



AATJ/JFLA Webinar
Examining Ourselves in Order to Be Culturally Responsive
Educators and Create Inclusive Environments
Part 2: Curricular Examination and Recruiting and Retaining
Students and Faculty of Color
June, 24, 2023

Presenter: William Matsuzaki, Ed.D.
AATJ DEI Co Director, Upper School Head
All Saints' Episcopal School

Facilitator: Yoshiko Saito-Abbott, Ph.D.
AATJ Professional Development Director
California State University, Monterey Bay

As you enter zoom,
please rename
indicating your
teaching level. Eg:
K-12: your name
大学: your name



AATJ
AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE



Outline of Today's Webinar

Welcome and Announcements from AATJ and JFLA (5分)

DEI workshop (75分)

Wrap-up and additional resources (5分)

Evaluation (3分)

AATJ Cheng and Tsui Professional Development Grant - Apply by 9/1/23

- **What is it?**

Financial assistance of \$500 for professional development for K-16 teachers of Japanese who are members of AATJ

- **What kind of professional development?**

Workshops, seminars, conferences, in-service learning experiences, collaboration with mentor (but NOT materials purchase)

- **How do I apply?**

Go to <https://bit.ly/chengtsuigrant> or find “Cheng & Tsui Professional Development Grant” under the “Teachers” tab on the AATJ website for more information

CULTR Grant for ACTFL 2023 for AATJ Members

- Grant for first time ACTFL attendees in year 1-5 of teaching
- Provides \$450 towards reimbursement of costs (transportation, lodging, registration, etc.)
- Deadline to apply: August 1, 2023
- Watch for details, [application](#) is here

Thank you, CULTR (Center for Urban Language Teaching and Research)

2023 Teacher Awards - Nomination deadline is 6/30/2023

But if you have someone you want to nominate, let us know. We can give you a few days more.

Someone who:

- has demonstrated excellence in teaching, advocacy, and leadership in Japanese language education, both locally and regionally
- has taught Japanese for a minimum of 3 years
- is a member of AATJ

<https://www.aatj.org/prodev-awards>

Election of New AATJ Officers in 2023

AATJ will elect a new **President-Elect** (for a 3-year commitment) and a new **Vice-President** (for a 2-year term) in the Fall of 2023. Please consider nominating a colleague - or yourself - for one of these offices.

You can read about the duties of the officers in the **Bylaws** (click on the blue “AATJ Bylaws” button on the web page <https://www.aatj.org/aatj/> or contact the AATJ secretariat for more information.

Coming Soon!

Online Platform for JHL Teachers & Guardians

www.keishonihongo.org

Welcome to
Keisho Nihongo!

継承日本語へようこそ!

Map

継承日本語教育プログラムを地図から探す

Resources

各種リソース

Highlighted Programs

継承日本語教育プログラム事例

Community Forum

コミュニティ・フォーラム



2023-24 JFLA Grants

Teaching Material Purchase Grant

(Up to \$1,000)

Two deadlines:

March 15 & September 15

Language Learners Event Grant

(Up to \$1,000)

Two deadlines:

March 1st & September 1st

Japanese Language Education "Project Grant"

(Up to \$5,000)

Year-round deadline:

**Two months prior to
the project start date**



Please contact Mike Penny for **Project Grant & Salary Assistance Grant**

Email: jflalanguage@jpf.go.jp

Please contact Megan Murata for **Learners Event Grant & Teaching Material Grant**

