

**National East Asian Languages Resource Center  
at the Ohio State University and**

**Chinese Language Association of  
Secondary-elementary Schools**

**Co-present**

**CLASS Professional Standards  
for k-12 Chinese Teachers**

**ACKNOWLEDGMENTS**

The Chinese Language Association of Secondary-Elementary Schools (CLASS) is delighted to celebrate its 20th anniversary by presenting these professional standards for the field of K–12 Chinese language teaching.

Since its establishment in 1987, CLASS has been at the forefront of the national initiatives to promote the teaching and learning of Chinese language in K–12 schools. One of CLASS’s many contributions to the field of world languages education in the United States is its leadership in the development of the Chinese-specific learning standards for K–12 Chinese language students. These standards were published by the National Standards in Foreign Language Education Project to tailor the generic national standards to the specific needs for the ten most commonly taught languages in U.S. schools (the third edition was published in 2006). As the national standards movement in the field of world language education seeks to raise the level of expectations for all language learners, CLASS has taken a strong position to prepare well-trained teachers of Chinese in order to unify teachers’ efforts in implementing the standards in their classrooms. Because Chinese language programs in many areas of the country are still in the early stages of development, CLASS is a resource for Chinese teachers, foreign language specialists, school administrators, parents, and policymakers who recognize the importance of effective language instruction through the study of Chinese cultures taught by professional teachers of Chinese.

The Professional Standards for K–12 Chinese Teachers is the outcome of a collaborative project entitled “CLASS ACT: Articulation Collaboration for Teachers,” jointly sponsored by CLASS and the National East Asian Languages Resource Center (NEALRC) at The Ohio State University. CLASS thanks Dr. Galal Walker, director of NEALRC, whose leadership and determination provided the driving force for the development and success of this most important project.

Every effort was made to ensure that this professional standards document is the product of the Chinese language teaching field. CLASS expresses its utmost appreciation to the advisory consultants and the task force that committed their time and knowledge to make this publication possible. The draft of the final document was released and distributed to all CLASS members and foreign language specialists in 2006. Special thanks go to the many individuals who contributed revision suggestions based on their experiences. Their dedication to the profession and to raising the quality of Chinese education is commended.

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## **INTRODUCTION**

Teaching and learning Chinese language and culture hold an increasingly vital place in American education because of the emergence of China as a major player on the 21st-century world scene. The promotion and development of Chinese language education in grades K–12 are of critical importance to the United States in terms of future economic opportunities and increasingly dynamic, interactive global communities. Before the 1980s, there was little need for colleges to pay attention to pre-collegiate Chinese language instruction because so few students, other than ethnic Chinese, entered college with any prior exposure to the Chinese language. However, this situation has been changed since 1982 when the Geraldine R. Dodge Foundation began a decade of sustained investment in the development of secondary school Chinese programs. Now, there is some anecdotal evidence that post-collegiate careers are being built upon exposure to Chinese that began in K-12 schools.

In recent years, there has been a dramatic increase in the number of K–12 schools offering Chinese, which has created a huge demand in school districts for trained and licensed Chinese language teachers. Expansion in the type and number of K–12 Chinese programs also has coincided with the national standards movement to develop long, sequenced standards-based instruction that begins language studies in the early grades, including kindergarten. To date, many schools have not been able to start or fully expand their Chinese programs because of a lack of highly trained and qualified teachers.

CLASS, a national organization serving the K–12 Chinese teaching profession, has responded to these needs of the field by working closely with faculty at The National East Asian Languages Resource Center (NEALRC) at The Ohio State University. In 2001, NEALRC funded a collaborative project titled “CLASS ACT: Articulation Collaboration for Teachers” to develop a set of recommendations for certifying teachers of Chinese at the K-12 schools. In 2003, based on the certification criteria recommended by the CLASS ACT Task Force, CLASS and NEALRC expanded the project to focus on the development of professional standards for entry-level Chinese teachers at elementary and secondary schools.

