and chair of the Confucius Classrooms Initiative. From 2001 to 2009, she led the development of Asia Society's programs to promote the study of Asia and other world regions, languages, and cultures in American schools and to build connections between U.S. and Asian education leaders. Before her work at the Asia Society, Stewart was the director of education programs at Carnegie Corporation in New York. She has undergraduate and graduate degrees from Oxford University, and her book, *A World-Class Education: Learning from International Models of Excellence and Innovation*, was published in February 2012 by ASCD.



Christopher M. Livaccari

Christopher M. Livaccari is a language educator, author, and former U.S. diplomat who held postings in Tokyo and Shanghai. He is currently upper elementary principal and Chinese program director at International School of the Peninsula in Palo Alto, Calif., and a senior advisor at the Asia Society, where he was previously director of Education and Chinese Language Initiatives. During his time at the Asia Society, Livaccari created a collaborative national network of 101 U.S. schools in 28 states that teach Chinese and their partner schools across 23 provinces in China. He was the founding director of the High School for Language and Diplomacy and a founding member of the faculty at the College of Staten Island High School for International Studies, both members of the Asia Society's International Studies Schools Network. He is the coauthor of *Structures of Mandarin Chinese for Speakers of English* (Peking University Press) and the *Chinese for Tomorrow* series (Cheng & Tsui). A graduate of Columbia University, the University of Chicago, and New York University, he received the U.S. State Department's Meritorious Honor Award, citing outstanding speeches written for two U.S. ambassadors to Japan. He is a lifelong learner of classical and modern Chinese, Japanese, and Korean, among other languages.



Jeff Wang

Jeff Wang is director of Education and Chinese Language Initiatives at Asia Society, where he leads a team that creates programs to catalyze understanding, communication, and collaboration among young people in the U.S. and China. He initiated and supports 100 pairs of sister schools between the two countries, and writes frequently on the importance and practicalities of youth partnership and exchange. He also helped organize the annual official U.S.–China State and Province Chief Education Officers Dialogue. Wang advises education leaders in both China and the U.S. on building innovative, substantive, and mutually beneficial partnerships. He designs study missions and learning programs for policymakers and education leaders in both countries to achieve a more nuanced and in-depth understanding of each other's education systems and reforms. Previously, he worked at the Connecticut State Department of Higher Education and the Department of Education on the state's academic exchange initiatives with Germany and China. He majored in German studies, international relations, and economics at Connecticut College and received his M.A. in aWang has lived, worked, and studied in Connecticut, New York City, and the Universität Heidelberg. He speaks Chinese, English, and German.

College Board's Leadership



David Coleman

David Coleman is the ninth president of the College Board. Prior to joining the College Board, Coleman was a founding partner of Student Achievement Partners, the nonprofit education organization that played a leading role in the development of the Common Core State Standards in math and literacy. Coleman also cofounded the Grow Network — an organization committed to making assessment results truly useful for educators and families — which was acquired by McGraw-Hill Education in 2005. A native of New York City, Coleman is a Rhodes Scholar and a graduate of Yale, Oxford, and Cambridge universities. He was recognized as one of *Time* magazine's "100 Most Influential People" for 2013.



Maghan Keita

Maghan Keita is the current chair of the College Board's Board of Trustees. He is a professor of history and the former director of both Africana studies and the Center for Arab and Islamic Studies at Villanova University. Keita now directs the university's undergraduate Institute for Global Interdisciplinary Studies at Villanova University. His areas of specialization are African, African American, and world history and historiography, and issues in class, race and gender. As an undergraduate, he majored in East Asian history and Chinese language. Keita's book, *Race and the Writing of History: Riddling the Sphinx*, is the recipient of the 13th annual Cheikh Anta Diop Award for Best Scholarly Book. He is also on the editorial board of several academic journals, and author of a number of scholarly publications. Keita is the former associate secretary for Africa for the National Council of Churches of Christ in the USA, and the former associate director for Africa for the American Friends Service Committee.



James Montoya

James M. Montoya is a national leader in higher education. Though best known for his work in the college admission process and the transition from secondary school to college, he has a deep interest in public policy related to higher education. Montoya joined the College Board leadership team in 2001 and currently serves as Vice President for Higher Education and International. Prior to August, 2001, he was Stanford University's chief student affairs officer. Before assuming the position of Vice Provost for Student Affairs in July 1997, he served as Stanford's Dean of Undergraduate Admission from 1991-1994 and Dean of Admission and Financial Aid from 1994-1997. He continues to teach in the Department of Comparative Studies in Race and Ethnicity at Stanford University.