Email: megan_murata@jpf.go.jp



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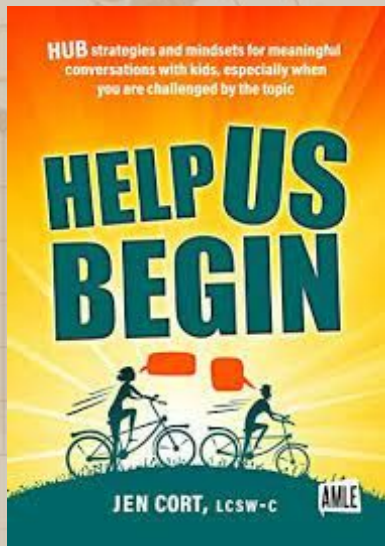
1. Be fully present 📶
2. Speak from the “I” perspective. 🗣️
3. Be self-responsible and self-challenging. 🧘
4. Listen, listen, listen and process. 🧠, 💬, 👁️, 🗨️
5. Lean into discomfort. ⏸️ & ❓
6. Experiment with new behaviors in order to expand your range of response. ❓ !
7. Take risks, be raggedy, make some mistakes—then let go. 🩹
8. Accept conflict and its resolution as a necessary catalyst for learning. 😡
9. Be comfortable with silence. 🔊
10. Suspend judgment of yourself and others. 🧯
11. Be crisp; say what’s core. 🎯
12. Treat the candidness of others as a gift; honor CONFIDENTIALITY. 🤔

“I’m not here to be
right, I’m here to
get it right”

—**BRENÉ
BROWN**

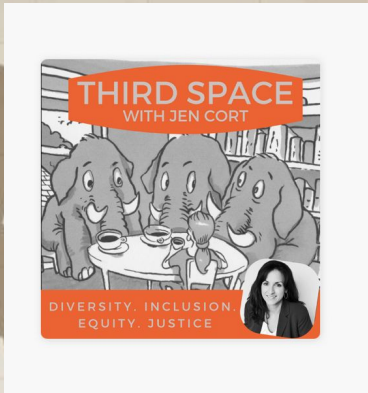
The background of the slide is a light beige color with a faint, large-scale world map. Overlaid on the map is a grid of thin, light brown lines. Two circular patterns, resembling latitude and longitude lines, are visible in the top-left and bottom-right corners. The text is positioned on the left side of the slide.

I. Creating Inclusive Classrooms



Jen Cort

- Using one sentence
- Limit Use of Diagnostic Words
- Acknowledge now, address later
- Use Code Words



“If we can share our story with someone who responds with empathy and understanding, shame can’t survive.” -Brene Brown

Advice from Jen Cort

What is and what is not helpful to hear when upset.

- Calm down/Take a deep breath (rather let's take a walk)
- You have no right to feel (X), or I disagree with your feelings. (Also think about the power teachers/professors have over students)
- I can tell you feel (X).
- You should feel (X).
- I am sure (X) didn't mean it.

Continued

4. Acknowledge now, address later
5. Words to help kids ask for help in front of friends without anyone catching on.
6. “Fine” is not a feeling word—big part of DEIB work is to develop your vocabulary to express more precisely how you feel.
7. Conversations start with relationships

Advice from Students

- Talk about big topics regularly, not just when an issue arises.
- Set up a time to talk so we aren't taken off guard.
- Give an option for us to speak or not "when you can"
- Don't force the topic, but also don't let us opt out of hard conversations.
- Avoid lecturing.
- Speak with us rather than at us.
- Share rather than impose your opinion.
- Ask questions about our thoughts and listen for the answers.
- Let us know you are open to listening to us.
- Assure us we won't be in trouble if we have different views than us.
- Know that if you overreact, we won't feel we can share with you, especially after a bad day.
- Tell us you know things are not the same as when you were our age.

- Please introduce yourself.
- What are some tips that have worked for you in the classroom to create and foster an inclusive environment?
- What are some strategies that have worked for you when there are issues?

12 minutes

**Breakout Rooms
(in groups of 3,
please choose your
own room)**

K-12 Teachers:

Rooms 1-6

College: Rooms

7-25

Breakout Room Debrief

The background of the slide is a light beige color with a faint grid pattern. Overlaid on this is a dark brown silhouette of a world map, showing the continents. Several circular lines, resembling latitude and longitude or radar waves, are drawn over the map, particularly concentrated in the upper right and lower right quadrants.

Types of Curriculum

Explicit

The subjects/topics that will be taught, and the knowledge and skills that the school/teacher expects successful students to acquire.

