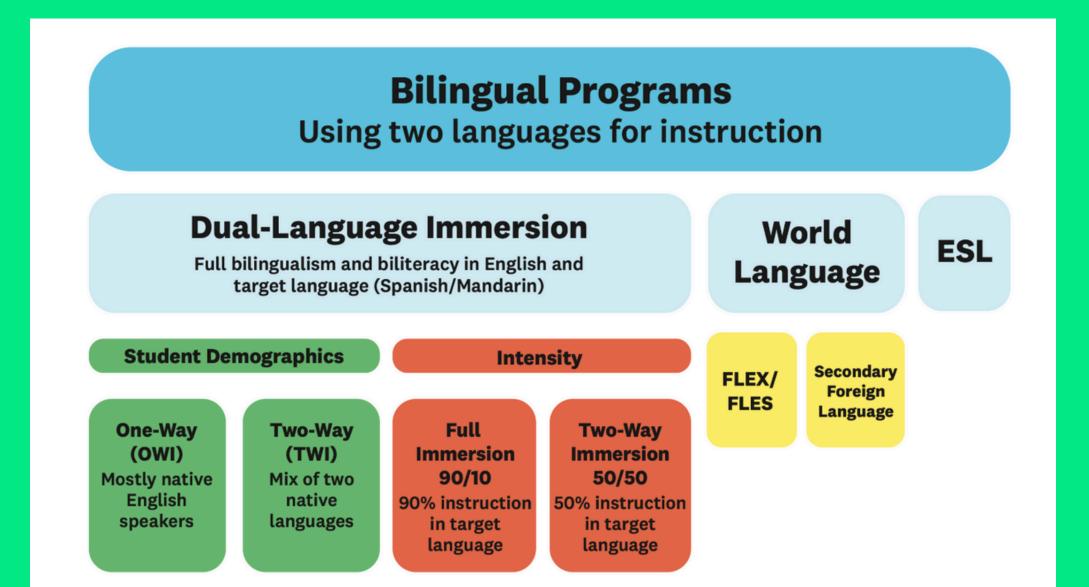
KARENA ZHANG 张晗暄 INSTRUCTIONAL DESIGN COACH HZHANGO2@BLUEVALLEYK12.ORG

## Equipping Chinese Immersion Teachers to Teach Beyond Language: Lessons from DistrictLevel Coaching

A Simple IDC Playbook

### Agenda

- 1, Our Story- Context and Challenge
- 2, Guiding Framework- Coaching Model (J.Knight)
- 3, Cases-Lessons Learned
- 4, Q&A (if time allows)



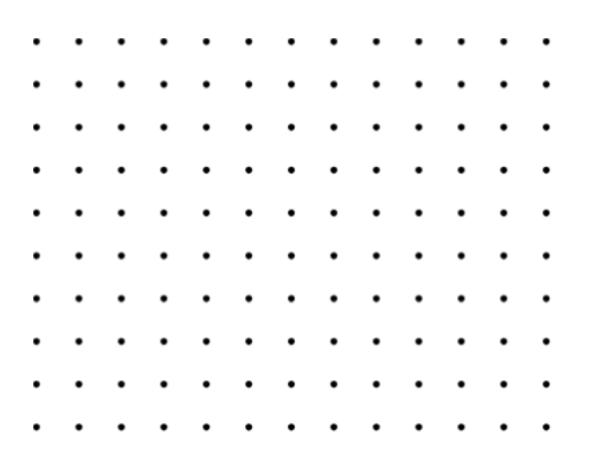
RESOURCE: PARTICIPATE LEARNING

#### Mandarin immersion school list

Please find below a list of current programs as of February 24, 2024. There are now 387 schools that I'm aware of in the United States that have Mandarin immersion programs.

And special **thanks** to districts that list the schools where their programs will go for middle and high school. It's often impossible to find this out on many district websites.

RESOURCE: MANDARIN IMMERSION PARENTS COUNCIL



#### WORLD LANGUAGE IMMERSION



Language immersion is an approach to second language instruction in which teaching and learning of core content occur in a language other than English. This means that the target language is the medium of instruction for the teacher and of learning for the students. Blue Valley uses a dual language immersion model in which students are co-taught by two full-time classroom teachers, spending half of the day in

the target immersion language and half in English. The immersion program begins in kindergarten.

#### APPLICATION

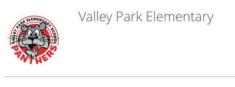
There are a few remaining spots for students entering kindergarten in the 2025-26 school year. Please contact Wolf Springs Elementary directly at 913-624-2400 for more information.



