

MSU-China International Study Tour
Sponsored through
The US-China Center for Research on Educational Excellence
&
The Office of K-12 Outreach, College of Education
Michigan State University

May 23 - June 3, 2008
Beijing – Chongqing – Shanghai, China

Michigan State University's (MSU) College of Education has extensive experience in organizing and sponsoring international study tours for educational leaders in Michigan and throughout the U.S. Leadership for the MSU-China International Study Tours is provided by University Distinguished Professor and Director of the US-China Center for Research on Educational Excellence Yong Zhao, Assistant Dean for K-12 Outreach Barbara Markle, and MSU consultant Dan Schultz. The goals for the international study tours are to:

- Inform and broaden the perspectives of education leaders of education reforms from pre-school through higher education in an international context;
- Position education leaders to anticipate and plan for change in a global context rather than to react to education changes in other countries;
- Provide policy leaders with an international perspective as they shape and influence education policy in Michigan and in the U.S.

The leader of the delegation for the spring 2008 study tour was MSU College of Education Dean Dr. Carole Ames. As an outgrowth of her 2007 experiences in China, Dean Ames developed the idea of taking a group of U.S. Land Grant University Deans of Education to meet with education leaders and college and university officials in China to discuss common issues and explore potential collaborative partnerships. This spring 2008 study tour is the result of these efforts. In her invitation to the participants, Dean Ames discussed her expectations for the study tour and its importance for teacher education and preparation:

- The need to recognize the importance of globalization in our work;
- China is a major economic force in relation to the U.S.;
- The need to explore various opportunities for partnerships and linkages;
- The priority to internationalize the curricula of colleges of education;
- The need to infuse a global perspective in the preparation of prospective teachers; and
- China has a broad range of successful educational practices and they are serving as a model for development in Southeast Asia and Africa.

In 2007 and 2008 MSU sponsored international conferences on the theme of "Preparing our Students for a Place in the World: Internationalizing Michigan Education." These conferences were organized by MSU Assistant Dean Barbara Markle and MSU University Distinguished Professor Yong Zhao. Colleagues from Beijing and Chongqing were invited to these conferences to meet with Michigan education leaders and to present

papers discussing China's education reform strategies. During the study tour the college and university and K-12 participants had opportunities to meet many of these Chinese colleagues and to explore possible partnership opportunities with them.

The members of the spring 2008 international study tour hold key leadership roles in highly respected institutions of higher education, serve as elected officials in state government, provide leadership for large K-12 school systems, teach in colleges and universities and support the work of nonprofit organizations. These leaders had opportunities to meet with professional counterparts in China to discuss China's national, provincial and municipal educational systems and the pressing educational reform issues that mirror many of the challenges facing U.S. educators. The delegation members were able to visit several model pre-K, elementary, middle/junior and secondary schools and leading universities and independent education organizations. Participants also met with some of China's premier educational research and professional development institutions.

Members of the spring 2008 delegation and guests:

- Carole Ames, Dean, College of Education MSU
- Cass Book, Associate Dean, College of Education, MSU
- Nancy W. Brickhouse, Director, School of Education, University of Delaware, Newark, Delaware
- Gene Buinger, Superintendent, Hurst-Euless-Bedford Independent School District, Bedford, Texas
- Mary Kay Buinger, Instructor of History, Tarrant County Community College, Bedford, Texas
- Rodney H. Clarcken, Director, School of Education and Associate Dean of Teacher Education, Northern Michigan University, Marquette, Michigan
- Carolyn Curtin, Secretary, Michigan State Board of Education
- Avis Gerber, Ft. Myers, Florida
- Jeanne M. Gerlach, Dean, College of Education, The University of Texas at Arlington, Arlington, Texas
- Dan Kain, Dean, College of Education, Northern Arizona University, Flagstaff, Arizona
- Mari Koerner, Dean, College of Teacher Education and Leadership, Arizona State University, Phoenix, Arizona
- Lillian Lowery, Superintendent, Christina School District, Newark, Delaware
- Barbara Markle, Assistant Dean, Office of K-12 Outreach, College of Education, MSU
- Carol Sue Marshall, Associate Dean, College of Education, The University of Texas at Arlington, Arlington, Texas
- Virginia B. McElyea, Superintendent, Deer Valley Unified School District, Phoenix, Arizona
- Dan Schultz, Senior Policy Advisor, Michigan Virtual University and Consultant, MSU
- Tom Stritikus, Associate Dean of Academic Programs, College of Education, University of Washington, Seattle, Washington

- Dan Tighe, Superintendent, Caseville Public Schools, Sandpoint, Michigan
- Patricia Wasley, Dean, College of Education, University of Washington, Seattle, Washington
- Naiyi Xie, College of Education Doctoral Student, MSU (Translator)
- Peggy J. Yates, Superintendent, Fenton Area Public Schools, Fenton, Michigan
- Yong Zhao, MSU University Distinguished Professor, Director, US-China Center for Research on Educational Excellence and Director, Confucius Institute at MSU

Activities of the Delegation:

Prior to the tour's departure, delegation members were provided briefing materials on the itinerary, locations and types of schools and organizations to be visited, scholarly articles concerning globalization and its impact on education, and historical and cultural information about the cities to be visited. All participants were encouraged to read Thomas Friedman's *The World Is Flat*, Peter Hessler's *The Oracle Bones: A Journey Between China's Past and Present*, and *River Town: Two Years on the Yangtze*, Rob Gifford's *China Road* and Yong Zhao's *Education in the Flat World*. Participants were provided a copy of *Customs and Etiquette of China* by Caroline Mason and Geoffrey Murray. Periodic email updates were prepared by the Office of K-12 Outreach as the departure date approached and as the meeting schedules in Beijing, Chongqing and Shanghai were confirmed. Most delegation members participated in one of the pre-trip telephone conference calls to help prepare them for their visit to the People's Republic of China. These conference calls included remarks by the study tour leaders and a discussion of the background materials developed following previous study tours. Karla Bellinger, lead secretary in the MSU Office of K-12 Outreach coordinated the preparation, collection and distribution of documents, briefing materials and study tour information.

On May 12, 2008 a magnitude 8.0 earthquake devastated Sichuan Province in southwest China and it is estimated that over 11,000 aftershocks have been detected in the quake zone. The death toll from the earthquake, the number of people injured and missing, and the number of people who have lost their homes and livelihoods is staggering. The impact on families and children and the disruption of children's education will have long-lasting effects. Throughout the study tour, in the briefings with Ministry of Education officials, in meetings with college and university leaders and primary and secondary school officials, and in conversations with tour guides, hotel personnel and citizens, it was obvious that this disaster has deeply affected the Chinese people. On numerous occasions, in both formal and informal settings, members of the delegation expressed their sympathy to the Chinese people for the tragic loss of life experienced in this disaster. As the head of the delegation, Dean Ames made a point of expressing profound sympathy for the loss of life and for the personal and psychological loss suffered by the Chinese people in this recent national disaster. She also conveyed the support of the American people for the relief and recovery efforts still underway. While these expressions of sympathy do not appear throughout this report, the reader should know that they were warmly received and appreciated by the delegation's Chinese hosts.

