

only, pedagogical principles are being applied at all levels.

**Shi Weixin** asked: In 2007, of the 3261 students, how many were heritage learners?

**Richard Chi:** 363 students belong to the standard group (non-heritage). i.e., about 10% were the target group. About 160 syllabi submitted for Audit; 111 have been improved. AP teachers were generally pleased, but some thought own students lacked background and training to take the course. However, the student testing data showed otherwise.

**Adam Ross:** Is there any chance that there will be tracking and comparison of how kids do on AP, and how they place and do at the colleges they matriculate at?

**Richard Chi:** Not yet, but colleges are challenged by students entering at higher levels.

**Scott McGinnis:** Any data on how many college professors are becoming familiar with the content of AP course? How will they design courses if they are not familiar with content of class previous?

**Q:** AP is Language and Culture, how is that “culture” interwoven?

**Richard Chi:** There is no separate single section; rather culture is embedded and integrated in the language aspect.

**Fu Haiyan:** Our language lab has a limited number of seats. If I have 24 students, how can they be accommodated?

**Chi & Mammone:** The College Board is aware of problem, and problems with the 2007 administration led to change in the exam situation. Next year the test will be on CD.

**Q:** It seems that there is a view that everyone is gearing towards AP preparations, yet in other languages the AP is not always the “ultimate” goal.

What about those whose desire is to learn Chinese but not take AP Chinese in their senior year?

**Diane Mammone:** Not all students go to AP, and it really depends on what each individual school does, but the real goal is proficiency, regardless of how long, or what path is followed.

## **2<sup>nd</sup> Session. Teacher training and certification programs for effective K-16**

### **articulation—focus on STARTalk**

**Moderators: Wang Shuhan (CLTA) and Haiyan Fu (CLASS)**

#### **Fu Haiyan:**

Two years ago, at the first K-16 Forum, we were still debating if K-12 should teach Chinese, now we are talking about teachers training. Two points:

1) We have seen tremendous collaboration among colleges and K-12 educators at various STARTALK programs. College professors share theoretical knowledge and experienced K-12 teachers helped with practical aspects of classroom teaching and learning. Both aspects are important to teacher training. We hope to see more collaboration there.

2) There is still much more work that needs to be done as far as certification and professional development for K-12 teachers is concerned. Many states still have no certificate for Chinese or have problems certifying new teachers. K-12 programs need college experts for support and also for them to have dialogues with state legislators. For example, some states need to be advised on criteria for certification; teachers’ language credential should be proficiency based rather than course based. As a teacher from the field, I feel it is unfair to ask a native speaker of Chinese to take Chinese language courses. How many colleges have such Chinese language programs? Legislators and educators need to be aware that there are documents such as CLASS’ newly published Chinese teachers standards and the Columbia University and the CLASS ad hoc committee recommendations that will help the states to establish criteria for Chinese certification.