Implicit

The lessons that arise from the culture of the school and the behaviors, attitudes, and expectations that characterize that culture.

Null

The options students are not afforded; the concepts and skills that are not a part of their intellectual repertoire.

Culturally Responsive Curriculum Scorecards

<https://steinhardt.nyu.edu/metrocenter/ejroc/services/culturally-responsive-curriculum-scorecards>



CRE Scorecard

The origin of the CRE English Language Arts (ELA) Curriculum Scorecard begins with Black and Brown parents who are grassroots education justice organizers and leaders of the NYC Coalition for Educational Justice (<http://www.nyccej.org>).

While many users of the Scorecard primarily view culture through a lens of race and ethnicity, there are other salient identities that are also essential to cultural responsiveness and must be considered in curriculum evaluation. Keeping in mind the Core Cultural Identifiers. Race, Ethnicity, Gender, Social-Economic Status, Sexual Orientation, Family Structure, Religion, Age, Ability, and Language (especially first language in our field).

How to use the scorecard

- Get the curriculum you would like to score.
- Select your curriculum evaluation team
- Choose the grades, units, and lessons to analyze
- Pull out keywords
- Conduct the evaluation
- Score the evaluation
- Discuss with your team
- Share the results

Scoring Your Curriculum (Practice Round)

We will take about 5 minutes for you to score your curriculum (you can pick any of your courses). (page 17-21) You may not have time to score all parts of your curriculum, but the indicators should spark some questions and thoughts.

<https://steinhardt.nyu.edu/sites/default/files/2023-05/CRE%20ELA%20Curriculum%20Scorecard%202023.pdf>

After 5 minutes, you will be able to discuss it in your breakout room.

- Based on the process of scoring, what's something that you would like to incorporate (thinking of explicit, implicit and null curriculum)?
- What's something that you would like reconsider in your curriculum?
- Based on your initial look at the scorecard, what should be on the Scorecard for Japanese teaching?
- What types of questions came up?

15 minutes

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Breakout Room Debrief

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Resources



Social Justice in Language Education
(Center for Advanced Research on Language Acquisition at the University of Minnesota)

<https://carla.umn.edu/socialjustice/index.html>



The Language Educator Magazine, Winter 2022

Focus Topic: Antiracism in the World Language Classroom

(For ACTFL members)

- The unit actively acknowledges and cultivates the multicultural group dynamics (Hackman, 2005) of the intended classroom context: It takes into account students' and teacher's identities and perspectives, how they interact, and how they impact instruction.
- At least one social justice standard from each of the domains of identity, diversity, justice, and action (Learning for Justice, 2021) are represented in the unit.
- Over the span of the unit, learners have carried out activities from all seven stages of the Social SCILS Lesson Plan Template.
- Over the span of the unit, all four knowledge processes of experiencing, conceptualizing, analyzing, and applying (Cope & Kalantzis, 2015) are present.
- Over the span of the unit, standards from the four social justice domains of content mastery, critical analysis, personal reflection, and action and social change (Hackman, 2005) are present.
- Overall, the unit helps students meet stated learning objectives and social justice standards.
- The assessment plan is well aligned with the unit's stated learning objectives and social justice standards.

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2. Creating Inclusive Institutions