May 21-23, 2008

Delegation members began their journey to Beijing from Dallas/Ft. Worth, Detroit, Marquette, Newark, Phoenix, San Francisco, Saginaw and Seattle with pre-flight check-in, security clearance and domestic airline connections.

Saturday, May 24, 2008

Airborne flight times, baggage collection, customs and immigration processing and bus transfer to the hotel made for nearly 24 hours of travel time. Upon arrival in Beijing the participants were met by the local Beijing guide and traveled by bus to the Beijing Grand Hyatt Hotel.

Sunday, May 25, 2008

The morning began with delegation members attending a short briefing at the hotel led by Dean Carole Ames, Barbara Markle and Dan Schultz that provided the participants with an overview of the activities planned during the group's stay in Beijing. This was the first opportunity for the delegation to convene as a group and each participant was introduced and provided an opportunity to share their goals for the study tour.

The delegation then traveled by bus to visit the Juyong Guan section of the Great Wall of China, about one and a half hours north of Beijing in Yanqing County. Before climbing the Great Wall and taking pictures of the stunning scenery, the participants convened for a group photo. Following lunch the group visited a cloisonné workshop to learn about this traditional art form that involves colorful enamel finishes applied to a variety of decorative objects. In the afternoon the group returned to Beijing and on the way to the Imperial Summer Palace, the bus passed through the Olympic Park complex, the area developed in northern Beijing to serve as the center for the 2008 Summer Olympic Games. The group observed many of the athletic venues and the facilities that will be used to house athletes during the 2008 Summer Games. At the Imperial Summer Palace the delegation toured the many buildings and gardens that are part of this extensive development, designated in 1998 by UNESCO as a World Heritage site. With the expertise and assistance of the local guide and our interpreter, these experiences provided opportunities for the participants to develop a greater understanding of Chinese history, culture, architecture and landscaping. The tour concluded with a boat trip across Kunming Lake. In the evening, the participants experienced a traditional Peking Duck Dinner at an area restaurant. Following dinner, several people toured the outdoor food market and the wide variety of traditional and exotic menu options.

Monday, May 26, 2008

As the delegation traveled to a morning briefing at the offices of the Ministry of Education (MOE) for the Peoples Republic of China (PRC), MSU University Distinguished Professor Yong Zhao provided some general background information on teacher education and teacher preparation in China. He discussed the professional career path that most teachers follow, the typical teacher's weekly workload, the induction model of older teachers mentoring younger teachers, and how Chinese schools are held accountable. He noted that parents are paying a lot of attention to the standards established by the government, to school graduation rates and the numbers of students

that go on to college and where they enroll. He observed that the national examination system continues to have a powerful filtering effect on students, and that performance in kindergarten can determine which primary school will accept a student, which then determines which high school and eventually which college or university a student will be able to attend. Dr. Zhao commented that Beijing Normal University (BNU) and MSU are currently collaborating on a new national exam that is modeled on the NAEP test used in the U.S. However, this exam will look at the progress of the country rather than individual students.

On arriving at the MOE, the delegation was welcomed by Dr. Ji Liang Shen, Professor of Psychology at BNU who had just returned from Sichuan Province where he had been organizing volunteers to provide psychological support and services for teachers and students in areas that had been impacted by the May 12 earthquake. Professor Shen was instrumental in arranging the study tour briefings at the MOE and at BNU, and the group expressed their sincere appreciation.

The delegation members were introduced to Dr. Song Yonggang, Deputy Director General of the Department of Teacher Education in the MOE, and his colleagues Chen Wu, Deputy Director, Division of Initial Teacher Training, Department of Teacher Education, and Jing Wei, Director of the Division of American and Oceanian Programs in the MOE's Department of International Cooperation and Exchanges. Dean Ames noted that the U.S. delegation members represented seven states and included a mix K-12 and university educators and an elected member of Michigan's State Board of Education. On behalf of the delegation, she expressed appreciation for the briefing and looked forward to the development of new partnerships and extending existing relationships. Dr. Yonggang thanked the U.S. government and American citizens for their support for the earthquake relief efforts. He made a point of recognizing the very brave and courageous efforts of many Chinese teachers in the earthquake region and that these efforts will be acknowledged by the Chinese President in the near future.

Dr. Yonggang began his briefing titled "An Introduction to Teacher Education in China" with the observation that China's population is approximately 1.3 billion people, or one fifth of the world's total. There are currently 367 million people below the age of 18 in China, and among them there are 230 million K-12 students. The K-12 system in China is divided among six years of primary school, three years of middle school and three years of high school. China maintains one of the largest education systems in the world with 10.5 million K-12 teachers. This includes approximately 5 million elementary teachers, 3 million middle school teachers and 1.4 million high school teachers. He noted that since 2000, the MOE has been adjusting to structural changes in the education system brought about by two national policies. First is the one child family planning policy that has reduced the overall number of children, and significantly decreased elementary and middle school enrollments. Second, the universal nine year compulsory education policy has increased the number of high school students by approximately 600,000. Increased enrollments in college preparation and vocational-technical education programs have increased the demand for high school teachers. In addition, China needs 200,000 new teachers each year just to cover replacements for its retiring teachers.

Over the past 50 years the MOE has implemented a number of teacher education reforms, including strategies to diversify the types of institutions that train and prepare teachers. Traditionally most teachers have been graduates of normal schools or universities. In the 1990's the government allowed more conventional colleges and universities to create teacher preparation programs to help address teacher shortages. At the same time, the normal colleges were allowed to expand their majors beyond teacher education and were encouraged to offer new degree programs. As China strives to develop a harmonious society, it is important to have high quality teachers. Dr. Yonggang highlighted two challenges facing the Department of Teacher Education. One challenge is the oversupply of teachers in the urban areas and the lack of qualified teachers with advanced degrees in the rural areas. Traditionally teachers have been trained in colleges and universities in urban areas and this is where they prefer to live and teach. However significant teacher shortages exist in the rural areas and in remote villages. The priority is to ensure teacher quality and get teachers placed where they are needed. The second challenge stems from the national curriculum reform policies that have been implemented across the K-12 system. These curriculum reforms demand new teaching methods and new ways of providing professional development.

