AATJ Webinar



How We Can Keep Flying: On-Going Advocacy

September 19, 2020

To Audience:

Please rename by adding your level of instruction in front of your name.

Ex. C suwako, E Yamashita

E-elementary
M-Middle School
H- High School
C-college

Presenters: Suwako Watanabe, Portland State University
Kazumi Yamashita-Iverson, Maloney Interdistrict Magnet School

Facilitator: Yoshiko Saito-Abbott, California State University, Monterey Bay



AATJ Membership

Membership registration: https://www.aatj.org/membership (January 1 - December 31)

- Quarterly newsletter, semiannual journal
- Member rate for two annual conferences (ACTFL, AAS)
- Professional development programs
- Japanese National Honor Society (high school or college level)
- National Japanese Exam
- Membership in a regional or state Japanese language educators' association
- Teacher Awards
- Special Interest Groups

AATJ Lifetime Achievement Award

Nominations accepted until the end of November.

ELIGIBILITY:

- A minimum of 25 years of distinguished service to Japanese education.
- Distinction can be demonstrated through:
 - service to AATJ such as: offices held, committee memberships, special projects, meetings, publications;
 - service beyond the requirements of the nominee's job at the state, and national/international level;
 - creation of scholarly publications, textbooks, and other relevant materials and programs that have made significant impact on Japanese education at the national/international level.

AATJ Diversity & Inclusion Taskforce

Self- or other nominations accepted until the end of September.

Purpose

To explore ways to improve AATJ's current practices with the goal of enhancing its capacity to address issues concerning diversity and inclusion within the association/profession, in the classroom, and in the society in general.

Charge

The taskforce will review AATJ's mission, bylaws, activities, methods of communication, and other related matters to identify areas that should be improved and develop recommendations.

学会のお知らせ

Communitybased Heritage Language Schools 2020 Conference

When: Oct. 9 & 10, 2020 Where: Online Registration: Open (\$20)

For more information: https://www.american.edu/soe/ii e/heritage-language-conference.cfm



10/24/2020 AATJ Webinar

2020 Teacher Award Winners will be recognized.

アメリカの日本語教育の現状と課題: Current Status and Challenges of Japanese Language Education in the United States

Panelist:

Minister Masashi Mizobuchi. Embassy of Japan in the United States of America

Mr. Shimpei Ishii, the Japan Foundation - Los Angeles

Mr. Hiroyuki Takai, Former General Manager of Sumitomo Corporation, Washington DC

Ms. Grace Sayuri Ahearn, Sumitomo Corporation of Americas

Dr. Masako Douglas, California State University, Los Angeles

Webinar Protocols

- Please mute your mic.
- Please turn off your camera.
- Please use the Chat Room for questions only.
- Feel free to respond to the question in Chat.
- There will be time for Q&A at the end.
- Please complete the evaluation and the PD survey.
 https://forms.gle/gf65DRJdG7DSk3dT9

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When you face termination of your program....

At this point, you can:

- 1. Contact parents, if it is allowed. (Watch out for politics)
- 2. Ask others to write support letters: Stakeholders such as parents, alumni, current students, local companies, and organizations such as AATJ, Japan Foundation, and Consul General of Japan
- 3. Utilize Social Media wisely
- 4. Defend the program at the Board of Education. Enlist stakeholders as allies
- 1. For College Level- Suggest teaching a different course, in a different unit; independent study; offer to provide unpaid/paid service tutoring, translating, testing, etc.

Whether your program is in crisis or is doing well, know your program with data-statistics & information.

Data

- Student enrollment data-changes over 3 years → RETENTION
- 2. Factors affecting St Ermt-survey
- 3. Accomplishments
- 4. # of graduates w/JP degree
- 5 Profiles of alumni, post-program



What can we do now?