Levels of Inclusive School Communities

School Community: Philosophy, People, Policies, Programs, Professional Development, Pedagogy	The Resistant School Community (Negative Action)	The Oblivious School Community (Non-Action)	The Knee-Jerk School Community (Re-Action)	The Image Conscious School Community (Symbolic Action)	The Culturally Competent School Community (Pro-Action)	The Equitable/Inclusive School Community (Forward Action)
Philosophy	Actively resisting efforts to diversify. May have reasons why diversity cannot work in the school environment. Making conscious efforts not to invest in diversity work. Feels that a focus on diversity disrupts the unity of the school.	Does not acknowledge the need to diversify. Is not conscious of the need for diversity programming. Feels that treating people differently based on identity is not in line with the school's principles of equality and inclusion.	Acknowledges the need to manage diversity as part of troubleshooting strategies. Only engages in diversity work in response to critical incidents. Fixes one diversity "issue" and then does no further work until another "issue" arises.	Addresses the need to diversify as a public relations tool. In order to remain competitive with peer schools, school seeks to maintain a diverse population and diversity programming such as assemblies, clubs, affinity groups, etc. Does not want diversity work to challenge the foundational practices of the school. Wants to use diversity work to enhance the public profile of the school, and therefore, is not supportive of diversity work that could create public conflict or unrest. Invests in the food, folks, and fun model. Has diversity leadership in token positions.	Considers the need to diversify as a strategic priority. Knows that diversity enhances the classroom and the community. Values the multiple perspectives that diversity brings. Faculty and administration are trained in basic principles of diversity, guided by a diversity mission/vision statement. Has leadership in diversity at the senior level, and gives professional development time as well as time in the classroom and during community meetings to engage students in diversity work. Considers support for diversity in all admissions and hiring practices.	Understands that sustainable diversity requires a systemic approach that creates an organizational culture of inclusivity. Diversity is critical to the mission and philosophy of the school and is stated explicitly. Commitment to and knowledge of diversity is a job expectation for employees and an expectation for all students. The board is engaged in increasing their knowledge of diversity and considers diversity strategically as they conduct long-term planning for the school. The Head of School speaks directly to the school's commitment at important functions.
Policies and Practices	Policies and/or practices designed to discriminate against non-normative identities.	Policies and/or practices that unintentionally result in discrimination against non-normative identities.	Policies and/or practices that prohibit overt violations against nonnormative identities.	Policies and/or practices that create a facade of support for non-normative identities.	Policies and/or practices that create a culture of support and empowerment for non-normative identities.	Policies and/or practices that reflect a comprehensive and systemic understanding of diversity that can grow and change over time in response to shifting paradigms.
Curriculum and Pedagogy	Curriculum that affirms negative behavior and assumptions against non-normative identities and multiple perspectives. Curriculum has intentional omissions and is purposely presented from one dominant lens.	Curriculum that does not acknowledge non-normative identities and multiple perspectives. Curriculum has unintentional omissions and is presented from one dominant lens by default from lack of examination and reflection.	Curriculum that acknowledges nonnormative identities only when called upon to do so by certain constituencies. It is not integrated into the structure of curricular practice.	Curriculum that tokenizes non-normative identities and multiple perspectives. Uses the heroes and holidays model of curricular enhancement that treats multiple perspectives as an add on to the main curriculum.	Curriculum consciously incorporates, respects, and affirms non-normative identities, multiple perspectives, and multiple learning styles. It strives for cultural competency and it is salient and relevant to the lived experiences in the community.	Curriculum fosters an understanding of systems of power and develops tools for equity and justice. Curriculum includes perspectives of the realities of community members and the larger society. Students are invited to actively engage with teachers in a co-construction of knowledge and meaning.
Handling Dissention	Seek to get rid of voices of dissent against the institutional norm. Negative intent to exclude those who challenge the system.	Dismisses voices of dissent as extremist, reactionary, and not representative of realities in the school. Negative impact denying the experiences of non-normative identities.	Responds to voices of dissent with minor accommodations, noninstitutionalized actions, and putting the responsibility for change on the dissenters. Selfish/self-protective intent.	Placates voices of dissent with minor short term solutions and semantic changes to policy that preserve the core of the school while giving the impression of change.	Understands voices of dissent are an important part of the process of building an inclusive, multicultural community and includes multiple voices at the table when considering major decisions. Community input is sought.	Voices of dissent are educated about allyship, equity, and justice, supported by curriculum and professional development. Community members have systemic channels for input when they seek to offer it.
Accountability and Future Planning	Head of School and Board of Trustees are responsible for maintaining the traditions of the school and ensuring that any change does not present a challenge to the school's identity, values, and foundational mission.	Has no designated plan and is not aware of a need for change. Head of School is responsible for maintaining the status quo.	Calls on non-normative voices employed by the system to handle and keep control of dissention.	Has a designated practitioner with limited resources who is not included in senior administration and major decisions.	Has a designated practitioner whose job it is to oversee the school's efforts with sufficient resources and is a part of senior administration.	Constantly evolving through systems of checks and balances. Uses assessment tools regularly and builds strategic plans to support long term diversity work. Engages all constituencies in feedback. Accountability lies with a designated practitioner, Head of School, and ultimately the Board of Trustees.
Practitioner's Thermometer	Resistor/Obstacle-0	Bystander-33	Ally-75	Co-Practitioner-99	Practitioner-150	Activist-212