As a strategy to attract more talented people to join the teaching profession, policies now exist to provide free education for teacher candidates enrolled in the six normal universities operated by the MOE. Other incentives to improve the quality of teachers include free room and board and a subsidy for living expenses. In return, students are expected to teach in the rural areas for at least two years. The central government's program to attract teachers to work in rural areas and the western provinces are designed to serve as models for local governments to address the unequal distribution of teachers between the country's urban and rural areas. Recently the MOE convened a conference involving the six normal schools and nine local teacher education colleges and universities to recommend reforms for teacher preparation. For the first time, highly ranked teachers and administrators were invited to provide input on what schools need. Among the findings was that in the past teacher education programs have placed too much emphasis on book knowledge and theory that have little relevance to schools. Dr. Yonggang observed that these academic theories can sound grand but they really don't work in schools. Another finding is that most teacher education graduates do not have enough field experience before beginning their teaching. The current requirement is eight weeks of field experience and this policy is now being expanded to require one semester of school-based practice before employment. The MOE is in the process of implementing a dual mentor system for new teachers that involves both a college professor and an experienced K-12 teacher to help support recent graduates as they begin teaching. This strategy is in part designed to encourage college professors to leave the ivory tower and spend time in schools and classrooms. He acknowledged that this is a difficult challenge but the government is determined to produce high quality preservice teachers who are equipped with the required new skills.

The MOE and the universities have a responsibility for helping practicing teachers and supporting their continuous learning through professional development. Rural schools are required to spend 5 percent of their budget on professional development and in the urban areas, local governments are required to create a special budget to support

professional development. This training is focused on two areas: implementation of the new K-12 curriculum and the development of new skills and abilities for teaching. The tried and true method of bringing teachers together for training is too expensive and not practical. The MOE is looking at new methods, especially those utilizing distance learning. The government has invested significant funds to help rural schools acquire technology including equipping computer labs, placing a DVD player system in each elementary school and creating CD-ROM teaching stations in very remote areas.

While computers are very common in urban schools, they are not as available in rural schools. A new campaign, “Information Technology for All Teachers” is being launched. This includes publishing guidelines and benchmarks for teachers, administrators and technology support people that demonstrate new teaching methods and provide examples of how to use technology to teach the new curriculum. Several experiments for delivering professional development online are underway including an electronic forum involving 100,000 teachers discussing the new curriculum. Satellite broadcasts of effective teaching techniques are also being delivered to remote and rural areas. Dr. Yonggang observed that this is a massive effort and that teachers are being asked to advance their own learning, including going on to get higher degrees. Some K-12 teachers are encouraged to go abroad to receive a different kind of education. In urban areas such as Beijing, both experienced teachers and teacher education candidates are being required to have at least one year’s experience teaching in a rural school setting.

Following the formal presentation Dr. Yonggang answered several questions related to the challenges that the MOE faces in:

- Implementing a national curriculum reform plan for K-12 education;
- Convincing colleges and universities to change;
- Preparing multi-lingual teachers and related curriculum materials;
- Funding teacher education and professional development programs;
- Meeting teacher shortages especially in rural areas;
- Developing, selecting and supporting school principals and building leaders; and
- Working with local and provincial governments to implement reform strategies.

Following the question and discussion period, gifts from the participating colleges and universities and schools were exchanged and group photos were taken.

In the afternoon the delegation visited an innovative bi-cultural pre-school for children ages 3-5 called the 3e International Kindergarten (Explore, Experiment and Express). The school was founded in 2005 and was designed by MSU Professor Yong Zhao. Professor Zhao introduced Gilbert Choy, the Chief Executive Officer for the Sunwah Education Laboratories, Inc. who began the briefing by discussing the philanthropic work of the Sunwah Foundation. The Hong Kong based Foundation has also funded the U.S. China Center for Research on Educational Excellence at MSU, which investigates the strengths of the eastern and western education systems. The school represents an investment by the Foundation of approximately \$3.5 million. Gilbert Choy discussed the 3e International Kindergarten’s accomplishments to date and its plans for the future. Students in this experimental pre-school spend one half day learning in English in a

Western-style environment and the other half learning in Chinese in an Eastern-style environment. The school currently serves approximately 100 students representing 19 different countries and there are plans to add a first grade class in September 2008. The school is licensed to serve the expatriate community and it is prohibited from enrolling a student whose nationality is Chinese. The teachers at the school include recent MSU teacher education graduates and native Chinese educators trained at Beijing Normal University. The school has hosted a large number of international visitors, including U.S. Department of Education officials who are interested in the dual pedagogy concept. The 3e International Kindergarten does not advertise to recruit students but has benefited from word-of-mouth support and community building among parents.

School Principal Nadia Perez provided a status report on the school and an overview of the 3e Kindergarten program. She noted that the preschool is a half-day program and the eastern and western teachers work together with the children. In the kindergarten program the teachers spend a great deal of time planning the eastern and western instruction, and while they don't teach together, they plan together. The curriculum and school design is built for replication. One of the goals of the dual language/dual pedagogy program is to prepare the school's students to communicate without bias with other children. The 3e International School seeks to develop global citizens who are conversant in multiple languages and capable of moving across different cultures. The delegation members also met Ms. Rowena Yang, the school's Associate Principal, Dr. Anne Soderman, a retired MSU Professor of Family and Child Ecology, and several teachers including an MSU teacher education student who is completing her internship. The staff members discussed their teaching experiences and the challenges of living and working abroad. The delegation had an opportunity to tour the unique three-story facility that includes several exhibits acquired from The Exploratorium, a hands-on science and art museum in San Francisco.

In the evening a number of the study tour participants chose to attend a performance of the Beijing Opera at the Liyuan Theater. This artistic program featured performances of classic Chinese plays, traditional musical arrangements and gymnastic routines with simultaneous English translation.

Tuesday, May 27, 2008

The day began with the delegation members traveling by bus to the main campus of Beijing Normal University (BNU) for two morning briefings. Dr. Zhen Han, Executive Vice President of BNU welcomed the group to the BNU campus and to the School of Education. He introduced several colleagues who participated in a panel discussion on BNU's programs and services. The panel members included Dr. Huaying Bao, Dean of the School of Continuing Education and Teacher Training and Director of the College Faculty Development Center and the State Teacher's Qualification Center; Zhou Xiaoyun, Head of the Training Office for the College of Principals Training and the National Training Center for Primary School Principals at BNU; Dr. Lee Mang, Director of the School of Educational Technology; Dr. Du Liang, Assistant Professor in the Center for Teacher Education Research, and Dr. Ji Liang Shen, Professor of Psychology. Dean

Ames introduced the college and university and K-12 participants and noted their interest in exploring possible partnership opportunities.