We can Do:

- 1. PR Venues
 - (1) Website
 - (2) Promotional material
 - (3) YOU as a PR person Communicate well
 - (4) SNS
 - (5) Student-related programs
- 1. Be aware of the politics
- 2. Events
- 3. Good teaching

1. PR Venues

(1)Websites(2)Promotional materials(3)YOU as a PR person Communicate well(4)Social Media(5)Student-related programs

PR (1) Create Website



MaloneyJ...

Home

Pre Kindergarten

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

New Students

Online Resources and Activities

New Year's Day

Hinamatsuri

Children's Day

Origami



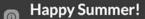
Welcome to the Google Site of the Maloney Interdistrict Magnet School PreK-5 Japanese Language and Culture Program!

PARENTS PLEASE READ!

Please be sure to sit with your child while they use this site. We do everything possible to screen websites and protect students as they use these materials, but parental supervision is always necessary with internet use. Arigato!

To email the Japanese teachers, write to: kyamashita@waterbury.k12.ct.us





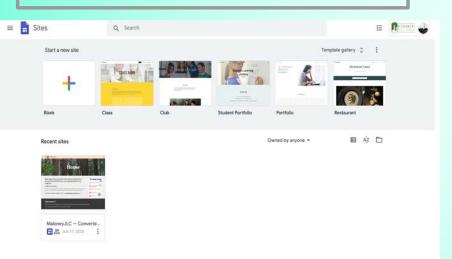


Google Site Tutorial

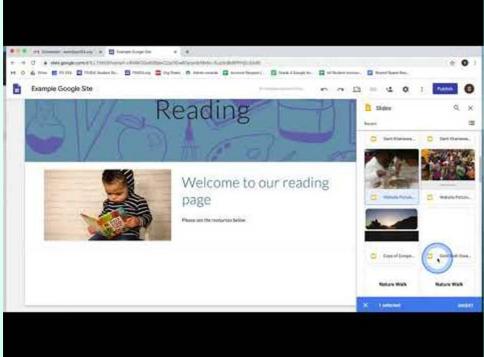
https://support.google.com/a/users/answer/9314941?hl=en

Where to start

https://sites.google.com/new



Video Tutorial





PR (2) Promotional Material

- (1) 1-page flyer for (1) a class (2) a program (degree) (3) extracurricular activity PSUBrochure Emma, Mailchimp
- (2) Video clip Within 1 minute https://www.facebook.com/MtHoodCommunityCollege/videos/810035509802949/
- Credit: Yoko Sato at Mt. Hood Community College, Oregon
- (3) Images of Japan or Japanese phrase- Include them in your email, schedule, syllabus(4) Archive/store PR material at your website Embed links to promotional material in email

PR (2) Promotional Material - Signature section in email

Suwako Watanabe, Ph.D.

Professor, Section Head, Japanese program

Associate Chair, Dept. of World Languages & Literatures

Director of Institute for Asian Studies

* 'Watanabe' is the last name; pronoun she/her/hers

Virtual Office Hours -I recommend you set up an appointment via email in advance

Placement hours: 10-11am on Wednesdays

503-725-5284, Room M432 (Mezzanine), FMH [1855 SW Broadway]

Portland State University

On-line Advisor Request Form can be found at https://www.pdx.edu/wll/advising-placement-in-

world-languages

World Languages & Literatures: https://www.pdx.edu/wll/ Institute for Asian Studies https://www.pdx.edu/asian-studies/



PR (2) Promotional Material - Email blast



2020 Fall Term Courses

Explore literature, film, culture, religion, language and history!

Take a course with a Judaic Studies professor.

We welcome students of all backgrounds.

In Judaic Studies, we take the 3,000-year-long history and culture of the Jews as our point of departure for grappling with urgent human questions about justice and knowledge, tradition and change, and crisis and resilience.

Hebrew Language at PSU

Prerequisites are required for these courses. If you have prior Hebrew language experience and would like to join these classes, please contact the instructor.



