



Enhancing the Chinese Teachers' Exchange Experience in Your School

A Guide for U.S. Schools Hosting Chinese Exchange Teachers

March 2011

National Committee on United States-China Relations (NCUSCR)



Acknowledgements

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InSites, a Colorado-based non-profit 501(c)(3) organization that conducts the ongoing evaluation of the exchange program, developed this guide based on its evaluations of the program and other information provided by the program staff. The following individuals served on the InSites evaluation team: Patricia Jessup, Beverly Parsons, Rosemary Reinhart, Jessica Germain, and Kathy Wyckoff.

The National Committee on U.S.-China Relations (NCUSCR) uses this guide in operating the U.S.-China Teachers Exchange Program. It also is available online for other interested parties. Please contact the National Committee for permission to cite or quote from the guide.

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Introduction

Your school is about to embark on an exciting and possibly challenging year as a host school for the U.S.-China Teachers Exchange Program (TEP). Funded by the Freeman Foundation and administered by the National Committee on United States-China Relations (NCUSCR) in conjunction with the China Education Association for International Exchange (CEAIE), the TEP addresses these three goals:

- ❖ enriching teacher and student understanding of the other country and culture
- ❖ introducing or strengthening Chinese studies in U.S. schools
- ❖ helping to improve English language instruction in participating Chinese secondary schools

As a host school, you may have many questions about how to handle various aspects of hosting a Chinese teacher for a year in your school and community. The purpose of this guide is to address these issues and, in so doing, enhance the exchange experience for your school and community and for the Chinese exchange teacher, and further the goals of the TEP.

You will find information about the logistics of setting up and managing the exchange as well as suggestions about arranging for housing and helping the visiting teacher feel comfortable in his/her new living situation. The guide covers advance planning, arrangements for the teacher's arrival and settling in period, and ongoing mentoring and involvement in school and in the community. As we discuss later, you will probably want to distribute the responsibilities for the

various tasks among different members of your team.

At the end of the guide, you will find two appendices with information about additional resources. Appendix A is a list of resources, divided by time period, that schools should consider adding to student or teacher libraries in order to support Chinese studies. Appendix B includes information on programs funded by the Freeman Foundation, which may be helpful references for U.S. teachers who want professional development about Asia.

The guide is based on interviews, surveys, and workshops during which participating Chinese teachers, American teachers, and administrators shared their experiences and suggestions. We hope that you will use it throughout your year(s) of exchange and the ideas it contains will assist you in future years, too.

The U.S.-China Teachers Exchange Program (TEP) addresses these three goals:

- ❖ enriching teacher and student understanding of the other country and culture
- ❖ introducing or strengthening Chinese studies in U.S. schools
- ❖ helping to improve English language instruction in participating Chinese secondary schools

Chinese Teacher's Background

Almost all Chinese exchange teachers are secondary school teachers of English in China. Since the program's inception in 1995, a few teachers have been elementary school English teachers, and the 2004-2005 school year marked the first year for Chinese language teachers' involvement in the program.

Introduction

Exchange teachers generally wish to improve their spoken English, learn about American culture, expand their pedagogical techniques, and make friends with Americans.

Teachers are nominated by their home schools. According to parameters designed by the Chinese authorities, they must have taught for a minimum of five years, be at least thirty-five years of age, married and have a child. Representatives of the National Committee and of its Chinese counterpart organization, the

China Education Association for International Exchange (CEAIE), interview every candidate to assess English language proficiency, adaptability (i.e., whether the teacher has the flexibility to adapt to a radically different professional and personal environment), spoken Chinese (does the teacher speak standard Chinese or does he/she have a strong local accent), ability and willingness to contribute to the American host school, and the likelihood that the teacher will return to China on schedule.

When their schools nominate them, most Chinese teachers are both thrilled at the opportunity and terrified by the notion of venturing overseas by themselves for a year. A handful do not wish to leave China, but feel that they cannot refuse. We usually do not know who falls into the latter category until after their arrival in the United States. Sadly, we have had some very unhappy people as a result.

Exchange teachers generally wish to improve their spoken English, learn about American culture, expand their pedagogical techniques, and make friends with Americans. Some will also have been asked by their home schools to prepare reports on various aspects of American education, and/or to collect material that could be used in the teaching of English in China. Others may have been assigned to work on establishing sister school relationships with American schools.

Program Oversight

U.S. teachers who have been involved with the TEP for a number of years emphasize the necessity of designating people to oversee the exchange program, provide academic mentoring for the Chinese teacher, and watch over the Chinese teacher's situation outside of school. Ideally three different individuals will take on these roles be-

cause handling more than one of these responsibilities can become overwhelming for one person. This is particularly true for teachers who attempt to add this work to already full teaching loads.

The scenario suggested in this guide is to divide the responsibilities among three key people:

- ❖ School Logistics Manager
- ❖ Academic Mentor
- ❖ Community Logistics Liaison

In this scenario, the logistics of the exchange program would be handled by a department head, principal, or teacher. Academic mentoring would be undertaken by a teacher, preferably from the department in which the Chinese teacher is teaching. And the living situation outside the school would be overseen by a retired teacher who has been to China or has a particular interest in China, a member of a Sister City committee, or another interested community member. The remainder of this guide is organized around these roles and provides a detailed description of how each might be fulfilled. While each key person would benefit from reading the entire guide, he/she might choose to focus only on the section that is particularly relevant to the given role.

While this preferred arrangement might not always be possible, it is a goal to aim for as you continue in the program. Please give the National Committee the names and contact information of those who will fill these key roles in your school. It is also helpful to maintain continuity from year to year in the mentors, and, if the school or district has sufficient resources, it helps to provide stipends or release time for mentors.

Regardless of how the responsibilities are delegated, it is essential that the Chinese teacher know who to go to with questions and concerns. As one American teacher noted, a "catch-as-catch-can policy" in a school is problematic. With designated people in place, the host school is in a strong position to move forward in working out the details of the exchange each year.

Please do not hesitate to contact the National Committee to discuss any issues or questions regarding your hosting experience. Margot Landman, Program Director, can be reached at 212-645-9677, ext. 23, and by email at mlandman@ncusr.org.

School Logistics Manager

The school logistics manager oversees and coordinates the many aspects of the exchange program that take place within the school itself. Because the logistics manager is responsible for making some decisions that require authority, the role is best filled by a department head, principal, or other administrator. If a teacher fills the role, he/she may need to obtain administrative support for certain responsibilities. Managing the logistics of the exchange involves making many arrangements prior to the teacher's arrival and providing ongoing support throughout the year.

Setting Up the Exchange Prior to Arrival

Designating an Academic Mentor

The Chinese teacher needs a "true identifiable buddy teacher." The importance of providing academic mentoring for the Chinese teacher throughout the year cannot be overstated. A primary goal of the TEP is the incorporation of Chinese studies in U.S. schools. The Chinese exchange teacher is a key part of this process, and needs to have the necessary support to provide a strong learning experience for students.

Designate a teacher, preferably in the department in which the Chinese teacher is teaching, to serve as a mentor or cooperating teacher. The mentor's primary responsibilities are to help the Chinese teacher reflect on his/her teaching, learn new teaching strategies, and provide a positive learning experience for the students. In addition, the mentor should introduce school rules and prac-

tices, help the teacher organize classes in the beginning of the year, and involve the teacher in staff activities.

Each school's situation is different, but it is essential for the Chinese teacher to know who to go to with questions and concerns about curriculum, teaching methods, and classroom management. The mentor should not be the principal. In China, the principal is an authority figure and it will be difficult for Chinese teachers to view the principal as someone with whom they can share concerns. That said, it might be very productive for a department chair or assistant

principal to meet regularly – monthly, for example – to discuss the teacher's work. At first, the meeting might be quite formal and even stilted. Over time, as the teacher grows more comfortable and confident, genuine concerns may be shared. Through these regular conversations, the Chinese teacher will feel recognized and visible. He/she won't just blend into the woodwork.

As you set up the mentoring aspect of the program, consider your specific plan for involving the exchange teacher. In making your plan, make sure that the Chinese teacher has a designated contact person at every school where he/she teaches. For example, if the teacher will teach at more than one school, have a designated mentor at each site and arrange for the mentors to talk with one another. An alternative would be a single mentor who visits each school.

“We made certain that the exchange teacher was at the first faculty meeting. We introduced her and she was able to say a few words. Then I assigned (mentors) to make certain that she felt comfortable. They worked out her schedule in discussion with her. They didn't simply hand it to her. As we do with every teacher, we solicit information and input” — US. host school representative.

Designating a Community Logistics Liaison

In addition to an academic mentor, the Chinese teacher needs a contact person who will help to coordinate aspects of his or her life that occur outside of school. The Chinese teacher will encounter new and exciting things every day and will want to be exposed to the many learning opportunities that exist in the community.

Designate a community logistics liaison who will coordinate the diverse aspects of community life. Preferably, the liaison is a community member interested in or knowledgeable about China. It could be a retired teacher, former exchange teacher, member of a Sister City committee, or any other community member. While it is preferable to designate someone outside the school for the role of community logistics liaison, it may be difficult to do so. An interested teacher within the school may also fulfill this role. When designating a community logistics liaison, consider that this is a job that will require energy, sensitivity, organization, and follow-through.

Assigning Teaching Responsibilities within the School

Each U.S. school/district that participates in the TEP incorporates the Chinese teacher(s) into the school's ongoing curricular program in differing ways. Some districts focus primarily on the Chinese language, others on Chinese culture, and others address both. Some focus only on elementary, middle, or high school, and others cross grade levels. However, it is important that each school determine, in advance, what the Chinese exchange teacher will teach and how those classes fit into the school's overall curriculum.

Almost all of the teachers are experienced teachers of English as a foreign language (not literature) at Chinese middle schools (equivalent to American grades 7-12). They have taught English as a foreign language for many years, and are generally accustomed to emphasizing grammar and rote learning. Ideally, the Chinese teacher will teach Chinese language classes and/or classes on Chinese culture, history, and/or literature while in the United States. If appropriate for the school or district, the teacher might teach English as a Second Language (ESL). If an American

teacher from the host school is going to China as part of the exchange, the Chinese teacher cannot necessarily be expected to handle that teacher's teaching assignment.