Dr. Han remarked that BNU is one of the six normal universities under the direct supervision of the MOE. It was established in 1902 as a teacher training university and has evolved to become a modern research-oriented university similar to those in Europe and America. As a more comprehensive university it offers programs and degrees in law, business, management, environmental science and numerous other disciplines and awards degrees ranging from the B.A. to the Ph.D. BNU's Schools of Psychology and Education are ranked number one in China. The university is recognized as one of the premier teacher training institutions in China and enrolls 8,500 undergraduates, 9,000 full-time graduate students, and over 2,000 international students. BNU also enrolls over 10,000 students in continuing education and online education programs. Among other programs BNU is the home of the College of Education Administration, the College of Principal Training, the National Center for Primary School Principals, and the North-China Training Center for Education Administration. Dr. Han indicated that some of the American sports teams that will be participating in the 2008 Summer Olympic Games will be training on the BNU campus.

Dr. Han discussed some of the major changes that have been occurring in teacher education in China. Many of the lower teacher preparation institutions have been absorbed by the normal universities which are preparing high school teachers. The three year colleges are now mainly preparing elementary teachers. In the past schools such as BNU mostly prepared teachers for the university and for key high school positions. Traditionally teacher education graduates of the six MOE run universities were never employed by schools below the county level. Recent survey data shows that this situation is changing as better prepared teachers are now taking teaching positions in rural and western China. He characterized the problem in China as not a quantity problem but a quality problem. The need is to improve teacher quality and the MOE is providing incentives such as free tuition, housing and subsidies to attract better quality teachers. Dr. Bao described the new 4+2 program where students study in a specific content area for four years and then move into a two-year field experience to become better prepared when they enter the classroom as a teacher. As a strategy to diversify the source of teachers, China is shifting from the traditional specialization model and beginning to recruit students who are not education majors. These students can take education courses in addition to their specialized content courses to become qualified teachers.

Another significant change is that the normal universities are becoming more responsible for inservice training and professional development. Inservice training was previously implemented locally and was considered the responsibility of the small regional colleges. In 2004 BNU combined four schools to create the School of Continuing Education and Teacher Training. Current enrollments include 32,000 students in courses, 11,000 adult education (night college) students and 22,000 online students. In addition, over 10,000 teachers and principals receive training through off-campus learning centers. Other programs provide graduate training programs for experienced school head teachers or

headmasters. BNU also conducts national surveys on specific education issues and cosponsors professional conferences on topics such as moral leadership, urban education reform and the needs of migrant workers. BNU is the home of the National Center for Primary Principal Leadership, a research institute sponsored by the MOE. The Center is responsible for training elementary principals and each year the MOE assigns approximately 1,000 candidates to be trained. These candidates are selected by the MOE and provincial governments and become trainer-of-trainers to share their expertise. School principals are required to participate in 240 hours of training every five years and the Center is exploring new ways of delivering professional development, including school visits, job shadowing, case studies and case analysis, personal journals, and online communities of practice and discussion groups. Participants are encouraged to reflect on their experiences and engage in dialogue with instructors and other participants. Depending on the assignment, the training can be short-term, one week to 30 days, or longer term, which may last for a year and a half. The longer term principal training may involve study abroad experiences and the requirement to write and publish scholarly papers. A deputy principal assumes the building leadership role during the required training period.

Other panel members discussed the research underway on the impact of technology investments in education, particularly investments made in the rural areas of China. He characterized the situation as not being a problem with technology but with the users. Current efforts involve studies to better understand how technology can be used for learning, greater use of distance teaching and learning, the application of knowledge management within learning environments and ways of helping children master learning technologies. Following a period of questions and discussion, gifts from the participating colleges and universities and schools were exchanged.

The second briefing was led by Dr. Tao Sha, Associate Professor of Developmental Psychology and Faculty Director of the National Laboratory of Cognitive Neuroscience and Learning at BNU. The Chinese government has identified brain and cognitive science as one of the eight basic research fields for investment over the next decade and the National Lab was established to better understand the brain and mind to advance human development and education. It is recognized as the center for brain and cognitive sciences in China and is charged with five main research directions:

- Language learning, language disorders and their neural correlates;
- Mathematical cognition and the brain;
- Brain and mental development;
- Social cognitive neuroscience (emotion, lie-telling and problem behavior)
- Innovative programs, technology and teacher training for schools (including assessment and intervention)

In 2007 the Lab conducted the first nationwide survey on multiple aspects of mental development during childhood and adolescence. Previously there had been no statistical study done in China and researchers had to use national normed data from the U.K. and the U.S. The goals of the national survey are to:

- Establish norms (cognitive, social/mental health, achievement)

- Create databases for research;
- Develop instruments;
- Implications for policy making.

Based on the Lab's research, innovative Chinese and English instruction programs have been developed for use in kindergartens and elementary schools. Another initiative involves the development of a new National Evaluation and Assessment of School Quality and Student Development program. This "NAEP in China" is designed to examine students' well-being, academic achievement, social adjustment and mental health, and the school environment and programs. Following the morning briefings, a luncheon at a restaurant near BNU was hosted by Dr. Qi Dong, Vice President of BNU.

In the afternoon the delegation members visited Number 3 Affiliated Middle School, a school formally attached to BNU. The school was founded in 1959 and consists of two campuses. The group was welcomed by the Principal Ms. Qi Ying Chun and invited to observe a sixth grade English and math class to learn how the school is structured, how classes operate and how instruction is provided. In a general briefing that followed the classes, the participants learned that the school serves grades 7-12 and has 2,000 students. The school has 160 teachers and staff members and offers 40 classes, scheduled from 8:00 a.m. to 4:00 p.m., Monday through Friday. The focus of the school is on moral development and preparing well-rounded students, and includes programs that provide artistic and extracurricular activities. One area of emphasis of the school is its orchestra program which has received national recognition. The school also participates in the international Odyssey of the Mind Program and the school's specialty sport is cross-country orienteering. The participants talked with Ms. Qi and the English, algebra and chemistry teachers about their teaching load, parental involvement, how teachers work together in groups, how lesson plans are developed, how professional development is provided and how teachers participate in research studies partially funded by the government. Other questions involved expectations for mentorship, gender differences and its impact on career change and the challenge to enhance the school's reputation and the performance of the teachers. Following the questions and discussion, delegation members presented gifts and photos were taken.