#### USEFUL LINKS

- Canvas Page
- > Kindergarten
- > Program Information

#### CONTACTS



Wolf Springs Elementary

### Our Story

Context...

**Blue Valley School District** - Kansas

Chinese Immersion Program - one way; 50:50 Model; K-8 Now;

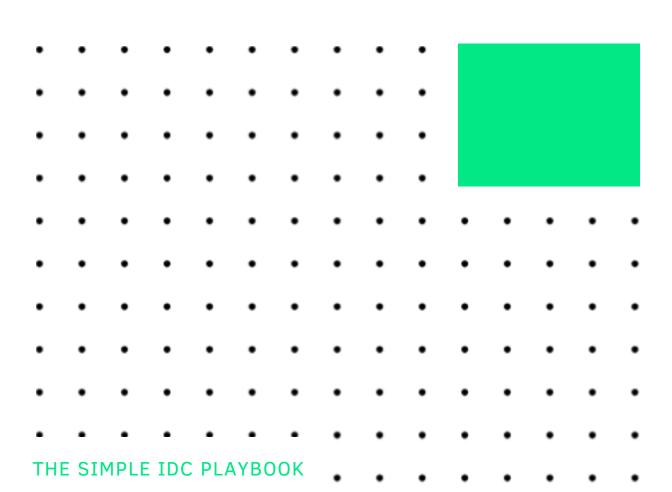
Teachers - 17 CI teachers and paras (including 1 floating para), 14 English partner teachers and paras, 1 sub teacher, 1 SpEd para

About me - 2<sup>nd</sup> year as IDC, 6 yrs as CI Elementary Teacher, 5 yrs as English Teacher

Only Asian in District, 1<sup>st</sup> time position open CLTA-MO Founder and President

Social media: Karena科芮娜

## ...and Challenges



#### US Immersion Programs (Chen et al., 2024):

- Knowledge Gaps and Motivations in Curriculum and instruction: inadequate subject matter instructional knowledge- disalignment of content materials/instructions and language proficiency
- Teaching and Classroom Management Style
- Educational Philosophy and Psychology Theories and Practices
- Cross-cultural competence
- Teacher observations

#### Our program:

- Phasing-out one building;
- Updated District Strategic Plan;
- Curriculum rewriting;
- Diverse teacher backgrounds and needs;
- Limited teaching minutes (some discrepancies between District Program and Building Levels)

### Do you have an IC/IDC in your program? What do you expect from your IC/IDC?

#### **Guiding Framework**

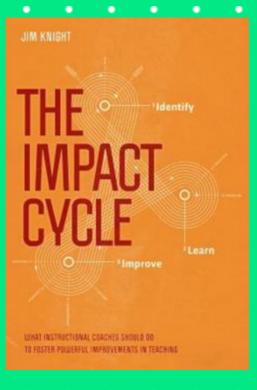
Coaching Cycle:
 Identify → Learn → Improve

• The Heart of Coaching: Better Conversation

#### **District Practice:**

- District Professional Learning
- PLC- IDC lead
- Coaching Community
- Supporting plan with Admin