These professional standards for beginning Chinese teachers were developed by a task force appointed by the Professional Development Committee and Curriculum Committee of CLASS. All task force members were practicing K–12 teachers representing both public and private schools in urban and suburban settings. The task force included both native speakers from a variety of backgrounds in the Chinese-speaking world (China, Hong Kong, Taiwan, and overseas Chinese communities) and nonnative speakers who received their Chinese education primarily at U.S. colleges and who had spent varying amounts of time in China, Hong Kong, and/or Taiwan. Since 2005, a draft of this

document has been circulated to practicing K–12 Chinese teachers, Chinese scholars and instructors at colleges, state and local school district supervisors, experts in the world language teaching field, and statewide focus groups representing various educational organizations. Every effort has been made to ensure that this document has thoughtfully considered what a beginning Chinese teacher must know and be able to do in order to teach Chinese effectively.

This document describes the knowledge, skills, and teacher dispositions that beginning teachers should possess to meet expectations for quality instruction in the Chinese language and culture. The standards were developed to facilitate the introduction of beginning Chinese language teachers into their professional roles and responsibilities by providing a new prospect of the scope and complexity of the teaching profession. The standards are set forth not as regulations to dictate the specific actions of teachers, but rather to guide K–12 Chinese teachers as they build on their pre-service preparation and develop habits of lifelong professional development. This document also aligns standards for initially licensed K–12 Chinese teachers with Model Standards for Licensing Beginning Foreign Language Teacher, developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) in 2003; Standards for Foreign Language Learning in the 21st Century, developed by National Standards in Education Project in 1999; and the Chinese Language Specific Standards for K-12 Learners, 全美中小学中文学学习大纲 developed by CLASS in 1998.

This set of professional standards outlines what beginning K–12 Chinese teachers within their first three years of experience should know and be able to do to guide students effectively in learning Chinese language and culture. School administrators, supervisors of world languages, state licensing officers, and directors of teacher education programs will find these standards a useful guide for setting policy in hiring and certifying new teachers or in the preparation, licensure, and professional development of highly qualified Chinese language teachers. These standards are designed to be used by Chinese teachers to prompt reflection about student learning and teaching practices; formulate professional goals to improve teaching practices; and guide, monitor, and address the progress of their content knowledge and skills toward professionally accepted benchmarks. School administrators can refer to these standards to design an integrated formative assessment system that will support teachers' professional growth during the induction period and throughout their teaching career, and will enable teachers to derive maximum benefit from these teaching standards.

# An Overview of the Twelve Professional Standards for K-12 Chinese Language Teachers

## 中小学中文教师资格标准十二条概览

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### STANDARD 1: Language Proficiency

Standard 1: Teachers demonstrate a high level of competency as model users of the Chinese language. They function effectively in the interpersonal, interpretive, and presentational modes of communication within culturally appropriate contexts.

#### 标准 1：语言技能

标准 1：教师拥有高水平的中文语言技能。他们能将听、说、读、写四种技能融会，并效地运用在语言沟通、理解诠释、表达演示三个沟通的模式内。

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### STANDARD 2: Linguistic Competency

Standard 2: Teachers demonstrate a broad knowledge and understanding of Chinese linguistics and the salient features of Chinese grammar. They understand the importance of teaching grammar and language usage within age and culturally appropriate contexts.

#### 标准 2：语言学知识

标准 2：教师对中国文字和语言学拥有广博的知识，并了解中文语法的特征。他们明白语法教学和语言运用需要在适合学生年龄与文化的情境中进行的重要性。

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### STANDARD 3: Cultural Knowledge

Standard 3: Teachers possess broad and deep knowledge of the diverse cultures in the Chinese-speaking world. They understand that the continuous and systematic integration of Chinese culture is essential to the teaching and learning of Chinese language.