Wednesday, May 28, 2008

In the morning the members of the delegation visited Tiananmen Square and the Forbidden City, officially known as the Palace Museum in central Beijing. The Palace Museum is considered to be one of the finest examples of imperial architecture and the local guide discussed the numerous official buildings, gates and gardens found in this extensive complex. Following lunch, the group had an opportunity to visit a typical Chinese silk embroidery gallery to learn about this traditional handmade needle work art form. A gallery guide discussed the life cycle of the silk worm and showed examples of the process used to convert raw silk to the dyed thread that is the basis for these colorful works of art. The group was able to observe skilled artisans making silk carpets and pictures.

On Wednesday evening the group traveled via China Air to Chongqing, the next destination on the study tour. Transportation to the airport, baggage collection, check-in, security screening and flight-time to Chongqing required approximately four hours. The group was met by the local Chongqing guide and traveled by bus to the Howard Johnson ITC Plaza Hotel. Chongqing is located in Sichuan Province in southwest China and the population of the metropolitan area is more than 31 million people. In 1997 the Chinese government designated the region as the Chongqing Municipality, an autonomous region formed to organize development and resettlement of the farmers and refugees displaced by the Three Gorges Dam project. The Chongqing Municipality is one of four municipalities administered by the central Chinese government. The Yangtze River and the Jialing River converge in Chongqing, and in addition to being known as the Gateway to the Three Gorges Dam, Chongqing is considered the bridge capital of China, with more than 48 bridges, most built during the past decade. During World War II Chongqing served as China's War Capital and a large number of industrial facilities and universities were relocated in the region. During this period, Chongqing played a strategic role in support of the Allied Forces and served as a base for the Flying Tigers. Chongqing has become a major industrial and manufacturing area and several multinational corporations, including Ford Motor Co. have made investments and built production facilities in the region. Motorcycle production and silkworm research are among the region's growing industries. To expand and support the region's industrial and manufacturing base, Chongqing has established 57 institutions of higher learning and numerous agricultural, scientific and medical research facilities.

Thursday, May 29, 2008

The delegation members traveled by bus to the campus of Southwest University (SU), and the Guiyuan Hotel for the Sino-American Teacher Education Forum and The International Academic Workshop on the Education of Chinese and U.S. Teachers. Professor Hu Bin, Deputy Director of the Chongqing Municipal Education Commission (CMEC) served as the Forum's moderator and he provided welcoming remarks to the US-China Study Tour delegation members and the audience composed of university administrators, faculty, staff, graduate students, and local education leaders. He expressed appreciation to the delegation members for visiting Chongqing and the campus of SU.

Dr. Weiliang Zhao, Deputy Director General of the CMEC began his keynote remarks by noting that this forum is an outgrowth of the International Conference held at MSU in April 2008 which was attended by a large delegation from the Chongqing region. Dr. Zhao's noted that the Chongqing Municipality covers 82,400 square kilometers and includes 40 counties and districts with a population of 31.07 million people. The CMEC is responsible for managing all of the education programs in the region, from preprimary, elementary, secondary schools to adult education institutions. This includes 14,000 schools with a student population of 5.94 million and a staff of 340,000. The CMEC is charged with:

- Developing policies and systemic measures to enhance the education of teachers;
- Improve management and training systems for teachers' education;
- Improve resource integration and base development;

- Expand efforts to build a quality contingent of experts in teacher education;
- Adopt various measures to improve the quality of primary, secondary and vocational education teachers.

Providing greater equity between students in the city and rural schools is a major challenge and the CMEC is implementing several strategies to improve achievement, teacher quality and the capacity of rural schools. This includes the overall planning for teacher training across the municipality and the building of complete professional development systems. In addition, the CMEC provides training for school administrators and managers through annual institutes. They also create partnerships between city and rural schools with the goal of assisting the rural schools to become stronger. Many of the rural areas lack educational resources and the development of rural teachers is still lagging behind. Dr. Zhao expressed his hope that among the outcomes of this forum would be:

- Establishing an information exchange platform to support the hosting of meetings in other states;
- Establishing a mechanism for the regular exchange of visits by scholars and researchers;
- Building of sister-school ties; and
- Establishing a cooperative research mechanism.

The next keynote presentation was made by Song Naiqing, the President of Southwest University (SU). His presentation was titled “Exploration and International Cooperation and Exchanges in Teacher Education.” He welcomed the delegation members and the audience to the campus of SU and commented that he was deeply impressed by his visit to MSU in April 2008 and the work being done by Professor Yong Zhao. He noted that SU is one of six universities directly subordinate to the MOE. The campus covers an area of 600 hectares and the student enrollment totals 100,000, including 50,000 full time students. SU enrolls over 400 overseas students representing 40 countries each year. The faculty and staff include 2,650 full time teachers and 636 professional researchers. The strength of SU is in its education, psychology and agriculture programs. Its silkworm genome research program has received international recognition and the psychology and pedagogy programs are national leaders. President Song discussed the rapid development of both basic and higher education in China over the past decade. He observed that a gap exists between the demand for teachers and the number of qualified teachers that can be produced. This creates large classes with student-teacher ratios that are too high. There is also an imbalance in the number of teachers between the rural and urban areas and within different subject areas. Teacher quality is a problem and although remarkable improvements have been made through professional development, there is need for further improvement. In the area of teacher education, several strategies are employed to recruit excellent students. These include a tuition-free normal education program, employing the best teachers, implementing institutional reforms in teacher education, development of innovative course books, and expanded training programs for teachers in primary and middle schools. He urged that efforts be made to increase teacher and student exchange programs, and that international cooperation programs be expanded.

Two members of the US-China Study Tour delegation were invited to offer remarks on behalf of the universities and K-12 schools visiting Chongqing. MSU Dean Carole Ames observed that teacher quality is essential to the economic vitality of the U.S. She noted that there are approximately 3.5 million teachers and 2,000 teacher education institutions in the U.S. Historically universities prepared teachers to teach in their own states but today these institutions must prepare teachers for positions throughout the country. The U.S. education system is highly decentralized, with the K-12 curriculum determined at the state and local levels. In a decentralized system, it is often a challenge to address national problems such as the achievement gap between high and low performing students, poor high school graduation rates in large urban areas, and the need to have more students attend college. Therefore it is essential that teachers be part of the state and national reform process. Over the past 30-40 years the student population has become more racially and ethnically diverse. This is not the case with the teacher population and both states and universities are challenged to recruit a more diverse teaching workforce. Other challenges include critical shortages of math, science and special education teachers, an overpopulation of elementary teachers and the need to recruit teachers for jobs in high shortage areas. As in China, geography presents us with an imbalance of preparation and need. However, unlike China, the U.S. is trying to recruit teachers for schools in the urban areas. Some schools are providing incentives for teachers who are willing to make a long term commitment to teach in these high need areas. The U.S. is experiencing growth in for-profit teacher preparation institutions to help meet the demand for qualified teachers, but this is viewed as a short-term solution to a long-term problem. Dean Ames identified several priorities for teacher education in the U.S:

- Focus greater attention on novice teachers and provide support during their first two years, their most vulnerable period;
- Provide support for the institution's teacher education graduates who may be scattered all across the country;
- Create new professional development opportunities for teachers;
- Support innovation and research to determine strategies that work effectively;
- Prepare teachers to use technology effectively;
- Ensure that students and faculty are globally competent and that students are prepared to become global citizens.