Some U.S. schools that have participated in the TEP for a number of years have a fairly clear and consistent way in which they utilize the Chinese teacher(s) in the World Languages and/or Social Studies curricula. Schools newer to the program continue to adjust their plans, as they see how the Chinese exchange teachers best mesh with the school's program. Schools/districts also continually tweak their programs in response to changing student needs. For example, if a district begins teaching Chinese at the middle school level, it typically adds a high school Chinese language class when those middle school students reach high school. The school also adjusts the teaching assignment for the Chinese exchange teachers accordingly. Whether they have a fairly set program or one still in flux, participating schools/districts should give each exchange teacher a specific teaching assignment that fits with the school's academic goals.

The goal of the TEP is to provide a robust learning/teaching experience for your students and the Chinese teacher. In order to achieve that goal, be willing to work with the Chinese teacher and/or adjust the teaching assignment. Initially, and throughout the year, it is essential to assess the suitability of the teaching assignment for the specific teacher. If the Chinese teacher is not familiar with a particular topic you would like covered, consider how the teacher's areas of expertise can be used instead. If the topic is considered critical, provide some tips on where the teacher might find materials to assist him/her in preparing to cover the subject. For example, many introductions to Chinese culture quite appropriately include descriptions of Confucius, Mencius, and Lao Tze. Many Chinese exchange teachers may feel insufficiently knowledgeable about the philosophers to present them well. An American mentor could guide the Chinese teachers to books or Internet sites that would help. If a Chinese teacher is having difficulty managing a particular class, consider a co-teaching arrangement or decreasing the class size.

Be aware of the different challenges facing teachers who are placed in elementary/middle schools

versus those placed in high schools. Elementary schools often are smaller and more tightly knit; there is more regular contact and communication among all of their staff and faculty. It may be easier for the Chinese teacher to navigate an elementary than a high school placement. Although there may ultimately be more opportunities for the Chinese teachers to have a larger impact in a high school, the compartmentalization can be daunting and mentors must be aware of this.

In the following you can see how schools across the country have and are utilizing their Chinese exchange teacher(s) and incorporating Chinese studies into their curriculum.

One district hosts two Chinese exchange teachers each year. They teach Chinese in the high school Chinese language program. Although this teaching assignment is consistent, the Chinese teachers' additional involvement in the elementary, middle, and high schools varies from year to year.

A pre-K-8 school assigned its Chinese exchange teacher primarily to the sixth grade. During the first semester, the Chinese teacher assisted with an expanded unit on China. In this unit, which was taught over a period of three to four months, the Chinese teacher taught Chinese language, history, culture, and arts. During the second semester, the Chinese teacher taught an enrichment class for sixth graders who wanted to learn to read and write Chinese. She also taught a twice-weekly Chinese language class for girls adopted from China, made presentations about China to other classes, and spent some time at the local high school. Since then, the emphasis in the district has shifted. Chinese language is now part of the high school curriculum and so the teacher's responsibilities at the elementary/middle school have been reduced.

In another district, Chinese studies are included at the elementary, middle, and high school. A former Chinese teacher made presentations about China in the elementary school and taught Chinese in the middle school. For many years, the Chinese teacher taught a Chinese history class at the high school. As a result of students who studied Chinese in middle school moving to the high school, Chinese was added to the high school curriculum and the Chinese teacher's assignment was changed to include teaching high school Chinese.

At an elementary school, the Chinese exchange teacher taught Chinese to every student in the school. Over the course of a week, the exchange teacher adapted her Chinese language lessons for kindergarten through fifth-grade students. Similarly, at another elementary school, the Chinese exchange teacher taught Chinese language to all students from Pre-K through fifth grade. In both schools, the Chinese teacher incorporated information on Chinese culture into the language lessons.

Fourth-grade geography is the focus for Chinese exchange teachers in another district. They teach the geography, history, and culture of China in rotation in each of the district's five elementary schools. In addition, they teach a high school elective class on Chinese culture and language and co-teach Chinese language classes with an American teacher.

In another school, the Chinese exchange teacher consistently teaches about China in kindergarten, fifth, sixth, and eighth grades, and in a high school World Religions elective class. By leaving the remainder of the schedule open, the school provides the Chinese teacher with a varied experience across the grade levels and makes the teacher available to many students.

One school assigned the exchange teacher to teach Chinese in the high school and an enrichment class on China in the middle school. The Chinese teacher also tutored individual students in Chinese. Two students who received tutoring went on to study in China.

In one high school, the Chinese exchange teacher teaches a Chinese language class and an ESL (English as a Second Language) class. In addition, the teacher co-teaches an Asian cultures

Culture Topics

During previous school years, the culture topics taught by the Chinese exchange teachers at the elementary, middle school, and high school levels included the following:

- ◆ Architecture
- ◆ Calligraphy
- ◆ Chinese Painting
- ◆ Clothing
- ◆ Cuisine
- ◆ Everyday Life
- ◆ Festivals
- ◆ Flag of China
- ◆ Games
- ◆ Geography
- ◆ Giant Pandas
- ◆ History
- ◆ Literature
- ◆ Music
- ◆ Paper Folding and Paper Cutting
- ◆ Places of Interest/Travel
- ◆ Schools Sports
- ◆ Stories and Films
- ◆ Symbols

Language Topics

During previous school years, the language topics taught by the Chinese exchange teachers at the elementary, middle school, and high school levels included the following:

- ◆ Animals
- ◆ Body Parts
- ◆ Chinese Names
- ◆ Chinese Pinyin (transliteration) System
- ◆ Clothing
- ◆ Colors
- ◆ Festivals
- ◆ Family Members
- ◆ Food
- ◆ Greetings
- ◆ Likes and Dislikes
- ◆ Nationalities
- ◆ Numbers
- ◆ Places
- ◆ Plants
- ◆ Sports
- ◆ Transportation
- ◆ Weather

“Get ready for the challenge physically and psychologically. It is not as hard as you have expected and not as easy as they have described. Keep alert and try to obtain as much as you can and clear away barriers you have imagined.” — *Chinese Exchange Teacher*

class. In another school, the Chinese teacher teaches a Chinese language class in middle school and co-teaches a Chinese class in high school.

In almost all schools, the teaching load of the exchange teacher is lighter than for full-time American teachers. A reduced load recognizes that the teacher is functioning in a foreign language (English), and allows time for the teacher to observe American teachers' classes and to prepare lessons.

Preparing the Chinese Teacher for the Exchange

Interviews with potential exchange teachers take place in China shortly after Spring Festival (Chinese New Year). The date of the Spring Festival is based on the lunar calendar and can vary from late January to late February. This, in turn, influences the timing of the entire selection process and the notification of placements. As soon as a placement has been made, the National Committee informs the Chinese teacher, including as much information as possible about the host school and community and, if available, details about the teaching assignment.

The National Committee encourages teachers to contact past exchange teachers who have worked in the school or district to which they will be assigned as well as American teachers from the host school. The Chinese teachers are required to participate in a six-day orientation program about various aspects of working and living in the United States. The program takes place in China in July, sev-

eral weeks before the teachers leave China for their host communities in the United States.

Introductory Packet

Advance communication with the exchange teacher while he/she is still in China provides an opportunity to welcome the teacher to your school, provide information about the school and community, and communicate about the specific teaching assignment. It is best to make contact as soon as you know the name of your exchange teacher. Often you can make the initial contact by e-mail and then follow this with an introductory packet about your school or a reference to a website about your school. It takes a few weeks for shipments to reach China, so consider what information can be sent via e-mail and what materials can be sent home with the current exchange teacher.

The introductory packet should include the following:

- ❖ letter of welcome from the principal
- ❖ faculty handbook
- ❖ names of faculty
- ❖ student handbook, including school rules
- ❖ school calendar
- ❖ typical daily school schedule for a student and for a teacher
- ❖ information about your school (e.g., grade levels, size of the school, typical class size, picture and map of the school)
- ❖ detailed information on the teaching assignment
- ❖ course curriculum and textbook, if available
- ❖ information on your community (available from the Chamber of Commerce or other business or civic organization)
- ❖ contact information for the host family
- ❖ name and contact information of the academic mentor

Information about the Teaching Assignment
The Chinese teacher's primary task for the year will be teaching. Thus, try to provide detailed in-

formation about the teaching assignment, as the more the teacher knows about the course content and grade level, the better he/she will be able to prepare. Send a copy of the course curriculum. Or, if you are expecting the exchange teacher to develop his/her own curriculum or build on the previous exchange teacher's curriculum, let him/her know that. Send sample lessons, a list of topics that have been covered in the class previously, and a list of supplemental materials that are available. This will allow the teacher to consider lessons and gather appropriate materials while still in China.

Exchange teachers are often quite anxious about American classrooms. Consider making a video of your current Chinese teacher conducting class. If that is not possible, prepare a short video of your school that shows teachers interacting with students in their classrooms. Also request that the exchange teacher bring a video of his/her home school, including the exchange teacher teaching and interacting with students. When asking for a video, specify what format you are able to use in your school equipment.

Develop a repository in the school where past exchange teachers can leave their teaching materials/lesson plans for the following year's teacher(s). Many incoming exchange teachers find it helpful to review the work of previous teachers. Creating a place to organize and store lesson materials will help the exchange teachers to develop the curriculum and foster a greater sense of continuity over time.

Other Information

Host schools and exchange teachers also suggest including information about your schools' teachers and their families, and descriptions of typical students in your district. Also, if you are able to engage in an e-mail exchange, begin to learn about the Chinese teacher's interests and areas of expertise. You may choose to share what you learn with the teacher's host family as a means of preliminary introduction.

Share information about the host family with the Chinese teacher. The teacher will be interested to learn the names and ages of the people he/she will be living with. It would also be helpful to point out the house's location on an area map.

In terms of your community, indicate whether it is a rural, urban, or suburban area and explain what types of housing and public transportation are available. Point out the unique strengths of your area and why it is a good place for learning about American life, culture, and education.

Preparing Your Faculty to Work with the Chinese Teacher

Having a Chinese exchange teacher in your school provides a unique opportunity for the host school's faculty to learn about China, as the Chinese teachers provide a link to modern China. However, American teachers often are unsure of how to connect with or utilize the Chinese teacher in their classes. Thus, it is important to prepare the host school faculty members so they can maximize this experience for themselves and the exchange teacher.