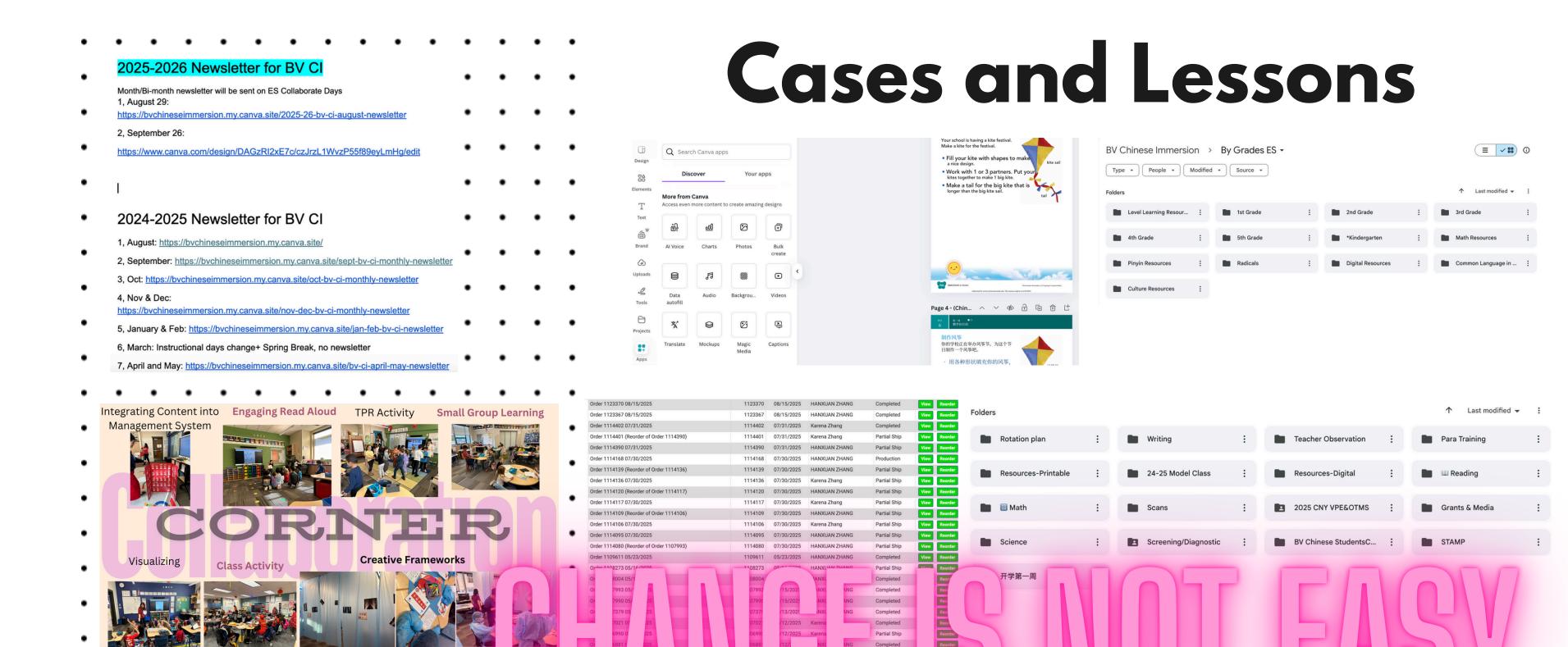








A SIMPLE IDC PLAYBOOK



# DISTRICT EXPECTATION

... The Best Classroom Teaching Practices; Students Learning Experiences

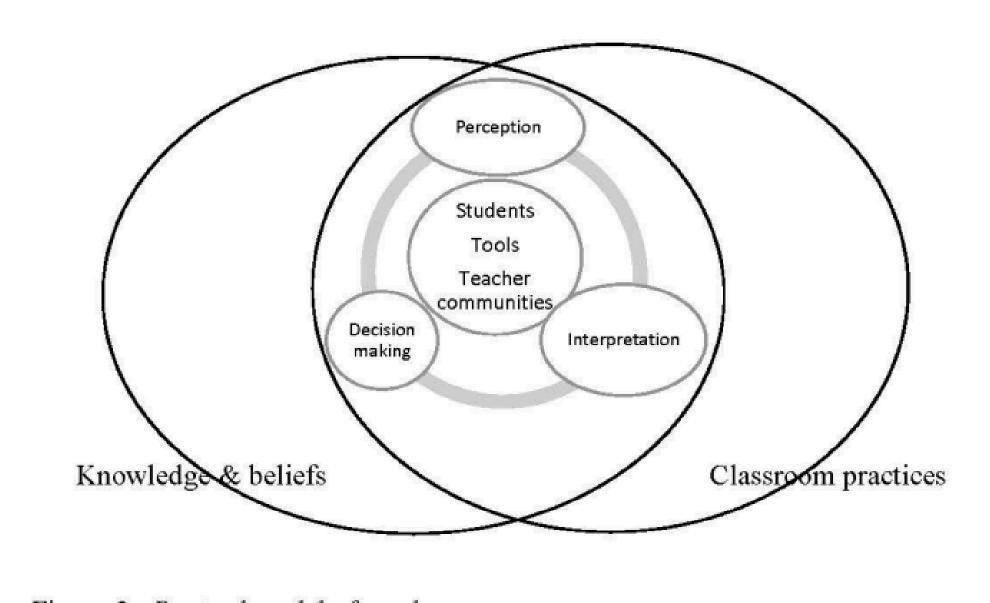


Figure 3. Revised model of teacher competence.

