AATJ Webinar

How We Can Keep Flying: On-Going Advocacy

September 19, 2020

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

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

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
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.
Community-based 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
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
1. 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
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

Happy Summer!

We will try to post materials throughout the summer as much as we can. Please check this site whenever you have a spare time.
Google Site Tutorial
https://support.google.com/a/users/answer/9314941?hl=en

Where to start
https://sites.google.com/new
PR (2) Promotional Material

(1) 1-page flyer for (1) a class (2) a program (degree) (3) extracurricular activity  

(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
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.
STUDENTS

PR (3) Communicate Well

HOME

STAFF/ADMINISTRATORS

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 Feedback 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?”
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

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

https://sealofbiliteracy.org
40 States and D.C. Approved State Seal

3 States are under consideration

5 States are in early stages
Q17 Does your district or the district in which your school is located award the Seal of Biliteracy?

Answered: 84  Skipped: 62

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<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
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<tbody>
<tr>
<td>Yes</td>
<td>47.62%</td>
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<tr>
<td>No</td>
<td>17.86%</td>
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<tr>
<td>I am not sure</td>
<td>34.52%</td>
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<tr>
<td>N/A</td>
<td>0.00%</td>
</tr>
<tr>
<td>TOTAL</td>
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Q18 Does your school award the Seal of Biliteracy?

Answered: 83  Skipped: 63

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<th>ANSWER CHOICES</th>
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<td>Yes</td>
<td>36.14%</td>
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<tr>
<td>No</td>
<td>33.73%</td>
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<tr>
<td>I am not sure</td>
<td>30.12%</td>
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<tr>
<td>N/A</td>
<td>0.00%</td>
</tr>
<tr>
<td>TOTAL</td>
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Q19 Do you award the Seal of Biliteracy?

Answered: 82  Skipped: 64

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
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<tbody>
<tr>
<td>Yes</td>
<td>17.07%</td>
</tr>
<tr>
<td>No</td>
<td>82.93%</td>
</tr>
<tr>
<td>N/A</td>
<td>0.00%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
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

https://sealofbiliteracy.org/index.php
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 Intermediate Mid on the ACTFL Proficiency Guidelines as demonstrated through one of the following methods in grade 10 or later:
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Performance toward Proficiency in Languages (AAPPL) Measure</td>
<td>1-3 in all four domains</td>
</tr>
<tr>
<td>Oral Proficiency Interview (OPI) or OPIc and Writing Proficiency Test (WPT)</td>
<td>Intermediate Mid</td>
</tr>
<tr>
<td>International Baccalaureate (IB) World Language Exam (available only to students currently enrolled in IB programs)</td>
<td>4 or higher</td>
</tr>
<tr>
<td>Advanced Placement (AP) World Language Exam</td>
<td>3</td>
</tr>
<tr>
<td>ASL Proficiency Interview</td>
<td>3</td>
</tr>
<tr>
<td>Sign Language Proficiency</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Avant STAMP (STAndards-based Measurement of Proficiency)</td>
<td>Intermediate Mid</td>
</tr>
<tr>
<td>ALIRA Latin Interpretive Reading Assessment</td>
<td>1-3</td>
</tr>
<tr>
<td>DELE (Diplomas of Spanish as a Foreign Language)</td>
<td>B1</td>
</tr>
<tr>
<td>DELF (Diplomas of French as a Foreign Language)</td>
<td>B1</td>
</tr>
</tbody>
</table>

[Elementary and Middle School Pathway Awards](https://sealofbiliteracy.org/steps/3-define-criteria-granting-awards/elementary-school-pathway-awards/)

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

1. 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

1. 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)
4. Good Teaching!
The Research-Based Model: Four Domains Directly Tied to Student Achievement

Marzano Focused Teacher Evaluation Model
Standards-Based Classroom with Rigor

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

https://www.marzancenter.com/wp-
Standards-Based Planning

World-Readiness Standards for Learning Languages
- 5C’s
- IPA

Common Core State Standards

State and Local Standards

Standards-Based Instruction

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

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

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

Advocacy
Be a Great Teacher

Be a Great Employee

Be a Partner

Be Political

Be Strategic

10% of our job is ADVOCACY!

J. Haxhi, The Japan Foundation Advocacy Kit For K-12 Japanese Language Programs, 2nd Edition
3, 2, 1, Lift off!
Keep Flying!
Keep Advocating!