If you have a current exchange teacher and he/she has not yet done so, ask the Chinese teacher to make a presentation to the faculty about schools in China. This could include information and pictures/video of the teacher's home school and classroom as well as current issues in Chinese education. Plan to have the new exchange teacher do a similar presentation in his/her first semester at your school. If you have a returned U.S. exchange teacher on staff or in the community, invite that teacher to provide guidance to Americans on interacting with and including the Chinese teacher. Their tips can ease the initial interactions between U.S. teachers and the exchange teacher. Returned teachers could also be asked to give a talk or video presentation on their experience in China for the faculty, the school, the community,

Prepare a short video of your school that shows teachers interacting with students in their classrooms. Request that the exchange teacher bring a video of his/her home school, including the exchange teacher teaching and interacting with students.

Try to provide detailed information about the teaching assignment, as the more the teacher knows about the course content and grade level, the better he/she will be able to prepare. Send a copy of the course curriculum. Or, if you are expecting the exchange teacher to develop his/her own curriculum or build on the previous exchange teacher's curriculum, let him/her know that.

“Having the Chinese exchange teachers has authenticated the study of Chinese in the eyes of the district.” — U.S. host school representative

“The exchange teachers have had a huge impact on acquainting kids with what China is like. The study of the language becomes much more real and the culture becomes much more embedded than it would have with just a Chinese language class. This is a wonderful side effect of the teacher exchange program.” — U.S. host school representative

or all of the above. This can help generate enthusiasm for the program and the arrival of the new teacher.

Encourage the U.S. teachers to be flexible and to invite the Chinese teacher into their classes, preferably as an observer first and then as a speaker/teacher. Also provide information in writing to the U.S. teachers about the Chinese teacher’s teaching schedule in your school, level of English, areas of expertise and interests, and other information provided by the National Committee. Let them know that the Chinese teacher is not a para-

professional and should not be expected to take over tasks that are not required of teachers, such as making copies for other teachers.

Involving the Chinese teacher across the curriculum will help the teacher feel a part of the school community. Show how teachers from across content areas might utilize the Chinese teacher in relation to their specific curriculum and invite them to specify when they will include the Chinese teacher in their class. Suggestions on how to incorporate China and the Chinese teacher into various classes include:

- ❖ Chinese songs and instruments in Music classes
- ❖ Chinese art and calligraphy in Art classes
- ❖ Tai Chi or Chinese dance in Physical Education classes
- ❖ Chinese poetry in Literature classes
- ❖ Chinese inventors and scientists in Science classes
- ❖ China’s space program in Science classes
- ❖ Chinese mathematicians and their contributions to mathematics in Math classes
- ❖ Family stories of life during the Cultural Revolution in History classes
- ❖ Maps and geography of China in Social Studies classes

- ❖ Chinese food in Life Skills classes
- ❖ Current events and life in China in Social Studies classes

Although the Chinese teacher typically teaches fewer classes than his/her American counterpart, he/she is a part of the teaching staff for this year. Encourage all teachers to consider how they can welcome and incorporate the Chinese teacher into both the social and professional life of the school. It is important for the Chinese teachers to interact with teachers who already include Asia and/or China in a course they presently teach. Encourage administrators and department heads to arrange for the Chinese teacher to talk about China in a social studies course or other appropriate course.

The importance of involving the Chinese teacher in activities outside the school should not be underestimated. Many teachers will be living with a host family, but it cannot be this family’s sole responsibility to entertain the teacher outside of school hours. The teacher will benefit from a wide variety of social invitations from many different people, which should include strong representation from the faculty and staff at the host school. Before the teacher arrives solicit a list of faculty who would be willing to include him/her in social activities. Share this list with the community logistics liaison and host family.

If there are returned American teachers in the area, make sure to include them in planning for the teacher’s arrival and beyond. They may be particularly useful as a sounding board for teaching issues as well as for arranging social activities for the visiting teacher.

Introducing the Chinese Teacher to the School

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Prior to the start of school, provide the teacher with a school map, transportation schedule, school schedule, and school calendar. If the teacher will be using public transportation to get to school, accompany him/her on a trial run so any questions about getting to school can be addressed. Also take the teacher on a tour of the school building and point out key facilities such as the classroom, library, office space for the teacher,

copy machines, teachers' lounge, bathrooms, and lunchroom. If classrooms are locked, obtain a key for the teacher. If the school or district provides identification cards for faculty, have one made for the visiting Chinese teacher. In addition to making him/her feel a part of the faculty, the I.D. may also gain reduced admission to museums and other cultural facilities.

Welcoming Activities

Schools vary in how they recognize the Chinese teacher but it is important to do so. It is standard practice in China to acknowledge a guest formally and doing so here sends an important message to the teacher. Many districts have one or two days of staff meetings prior to the start of school during which the Chinese teacher can be welcomed to the school, introduced, and given time to say a few words to the staff.

The principal and/or superintendent should invite the teacher to his/her office to welcome the teacher officially to the school/district. A school or district official should also invite the teacher to lunch. Also, consider hosting a welcoming banquet at a Chinese restaurant. Include the principal, the academic mentor, the community logistics liaison, one or two members of the school board, one or two teachers, members of the host family, and members of the school community interested in the exchange. Enlist the help of the community logistics liaison in planning all or part of the welcome banquet. If a banquet cannot be arranged, then consider inviting these people to lunch at a local restaurant.

One school acknowledged the exchange teacher in the first few days by creating opportunities for the exchange teacher to be with other staff members during the two-day staff meetings before school began. The principal arranged for his entire staff of 55 teachers to go on a museum tour on the first day. The second day he and the staff took public transportation to the local Chinese classical gardens, and thus focused on the Chinese teacher and the exchange program. Both outings served as an informal time for all of the staff to get to know one another better, along with meeting the Chinese teacher and learning about China.

Chinese Names

When introducing the Chinese teacher remem-

ber that Chinese name order is the reverse of American name order. In Chinese, the surname (family name) comes first. The personal name is second. Wang Liming, for example, is Mr. Wang; Liming is his given name. Students would call the teacher "Mr. Wang." Ask the teacher how he/she would like to be addressed by colleagues. Some will ask to be called by the surname alone (in our example, "Wang"). Some will prefer to follow American practice and use the personal name ("Liming"). Some will choose to use an English name, especially if the Chinese name is difficult for Americans to pronounce.

Computer and E-Mail Access

Provide computer access and an e-mail account so the teacher can communicate by e-mail and use the Internet. It is best to give the teacher a district e-mail address. If that cannot be done—some districts restrict such addresses to district employees, which exchange teachers are not—be sure to explain the policy to the teacher so that he/she doesn't feel singled out. E-mail is a very important way for the teacher to communicate with family and friends in China, other exchange teachers, school colleagues, and the National Committee. Check to be sure that the teacher's personal e-mail can be accessed at school. Some schools block Hotmail, Yahoo, and Chinese sites such as sina.com. If the relevant site is blocked, help the teacher set up a different account. The Internet is a source of information for class material. If the teacher brings his/her own computer, help him/her to get the system ready for use in the United States. Many of the Chinese teachers are interested in learning about the latest technology used in the school/classroom. Most of the teachers are adept at using computers. Some, however, may need training on the use of the computers in

Schools vary in how they recognize the Chinese teacher but it is important to do so. It is standard practice in China to acknowledge a guest formally and doing so here sends an important message to the teacher.

"The PTA of the community together with my host school hosted a ceremonious welcome reception for me. I feel it a great honor. — Chinese exchange teacher"

Chinese name order is the reverse of American name order. In Chinese, the surname (family name) comes first. The personal name is second. Wang Liming, for example, is Mr. Wang; Liming is his given name.

your school, especially grading software. If your school/district offers such training to teachers, make sure that the Chinese teacher knows when and where the training takes place. If the school does not provide training, perhaps the local public library does. Help the teacher to find computer training if it is needed. Another option is to find a technologically savvy student to help the Chinese teacher (under the guidance of an American teacher). If possible, make Chinese language software available on a computer the teacher can use regularly – in the library, department office, or computer lab.

Managing the Exchange Through Ongoing Support

“I am extremely satisfied with the support from my host school. They arranged my schedule and invited me to all the activities held by the school, such as field trips, traveling, a workshop, and a New Year’s party. The teachers appreciated my observations in their classrooms. I can turn to them whenever I need help. They provide me with free lunch. I feel as if I were in my own school.” — *Chinese exchange teacher*

“Everybody knows that on the first day of the year. I will get up and introduce these [exchange] teachers and give [the staff] a mnemonic device to help them remember how to pronounce their names. I think that’s important.” — *U.S. host school representative*

Including the Chinese Teacher in the Life of the School

During the school year it is important to arrange for both social and professional contacts within the school day. Making social contact at school is vital to your program’s success. Contacts made during the school day should lead to social invitations that will enhance the teacher’s experience. The greater the number of contacts, the easier it is to share the responsibility of entertainment. Moreover, your faculty will benefit from getting to know someone from another culture in a personal setting. Ideas for including the exchange teacher initially and over the course of the year include the following:

Making the Chinese Teacher Feel “At Home” in the School

- ❖ Find a “home” for the teacher within the school, i.e., a space for the teacher to work, preferably with other teachers from the same department.

- ❖ Designate a person to explain school protocol and procedures to the Chinese teacher. This might be an aide, rather than a teacher, but find someone who can take the exchange teacher “under his/her wing” and show how to obtain video equipment and materials from the school library, public library, and video store.
- ❖ Ask the Chinese teacher to give a presentation about his/her home school for the school staff early in the school year.
- ❖ Introduce the Chinese teacher at PTA, district level, and Board of Education meetings. As appropriate, have the teacher make a presentation to the PTA, district, and Board of Education.
- ❖ Solicit the Chinese teacher’s input on what he/she would like to do during the school year and send this information to the teachers via e-mail or other means.
- ❖ Give the Chinese teacher ideas on ways to be involved in the school. Do not expect him/her to know intuitively what would be possible or acceptable in your school.
- ❖ Arrange the Chinese teacher’s schedule so his/her lunch coincides with that of other teachers in the department or grade. Then include the teacher in lunchtime discussions.
- ❖ Arrange for the teacher to receive a free lunch from the cafeteria each day if possible. Some teachers will prefer to bring food from home, but the offer would be greatly appreciated.
- ❖ If it is a custom in your school to recognize faculty birthdays, please be sure to do so for the visiting Chinese teacher.

