

**Job Aid: New International Chinese Teacher Training -  
Classroom Management and Lesson Planning**

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## **Introduction**

The school district requires all K-12 students to take Chinese and Spanish every year. To recruit the necessary talents to provide students with high-quality instruction in Chinese, it hires a varying number of international Chinese teachers each year. These international Chinese teachers, the trainees (Ts), must go through a series of interviews to demonstrate their English communication skills, experience in teaching, and expertise in the content. However, being new to the U.S., international teachers tend to experience culture shock at the beginning of the school year. Students in the U.S. may express respect and engagement in the lesson differently from their Chinese counterparts (OECD, 2019). Additionally, students and international teachers may have different, even clashing views of what an effective and enjoyable class should look like (Hofstede, 1986). This training aims to prepare Ts for these challenges and help them prepare for the first week of school to set a good tone for the rest of the school year.

## **Trainee's Needs**

### ***Classroom management***

The cultural differences between the U.S. and China led to struggles in class management for many previous international Chinese teachers, negatively impacting the effectiveness of their instruction and teacher retention. To combat this issue, Ts need to be able to:

- Understand the cultural differences in the classroom
- Set effective class expectation
- Monitor the class effectively
- Provide individual behavioral correction effectively

## ***Effective Instruction***

Class management and effective instruction are highly intertwined in that classroom management ensures instruction plans can be implemented, and effective instruction can prevent classroom management problems. For example, lessons that incorporate physical movements and student collaborations may help avoid disruptive behavior stemming from boredom or fears of challenging tasks. Therefore, Ts need to:

- Understand the importance of classroom procedures
- Develop effective classroom procedures
- Chunk lesson effectively
- Plan a variety of activities

**Topic** – New international Chinese teacher training on classroom management and lesson planning.

**Audience** – Chinese teachers who are hired under the J1 visa and came to the U.S. for less than a year.

## **Theoretical Foundation**

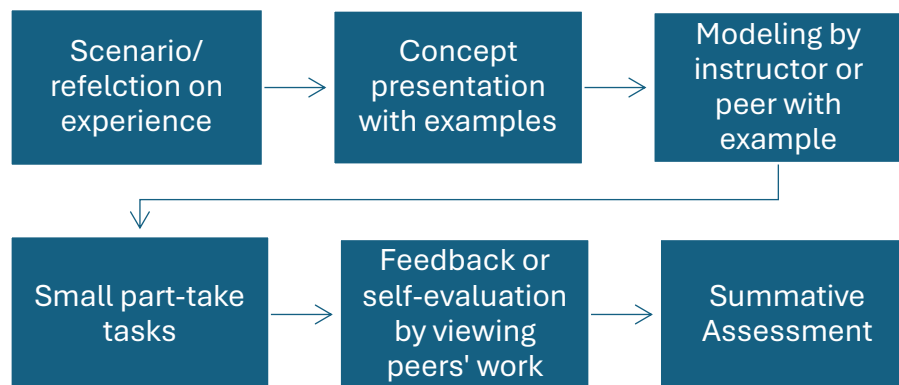
This unit is designed based on a situational cognition theoretical foundation, guided by Gagné's (1985) nine events of instruction. The situational cognition theory argues learning is contextualized by the sociocultural environment where learners are and where they want to be (Brown, 1989). Effective instruction should be rooted in learners' sociocultural context and can guide them to develop skills to solve problems in the target culture, namely, the culture of the practitioners of the target skills.

Meanwhile, Gagné suggested that instruction should start with an attention-getter, followed by relating

to prior knowledge. Additionally, after the presentation of content and modeling, the instructor should elicit learners' performance and provide feedback. Following the theory and the model, Ts will begin learning each concept by reflecting on their experiences or viewing scenarios that they may face teaching in the U.S. Then, the instructor will explain the concepts or strategies and model how to apply them. Finally, Ts will participate in group discussions based on their grade level assignment to apply the strategy to solve or prevent the problem shown in the scenarios. Ts will demonstrate their solutions through various formats, such as role-playing or creating instructional materials. The overall structure of each training section can be seen in Figure 1.

**Figure 3.**

*Overall Structure for Each Training Section*



**Learning Expectations**

At the end of the training, the Ts are expected to develop a basic understanding of the routines in public schools in the U.S., such as how students enter classrooms. They are also expected to know and can apply some classroom management strategies at four behavior management hierarchy levels. Based on this understanding, they will develop classroom expectations and procedures suitable for the grade levels they will teach. Additionally, Ts will understand lesson chunking and its rationales. They will design

effective lesson plans for the first week of school that include modeling, guided practice, and independent practice.