### 标准 3：文化知识

标准 3：教师对中国多元文化拥有广博和深入的知识。他们明白在语言教学中必须持续并有系统性地将文化知识融入其中。

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### **STANDARD 4: Second Language Acquisition**

Standard 4: Teachers understand and know how to adapt current learning and second language acquisition research, methodologies, materials and technologies to help all Chinese language learners reach their full second language potential.

### 标准 4：第二语言习的标准

标准 4：教师能够有效地应用第二语言习的理论和研究于教学法、教学实践与教学策略上，启发学生学习第二语言的潜能。

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### **STANDARD 5: Child Growth and Development**

Standard 5: Teachers understand how children and adolescents learn and develop, and seek to provide language learning experiences that are developmentally appropriate and challenging for the age and grade level of their students.

### 标准 5：儿童的成长和发展

标准 5：教师了解儿童与少年的学习和发育情况，并能够配合学生心智发展、提供合乎年龄阶段的学习机会。

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### **STANDARD 6: Diverse Learners**

Standard 6: Teachers recognize and help students to succeed within the context of differences and similarities in approaches to language learning. They design

differentiated instruction that addresses student diversity within the Chinese language classroom.

## 标准 6：各种不同的学习者

标准 6：教师帮助学生了解不同的语言学习方式。他们利用不同的教学策略以及教学资源来满足学生不同的需求。

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## STANDARD 7: Learning Environment

Standard 7: Teachers know how to create and maintain a supportive environment that fosters active language learning in a variety of settings.

## 标准 7：学习环境

标准 7：教师熟知如何创造和维持有效的教学环境以提升学生积极参与不同课堂情境里的活动。

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## STANDARD 8: Instructional Planning and Strategies

Standard 8: Teachers understand standards-based instructional planning and create spiral curricula that focus on what students need to know and be able to do with the Chinese language. They know how to employ a variety of instructional strategies that enable students to engage in real-world tasks that are meaningful and interesting to them.

## 标准 8：教学计划和教学策略

标准 8：教师熟知以外语学习目标为主的教学计划，螺旋式的教学设计，该学到内容，和该学会的技能。他们知道如何利用各种教学策略让学生执行有意义又有趣的真实语言任务。

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## **STANDARD 9: Assessment**

Standard 9: Teachers understand that assessments are frequent, varied and explicitly linked to the content and skills of standards-based instruction. They assess how well students can create with language to communicate in a grade-level appropriate cultural context through multiple measures and performance-based tasks.

### **标准 9：评估**

标准 9：教师了解评估是经常性的，也是多样性的；它必须能反应以学习目标为准的课程内容与语言技能。他们能够以实践任务的评估方式，让学生在不同的文化语境中，适当地表现中文的程度。

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## **STANDARD 10: Communication Skills**

Standard 10: Teachers understand and can use effective verbal, nonverbal, and written communication techniques to foster and support interaction in the classroom and school community.

### **标准 10：沟通技巧**

标准 10：教师能够熟知并运用有效的言语、肢体言语、和书面沟通技巧方面的知识，创造加强和支持课堂上和学校里的各种互动。

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## **STANDARD 11: Technology Knowledge and Skills**

Standard 11: Teachers understand technology supports the teaching and learning of language and culture and provides tools, strategies and practices that motivate student interest and increase performance. They incorporate technology into lesson planning and instructional delivery.

## 标准 11：科技知识

标准 11：教师了解科技能加强语言和文化的学习，并提供启发学生学习兴趣的工具和策略。他们运用科技来教学和设计课程。

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## STANDARD 12: Professional Development

Standard 12: Teachers actively participate in the professional community, engage in a wide range of reflective practices, and pursue opportunities to grow professionally.

## 标准 12：专业进修

标准 12：教师积极参加专业团体，广泛参与各种教学反思活动，并寻求提高自己的专业水平机会。

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If you would like to know more about *Professional Standards for K-12 Chinese Language Teachers*, please contact:

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