Helping the Chinese Teacher Make Social Contacts

- ❖ Acknowledge the Chinese teacher in the yearbook as you do other teachers.
- ❖ Encourage the sharing of pictures and family stories among teachers.
- ❖ Circulate a note in the school newsletter indicating there is a Chinese teacher at the school who would like invitations, particu-

larly on weekends, to meet teachers' families and/or go on outings in the community. This is a good way for the Chinese teacher and members of the American school community to meet each other, and serves to spread the entertainment responsibility among a lot of people.

- ❖ If the teacher will be working with a specific grade level or department, encourage those teachers in particular to hold a welcome dinner or party.
- ❖ Arrange a series of dinners with teachers from various departments.
- ❖ Ensure that the teacher has a place to go for all holidays. American holiday celebrations such as Thanksgiving and Christmas are especially important both for making the Chinese teacher feel welcome and for their potential to impart information about American culture. The Chinese teacher may also experience acute homesickness around the time of Chinese festivals. It would be a nice gesture to find out what Chinese holidays are important to your guest and recognize them in some way. Information about Chinese holidays can be found at www.index-china.com.

Including the Chinese Teacher in Professional Development Opportunities

- ❖ Include the teacher in the district's orientation for new teachers. They might not understand all that is presented but it will give them an opportunity to obtain information and meet new teachers.
- ❖ Expect the Chinese teacher to attend staff meetings and professional development sessions as if he/she were a regular staff member.
- ❖ Provide opportunities for the teacher to learn about special education in your school, as students with disabilities typically are not a part of the exchange teachers' home schools.
- ❖ If there is fee-based training outside of school (e.g. IB training), the host school is not expected to invite the exchange teacher to participate even if the teacher asks to do so. If such trainings are offered at school or

in the district at no cost, the teacher should be included if possible. If the teacher would like to attend a relevant professional conference—ACTFL, TESOL—and is willing to pay his/her own way, if the school is willing to arrange coverage of classes, that would be very generous and much appreciated, but it is certainly not required.

Helping the Chinese Teacher Participate in School Activities

- ❖ Help the teacher set up a monthly calendar and point out how he/she will be informed of meetings and what he/she is expected to attend.
- ❖ Invite the teacher to attend school assemblies, plays, concerts, field trips, and sports events.
- ❖ Encourage the Chinese teacher to delve into new areas as appropriate.
- ❖ Some schools sponsor overseas trips for students. If possible, the Chinese teacher could be invited to go as a chaperone. He/she will need a visa to enter the country(ies) on the itinerary. Information may be found on the Embassy/Consulate website.

Arranging for Other Teaching and Learning Opportunities

Other Teaching Opportunities for the Chinese Teacher

In addition to teaching assigned classes, some of the exchange teachers want opportunities to utilize their individual skills and areas of expertise across the school community and, in this way, introduce many of the school's students to China. Be creative in making use of each teacher's expertise and talents, but be careful not to overwhelm the

“I did have a great birthday, with many American teachers coming up and saying Happy Birthday to me! It is really a big surprise to me. Busy as they are, how can all of them remember my birthday!? It was the first time I had been moved into tears on my birthday!”—
Chinese exchange teacher

“We encourage the exchange teachers to share their interests and talents with their classrooms whenever possible. They all come with their unique talents and interests. For example, this year the teacher liked to do a lot of paper cutting, also a little bit of calligraphy. Not every exchange teacher wants to deal with that. So a lot depends on the interests of the exchange teacher.” — *U.S. host school representative*

“**S**ince we have had the Chinese exchange teachers, people have talked a lot more about China. People have been much more aware about what is going on with respect to China. Every time that China is in the news, for example, it becomes a topic of discussion. Teachers in other disciplines have asked our Chinese exchange teachers to come into their classes to talk about these news items.” — *U.S. host school representative*

teacher with requests. For example, if there are student clubs on international affairs or Asia, the club members could invite the teacher to speak to them about a topic of interest. If the teacher has the appropriate skills, he/she could join a music teacher to introduce some Chinese songs, an art teacher to discuss and demonstrate calligraphy and ink painting, a physical education teacher to introduce Tai Chi or Chinese dance, or a literature teacher to share Chinese poetry. If there is a need for or interest in Mandarin language instruction beyond that which is offered at the school, the Chinese teacher may volunteer to tutor an individual or group.

Consider the Chinese teachers as invaluable resources about China for teachers, students, and parents. Work with your teacher to find ways to share his/her knowledge of China in as many areas of the school as appropriate for the teacher and your school. For example, consider asking the Chinese teacher to contribute to a Chinese corner on your school's webpage and/or student newspaper, and invite the teacher to talk about particularly significant events that happen in China during the school year. Of course, be sure the teacher is comfortable with his/her main teaching assignment before considering other activities.

Other Learning Opportunities for the Chinese Teacher

Build time into the Chinese teacher's schedule for him/her to learn about American approaches

to education. The Chinese teachers should participate in any regular activities for new teachers. Even though they are experienced teachers in China (with anywhere from five to thirty years in the classroom behind them), they are new to American education, and the differences are enormous. Include them in any orientation given to new teachers.

Schools participating in the TEP consistently emphasize the importance of providing time for the Chinese teacher to observe prior to teaching. The amount of time a Chinese teacher spends observing classes varies from school to school. Chinese teachers also differ in the length of time they prefer to observe before teaching. If possible, it would be best for the Chinese teacher to spend a week or more observing American teachers in the classroom. If this is not possible due to scheduling problems, assign an American teacher to the Chinese teacher's classroom in the beginning to help with classroom management. Team teaching is a very effective way of introducing the Chinese teacher to the ways of American schools and students.

Additionally, it is beneficial to allot time throughout the year for the exchange teachers to observe classes in order to deepen their understanding of teaching methods commonly used in American schools. Encourage American teachers to invite the exchange teacher to their classes. It is not enough to say, "Go into any class whenever you have a free period." There must be an invitation, and at least the first few observations should be arranged for the exchange teacher. Continue to assist the teacher in arranging visits within the host school and in other schools within the district so that the teacher is able to observe a wide range of subjects and grade levels.

Academic Mentor

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The role of academic mentor is usually filled by a faculty member who teaches in the same department as the Chinese teacher. The academic mentor is the Chinese teacher's primary

resource within the school and one of the most crucial elements for the success of the program. Though all exchange teachers are experienced classroom teachers, they are apt to have the same

questions, concerns, and challenges as a first year teacher due to the overwhelming newness of an American school setting. A supportive mentor can have a positive impact on the Chinese exchange teacher's self-confidence in facing this exciting challenge. Mentoring the Chinese exchange teacher is important not only at the beginning of the exchange year, but also throughout the school year.

In China, Chinese teachers in the exchange program generally work with highly motivated students at "key" schools. These schools attract students whose families expect them to pass an extremely competitive national college entrance examination. The students do little but study. The priorities of American students, even highly motivated students, may strike Chinese teachers as very strange. Such things as students having part-time jobs, internships, boyfriends/girlfriends, and responsibility for younger siblings, or students living on their own independent from their families are all completely unknown to Chinese secondary students. A handful of Chinese schools have school-sponsored extra-curricular activities but the emphasis of many American schools on activities such as sports, school performances, clubs, and debate teams will be utterly foreign. It might be helpful to explain why many Americans think that academics are not the only purpose of school.

Helping the Chinese Teacher at the Beginning of the School Year

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In the beginning of the school year, the mentor typically will need to spend more time with the teacher than will be necessary later. Daily contact is suggested for the first few weeks of school in order for the teacher to have a smooth beginning to the school year. The following are suggestions for the start of the year:

Clarifying Policies and Procedures

- ❖ Explain the concept of 'zero tolerance' as it pertains to discipline in the school. Chinese teachers are very reluctant to send students out of the classroom, especially to the princi-

pal, because they may view this as a sign of their own weakness or failure. Make them aware that there are certain situations which require outside intervention.

- ❖ Introduce and clarify written and unwritten school policies and rules, for example, reasons for which students may leave the class, when a student needs a pass, and the importance of not leaving the class unattended.
- ❖ Familiarize the Chinese teacher with school practices related to attendance, discipline, grading, and the school's communication process, for example, newsletters, mail boxes, and e-mail.
- ❖ Since the Chinese teacher will be inundated with information in the first weeks, remind them about meetings and deadlines.
- ❖ Tell the teacher in advance what he/she should do during a fire drill and other emergency drills. Few Chinese schools have fire or other drills, so the concept will be totally unfamiliar.

Helping with the Teaching Assignment

- ❖ Review the teaching assignment with the teacher. Attempt to assess which aspects the teacher is comfortable with and those with which he/she is uneasy. Consider whether or not adjustments need to be made in the teaching assignment or if issues can be addressed with the teacher through observations, dialogue, and feedback. For example, it might be preferable for some teachers to begin with small groups before taking on an entire class; or co-teaching might be a good first step.
- ❖ Schools often suggest that the Chinese teachers observe classes during free time. Consider making it a requirement that the exchange teachers spend a few hours each

“After our exchange teachers arrive, they attend the orientation for new teachers so that they understand how the school district works. But then generally a previous American exchange teacher and I meet with them to talk about various scenarios. What could happen in this situation or that situation? What if you do this? What if a student does that? We offer suggestions for how to cope with certain situations.” — U.S. host school representative

week in other classrooms to observe teaching and classroom management techniques.

- ❖ Show the Chinese teacher where to find materials left by previous exchange teachers as well as other resources and equipment to use in daily lesson planning.
- ❖ Present the teacher with possible scenarios that might develop in the classroom and provide suggestions on dealing with them.
- ❖ Help the teacher to organize his/her classes.
- ❖ It can be difficult for the Chinese teachers to know how friendly to be with students. Help them establish appropriate boundaries between themselves and the students.

Providing Ongoing Assistance

“I am not sure how my English has improved, but I have less difficulty in communicating with the students. I found my best teachers—the students—can teach me a lot and make my teaching more effective. Teaching helps learning and learning can make teaching better.” — *Chinese exchange teacher*

Chinese teachers use textbooks mandated by the state, and rarely, if ever, incorporate supplemental material. They tend to be enormously surprised by the lack of textbooks in many classes in the United States, and by the expectations that teachers will pull together materials.

As the school year progresses, the mentoring focus should move from dealing with logistics and procedures to teaching and instruction. View this program as one that is building from year to year rather than just the isolated experience of one exchange teacher. Though the frequency of meetings with the exchange teacher may be reduced, it is still important to make a regular meeting schedule. The Chinese teacher may be comforted by the formality of a regularly scheduled time to discuss concerns that develop as the year progresses. The following are ideas to keep in mind over the course of the year:

Developing Professional Goals

- ❖ Discuss the teacher’s professional goals for the year. Review these periodically and assist the teacher in arranging desired experiences, for example, observations of

classes and visits to other schools within and outside the district.