The next presentation was made by Dr. Patricia Wasley, Dean of the College of Education at the University of Washington (UW) and she discussed problems in teacher education and examples of some experiments in U.S. higher education institutions. She expressed her appreciation for MSU's leadership in developing partnership relationships with higher education institutions in China and looked forward to joining this partnership process. She noted that Seattle, Washington and Chongqing already have a formal sister-city relationship. Dean Wasley stated that to compete in the changing world economy, every child needs to graduate from high school and go on to college. This has implications for teacher education programs and requires that a highly qualified teacher be placed in every classroom. As an example of teacher education reform, she noted that teaching methods courses are being moved into schools to be team taught with preservice candidates and the experienced teacher. This leads to a better understanding of what

schools and students are struggling with. In other situations universities are adopting year-long internship programs for preservice teachers to provide more supervised experience. To reduce the isolation of teachers, some student teachers are working within the immigrant community of the students that are being served in the schools. Several schools are employing sophisticated tracking systems for assessing student performance. Teacher education programs are also developing innovative ways of supporting novice teachers, such as the MSU teacher induction program, and the UW strategy to invite new teachers to come back to the university two-to-four times a year. The UW program encourages teachers to bring a “problem of practice” with them to present to faculty and other teachers. This creates opportunities for dialogue and support, and the problems can be cataloged to see if teacher education programs are addressing the problems that teachers are experiencing. Online discussion groups and social networks are other strategies used to support the induction process. There is a growing recognition that colleges of education are constrained by their own histories. To overcome this problem, she described a coalition formed by six U.S. and Canadian universities to design a new approach to teacher education. The coalition uses a design without constraints model and suggested that they may benefit from a Chinese university partner. She expressed hope that U.S. students could come to China for a clinical experience, such as how to best prepare subject matter specialty teachers as a strategy to expand teacher capacity.

The conference concluded with a panel composed of Dr. Weiliang Zhao, President Song, Dean Ames and Dean Wasley. The audience addressed questions to the panel members on the topics of assessment and testing, creativity, the differences in student performance between the U.S. and China, cross-cultural challenges and the role of government in finding qualified teachers. Following the questions and discussion period, a group photo was taken. A luncheon for the conference participants was hosted by the CMEC and SU. Several delegation members renewed friendships developed in 2007 and 2008 when a group of CMEC officials including Dr. Weiliang Zhao, Professor Hu Bin, Ms. Jiang Yan from the International Affairs Office, Mr. Yue Yong, Director of the Division of International Cooperation and Exchanges and Mr. Li Shiyu, Deputy Director of the Division of International Cooperation and Exchanges attended the Internationalizing Michigan Education Conference held at MSU.

In the afternoon, several of the delegation members toured the SU campus, which is situated on 600 hectares with well maintained lawns, gardens, and ponds. A large statue of Chairman Mao greets visitors at the entrance to the campus and the participants observed various campus facilities including the SU Administration Building, the College of Science and Technology and the College of Teacher Education.

The participants from Michigan State University, University of Washington, Arizona State University, Northern Arizona University, Northern Michigan University, the University of Delaware and some K-12 schools met with the CMEC and SU leaders to discuss the development of possible collaborative working relationships and formal partnerships. The SU participants included Dr. Jin Yu-Le, Dean of the School of Education, Ms. Wang Jing, Director of the Office of International Cooperation and

Exchanges, Li Hang, Vice Director of the Office of International Cooperation and Exchanges, and Zeng Xiaodong, Associate Dean of the School of Education. To begin the discussion, Dean Jin proposed five possible areas of cooperation:

- Exchanging teachers – teachers would be provided opportunities to visit sister-schools for at least one semester to expand communications and/or offer courses;
- Joint Training of Graduate Students – this strategy would include master and doctoral level students and the type of training would be determined by the length of the placement. Students could be trained in either their native language or in Chinese;
- Joint Development of Research Projects - the sister-schools would work together on their various strengths to develop new research projects;
- Convening regular International Academic Conferences; and
- Sharing of teaching materials and methods – students would be provided with various educational resources, including original textbooks to enhance bilingual teaching.

The U.S. participants reacted very positively to these proposals and offered other ideas that could build upon and extend the areas of cooperation. These include:

- Create a teacher exchange program involving MSU, UW, the Fenton Area Public Schools and a K-12 district in the state of Washington. The exchange would involve 20 teachers from the U.S. and 20 teachers from China;
- Establish a Ph.D. student visitation program – beginning in May 2009, 15-20 students from the universities represented could apply for 2-3 week overseas study experiences for doctoral students to work with Chinese scholars and graduate students with similar research interests, and to visit schools and develop international perspectives to support their scholarship. Students in both the U.S. and China would develop proposals based a set of agreements that would guide the student visits. The student’s enrolling university would cover the international airfare and the host Chinese university would provide living accommodations. The participating U.S. universities would serve as hosts for visiting Chinese students and provide living accommodations. Students would be expected to pay for their own meals.
- Offer comparative education courses – undergraduate students who are preparing to be teachers could enroll in distance learning courses with students from both the U.S. and China participating;
- Student, faculty and K-12 administrator exchanges – undergraduate and graduate students, faculty and K-12 administrators would have an opportunity to participate in an international exchange program for summer enrichment experiences, for shadow exchange programs and for leadership development experiences;
- Joint research projects involving faculty and/or students to investigate issues common to U.S. and Chinese schools;
- Research opportunities related to the placement and retention of rural educators;
- Explore online training opportunities for teachers;
- Create online discussion forums based on common practice problems;

- Share existing online university courses that might be of interest and use to Chinese universities;
- Building on the International Academic Conference proposal, convene a Teacher Education Platform Conference and a Key Curriculum and Instruction Conference – agenda topics could include innovative new collaboration models, techniques for the self-study of teachers, observation centers for students, and new knowledge and theories related to teacher education; and
- Develop strategies to make better use of the human talent that travels back and forth – this could involve creating different types of professional conferences.