A native of California, James Montoya earned a bachelor's degree with academic distinction from Stanford in 1975 and a master's degree in Administration and Policy Analysis from the School of Education. At his undergraduate commencement, James Montoya received the Dinkelspiel Award, the highest honor bestowed on a graduating senior, in recognition of his scholarly attainments and his outstanding contributions to undergraduate education at Stanford.

In 1980, Mr. Montoya accepted the Director of Admission position at Occidental College in California, making him the youngest director of admission at a leading liberal arts college. In 1985, he headed east to become the Director of Admission and then Dean of Student Life at Vassar College in New York, before returning to Stanford in 1991.

In addition to his responsibilities at the College Board, Mr. Montoya serves on the Advisory Board of the Stanford Graduate School of Education. In the fall of 2013, Mr. Montoya was inducted into the Stanford University Minority Alumni Hall of Fame for his work in expanding educational opportunity around the world.



Robert Davis

Bob joined the College Board in 2010, where he serves as the executive director of Chinese Language and Culture Initiatives. He has been working in language and international education, both in the United States and China, for the past 15 years. Bob previously served as both the director of the Confucius Institute and the manager for World Languages & International Studies in Chicago Public Schools. Before entering the US academic field, he lived and taught in Xi'an, China for two years and studied at Peking University for an additional year. Bob is a member of the Board of Directors for the 100,000 Strong Foundation and is education chair of the Chicago/China Sister Cities Committee. He is based in Chicago where he lives with his wife and two daughters.



Selena Cantor

Selena Cantor is the director of the Chinese Language and Culture Initiatives at the College Board, where she oversees programs that support the growth of Chinese education in U.S. K-12 schools. Her previous work experience in the U.S. and China includes teaching, curriculum development, education technology, and program administration. She holds an M.A. degree in applied linguistics from the University of Southern California and a B.A. degree in Asian studies from Bowdoin College.

Conference Team and Staff

The College Board

KUN DOU joined the College Board in October 2011. He is currently the coordinator for the Chinese Language and Culture Initiatives. He is a graduate of Baruch College in the Zicklin School of Business, with a major in finance and a minor in law and policy. He also has a B.A. in economics from Stony Brook University. Before coming to the College Board, he worked in accounting operations, insurance, and law.

LISA LIJUAN HEALY is associate director of the Chinese Language and Culture Initiatives at the College Board. She works for the Chinese Guest Teacher Program of the College Board and supports the guest teachers, who teach K–12 Chinese throughout the United States. She is also an experienced Chinese/ESL teacher, with publications including *Learning Chinese with Signs* (看标识学汉语Far East) and articles in the journal of the Chinese Language Teachers Association (CLTA), *Chinese Language World*.

NGA-CHI LAI is coordinator with the Chinese Language and Culture Initiatives at the College Board. She studied Chinese and economics, and worked as an ESL teacher in Beijing, China, before returning to the U.S. to pursue her goal of building educational, cultural, and economic bridges between the two countries. She is ecstatic about the growing interest in Chinese language learning in the United States.

JENNY LUO is a program associate of the Chinese Language and Culture Initiatives at the College Board. She was born and raised in New York, but comes from a Chinese background. She moved to Shanghai four years ago to teach English. She also opened an English language school that educates students ages 4 to adults in Nanchang, Jiangxi. After moving back to New York, she continues her relationship with China by promoting Chinese language and culture in America.

CHRISTINE SCHMIDT is the director of conference management at the College Board where she manages operations and logistics for the national conferences. She earned a bachelor's degree in anthropology from the University of California, San Diego, and a graduate degree in speech-language pathology from San Diego State University. She has worked extensively in health care, and lived in Europe for 12 years.

HAIKE ZHAO is the assistant director of the Chinese Language and Culture Initiatives at the College Board, where he focuses on building and developing the Confucius Institute and Classroom program. Before joining the College Board, he worked at Tianjin Foreign Studies University on the international cooperation and exchange programs. He holds an MBA degree from DePaul University and a B.A. degree in English literature from Tianjin Foreign Studies University.