### **Training Goals and Objectives**

Goal (G) 1. Ts will be able to develop classroom expectations suitable for the grade levels that they will teach. Ts will be able to:

Objective (O) 1.1. Name the 4 steps of the behavior management hierarchy

O 1.2. Explain classroom management strategies for each step of the behavior management hierarchy

O 1.3: Apply suitable classroom management strategies in various scenarios to maintain the classroom's effectiveness

O 1.4. Analyze examples of classroom expectations for different grade levels

O 1.5. Develop classroom expectations suitable for the grade levels that they will teach

G 2. Ts will be able to develop classroom procedures suitable for the grade levels that they will teach. Ts will be able to:

O 2.1. Identify the similarities and differences between school routines in China and the United States

O 2.2. Explain the impact of these routines on classroom procedures

O 2.3. Explain the similarities and differences between classroom expectations and procedures

O 2.4. Develop classroom procedures suitable for the grade levels that they will teach

G 3. Ts will be able to plan lessons for the first week of school following the curriculum with effective chunking. They will be able to:

- O 3.1. Identify the key components of lesson chunking
- O 3.2. Analyze example of lesson chunking
- O 3.3. Explain the key components of lesson chunking
- O 3.4. Apply lesson chunking in mini-lesson design
- O 3.5. Identify key concepts that should be included in the first week of school
- O 3.6. Evaluate what concepts in example lesson plans provided by the district
- O 3.7. Plan the lessons with effective lesson chunking for the first week of school
- O 3.8. Evaluate the efficiency of each other's lessons for the first day of school

### **Assessment**

#### ***Formative***

The instructor will conduct performance assessments throughout the training to ensure Ts understand the concepts and activity requirements. At various points, Ts will participate in discussions and complete tasks to demonstrate their understanding and the development of their skills.

#### ***Summative***

Ts' products, i.e. classroom expectations, classroom procedures, and lesson plans will serve as the summative assessments for the training.

## **Evaluation**

1. The Chinese department director will be invited to review the training materials, observe the training, and provide feedback.
2. The instructor will evaluate the Ts' performance to determine the training's effectiveness. If 80% of the Ts can complete the tasks, then the training is effective. Otherwise, adjustments will be made for the following coaching sessions conducted by the Ts' instructional coaches to provide additional support.

## **Calendar/ Timeline**

Date – To be determined

8:30–10:00 a.m.: Classroom Management (G 1, O 1.1. – 1.3.)

10:10–10:40 a.m.: Classroom Expectations (G 1, O 1.4. – 1.5.)

10:40–11:40 a.m.: Classroom Procedures (G 2, O 2.1. – 2.4.)

12:40–1:10 p.m.: Lesson Chunking (G 3, O 3.1. – 3.3.)

1:15–4:30 p.m.: Lesson Plan Writing (G 3, O 3.4. – 3.8.)

## **Technology Requirements**

- Computers
- Internet connection
- Google Suite or Microsoft Word and PowerPoint
- Gmail account
- Projector (instructor only)

- Smartphone (Ts only)

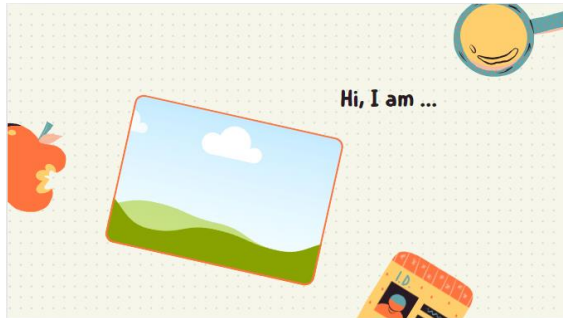
## Notes for Instructor

### *One week before training*

- Add the instructor's picture and name to slide 2 in the deck (see Figure 1) and plan a brief self-introduction.

**Figure 2**

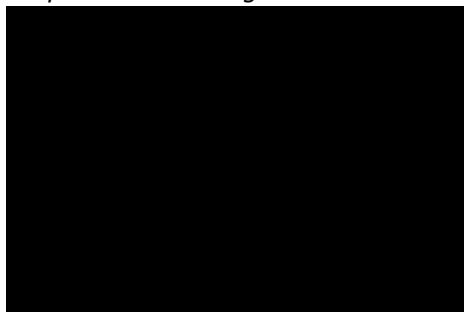
*Slide 2: Introduction*



- Read through the slide deck and the instructor's script *carefully* to internalize the lesson (See Figure 3)

**Figure 3**

*Script-Animation Alignment with Proximity Strategy*



*Note:* Every animation should line up with what the instructor says to ensure comprehension and avoid extraneous cognitive processes.



### ***One Day Before Training***

- Send Ts the agenda for the day
- Remind Ts to bring their computer
- Make sure the projector and all the materials are working properly

### ***During Training***

During T group work or independent work time, the instructor should be actively monitoring Ts' progress. The instructor should identify areas of difficulties or Ts who need further support and provide the necessary scaffolding. The instructor should also have Ts share exemplary work as additional modeling.