It was agreed that in order to move forward on these proposals the ideas will need to be developed in written form. Each institution will be asked to identify someone to pursue the various proposals that have been identified. There was particular interest in establishing the proposed Ph.D. student visitation program. Dean Carole Ames offered to draft a formal proposal intended to build shared understanding of the concept that will lead to a negotiated memorandum of understanding between the participating universities. A great deal of goodwill was expressed and following closing remarks from Vice President Song, the delegation members presented gifts on behalf of their institutions. In the evening the study tour participants enjoyed a boat cruise on the Yangtze and Jialing Rivers.

Friday, May 30, 2008

The day's agenda was designed for the delegation members to visit two local schools on the last day of the school year. In the morning the group visited the Chongqing Renmin Primary School, which was founded in 1945. The group was welcomed by Madame Ding Jiquan, the Principal and Ms. Wang Qingping, the school's Vice Principal. The school enrolls over 30,000 students on five campuses and it boasts many distinguished graduates. The first principal of the school was Ms. Zhuo Lin, the wife of former Chinese Premier Deng Xiaoping. The delegation members were joined by several CMEC leaders for the school's end of the year celebration party. The program involved over 150 students participating in a talent show that featured singing, choreographed Chinese and western style dancing, and traditional and contemporary instrumental music performances. Awards were presented to the Top Ten students and their parents, and delegation members were invited to assist in the presentation of awards. Several of the school's student clubs were featured. The audience consisted of Renmin Primary School pupils and students and teachers from the rural schools that have created partnerships with the city school. Also attending were parents, teachers and local government officials. The program was broadcast live via closed circuit television to the school's classrooms.

After the celebration party, delegation members met with Madame Ding and several of her staff members. She reminded the group that she was part of the Chongqing delegation that visited MSU in April 2008 to attend the MSU International Education Conference. She indicated that the past month has been very challenging for the teachers and the students given Chongqing's proximity to the earthquake region. The school's students have participated in a fundraising effort to help students in the earthquake region

and Renmin Primary School has taken in 30 students who lost their homes in the earthquake.

The school is focused on internationalizing education and it has established partnerships with schools in S. Korea, Canada, Thailand, the U.K. and the U.S. The school has had many international visitors and it hopes to broaden its international connections and create additional partnerships. The school has received special recognition from China's leaders and one of its campuses is a private school built by a real estate developer who invited the school to move in. The school operates an International Division that takes in the children of diplomats and business people and provides boarding facilities for several students. Its students and faculty have had several opportunities to travel and perform abroad. The K-12 members of the delegation presented gifts on behalf of the schools and communities.

In the afternoon the study tour participants visited Chongqing Nankai Middle School, which is considered one of the best middle schools in China. The group met with Mr. Song Pu, the School's Rector. The school was founded over 70 years ago and its motto is "Dedication to public interest, acquisition of all round capabilities, and aspiration for progress with each passing day." The school sits on a 24 acre complex and most of its students come from the Chongqing metropolitan area. The school's students and teachers have contributed more than \$90,000 (US) for the earthquake relief effort and more than 20 students from the impacted region are now attending the school. The rector noted that many young people are considered to be self-centered but the student reaction to the disaster gives much promise for the future. The school places a great deal of attention on the moral education of children and on public service. The ideal is to make the school "a university among high schools." They make a practice of inviting leading professors and academics to give lectures, a strategy designed to help the students understand how to learn in an open atmosphere and learn independently. Each year nearly 80% on the school's graduates are admitted to the leading universities in China. He noted that the U.S. is the first choice of students for study abroad. The school places emphasis on cooperation with schools abroad and each year 100 student's travel to the U.S. The school has developed a partnership with Chief Sealth High School in Seattle Washington and with schools in Great Britain, Japan, Australia, Korea and other countries. English and Japanese are the primary foreign languages that are taught in the school. The K-12 members of the delegation presented gifts on behalf of the schools and communities.

In the evening the CMEC hosted a farewell banquet for the delegation members at a restaurant that features a local Chongqing menu favorite, the hotpot dinner. The dinner was attended by the directors and division chiefs from the Municipal Commission. Very warm feelings of friendship and cooperation were expressed and toasts to future cooperative projects and international visits were made. Gifts on behalf of the delegation were presented to Dr. Weiliang Zhao and his colleagues as a sincere expression of appreciation for their friendship and hospitality.

Saturday May 31, 2008

The delegation members next moved on to Shanghai, the final destination on the study tour. Transportation to the airport, baggage handling, check-in, security procedures, flight-time via China Air and transfer to the Sofitel Hyland Hotel in Shanghai in coastal Jiangsu Province required approximately four hours. The hotel is located in central Shanghai on the historic and bustling Nanjing Road. In the evening, the group was free to enjoy the Shanghai food and nightlife. Some of the participants enjoyed dinner in the Xin Tian Di area while others attended a performance of the Shanghai Acrobatic Troupe at the Shanghai Cultural and Performance Center.

Sunday, June 1, 2008

The group visited the Shanghai Museum of Chinese Art and Culture and toured the extensive exhibits and galleries. The group also visited the Shanghai Municipal Planning Authority Exposition and viewed the scale model depiction of the city's current and future development. After lunch the group toured the scenic Yu Yuan Gardens constructed in 1559 and the surrounding shopping areas.

After returning to the hotel, Professor Yong Zhao facilitated a debriefing session with the delegation members. He reviewed the goals of the study tour and the deliberate strategy of arranging an itinerary that included both educational and cultural experiences. A priority was placed on providing opportunities for the higher education and K-12 participants to begin conversations that will result in partnerships and collaborative relationships. From his perspective:

- The briefing with the MOE provided an opportunity to learn about teacher education from a national perspective;
- The visit to the 3e International Kindergarten provided an example of some new models and ideas for teaching and a sense of some of the challenges;
- The briefings at BNU provided insights into how a major Chinese research university operates and the institutional roles that it serves;
- The school visits in Beijing were designed to provide opportunities to have conversations with principals and teachers and to observe classroom instruction;
- The school visits in Chongqing provided opportunities to observe children's actions out of school;
- The Forum held at SU provided an opportunity to see how Chinese education conferences are organized and run; and
- The briefings with the CMEC provided insights into how collaborative partnerships have evolved and developed in a large urban region;

He observed that Chinese educators sometimes refer to "small knowledge" as primary school, "middle knowledge" as middle or high school, and "large knowledge" as college or university education. He discussed the major role that the Chinese central government plays in shaping education policy and noted that shifting from a centralized education system to a decentralized system is a challenge. It is very hard to relax the existing system. Equity issues, including the differences between rural and urban schools, the uneven level of development within the education system and the need for large numbers of high quality teachers are some of its biggest challenges. There is very strong interest

from the central government for universities and schools to collaborate with international partners to deal with common problems. In China good schools have incentives to help poor schools. New policies from the central government are changing the K-12 curriculum and the curriculum is becoming more diversified with more local input and design. The central and provincial governments are also encouraging schools to become more globally aware and to develop partnerships with international schools. Schools are becoming more autonomous and the school principal is serving the role of a chancellor. A school's performance is more determined by what the school does versus what the parents have. In terms of family involvement, most parents must work and don't have time to help in the school, and many are illiterate and not able to help. China is still very much a developing country and it doesn't have the resources that U.S. schools have. Some of the more well-to-do cities want to move to a compulsory 12-year education model but the central government won't mandate it because a number of provinces can't afford it. It becomes a resource allocation issue.