Asia Society

YANG GUO is program coordinator for Education and Chinese Language Initiatives at the Asia Society. She graduated from Columbia University with a master's degree in public administration, as well as from the School of Chinese Language and Literature at Beijing Normal University with a bachelor's degree. She was the Chinese Environment-Friendly Youth Ambassador, designated by the Ministry of Environmental Protection of China. As a participant, an awards winner, and organizer of 12 Chinese national and international conferences, competitions and students exchange programs, she is passionate about bridging U.S. and China relations through culture exchange and partnership building.

ELEISE JONES is senior program associate for Education and Chinese Language Initiatives at the Asia Society, where she manages communications and digital resources, and produces a monthly newsletter, *Chinese Language Matters*. She has edited textbooks, literature in translation, and literary criticism for publishers in the U.S., England, China, and Turkey. She holds an M.A. in Chinese studies from the School of Oriental and African Studies at the University of London and a B.A. in English and East Asian Studies from the College of Saint Benedict. She has both studied and taught in China. She began her Chinese language studies in a middle school in Minnesota.

GRACE NORMAN is managing editor for education online at the Asia Society. She produces multimedia features on how to upgrade American education in the global innovation age. She attended Columbia University and the University of Washington. She has lived in the Chinese-speaking world for several years.

YUN QIN is senior program associate for Education and Chinese Language Initiatives at the Asia Society. She focuses on working with teachers across Asia Society's national network of Chinese language programs. She is a certified Chinese language teacher, who taught Mandarin at public schools in New York City, as well as in an innovative program at Bard College that provides the opportunity for a rigorous liberal arts education to incarcerated men and women in the New York State prison system. She has advanced degrees in linguistics and applied linguistics from New York University and East China Normal University, and is a graduate of Zhejiang University. She is a talented linguist with a wealth of knowledge of modern and classical Chinese language and literature.

YI ZHENG is executive assistant for Education and Chinese Language Initiatives at the Asia Society. She graduated from Bowdoin College with a double major in Asian studies and psychology and a minor in economics. Zheng also studied in Beijing and worked as a travel leader for Windsor Mountain International, bringing high school students to China.