Resource: a situated perspective of teacher competence (Borko, 2004); Santagata et al., 2015

## INDIVIDUAL FACTORS:

COLLABORATION AND COMMUNITY

REFLECTIVE PRACTICE

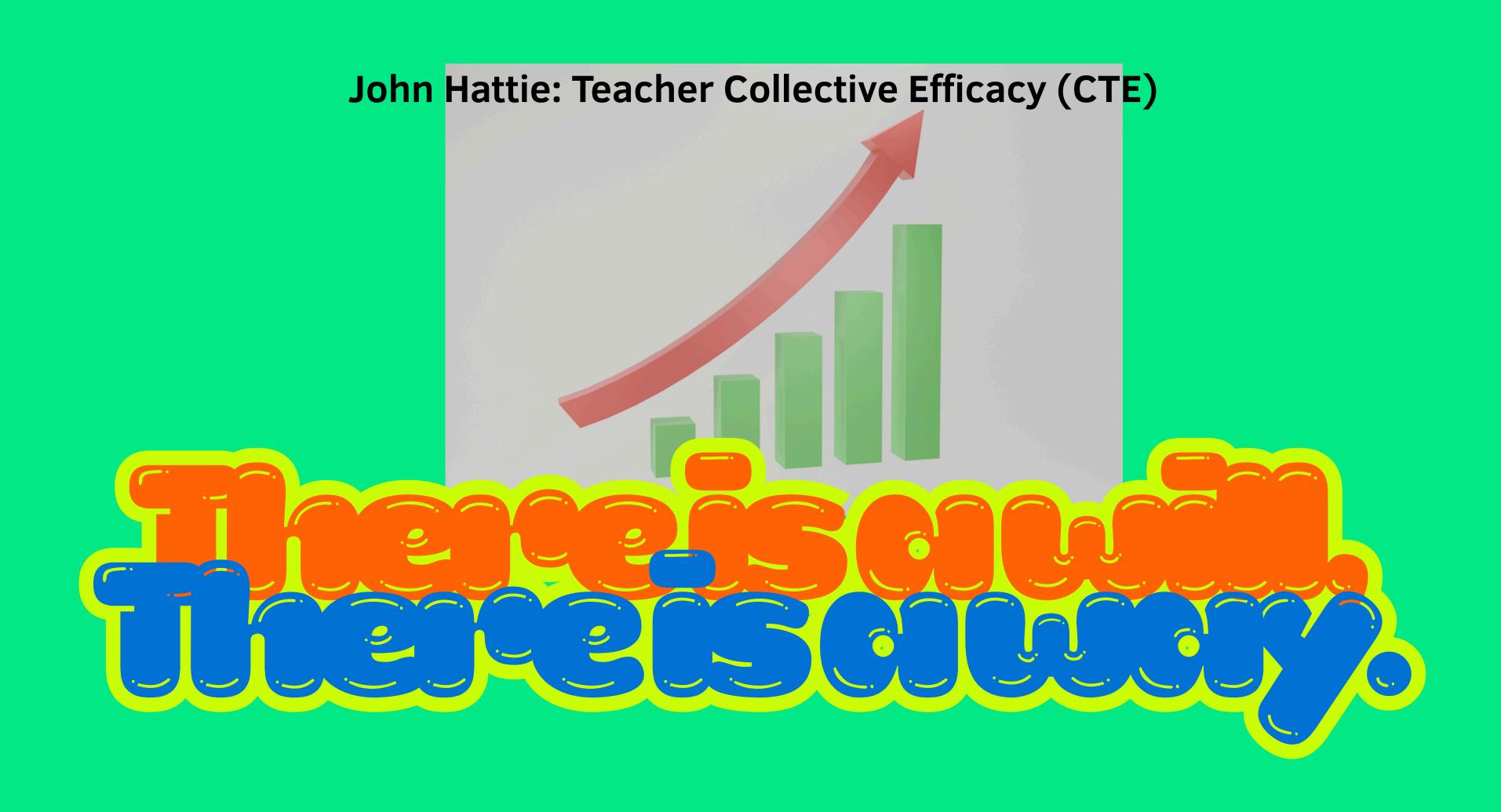
COACHING/FEEDBACK

RELEVANCE

TEACHER'S

AGENCY

RELATIONSHIP



### The Vision

Coaching Cycles - Teacher's relevance (eg. Goal Setting)

Professional Learning Communities (PLC)- Teacher's voice

Professional Learning-Teacher Led PD workshop

**Teacher Recognition** 

Reflective Practice (checklist):





THE SIMPLE IDC PLAYBOOK



### Thank you!

Feel free to ask me questions if you have any.

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