HEBREW 201|Second-Year Hebrew INSTRUCTOR: Sharon Erez-Shai TIME/DAY(S): Mon/Wed, 10-11:50am Remote Instruction CRN: 11487

HEB 201 emphasizes modern media Hebrew. Translation and writing. Recommended prerequisite: Heb 103. For non-native speakers of Hebrew only. This is the first course in a sequence of three: HEB 201. HEB 202. HEB 203.



HEB 301| Third-Year Hebrew INSTRUCTOR: Sharon Erez-Shai TIME/DAY(S): Mon/Wed, 12-1:50 pm Remote instruction CRN: 14761

HEB 301 emphasizes modern media Hebrew. Translation and writing. Recommended prerequisite: Heb 202. For non-native speakers of Hebrew only. This is the first course in a sequence of three: HEB 301, HEB 302,

PR (3) Communicate Well

STUDENTS

HOME

STAFF/ADMI NISTRATORS

COMMUNITY



Face-to-Face



E-mail



Guardian Summaries



Home-School Communication Tools



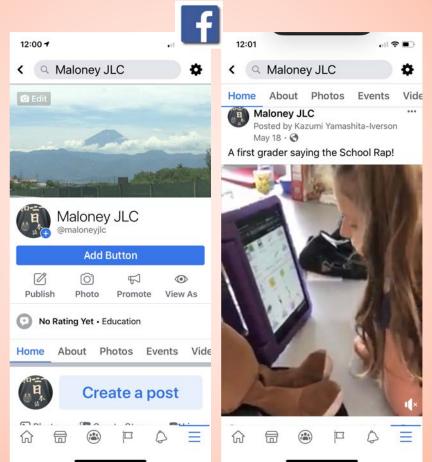
Local Media

Communicate well

- 1. Small talk "Hi! My name is..."
- 2. Give positive, constructive, encouraging Feedback in a timely manner. Make it individualized. Make sure to give <u>Feedback</u> to good students
- 3. Manage timing [Add a note if you have a special restriction/constraint such as contractual working time]
- 4. Have several template messages
- 5. Polite and professional expressions (Could you, would you),
- 6. Be proactive don't wait but seek opportunities
- 7. Be aware of school politics attend lectures, events, workshops, candidates, BoE meetings, -what are issues? What will be implemented? Any personnel changes? Ask people next to you/ask around. "What do you think about what s/he said?"

PR (4) Social Media











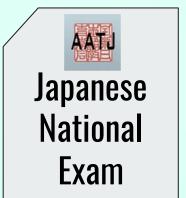


When you use Social Media. Make sure to have permission from parent/guardian to post photos/videos Know your audience Keep in mind that teachers are public workers - District could use your posting against you