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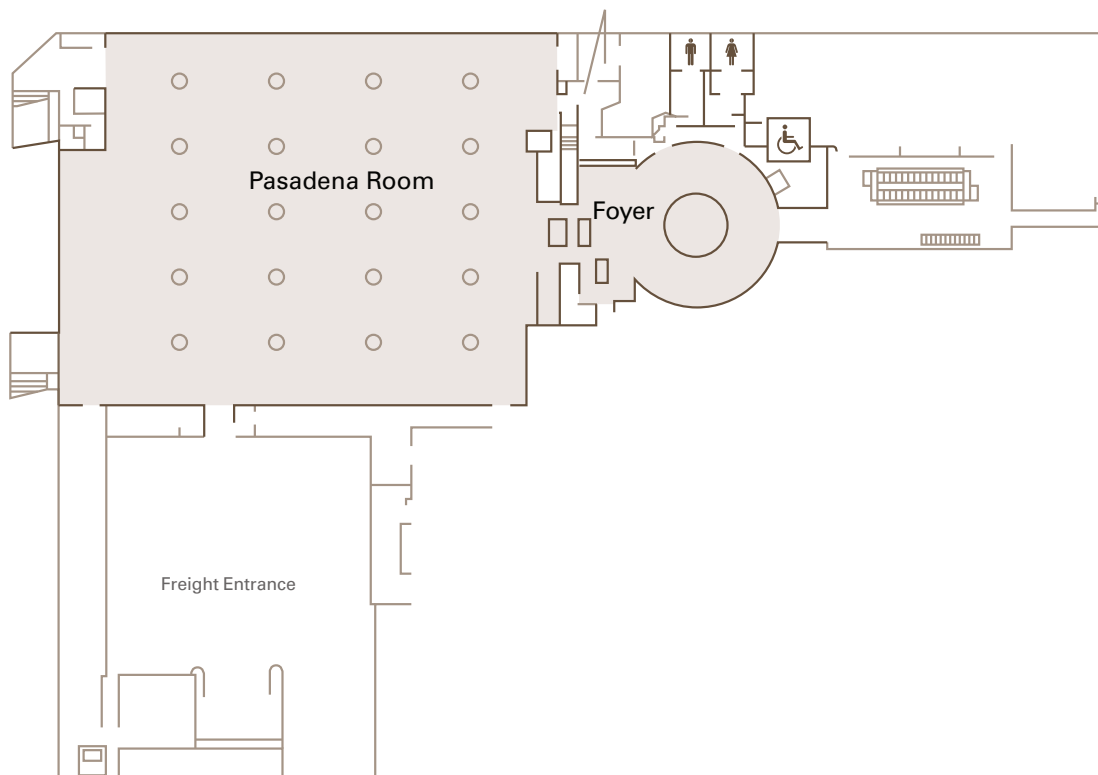
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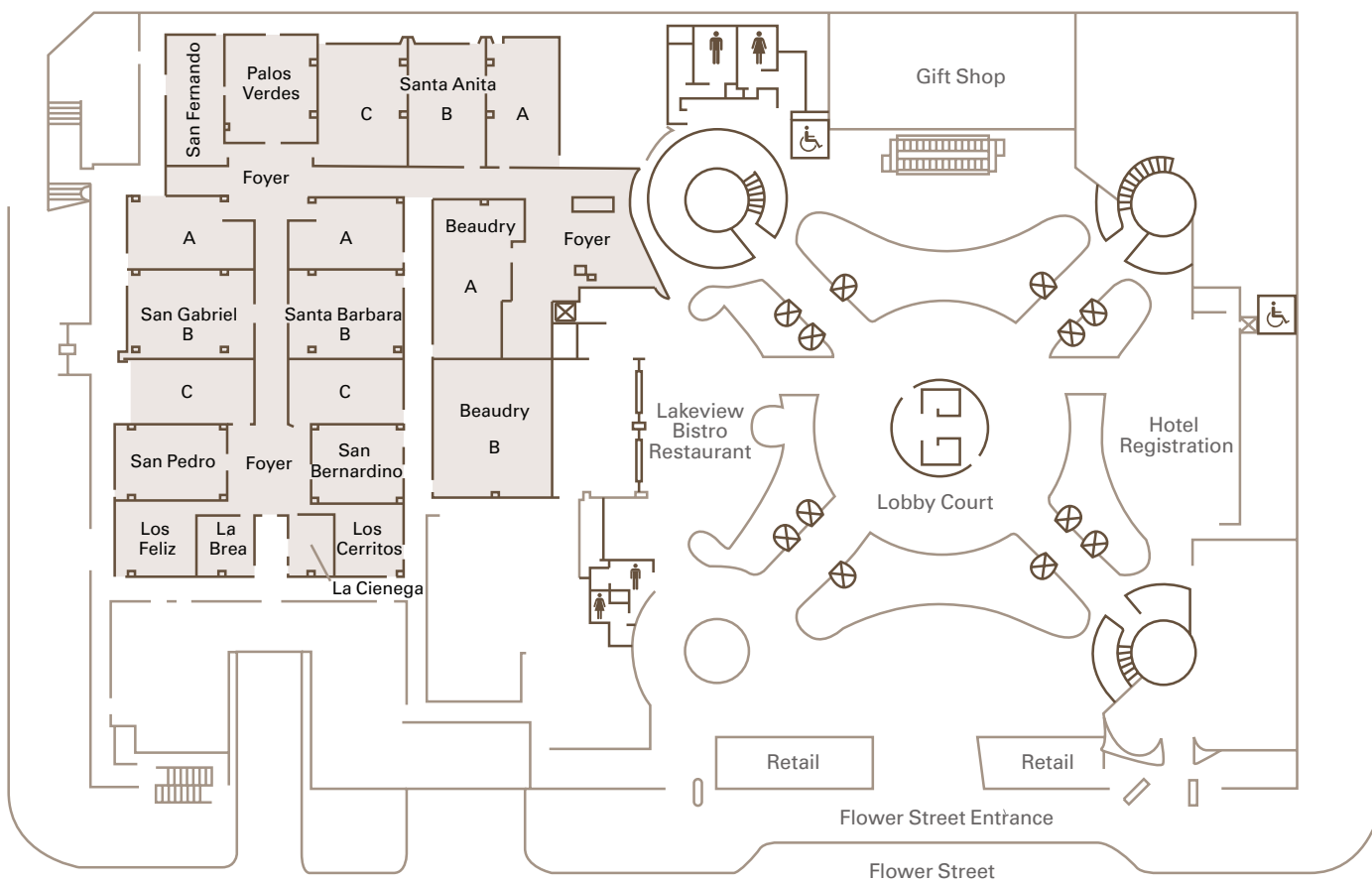
Confucius Institutes and Classrooms: U.S. K–12 schools and districts with existing Chinese language and culture programs receive funding, resources and guidance to enhance and expand their Chinese programs. This initiative offers a flexible model that can accommodate large districts, small districts and individual schools. Learn more at www.collegeboard.org/confucius.