### **Lesson plan**

| Topic: New international Chinese teacher training on classroom management and lesson planning<br>Materials: in Appendix A<br>Breaks: 5-10 min optional breaks between sections on the agenda without extending the training |              |                                                                                                                                                                                                                                                                                    |                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Time                                                                                                                                                                                                                        | Media        | Content                                                                                                                                                                                                                                                                            | Learning Objectives    |
| 2 min                                                                                                                                                                                                                       | Slides 1-3   | <ul style="list-style-type: none"><li>• The instructor introduces yourself to the Ts</li><li>• The instructor introduces the objectives and agenda</li></ul>                                                                                                                       | N/A                    |
| 5 min                                                                                                                                                                                                                       | Slides 4-6   | <ul style="list-style-type: none"><li>• The instructor gives an overview of the classroom management section</li><li>• Ts reflect on classroom management strategies Ts used</li><li>• The instructor introduces the behavior management hierarchy</li></ul>                       | O 1.1.                 |
| 30 min                                                                                                                                                                                                                      | Slides 7-12  | <ul style="list-style-type: none"><li>• The instructor introduces step 1 on the hierarchy: stating expectations with scenarios</li><li>• The instructor introduces the strategies and tools for step one with modeling</li><li>• Ts apply the strategies in the scenario</li></ul> | O 1.1., O 1.2., O 1.3. |
| 30 min                                                                                                                                                                                                                      | Slides 13-22 | <ul style="list-style-type: none"><li>• The instructor introduces step 2 on the hierarchy: individual behavior correction</li></ul>                                                                                                                                                | O 1.1., O 1.2., O 1.3. |

|                    |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                 |
|--------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
|                    |              | <ul style="list-style-type: none"> <li>The instructor introduces the strategies and tools for step one with modeling</li> <li>Ts apply the strategies in the scenario</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                 |
| 15 min             | Slides 23-28 | <ul style="list-style-type: none"> <li>The instructor introduces steps 3 and 4 on the hierarchy: classroom and outside-of-classroom consequences</li> <li>The instructor introduces classroom consequences common for different grade levels</li> <li>Ts discuss possible positive consequences</li> <li>The instructor explains relevant district policy</li> <li>Ts review all four steps of the behavior management hierarchy</li> </ul>                                                                                                                                                                                                   | O 1.1., O 1.2., O 1.3.          |
| 25 min             | Slides 29-32 | <ul style="list-style-type: none"> <li>The instructor gives an overview of the classroom expectations section</li> <li>Ts read and analyze example classroom expectations</li> <li>Ts explain key features of classroom expectations with the instructor's guidance</li> <li>Ts create classroom expectations in groups</li> <li>Ts share classroom expectations with the class</li> <li>Review important rules about classroom expectations</li> </ul>                                                                                                                                                                                       | O 1.4., O 1.5.                  |
| 60 min             | Slides 33-38 | <ul style="list-style-type: none"> <li>The instructor gives an overview of the classroom procedures section</li> <li>Ts analyze the similarities and differences between classroom expectations and procedures by reading example</li> <li>Ts explain the similarities and differences between classroom expectations and procedures with the instructor's guidance</li> <li>Ts identify differences in school routines in China and the United States</li> <li>Ts Explain how these differences impact classroom procedures</li> <li>Ts create classroom procedures in groups</li> <li>Ts share and evaluate classroom procedures</li> </ul> | O 2.1., O 2.2., O 2.3., O 2.4., |
| Lunch break (1 hr) |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                 |
| 33 min             | Slides 39-46 | <ul style="list-style-type: none"> <li>The instructor gives an overview of the lesson planning section</li> <li>Ts analyze the strengths and weaknesses of various instructional activities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        | O 3.1., O 3.2., O 3.3., O 3.4.  |

|                 |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                |
|-----------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                 |              | <ul style="list-style-type: none"> <li>• Ts explain the strengths and weaknesses of various instructional activities</li> <li>• The instructor introduces and explains lesson chunking</li> <li>• Ts apply lesson chunking in designing a mini-lesson of one to two sentences in groups</li> <li>• Ts share and evaluate each other's mini-lessons</li> </ul>                                                                                                                                                                                                                                                                                                        |                                |
| 3 hr and 13 min | Slides 47-50 | <ul style="list-style-type: none"> <li>• Ts identify key contents for the first day of school</li> <li>• Ts share and evaluate these contents</li> <li>• Ts revise the content for the first day of school</li> <li>• Ts read and analyze the example lesson plans for the first day of school in groups</li> <li>• Ts identify and explain common topics and good activities for the first day of school</li> <li>• Ts create lesson plans for the first day of school in groups</li> <li>• Ts read and analyze the example lesson plans for the first week of school in groups</li> <li>• Ts create lesson plans for the first week of school in groups</li> </ul> | O 3.5., O 3.6., O 3.7., O 3.8. |
| 2 min           | Slide 51     | Wrap up                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | N/A                            |

## References

- Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42. <https://doi.org/10.3102/0013189X018001032>
- Gagné, R. M. (1985). *The conditions of learning and theory of instruction* (4<sup>th</sup> ed.). New York, NY: Holt, Rinehart & Winston.
- Hofstede, G. (1986). Cultural differences in teaching and learning. *International Journal of Intercultural Relations*, 10(3), 301-320.
- OECD. (2019). \*TALIS 2018 country notes\*. OECD. <https://www.oecd.org/education/talis/talis-2018-country-notes.htm>



## **Appendix A**

### **Instructional Materials**

[Slide Deck on Canva](#): Please make a copy so that you can make the necessary editing.