For More Inclusive Institutions: Our Engagement and Contributions

Representations matter!

1. Affinity groups for students and faculty
2. Opportunities outside of own department
3. Leadership roles-who has a seat at the table
4. Location of offices, who has what role, and how people are treated.
5. Responsibilities vs. power to execute them

LEVELS OF INCLUSIVE SCHOOL COMMUNITIES



THE RESISTANT SCHOOL COMMUNITY (NEGATIVE ACTION)

ACTIVELY RESISTS EFFORT TO DIVERSIFY. MAY HAVE REASONS WHY DIVERSITY CANNOT WORK IN THE SCHOOL ENVIRONMENT. MAKING CONSCIOUS EFFORTS NOT TO INVEST IN DIVERSITY WORK. FEELS THAT A FOCUS ON DIVERSITY DISRUPTS THE UNITY OF THE SCHOOL.



THE OBLIVIOUS SCHOOL COMMUNITY (NON-ACTION)

DOES NOT ACKNOWLEDGE THE NEED TO DIVERSIFY. IS NOT CONSCIOUS OF THE NEED FOR DIVERSITY PROGRAMMING. FEELS THAT TREATING PEOPLE DIFFERENTLY BASED ON IDENTITY IS NOT IN LINE WITH THE SCHOOL'S PRINCIPLES OF EQUALITY AND INCLUSION.



THE KNEE-JERK SCHOOL COMMUNITY (RE-ACTION)

ACKNOWLEDGES THE NEED TO MANAGE DIVERSITY AS PART OF TROUBLESHOOTING STRATEGIES. ONLY ENGAGES IN DIVERSITY WORK IN RESPONSE TO CRITICAL INCIDENTS. FIXES ONE DIVERSITY "ISSUE" AND THEN DOES NO FURTHER WORK UNTIL ANOTHER "ISSUE" ARISES.



THE IMAGE CONSCIOUS SCHOOL COMMUNITY (SYMBOLIC ACTION)

ADDRESSES THE NEED TO DIVERSIFY AS A PUBLIC RELATIONS TOOL. IN ORDER TO REMAIN COMPETITIVE WITH PEER SCHOOLS, SCHOOL SEEKS TO MAINTAIN A DIVERSE POPULATION AND DIVERSITY PROGRAMMING SUCH AS ASSEMBLIES, CLUBS, AFFINITY GROUPS, ETC. DOES NOT WANT DIVERSITY WORK TO CHALLENGE THE FOUNDATIONAL PRACTICES OF THE SCHOOL. WANTS TO USE DIVERSITY WORK TO ENHANCE THE PUBLIC PROFILE OF THE SCHOOL, AND THEREFORE, IS NOT SUPPORTIVE OF DIVERSITY WORK THAT COULD CREATE PUBLIC CONFLICT OR UNREST. INVESTS IN THE FOOD, FOLKS, AND FUN MODEL. HAS DIVERSITY LEADERSHIP IN TOKEN POSITIONS.