The Chinese Language and Cultural Initiatives complement and support the Advanced Placement Program® (AP®), which provides motivated students with the opportunity to take college-level courses during high school. Recognizing the importance of world languages and cultures in an increasingly interconnected world, the College Board launched the AP Chinese Language and Culture course and examination in 2006. For more information, visit <http://apcentral.collegeboard.org/chinese>.

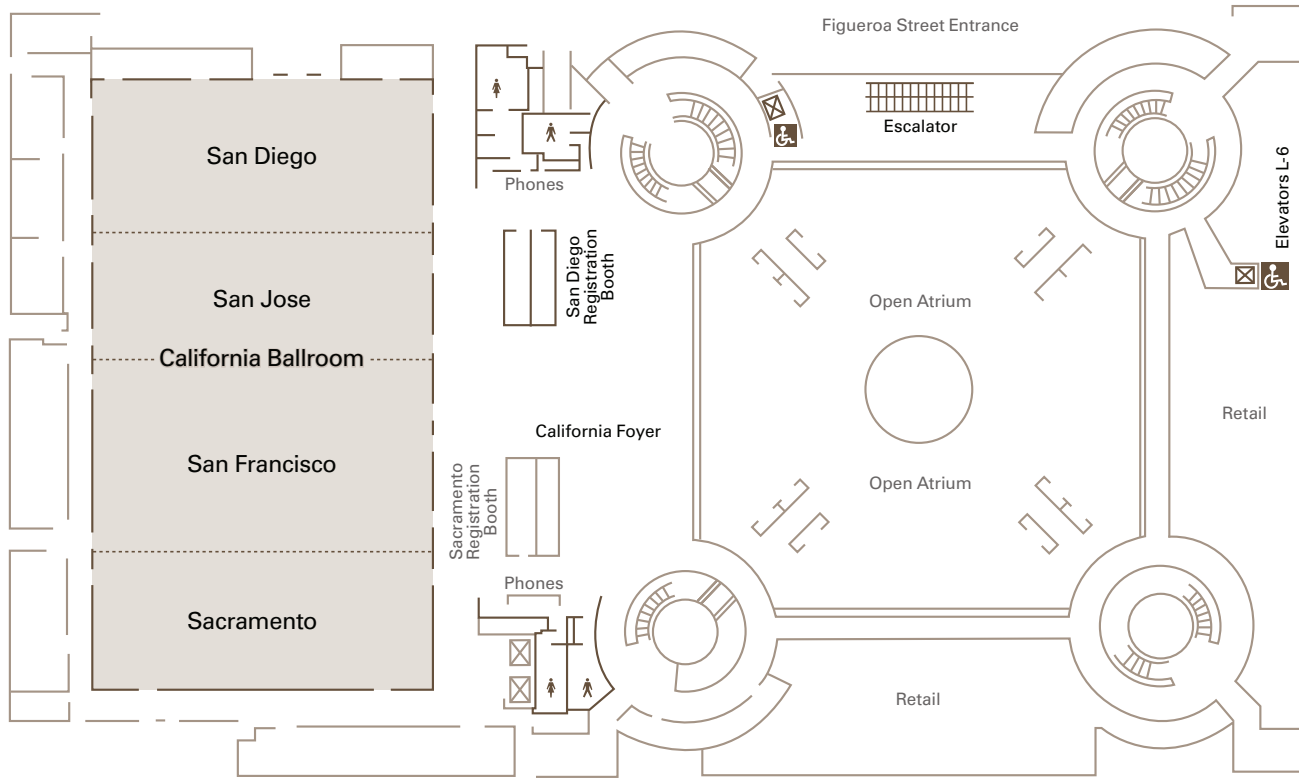
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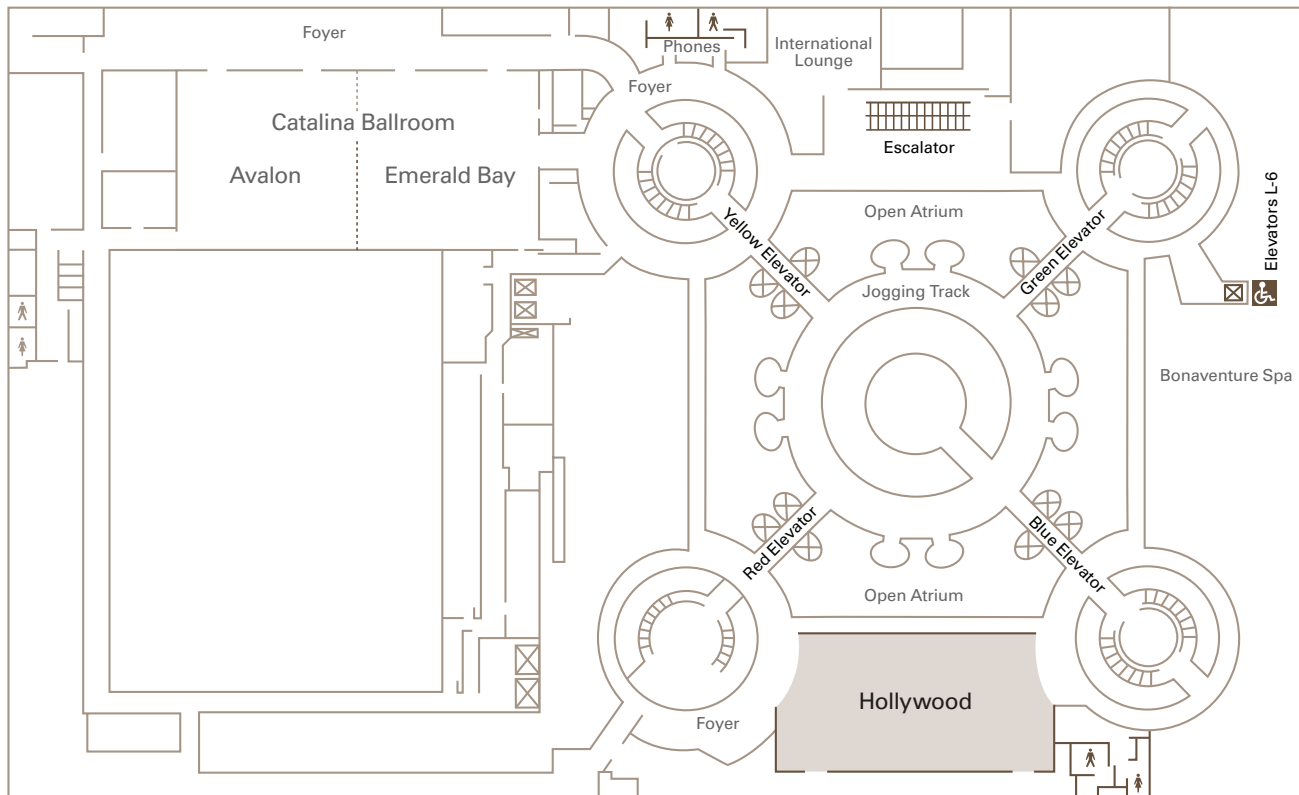
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Level 3







In the spirit of keeping the National Chinese Language Conference an open venue to share and discuss relevant and emerging changes and challenges in education, Asia Society and the College Board invite presenters, speakers, and members of the education community to present, lead, and participate in sessions and panel discussions. The opinions expressed by our guests are those of the individual speakers and do not necessarily reflect the views or official policies of Asia Society, the College Board, or of an institution where individual speakers may be employed.

Asia Society is the leading global organization working to strengthen relationships and promote understanding among the peoples, leaders, and institutions of Asia and the United States. Its Global Learning and Leadership Network and Chinese Language Initiatives are committed to enhancing the capacity and quality of Chinese language and culture programs in U.S. schools through raising awareness, offering expertise, and catalyzing action on critical issues.

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

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