- ❖ Expect the teacher to keep a professional journal during the year. In this journal they could include topics covered in the courses, effective lesson plans, problems encountered and how they were solved, and materials used for various lessons. Review this journal periodically over the year, possibly at the end of each marking period, and provide feedback on their work.
- ❖ Help the teacher to understand what they are teaching and why it is important. Clarify the state benchmarks and frameworks for the courses.

Assisting with Curriculum Development for the Teaching Assignment

The course curriculum may or may not be well developed. Provide available information and encourage the teacher to develop a syllabus or plan for the course that builds on what was done previously. It is likely that the teacher will need and welcome assistance in curriculum development. Chinese teachers use textbooks mandated by the state, and rarely, if ever, incorporate supplemental material. They tend to be enormously surprised by the lack of textbooks in many classes in the United States, and by the expectation that teachers will pull together materials. As the mentor, be available to answer curriculum development questions and to help find resources. Making your own files and materials available, when appropriate, is especially helpful.

- ❖ If there is no textbook for the course, provide sample books or supplemental materials. A former mentor has suggested giving them “something to fall back on so they don’t have to kill themselves running off things.”
- ❖ Make sure the Chinese teacher knows where to locate lessons from previous years’ exchange teachers. Also, make sure he/she is aware of any resources available in teacher or student libraries (see Appendix A).

Remind the Chinese teacher of the guide *How Chinese Teachers Can Enhance Their Professional Experience in the U.S.-China Teachers Exchange Program*, which they have received. It provides ideas

for overcoming challenges previous exchange teachers have encountered, sample lesson plans, and a list of resources for current topics in American education. It may be helpful to discuss the examples. This guide can be accessed through the U.S.-China Teachers Exchange web site at www.ncuscr.org/files/Guidebook_for_Chinese_Teachers.pdf

- ❖ Remind the teachers that they should be planning coherent lessons and units, not just doing isolated activities.
- ❖ Focus on methodology. Cooperative learning, hands-on activities, and student-centered learning are not common in China. Encourage the teachers to attempt new strategies, as appropriate, in their classes. Some teachers are more open to new ideas and more willing to try new teaching strategies than others. Move forward from the point where the teacher is.
- ❖ Suggest or demonstrate ways that the Chinese teacher might incorporate the use of technology in their lessons. The teacher may already be familiar with using CDs, DVDs and PowerPoint to enliven lessons. In keeping with your school's technology guidelines, you could also introduce the possibilities of YouTube; Chinese television or commercials; iPods; and email or blogging to build e-pal connections between American and Chinese students.

Observing the Chinese Teacher's Classes

- ❖ Formally observe the Chinese teacher's classes on a monthly basis, if possible. (Ideally, your schedule will be arranged to allow for observations.) Decide with the teacher the focus of your observations. For example, if he/she is attempting a new teaching strategy, focus your observations primarily on how the teacher is implementing that strategy. Or if you are aware of concerns regarding classroom management, focus on that aspect of the class. Follow the observation with a dialogue with the teacher about his/her experience in the class and your observations. Address any concerns that emerge in the observations.

- ❖ As feasible, informally observe classes. In some elementary schools, the classroom teacher remains with the class when the Chinese teacher is teaching. If so, encourage the classroom teacher to provide feedback about teaching and classroom management to the exchange teacher.
- ❖ In conjunction with the Chinese teacher, develop an evaluative tool by which the mentor can track the teacher's progress, and to which the mentor can add a narrative on a monthly basis. Address any concerns that emerge. Consider providing the evaluation to the building administrator who then will have a basis for acknowledging the teacher's work, as the "response of authority is very important" to Chinese teachers.
- ❖ The Chinese teacher might expect to be formally evaluated by a building administrator. If possible, schedule a time for the principal to observe and write up a formal evaluation.
- ❖ Encourage the teacher. The Chinese teacher might go through a period of not enjoying teaching and, according to one teacher, "for any teacher who loves teaching that's a hard period."
- ❖ If you notice that the teacher continues to have difficulty and is not responding effectively to suggestions, please call the National Committee. It is imperative that issues be nipped in the bud early.

“In the very beginning, the exchange teacher observed other language teachers' classes in the department so that she could see them first hand and witness what a typical foreign language class is like here in the United States. I think that helped her a lot. She couldn't get over how much students are involved. The give-and-take of teacher and students is the thing that surprised her.” — U.S. host school representative

Reviewing the Experience at the End of the Year

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- At the conclusion of the school year, spend some time reviewing the year with the Chinese teacher. Emphasize the importance of the teacher leaving a copy of their lesson plans, professional journal,

“Students all over the world are the same and remember you are teachers and they are kids. Every classroom needs rules and here is not an exception.” — *Chinese exchange teacher*

list of the topics covered in his/her course(s), and list of available materials to the next exchange teacher. Consider ways to send these materials to the next year’s exchange teacher before he/she arrives. Find a place to store that information until the appropriate time, and condense or format

it so that it can be sent via email if possible. This will be of great benefit to the next exchange teacher and to the development of the curriculum.

Also ask the exchange teacher to make recommendations to the school regarding changes for the next exchange teacher. This might include comments on the teaching assignment and suggestions for materials the school should obtain.

Community Logistics Liaison

The role of community liaison may be filled by a community member with interest in or knowledge of China, retired teacher, former exchange teacher or other teacher, member of a Sister City committee, or any other community member. The community liaison is responsible for assisting with the many aspects of the teacher’s living situation outside of school including making housing and other arrangements prior to the teacher’s arrival, welcoming the teacher, and providing ongoing assistance throughout the year.

The community logistics liaison works closely with the host family. More information about each of these responsibilities is provided in this section of the guide, including suggestions for sharing responsibilities with the host family or Sister City committee.

veto the selection if it is obviously—to you—unsavory. When the time comes, be ready to explain leases, down payments, and the cost of utilities.

Contact the Chinese teacher weekly during the first few months to see that the housing arrangement is satisfactory to the teacher and to the hosts. Besides checking on the housing arrangements, ask about other aspects of the Chinese teacher’s life that may be affecting his/her well-being. For example, he/she may need to get out to see the environs more, may be homesick, may need to know where the Asian food market is, or may need help setting up an Internet connection. Also, contact the host family on a monthly basis to offer your support and see if any issues are arising that you can help resolve

Host Family

If there is a Sister City organization, a member of the committee may be able to take responsibility for finding a suitable host family for the Chinese exchange teacher. For the provisional housing, try to find a host family open to a long-term stay. The teacher should have a private bedroom. Preparing for the teaching assignment may occupy so much of the teacher’s time that a quiet, private space for working without too many distractions will be greatly appreciated. The host family should make it clear from the outset to what extent the teacher will be considered a member of the family and to what extent a guest. The teacher should not be considered an employee of the host family, for example, there to clean or to take care of children.

Making Housing Arrangements

“To live with an American family is better because one of my purposes to come to America is to know and learn more about America, American people, American culture, American customs, and to improve my spoken English.” — *Chinese exchange teacher*

We have found that housing is a complex issue, both because of expectations and because of finances. If possible, find provisional housing accessible to public transportation for the first few weeks or months. After awhile, the teacher may prefer to make his/her own arrangements—with guidance. Safety is a prime concern. Please be sure that the teacher has chosen a safe location, and be ready to

Many Chinese teachers express a preference for living with “real Americans” – not an immigrant family. It may seem to the host school that adjustment would be easiest if the teacher lived with a Chinese or Chinese-American family. While that is true, it doesn’t serve one of the fundamental purposes of the exchange program, which is to expose the visitors to the life of Americans. As one Chinese teacher recently wrote, “to live with an American family is better because one of my purposes to come to America is to know and learn more about America, American people, American culture, American customs, and to improve my spoken English.”

There also may be a political issue if a Chinese or Chinese-American family is selected to be the host. Some exchange teachers are very sensitive about living with hosts from Taiwan.

As soon as a suitable host family has been identified, make sure they have a copy of *Assisting the Chinese Teacher’s Home Stay: A Guide for Families Hosting Chinese Exchange Teachers*. Provide this guide to the family as much in advance of the teacher’s arrival as possible. If a hard copy is not available, the guide may be accessed at www.insites.org/projects_asia_k-12.html or www.ncusr.org/files/Guidebook_host_family_3-11.pdf. This guide contains essential information for the host family, practical advice, and valuable tips. Armed with knowledge from this guide, the host family also will be better equipped to share responsibilities with the community logistics liaison. In addition, contact previous host families to see if they will serve as mentors to the new host family. Facilitate contact between the host families.

Rent

Rent paid to host families varies according to location. Depending on the cost of living, the amount will range from \$300-\$500/month. Teachers are told that they will pay up to \$500/month for their food and lodging. The funds should cover the cost of food (breakfast and dinner during the week and three meals each weekend day); use of the facilities (such as the washer/dryer, kitchen, local telephone), and a reasonable share of the cost of utilities. Depending on the local cost of living, it is acceptable to ask teacher to pay less than \$500, but no less than \$300/month. The Chinese teacher will have no idea of costs here, and

everything will seem quite expensive by Chinese standards.

The teacher will probably not have enough cash on hand upon arrival to cover rent immediately. The host family should be advised that the first payment may be late. If an apartment is rented, arrangements may be made for the National Committee to pay the first month’s rent.

Welcoming the Chinese Teacher

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The Chinese teachers typically arrive about one week before school begins so they can begin to adapt to their surroundings before they teach. The person designated to assist with housing and other aspects of life outside of school should be available to help them with immediate tasks.

Airport Arrival

The teacher should be met at the airport by one or more members of the host family and by at least one person from the school. Make sure that the host family has the arrival time and has made plans to meet the teacher at the airport. In the Chinese context, this is standard procedure in greeting a newcomer. Flowers to welcome the teacher would be a nice touch. Remember that your exchange teacher is your guest and will expect to be treated as a guest, particularly at the beginning. He or she might never before have left his/her home country, and will probably be anxious, exhausted, and perhaps airsick upon arrival. He or she will probably have two of the largest and heaviest suitcases you have ever seen.