PR (5) Participate in Student Programs



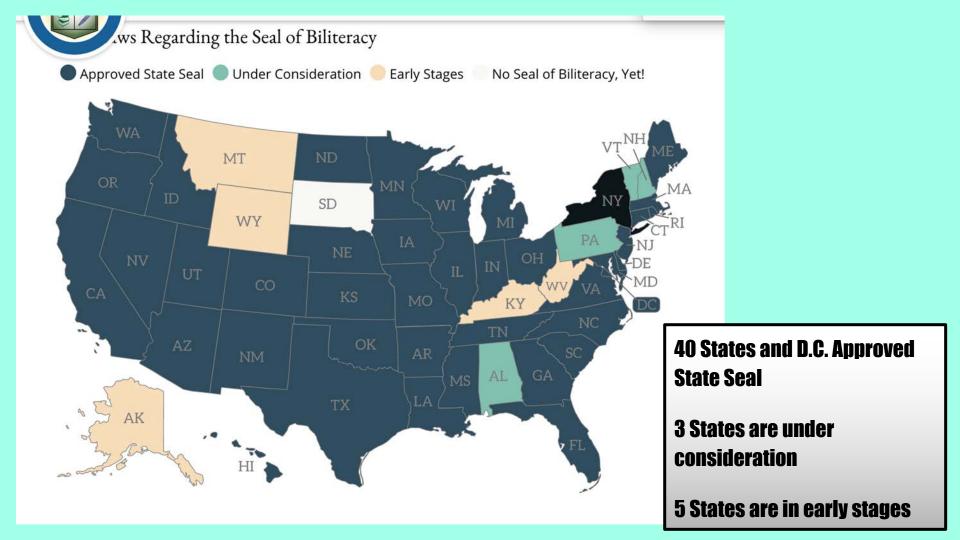




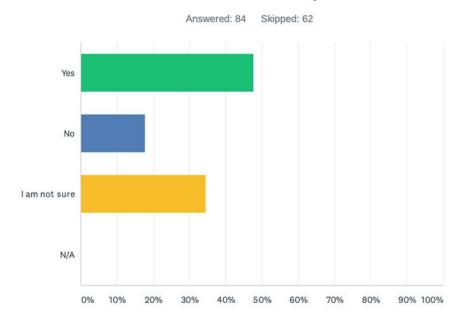
THE SEAL OF
BILITERACY
SealofBiliteracy org

https://www.aatj.org/student-activities

https://sealofbiliteracy.org

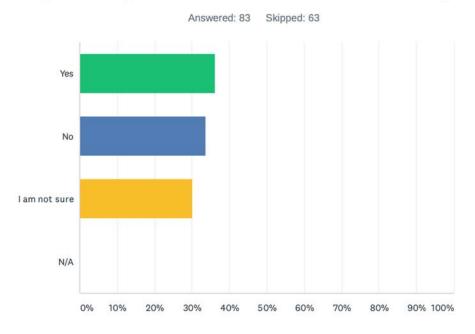


Q17 Does your district or the district in which your school is located award the Seal of Biliteracy?



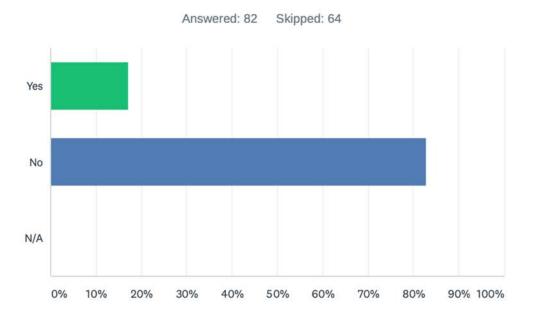
ANSWER CHOICES	RESPONSES	
Yes	47.62%	40
No	17.86%	15
I am not sure	34.52%	29
N/A	0.00%	0
TOTAL		84

Q18 Does your school award the Seal of Biliteracy?



ANSWER CHOICES	RESPONSES	
Yes	36.14%	30
No	33.73%	28
I am not sure	30.12%	25
N/A	0.00%	0
TOTAL		83

Q19 Do you award the Seal of Biliteracy?



ANSWER CHOICES	RESPONSES	
Yes	17.07%	14
No	82.93%	68
N/A	0.00%	0
TOTAL		82





What is the Seal?

The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation.

About the Seal



Why Implement it?

The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.

Steps to Implement



Who Awards the Seal?

The Seal of Biliteracy was designed to be awarded by school district or state; however, an individual school site or school program may also decide to implement the award.

Awarding the Seal

Why the Seal of Biliteracy?

Requirements:

The two academic requirements below must be met:

- ◆ Students must complete all English language arts requirements for graduation.
- ◆ Students must demonstrate proficiency in a language other than English at a level comparable to <u>Intermediate Mid on the ACTFL Proficiency Guidelines</u> as demonstrated through **one** of the following methods in grade 10 or later:

Assessment	Minimum Score
Assessment of Performance toward Proficiency in Languages (AAPPL) Measure	I-3 in all four domains
Oral Proficiency Interview (OPI) or OPIc and Writing Proficiency Test (WPT)	Intermediate Mid
International Baccalaureate (IB) World Language Exam (available only to students currently enrolled in IB programs)	4 or higher
Advanced Placement (AP) World Language Exam	3
ASL Proficiency Interview	3
Sign Language Proficiency	Intermediate
Avant STAMP (STAndards-based Measurement of Proficiency)	Intermediate Mid
ALIRA Latin Interpretive Reading Assessment	I-3
DELE (Diplomas of Spanish as a Foreign Language)	B1
DELF (Diplomas of French as a Foreign Language)	B1

Elementary and Middle School Pathway Awards

https://sealofbiliteracy.org/ steps/3-define-criteriagrantingawards/elementary-schoolpathway-awards/

https://drive.google.com/file/d/1TU0m1YmEkSqmt_eQbko5MTNu0dFE56Ho/view

2. Be Aware of Politics



Joint National Committee for Languages
National Council for Languages and International Studies

- ACTFL SmartBrief & Lead with Languages
- Modern Language Association Announcements
- Join regional and state language organizations for local level politic movements

Breakout session (10 minutes)

Instruction mini-action plan E, M, HS, C

- 1. What are you already doing?
- 2. Which one will you try this year?
- Designate a recorder and write a summary in Chat.

3. Organize Events

2. Events #1 Tips

- Tip 1: Start with small and feasible
 - 1. Start w/ students or alumni as target audience
- 2. Approach other schools
- 3. Approach community organizations & collaborate
- 4. Participate in existing local events

- Tip 2: Incorporate a plan for future PR material
 - 1. Obtain recording and photos of events (get consent)
- 2. Insert an image from past events in PR material

Events #2 Cultural events

- Program→ Brief introduction, trivia quiz, hands-on activities (be sure to instruct participants to obtain necessary app-e.g., Kahoot)
- 2. Seasonal events, e.g., Shogatsu, Ohinasama, Tanabata
- 3. Hands-on stuff e.g., origami, furoshiki, cat-ear making, nengajo (imo stamp), kendama
- 4. Game activities, e.g., shiritori, hayakuchi kotoba, charade, onomatopoeia
- 5. Book reading or Kamishibai, e.g., picture book for kids, Japanese folktale

Events #3 Guest speaker event

- Program→One or more speakers; talk, presentation, or panel discussion
- 2. Alumni: their use of Japanese after school, job hunting, current work
- 3. Local Japanese business: their business, intercultural experience
- 4. Japanese Americans (JACL, etc.): their heritage, their experience, history
- 5. Japanese Consulate, Japan-America Society
- 6. Japanese in Japan (anywhere)

II. GOOD TEACHING!

The Research-Based Model: Four Domains Directly Tied to Student Achievement

Marzano Focused Teacher Evaluation Model

Standards-Based Classroom with Rigor

Learning Sciences MARZANO CENTER

Standards-Based Planning

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)Planning to Close the Achievement Gap Using Data

Conditions for Learning

- · Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- · Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- · Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

Standards-Based Instruction

- · Identifying Critical Content from the Standards
- Previewing New Content
- Helping Students Process New Content
- · Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- · Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- · Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

Professional Responsibilities

 Adhering to School and District Policies and Procedures

- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

Standards-Based Planning

World-Readiness Standards for Learning Languages

- 5C's
- IPA

Common Core State Standards

State and Local Standards

Condition for Learning

- Establish Good Relationship
- Appropriate Feedbacks
- High Expectations
- Multimodal Learning
- Comfortable and Safe Learning Environment
- Social Emotional Learning (SEL)

Standards-Based Instruction

Core Practices

- Use Target Language for learning
- Design Communicative Activities
- Teach Grammar as Concept and Use in Context
- e Authentic Cultural Resources with Backward Design Model ide Appropriate Feedbacks

Professional Responsibilities

Being aware of political movement

Maintaining expertise in content and pedagogy

Maintaining good relationship with families, staff, and community members

Promoting students' learning



3, 2, 1, Lift off!