Professor Zhao described teaching in China as a collective, public act and a form of performance. A teacher's actions reflect on his/her colleagues. Traditionally the Chinese teacher education system has been fairly weak, but Chinese teachers are very strong in classroom performance and this is reinforced in their professional development. In general, teachers tend to be better prepared in the instruction of teaching than some of their western colleagues. Teachers provide demonstration lessons, which are open to others and where critical feedback is provided by the observers. China uses lesson studies, where teachers co-plan in groups and senior teachers work with junior teachers to improve their performance. Mentoring is an integral and important part of the teaching process. China is also reforming its college entrance examination process. Formerly there was one syllabus, one textbook and one college entrance exam. Today at least 21 of the provinces have their own college entrance exams and the top universities have the opportunity to allow criteria beyond test scores to be used in selecting students. An example might be the use of student interviews.

Students learn about the Communist Party and their government through courses on moral education. Students read about Engels, Marx and Lenin and the role of the Party, which is to run the country in the peoples' interest. China is experimenting with two competing economic systems which create a number of challenges. There is a form of socialism with Chinese characteristics and a market economy that are coexisting. The Chinese education system is very market driven and everyone competes. This is in contrast to the U.S. where everyone has to be treated equally, where resources are allocated equally and people are paid similarly. Professor Zhao suggested that the U.S. should welcome Chinese scholars and develop academic experiences and training opportunities that will be of real benefit to these scholars when they return to China. He concluded his remarks by noting that it is his goal to bring more objective and comprehensive information to educators and policy leaders in both China and the U.S.

Carole Ames and the delegation members expressed their appreciation and gratitude to Yong Zhao for sharing his insights and expertise throughout the study tour and for serving as an expert translator and interpreter during the group's briefings, professional meetings

and the social events with Chinese colleagues. The group also expressed their appreciation to Yong Zhao, Barbara Markle and Dan Schultz for their efforts in organizing and coordinating all of the study tour activities. Barbara Markle expressed her appreciation to Naiyi Xie, the MSU College of Education doctoral student who has supported the group as a translator. In the evening the participants were free to walk to the Bund district and enjoy the food and the impressive Shanghai skyline.

Monday June 2, 2008

In the morning the delegation traveled by bus to East China Normal University (ECNU) in the Putuo District of Shanghai for a briefing. The briefing was conducted by Dr. Qun Chen, Vice President of ECNU, Dr. Ren You Qun, Assistant President, Dr. Xu Binyan, Vice Dean of the School of Education Science, Dr. Zhu Zhiting, Dean of the Distance Education College, Dr. Zhou Jing, Deputy Dean of the College of Preschool Education and Special Education, and Dr. Zhang Jun Hua, Assistant Director, National Training Center for High School Principals in the College of Public Administration. ECNU was founded in 1951 and is known as a “Garden University” for its beautiful main campus and buildings that represent both European and traditional Chinese styles. In 1959 ECNU was designated as a key university and is one of six that are directly responsible to the MOE. The university maintains a full program of undergraduate and graduate study with 19 full-time schools that enroll over 12,500 undergraduates, 7,730 graduate students and more than 2,700 international students. It serves as a comprehensive research-oriented university with a strong teacher training program that is considered one of the top two in China. ECNU hopes to become more internationalized in the future and it has already established four Confucius Institutes in the U.S. It has developed collaboration models with universities in France and the U.S., including the University of Pennsylvania, New York University and the University of Virginia to exchange undergraduate and graduate students. ECNU has adopted the goal of sending one-quarter of its students to study abroad. The School of Education Science was established in 1980 and it combines research and practice with teacher training. It has 200 faculty members and 700 graduate students enrolled in programs that include comparative education, educational technology, curriculum and instruction and the history of education. The College of Distance Learning was established in 2000 and it places a priority on teacher training and upgrading the skills of low-skilled teachers. It currently serves 22,000 students through blended Web-based courses, DVD resources, and some face-to-face training. They also offer non-degree training programs for head teachers.

Dr. Zhang Jun Hua indicated that the National Training Center for High School Principals (NCHSP) was established in 1989 and has been designated by the MOE to train secondary school principals from all over China. The Center employs three modes of training: theoretical research, involving influential scholars and experienced principals; case studies involving in-school observations and guided discussions; and on-the-spot training and development. The length of the training can vary from one to three months depending on the participants: senior secondary school principals (85 days); junior secondary school principals (60 days); and principals from the western regions and provinces (30 days). All training is done on a full-time basis and involves both educational theory and practice. The Center has established a number of international

cooperation and exchange agreements with other principal training organizations in the U.S., U.K., Canada, Finland and South Africa. The Center has arranged for scholars to travel to the U.S., U.K., France, Western Europe and Australia. Dr. Zhang noted that the MOE has adopted national standards for principals and that the Center's training content is determined by the needs of the principals, by directives from the MOE, and from feedback provided by previous training classes. At the conclusion of the presentation, the ECNU officials addressed several questions related to early childhood programs, strategies for addressing teacher shortages, study abroad opportunities, certificate programs, distance education and research on online learning, preparing teachers for middle schools and the role of faculty in teacher supervision. The delegation members presented gifts on behalf of their institutions. Following the discussion, Dr. Yu Lizhong, the President of ECNU hosted the delegation members at an informal luncheon on campus.

Tuesday, June 3, 2008

The MSU-China International Study Tour delegates departed Shanghai via Pudong International Airport and returned to the U.S. Some of the participants arranged for extended travel experiences in Xi'an and Chengdu.

Next Steps

The study tour participants are encouraged to continue the discussion on the development of possible partnership opportunities with the Chinese colleges and universities and K-12 schools that began during this international experience.

The US-China Center for Research on Educational Excellence and the MSU Office of K-12 Outreach have created a Web site that serves as an information resource and link for past and future participants in MSU sponsored international study tours. The Web site includes lists of past participants and participating organizations, study tour reports, recommended readings, group photos and a gallery for photos taken by study tour members. See <http://china-us.us/studytours/>

Report of the May-June 2008

MSU-China International Study Tour

Prepared by Dan Schultz, Study Tour Co-Leader

June 14, 2008