Remember that your exchange teacher is your guest and will expect to be treated as a guest, particularly at the beginning. He or she might never before have left his/her home country, and will probably be anxious, exhausted, and perhaps airsick upon arrival. He or she will probably have two of the largest and heaviest suitcases you have ever seen.

If the teacher will be living in an apartment, please check the apartment prior to the teacher’s arrival, do any necessary cleaning, and provide a selection of foods and beverages. Remember, in the first few days the teacher will not know how or where to procure food or how to prepare it. A basket of fruit, bread or crackers, and loose tea (not tea bags) is an easy way to welcome the teacher to

“The first few weeks we do everything we can to show them what’s available and introduce them to as many people as possible.” — U.S. host school representative

the host family. More extensive supplies should be stocked in an apartment: bread, rice, eggs, cooking oil, some fruit and vegetables and perhaps meat.

Immediate Tasks

Certain tasks need to be taken care of in the first few days after the exchange teacher arrives. However, do allow for jet lag as you go about these errands. The host family also will receive information from the National Committee about these immediate tasks involving identification and financial matters. Discuss with the host family the degree to which they can assist with these important concerns. The following are some of the items that need immediate attention.

Most Chinese do not have driver’s licenses—driving is a profession in China—and the teachers should not be encouraged to learn to drive. Driving is dangerous, and cars, gas, and insurance costly.

Security provisions implemented since September 11, 2001, require banks to ask for Social Security numbers when submitting an application to open an account.

Identification

- ❖ File for a Social Security number. Check your local telephone directory or the Internet for the closest Social Security Administration office (www.ssa.gov). The teacher must present his/her passport, I-94 form, DS-2019 form, and the original letter of invitation to the United States. In the past, it has taken two or three weeks to process applications. It might take longer now, as the Department of Homeland Security must approve applications from foreigners.
- ❖ Obtain an identification card.

The teacher needs an official form of identification. Ideally, the teachers should apply for non-driver’s license ID cards from the state Department of Motor Vehicles (DMV). Application requirements vary from state to state. Check with the local DMV office for details. (Most Chinese do not have driver’s licenses—driving is a profession in China—and the teachers should not be encouraged to learn to drive. Driving is dangerous, and cars, gas, and insurance costly.)

- ❖ Explain how to use personal checking accounts and ATMs. Personal checking accounts are virtually non-existent in China so explain how they work and how to write a check. ATMs may be familiar, but teachers won’t be accustomed to English-language prompts. Make sure that the teacher knows how to obtain cash! Many ATM cards in the United States can be used as debit cards. Please explain how they work. Credit cards also are not as common in China as they are here, and may be difficult for the Chinese teacher to obtain because they have no credit history in the United States. This varies widely from place to place and credit card company to credit card company.
- ❖ Open a bank account. Security provisions implemented since September 11, 2001, require banks to ask for Social Security numbers when submitting an application to open an account. Enforcement is quite variable. If the teacher must wait for a Social Security number, it may be several weeks before an account may be established and another few days before the stipend check from the National Committee will clear. The teachers all come with some American money. They may need to break \$100 bills.

Transportation

- ❖ Provide a map of the area.
- ❖ Walk with the teacher around streets in the local area.
- ❖ Introduce the public transportation system. Go on trial runs using public transit to get to school, shopping, and other necessary locations such as the post office and public library.
- ❖ Provide a bicycle, if possible and if appropriate to your location and to the needs of the Chinese teacher. Urge the teacher to wear a helmet. This is not done in China but is important here because of the large number of motorized vehicles on the roads. Some teachers may not know how to ride a bike, and/or may not feel comfortable riding here because of unfamiliar traffic patterns. If a teacher prefers not to ride a bike, please don’t push him/her to do so.

Financial Matters

- ❖ Solicit a list of contact information for people who are willing to assist with the teacher's transportation. Share this list with the host family.

Shopping and Communications

- ❖ Introduce the teacher to local shopping. If there is a Chinese or Asian market, be sure to point it out. If there is not a local Asian market, find out if Asians in your community periodically visit markets in a wider area and arrange for the Chinese teacher to be included in a trip to the market
- ❖ Show the teacher how to use the telephone. Help the teacher obtain a phone card and show him/her how to use it so he/she can call family in China.
- ❖ Accompany the Chinese teacher to the post office and public library.
- ❖ Show the teacher how to access current news from China on the Internet.

Welcoming Activities

The custom in China is to welcome guests with a banquet very soon after arrival. Plans should be in place to take the teacher to a welcome dinner, perhaps at a local Chinese restaurant since this food will be relatively familiar and may help to settle a stomach that is queasy from unfamiliar food and water. Coordinate plans with the School Logistics Manager and host family.

If someone in your school or community speaks Chinese (Mandarin), it would be wise to inform him/her of the exchange teacher's arrival in advance. Including this person in early welcoming activities could be an invaluable asset in making the teacher feel comfortable and in facilitating communication. Someone from China who has been in the United States can also help to introduce the teacher to American-style shopping. The teacher might not recognize foods we find common, and may need help in discovering which items to substitute for those typically found in China. When selecting someone for this role, remember that there might be sensitivities about Taiwan. If possible, find somebody from the Mainland.

If appropriate, alert the local newspaper and/or

television station to the exchange program and encourage them to interview the exchange teacher. It would be best to schedule interviews a few weeks after school has started so that the teacher can talk about initial impressions of American school life.

Ongoing Assistance with the Living Situation

Connecting to the Community

The host school has the opportunity to show American life to the Chinese exchange teacher. Encourage teachers and others in the local community to invite the teacher to social activities, particularly at the beginning of the year. Chinese are not accustomed to solitude, and will want a community of people with whom to interact and do things. Invitations to lunch, coffee/tea, and dinner will be hugely appreciated. Given the importance of family in Chinese culture, the teacher will value meeting members of the family. The activities might seem very ordinary to you, but such invitations will make the teacher feel welcomed and cared for, and will save him/her from a potentially lonely weekend. Although Chinese teachers enjoy social interaction, do not expect them to initiate it, especially at the beginning of their stay. Members of the host community must make it a point to reach out to them. Establish a pattern of social invitations and a broad base of social contacts early in the year before isolation sets in.

After the initial weeks of adjustment, keep in touch with the Chinese teacher on a regular basis to assess the teacher's living and social situation. If the teacher is not living with a host family, it

Chinese are not accustomed to solitude, and will want a community of people with whom to interact and do things. Invitations to lunch, coffee/tea, and dinner will be hugely appreciated. Given the importance of family to Chinese culture, the teacher will value meeting members of the family.

Make conscious efforts to keep in touch and see that the teacher is not becoming too lonely or homesick. Such signs of hospitality are standard practice in China, and will be expected. In addition, the Chinese teacher may feel uncomfortable calling on you for help, especially at the beginning.

is particularly important to call once per week, drop by when convenient, and make conscious efforts to keep in touch and see that the teacher is not becoming too lonely or homesick. Such signs of hospitality are standard practice in China, and will be expected. In addition, the Chinese teacher may feel uncomfortable calling on you for help, especially at the beginning.

Recruit other teachers and non-teaching friends to invite the Chinese teacher on sightseeing trips, family outings, holiday activities, and community events. Include a non-teaching friend when you plan an outing with the exchange teacher(s). Having a friend along can make the outing easier for you, as well as provide a chance for the Chinese teacher to get to know an American who is not an educator. Besides helping the Chinese teacher meet a variety of people, it will also spread the responsibility for activities across a wider group of people.

Assist the exchange teacher in making connections within the community, for example, with a book group, a retired educators' group, a sister city committee, and local universities. Also build on connections that any local businesses might have to China. One possible activity is to develop a panel of business people who can come to the classroom to talk about their experiences in doing business in China. The Chinese teacher could comment on how he/she sees this business influencing life in China.

Some teachers have volunteered at community organizations. Activities have varied widely, ranging from tutoring immigrants in spoken English to teaching computer skills to working in a soup kitchen. If during the course of the year a host

The Chinese customarily respond to invitations differently than Americans. Invitations to DO things are not usually turned down. It is more likely that offers of food or drink would be refused the first couple of times. Encourage Americans to persist and not to accept an initial negative response to their invitations.

family member is involved in some sort of charitable fundraising effort such as an AIDS Walk, invite the exchange teacher to join you. He/she may not raise much money, but this is American volunteerism in action. Similarly, if there is a mara-

thon in your area, recommend that the teacher watch. Some have been especially moved by the wheelchair athletes.

Invitations

Chinese customarily respond to invitations differently than Americans. Invitations to DO things are not usually turned down. It is more likely that offers of food or drink would be refused the first couple of times. Therefore, if you are on an outing on a hot late summer/fall day, don't ask the teacher if he/she would like something to drink. Just buy a bottle of soda or water for the teacher as you buy one for yourself and anyone else in the group. Encourage Americans to persist and not to accept an initial negative response to their invitations.

When an invitation is extended in China, the expectation is that the person making the invitation will pay for the activity, whether that's an entrance fee, the cost of a meal, or anything else. Although the teacher knows that American customs differ, he/she may not always remember to carry enough cash to cover all costs, especially at the beginning when prices are unfamiliar. If you do not wish to cover the cost, tell the teacher ahead of time how much money he/she should expect to spend. Tips such as these can ease the initial interactions between Americans and the exchange teacher.

Be sensitive to topics or locations that might offend the Chinese teachers, and be aware that teachers vary in their sensitivity to issues. Taiwan and religious activities are two areas that have been pointed out by participating schools as potentially touchy issues.

Transportation

Depending on the location, teachers might be able to use public transportation to visit many areas of the community. In rural, suburban, and many urban locations, they might need rides even for day-to-day activities. Take teachers to the places they cannot or might not go on their own, but you do not need to take the teachers everywhere. Having a list of people who are willing to provide transportation will give the teacher many options for exploring the community. As the year

progresses most become more and more comfortable with going places on their own.

Teachers vary, however, in their level of comfort and degree of initiative in exploring the area independently. It is often easier for teachers to go places without an American guide in those communities where there is more than one exchange teacher, where teachers have been placed for a number of years, and/or there is good public transportation. Exchange teachers who are alone in the district or city will need more assistance from the host school. Stay in touch with the host family to ensure that the teacher's transportation needs are being met in a way that is manageable for both the teacher and the host

It is important to have bicycles available for Chinese teachers who don't live in urban environments, even if they don't use them much. If there are two teachers and they don't live within walking distance of each other, it becomes important to have a bike. Perhaps you can ask the school or community to lend/donate bicycles.