THE CULTURALLY COMPETENT SCHOOL COMMUNITY (PRO-ACTION)

CONSIDERS THE NEED TO DIVERSIFY AS A STRATEGIC PRIORITY. KNOWS THAT DIVERSITY ENHANCES THE CLASSROOM AND THE COMMUNITY. VALUES THE MULTIPLE PERSPECTIVES THAT DIVERSITY BRINGS. FACULTY AND ADMINISTRATION ARE TRAINED IN BASIC PRINCIPLES OF DIVERSITY, GUIDED BY A DIVERSITY MISSION/VISION STATEMENT. HAS LEADERSHIP IN DIVERSITY AT THE SENIOR LEVEL, AND GIVES PROFESSIONAL DEVELOPMENT TIME AS WELL AS TIME IN THE CLASSROOM AND DURING COMMUNITY MEETINGS TO ENGAGE STUDENTS IN DIVERSITY WORK. CONSIDERS SUPPORT FOR DIVERSITY IN ALL ADMISSIONS AND HIRING PRACTICES.



THE EQUITABLE/INCLUSIVE SCHOOL COMMUNITY (FORWARD ACTION)

UNDERSTANDS THAT SUSTAINABLE DIVERSITY REQUIRES A SYSTEMIC APPROACH THAT CREATES AN ORGANIZATIONAL CULTURE OF INCLUSIVITY. DIVERSITY IS CRITICAL TO THE MISSION AND PHILOSOPHY OF THE SCHOOL AND IS STATED EXPLICITLY. COMMITMENT TO AND KNOWLEDGE OF DIVERSITY IS A JOB EXPECTATION FOR EMPLOYEES AND AN EXPECTATION FOR ALL STUDENTS. THE BOARD IS ENGAGED IN INCREASING THEIR KNOWLEDGE OF DIVERSITY AND CONSIDERS DIVERSITY STRATEGICALLY AS THEY CONDUCT LONG-TERM PLANNING FOR THE SCHOOL. THE HEAD OF SCHOOL SPEAKS DIRECTLY TO THE SCHOOL'S COMMITMENT AT IMPORTANT FUNCTIONS.



- Where would you put your own institution?
- Based on the indicators, what can you do to help move your institution along on the continuum?
- What can you do in the classroom that affects where the institution is?
- What types of questions came up?

10 minutes


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College: Rooms

7-25

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Recruit and Retain Teachers

6 Dimensions of Successful Diversity Recruitment (Teachers)

1. Self/Needs Assessment
2. Human resources
3. Financial resources
4. Supply resources
5. Technology
6. Evaluation and Accountability

The background features a faint, light-colored world map overlaid on a grid pattern. On the left side, there are several overlapping circles of varying radii, resembling a target or a series of concentric circles.

Interviewer Biases

Additional Resource



The screenshot shows the Pollyanna website homepage. At the top left is the logo, a blue circle with a white 'P' and the word 'POLLYANNA' in blue. To the right of the logo is a navigation menu with four items: 'Who We Are', 'What We Do', 'Resources', and 'Contact Us', each with a downward arrow. Further right is a blue 'Donate' button. Below the navigation is a large blue-tinted image of four diverse children (two girls and two boys) running and laughing joyfully. In the background, there is a colorful mural of a tree and a rainbow. At the bottom of the image, white text reads: 'Pollyanna is a national nonprofit helping academic institutions and corporations achieve their diversity, equity, inclusion and belonging goals.'

Pollyanna K-8 Racial Literacy Curriculum

Kindergarten: The Physical World Around Us-A Celebration of Skin Colors

Grade 1: We are Part of a Larger Community-Encouraging Kindness, Social Awareness, and Empathy

Grade 2: Diversity Around the World-How Our Geography and Our Daily Lives Connect Us

Grade 3: Stories of Activism-How One Voice Can Change a Community (and Bridge the World)

Grade 4: The Development of Civilization-How Geography Gave Some Population a Head Start



Grade 5: How “immigration” Shaped the Racial and Cultural Landscape of the United States

Grade 6: The Historical Construction of Race and Current Racial Identities Throughout US Society

Grade 7: What is Race? - How Science, Society, and the Media (Mis)represent Race

Grade 8: Racism is a Primary “Institution” of the U.S.-How We May Combat Systemic Inequity

Pollyanna 9-12 Racial Literacy Curriculum

Advisory

Art

Biology

English

**Health and
Wellness**

History

Math

Technology

pollyannainc.org



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AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE



Questions

[Feedback form](#)