Religious Practice

Most of the Chinese teachers do not practice religion. They will be curious about American religion and will assume that all Americans are Christian. If an American teacher or the host family regularly attends church or synagogue services, it is appropriate to invite the teacher to go along but no pressure to do so should be exerted. Some teachers are very interested in attending religious ceremonies, such as weddings, baptisms, and Christmas festivities, but are wary of further involvement. Others will welcome an invitation to a Sunday service once or twice, but may not want to go every week. Please include the teachers in major holiday celebrations – both religious and secular.

Food

Many Chinese visitors will miss Chinese food. The most difficult foods for many Chinese are uncooked things (e.g., salad), rare meat (that juicy steak could be a big problem!), and cheese. Some teachers are willing to try everything and learn to love things that were originally problematic. Others have a hard time throughout the year. Favorites often include ice cream, pizza,

and, sometimes, spicy food. Although there is a strong Buddhist, vegetarian tradition in China, most Chinese will eat anything (as long as it is cooked Chinese-style) and find self-imposed dietary restrictions surprising.

Exploring Places of Interest

Consider the unique areas of your own community that will give the exchange teacher a glimpse of your part of the United States. The following is a list of places and activities that have been suggested by participants in the TEP as of interest to exchange teachers. Included in this list are places and activities that might be available in any community and some that are specific to one city.

- ❖ Beaches and parks
- ❖ Farms
- ❖ Aquariums
- ❖ Botanical gardens, Chinese gardens, and arboretums
- ❖ Zoos
- ❖ Museums
- ❖ Movies
- ❖ Theaters
- ❖ Operas
- ❖ Free cultural events
- ❖ Parades
- ❖ Oktoberfest activities
- ❖ Halloween activities, including trick or treating in costume
- ❖ Holiday events such as Thanksgiving Day Parade, Thanksgiving dinner, Christmas parties
- ❖ Religious ceremonies such as weddings, baptisms, the blessing of animals
- ❖ Local high school or college sporting events
- ❖ Family dinners and celebrations such as birthday parties
- ❖ Dining out
- ❖ Renaissance Festivals

- ❖ Kennedy Space Center at Cape Canaveral
- ❖ West Point
- ❖ Staten Island
- ❖ Coney Island
- ❖ Local marathons
- ❖ YMCA

Reflecting on the Year

As the end of the school year approaches, the person overseeing the exchange program could invite those most closely involved to discuss the year, how it has built on previous years, and how the current experience can be strengthened for your staff and students and the Chinese

“People are kind everywhere. It is valuable to travel abroad to know the people here. I find the longer I am here and the more I get to know the people, I have fewer stereotypes of people.”
— Chinese exchange teacher

teacher in the future. If the model in this guide was followed, the School Logistics Manager, Academic Mentor, and Community Logistics Liaison will be able to provide insights focused on various aspects of the exchange program and specific suggestions for improvement. Also, gather feedback, formally and/or informally, from teachers, students, and parents regarding the Chinese teacher’s

classes. Based on this evaluation, fine-tune the curriculum, teaching assignment, and teacher support in order to strengthen the exchange experience and the place of Chinese studies in your school’s program. As a result of their experiences with the Chinese exchange teacher, some of your teachers may be interested in learning more about China, how to incorporate information about China into their curricula, and where to obtain curriculum related to China. Appendix B provides information on other Freeman Foundation funded programs through which teachers can obtain professional development on Asia. Some programs also provide curricular materials on their websites. Also included is information on the China Exchange Initiative, which assists schools in developing partnerships with schools in China.

Appendix A

Resources for the School Library

The work of Chinese exchange teachers and U.S. teachers is enhanced by the availability of quality materials on the history of China and on contemporary China. American teachers who have taught in China in the TEP suggested the following resources as ones to have available in your school. In addition to acquiring some of these resources for your media center, you may wish to make these lists available to your staff. It is not expected or required that you obtain any or all of these resources. This list is provided to guide those who wish to obtain additional resources. More information about many of these resources is available through web sites such as amazon.com.

The list is divided into four time periods—contemporary China (1976-present), revolutionary China (1949-1976), modern China (1800-1949), and traditional China (before 1800). Some books cover more than one time period but are only listed in the most recent time period that is appropriate. If known, grade levels (E=elementary, MS=middle school, HS=high school) are suggested at the end of the citation. Books are listed alphabetically by author; films alphabetically by director. At the end of the list are suggestions of other materials and resources that may be useful for any of the time periods.

Resources for Contemporary China (1976-present)

Books

- Ada, A., Harris, V., & Hopkins, L. (1994). *A Chorus of Cultures Anthology: Developing Literacy through Multicultural Poetry*. Hampton Brown Co. Inc.
- Dreyer, June Teufel. (2005). *China's Political System: Modernization and Tradition (5th edition)*. Longman. (HS/ Adult)
- Gao, Xingjian. (2001). *Soul Mountain*. Harper Perennial. (HS/ Adult)
- Goldstein, Peggy. (1992). *Long is a Dragon: Chinese Writing for Children*. Pacific View PR. (E)
- Hessler, Peter (2001). *River Town: Two Years on the Yangtze*. Harper Perennial. (HS/ Adult)
- Hessler, Peter (2005). *Oracle Bones: A Journey through China's Past and Present*. Harper Collins. (Advanced HS/ Adult)
- Hessler, Peter (2010). *Country driving: A Chinese road trip*. Harper Collins. (HS/ Adult)
- Jin, Ha. (2001). *The Bridegroom: Stories*. Vintage. (HS/ Adult)
- Jin, Ha. (2004). *The Crazyed*. Vintage. (HS/ Adult)
- Jin, Ha. (2000). *In the Pond*. Vintage. (HS/ Adult)
- Jin, Ha. (1998). *Ocean of Words: Stories*. Vintage (HS/ Adult).
- Jin, Ha. (1998). *Under the Red Flag*. Zoland Books. (HS/ Adult)

Appendix A. Resources for the School Library

- Jin, Ha. (2000). *Waiting: A Novel*. Vintage. (HS/ Adult)
- Kalman, Bobbie. (1989). *China: The Culture (lands, peoples and cultures series)*. Crabtree Publishing Co.
- Kershul, Kristine. (2002). *Chinese in 10 Minutes a Day*. Bilingual Books.
- Knapp, R., Spence, J, & Ong, A. (2005). *Chinese Houses: Architectural Heritage of a Nation*. Tuttle Publishing. (HS/ Adult)
- Knapp, R. & Lo, K. (2005). *House, Home, Family: Living and Being Chinese*. University of Hawaii Press. (HS/ Adult)
- Lau, Joseph, & Goldblatt, Howard. (1995). *Columbia Anthology of Modern Chinese Literature*. Columbia University Press.
- Lo, Kai-Yin. (2001). *Living Heritage: Vernacular Environment in China*. First Asia Resources.
- Salzman, Mark. (1987). *Iron and Silk*. Vintage. (Advanced HS/ Adult)
- Schell, Orville. (1998). *The China Reader: The Reform Era*. Vintage. (HS/ Adult)
- Steele, Philip. (1996). *Journey through China*. Troll Communications. (E)
- Stepanchuk, Carol. (1992). *Mooncakes and hungry ghosts: Festivals in China*. China Books and Periodicals Inc. (E/MS)
- Stepanchuk, Carol. (1994). *Red Eggs & Dragon Boats: Celebrating Chinese Festivals*. Pacific View PR. (E/MS)
- Tan, Amy. (1993). *The Kitchen God's Wife*. Vintage. (HS/ Adult)
- Winchester, Simon. (2004). *The River at the Center of the World: A Journey Up the Yangtze, and Back in Chinese Time*. Picador. (HS/ Adult)

Resources for Revolutionary China (1949-1976)

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Books

- Chang, J. & Halliday, J. (2005). *Mao: The Unknown Story*. Knopf. (HS/ Adult)
- Chang, Jung. (1991). *Wild Swans: Three Daughters of China*. Simon & Schuster. (HS/ Adult)1
- Cheng, Nien. (1988). *Life and Death in Shanghai*. Penguin. (HS/ Adult)
- Granat, D. & and Brimberg, S. (1999). *China (Grades 4-8)*. Scholastic. (E/MS)
- Jiang, Ji-Li. (1999). *Red Scarf Girl: A Memoir of the Cultural Revolution*. Sagebrush. (MS/HS)
- Ma, Bo. (1996). *Blood Red Sunset*. Penguin. (HS/ Adult)
- Ma, Jian. (2001). *Red Dust: A Path through China*. Pantheon. (HS/ Adult)
- Mao, Tsetung (Zedong). (1967). *Quotations: The Red Guard's Handbook*. International Centre, George Peabody College. (Advanced HS/ Adult)
- Mao, Tsetung (Zedong). (1990). *Quotations from Chairman Mao Tsetung*. China Books & Periodicals Inc. (MS/HS/ Adult)
- Min, Anchee. (1995). *Red Azalea*. Berkley. (Advanced HS/ Adult)
- Spence, Jonathan. (1999). *Mao Zedong*. Viking Adult. (HS/ Adult)

Appendix A. Resources for the School Library

Williams, Maslyn. (1967). *The East is Red*. W. Morrow.

Yan, Mo. (1994). *Red Sorghum*. Penguin. (HS / Adult)

Yang, Rae (1997), *Spider Eaters: A Memoir*. University of California Press. (Advanced HS / Adult)

Yu, Hua. (2003). *To Live: A Novel*. Anchor. (HS / Adult)

Films

Zhang, Yimou. (1999). *Not One Less*.

Zhang, Yimou. (2000). *The Road Home*.

Zhang, Yimou. (1993). *The Story of Qiu Ju*.

Zhang, Yimou. (1994). *To Live*.

Resources for Modern China (1800-1949)

Books

Agress, Clarence. (2004). *Wansan: the Last Manchu Princess*. Authorhouse. (HS / Adult)

Buck, Pearl S. (2004). *The Good Earth*. Washington Square Press. (MS / HS / Adult)

Buck, Pearl S. (1994). *A House Divided*. Moyer Bell Ltd. (MS / HS / Adult)

Buck, Pearl S. (1993). *The Mother*. Moyer Bell Ltd. (MS / HS / Adult)

Buck Pearl S. (1992). *Sons*. Moyer Bell Ltd. (MS / HS / Adult)

Buck, Pearl S. (1991). *Three Daughters of Madame Liang*. Moyer Bell Ltd. (MS / HS / Adult)

Chang, Iris. (1999). *The Rape of Nanking: The Forgotten Holocaust of World War II*. Sagebrush. (HS / Adult)

Kendra, Judith. (1994). *Migrations: Chinese Migrations*. Hodder & Stoughton Childrens Division.

Lin, Yutang. (1998). *The Importance of Living*. Harper Paperbacks. (HS / Adult)

Lin, Yutang. (2005). *Between Tears and Laughter*. Kessinger Publishing. (HS / Adult)

Pu Yi, Henry. (1967). *The Last Manchu: The Autobiography of Henry Pu Yi, Last Emperor of China*. Putnam.

Scher, L. & Johnson, M. (1999). *Culture Kit: China (Grades 1-4)*. Scholastic. (E)

Spence, Jonathan. (1999). *The Search for Modern China*. W. W. Norton. (HS / Adult)

Films

Fong, Mona, & Wu, Tian-Ming. (1999). *The King of Masks*.

Resources for Traditional China (Before 1800)

Books

- Cooke, Bill. (2000). *Imperial China: The Art of the Horse in Chinese History*. Harmony House Publishers.
- Cotterell, Arthur. (2005). *Ancient China* (DK Eyewitness Books). DK Children. (E/MS)
- Gilchrist, C. & Mistry, N. (2005). *Stories from the Silk Road*. Barefoot Books. (E/MS)
- Fisher, Leonard. (1995). *The Great Wall of China*. Aladdin. (E)
- Knapp, Ronald G. (1999). *China's Old Dwellings*. University of Hawaii Press.
- Lee, Gus. (1994). *China Boy*. Plume. (E/MS)
- Li, Hwui. (2005). *The Life of Hiuen-Tsiang: By the Shaman Hwui Li. (With an introduction containing an account of the works of I-tsing, by Samuel Beal)*. Adamant Media Corporation.
- Major, J. & Fieser, S. (1996). *The Silk Route: 7,000 Miles of History*. HarperTrophy. (E/MS)
- Moore, Charles A. (1967). *The Chinese Mind: Essentials of Chinese Philosophy and Culture*. East-West Center Press/University of Hawaii Press.
- Simpson, J. & Michaelson, C. (1996). *Ancient China*. Time-Life Books.
- Steele, Philip. (2002). *Ancient China*. Southwater (E)
- Steele, Philip. (1999). *Chinese Empire*. Lorenz Books (E)
- Williams, S. & Fong, A. (1997). *Made in China: Ideas and Inventions from Ancient China*. Pacific View PR. (E/MS)
- Xuanzang. (1997). *The Great Tang Dynasty Record of the Western Regions*. Numata Center for Buddhist Translation & Research.
- Zhang, S. & Zhang, H. (2000). *A Time of Golden Dragons*. Tundra Books. (E/MS)

Other Suggested Resources

Books

- Mythology Books
- Picture Books (Chinese fables/ folktales, mythology, non-fiction)
- Art Samples (Calligraphy, painting, crafts)
- Calligraphy Sets (Ink, brushes, paper)
- Language Materials (Books, CDs, DVDs, dictionaries)
- Magazines
- News Films
- News (e.g., CCTV9 via internet)
- Newspapers (e.g., China Daily via internet or hard copy)

Appendix A. Resources for the School Library

Philosophy (Confucius, Lao Tzu, Mencius, Hanfeitzu, Zhuangzi)

Pictures (Famous Chinese people, famous inventions)

Time Lines

Travel Brochures

Chinese Publications about Taiwan

Online Film Resources

www.asianfilms.org/china/

www.dianying.com

Asia-Related Programs Funded by the Freeman Foundation

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The Freeman Foundation funds a number of programs related to China and Asia in various parts of the U.S. The primary focus of these programs is professional development for K-12 educators. The activities offered by these programs vary but include seminars, workshops, study tour programs, and cultural events. In addition, the websites of many of these programs provide valuable resources related to teaching about Asia. Teachers and administrators who are interested in learning more about Asia and/or about how schools are incorporating China and Asia into their schools will find these programs useful sources of information.

AsiaPacificEd Program
East-West Center
www.eastwestcenter.org

The AsiaPacificEd Program aims to improve teaching about Asia, particularly Southeast Asia, across the curriculum in grades 3-12 and to facilitate cross-cultural learning. Located in Hawaii, AsiaPacificEd offers various professional development programs for U.S. teachers and students, and institutes for Asian teachers. For example, twenty-four teachers from Thailand and Indonesia went to the East-West Center for a week of learning followed by home stays and week-long visits to schools in six communities across the U.S.

Asian Studies Outreach Program
University of Vermont
www.uvm.edu/~outreach/about/about.html

The Asian Studies Outreach Program (ASOP) sponsors numerous activities to support the inclusion of Asia in the curriculum statewide in Vermont elementary, middle, and high schools. Activities to support this goal include teacher in-service education through after-school workshops and comprehensive support for teachers, such as a library of curriculum materials/kits that address Vermont curriculum standards, touring exhibits, and listservs/newsletters. In addition, ASOP conducts school-based programs that include school-wide, district-wide, and county-wide models emphasizing curriculum revision, professional development, student and teacher exchanges, community outreach, and leadership development. They advocate for policy change at the state level to support teaching about Asia and conduct research to determine needs related to providing Asian Studies in the state.

Bringing China to Arkansas
Arkansas Global Programs
University of Arkansas at Little Rock
www.ualr.edu/arkansasglobalprograms/china/

Since 2001, Arkansas Global Programs (AGP), University of Arkansas at Little Rock, has provided extensive and lengthy training programs on China. Bringing China to Arkansas Program (BCAP) orients 5th-12th grade teachers; expands partnerships with their Arkansas schools; links them with Chinese

Appendix B. Asia-Related Programs Funded by the Freeman Foundation

schools and colleagues, and fosters exchanges and Chinese language and culture courses in Arkansas schools. BCAP conducts a spring self-study program and workshop for learning about China and a three-week summer study tour of China; facilitates exchanges between Arkansas and Sichuan Province schools; connects current participants and alumni via a website and blog; fosters changes in Arkansas state policy to increase teaching about China in Arkansas schools; promotes Chinese language and culture courses in Arkansas schools; presents at professional conferences; provides assistance to new Chinese teachers in Arkansas schools; conducts extensive outreach by participants and staff in partner schools and communities; assists alumni who wish to return to China to teach or travel; encourages alumni and participants to interface with Chinese participants visiting Arkansas on other AGP exchange projects such as connecting with Chinese museum directors, archaeologists, and university researchers and professors; and develops strong Chinese institutional partnerships, for example, with Sichuan Department of Education, International Exchange Office; Chengdu Municipality Bureaus of Culture, Education, and Sports; and Sichuan University Museum, Archaeology Department, and Center for Tibetan Studies; and Chengdu Sport University.

China Exchange Initiative

www.thechinaexchangeinitiative.org

The purpose of the China Exchange Initiative (CEI) is to build and support educational exchange programs between schools in the United States and schools in China. CEI provides support for and information about establishing sister school relationships. To this end, the staff at CEI offers a wide range services which include: leading exploratory discussions with interested teachers and administrators, making formal presentations to school boards and other groups, introducing schools to an appropriate sister school, assisting with formal exchange agreements, and suggesting funding sources. In addition, CEI provides a handbook for U.S.-China school exchanges, ideas for curriculum development, seminars, and suggestions for utilizing exchange teachers in the school.

China in Missouri

International Education Consortium

www.csd.org/csdrpd/IEC/iecchinainmissou.html

China in Missouri is one program of the International Education Consortium (IEC), a professional development effort of the area's Cooperating School District. China in Missouri offers a study tour program, primarily for high school teachers, that combines an intensive preparation seminar on China, travel for three weeks in China, and follow-up work by teachers in the form of curriculum and dissemination projects. In addition, the IEC offers National Consortium for Teaching about Asia seminars, AP World History Institutes, Human Geography Institutes and one-day workshops, such as one involving the Asian Galleries at the St. Louis Art Museum.

Japan Society

www.japansociety.org.

The Japan Society offers professional development opportunities for teachers in the New York City area. These include Japanese language courses, seminars and one-day workshops, study tour programs to Japan, various art programs, including Japanese films, and exhibitions of Japanese art, performances, and lectures by Japanese artists and writers. Resources such as teaching units are included on the Journey through Japan web site. The Japan Society has developed a partnership with a New York City high school and also is considering ways to link schools together around Japan-related activities.

Appendix B. Asia-Related Programs Funded by the Freeman Foundation

National Consortium for Teaching About Asia

www.nctasia.org

National Consortium for Teaching about Asia (NCTA), a consortium of seven national coordinating sites, offers seminars related to Asia and study tour programs to China, Japan, and Korea. The seminars and study tour programs are primarily for middle and high school teachers of world history, geography, social studies, and literature. Links to national, regional, and partners sites are available through the NCTA website.

Primary Source

www.primarysource.org

Primary Source strives to integrate content on China into elementary, middle, and high school curricula in significant ways. Primary Source offers an array of professional development courses and workshops related to China and study tour programs to China for teachers and administrators, along with a website and catalogue of courses. The organization also engages in partnership relationships with school districts in New England. Districts receive a variety of professional development services and resources in exchange for integrating China into the K-12 curriculum in significant ways. Other resources available through Primary Source include connections with local university professors with expertise on Chinese history and culture, and an on-site library that includes curriculum units. Primary Source also participates in the Massachusetts Institute for International Studies that provides a forum for administrators to participate in a broader discussion/advocacy for China in the curriculum within the framework of international studies.

Teach China

China Institute

www.chinainstitute.org

The China Institute offers courses and study tour opportunities for teachers in the New York City area with the goals of building teachers' content knowledge through firsthand experience, confronting commonly held stereotypes of China, and increasing teachers' understanding of China's importance in the world. The Institute encourages teachers to participate in its numerous activities including lectures, workshops, and courses on Chinese history, culture, language and literature. Institute staff also attempt to build long-term relationships with teachers that participate in their study tour programs in order to assist the teachers in growing professionally around their teaching about China. Teachers are also encouraged to make use of the resource center and access curriculum projects such as *From Silk to Oil: Cross-cultural Connections Along the Silk Road*, which was produced through grants from various sources. Units are appropriate for a wide range of grade levels, as New York curriculum standards touch on China at grades 3, 6, 9, and 10.