

## Featured Speakers' Bio

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# Professional Development through Lesson Planning: Revealing a Critical Process of Lesson Study

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## *Abstract*

Lesson Study is a teacher professional development approach in Japan. From the Japanese perspective, teaching is considered as a professional occupation with life-long goals to be accomplished, and therefore the aim of Lesson Study is not simply to improve teaching skills. The history of Lesson Study in Japan spans more than a century, as does the formal schooling system introduced in Japan during the Meiji era (Inagaki, 1995; Makinae, 2010). For Japanese educators, Lesson Study is like air, felt everywhere because it is implemented in everyday school activities, and so natural that it can be difficult to identify its critical and important features.

Since the TIMSS Video Study (Stigler, Gonzales, Kawanaka, Knoll, & Serrano, 1999) was brought to public attention, teaching activities in schools seem to have become one of the most interesting research targets in educational studies. The Teaching Gap (Stigler & Hiebert, 1999), particularly the seventh chapter titled "Japan's approach to the improvement of classroom teaching", which is based on Yoshida (1999) and is now available in Fernandez and Yoshida (2004), provoked enormous interest in Lesson Study as a process for professional development among non-Japanese educators and researchers. In fact, not only the United States but also other countries, including APEC countries, African nations and European countries, want to implement Lesson Study. Many mathematics teachers and teacher educators are now involved in Lesson Study, and many books and research papers have been written on various aspects of Lesson Study and the typical lesson pattern for Japanese structured problem-solving mathematics lessons (Groves & Doig, 2010; Hart, Alston, & Murata, 2011; Lewis, Perry, & Hurd, 2009; Lewis, Perry, & Murata, 2006; Perry & Lewis, 2009; Takahashi, 2006b; Watanabe, Takahashi, & Yoshida, 2008).

Outside Japan, however, it seems that many aspects of Lesson Study that are well understood by Japanese teachers have not transferred readily. For that transfer to happen, the Japanese model of lesson study needs to be more explicitly defined, including the beliefs and attitudes of Japanese teachers that underpin the process of Lesson Study.

There is no doubt that a lesson plan is a necessary component of Lesson Study. However, the process of lesson planning as a collaborative work among teachers is largely ignored by non-Japanese adopters of Lesson Study, possibly because the effort involved may be almost invisible with our attention going to its visible tip such as a live research lesson.

My talk tries to clarify the process of lesson planning and the role and function of the lesson plan based on the case studies conducted by the Project IMPULS at the Tokyo Gakugei University. I will discuss that the process of lesson planning and its role in Lesson Study, and conclude with recommendation for the role of Lesson Study in teacher professional development.

**Keywords:** Lesson Study, lesson planning, structured problem solving, task design, kyozaikenkyu

## **Note:**

Project IMPLUS is a newly established project funded by the Ministry of Education, Culture, Sports, Science & Technology of Japan. IMPLUS stands for International Math-teacher Professionalization Using Lesson Study. The Project is housed in the Mathematics Education Department of Tokyo Gakugei University, Tokyo, Japan.

The purpose of the project is two-fold. First, as an international center of Lesson Study in mathematics, Tokyo Gakugei University and its network of laboratory schools will help teacher professionals from throughout the region learn about Lesson Study and will thereby prepare them to create Lesson Study systems in their own countries for long-term, independent educational improvement in mathematics teaching. Second, the project will conduct several research projects examining the mechanism of Japanese Lesson Study in order to maximize its impact on the schools in Japan.

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# The Retrospect and Prospect of Teacher Education Curriculum in Japan

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I will discuss the retrospect and prospect of the teacher training curriculum in this paper. The teacher education system is closely related to the goal and curriculum of teacher training in Japan. There is an intangible hypothesis about teacher education. The quality of teacher training program directly leads to the quality of teacher's professional skills and spirit. It is the same rational as that the quality of teaching leads to the content of learning no matter what the student's quality and their subjective inner world are. For ordinary people, it is assumed that schools would be black boxes and the curriculum is teachers' proof as well as students' proof. However, we have to face the reality of the outcomes of the curriculum. There is no successful curriculum in order to attain the prescribed goals in this world.

I will discuss the teacher education curriculum in the three parts.

- 1) Brief history of teacher education system and curriculum after the war.
- 2) Contemporary reform of the system and the curriculum since 1990's.
- 3) Fundamental issues of teacher education curriculum in 2000's.

## 1. Brief Historical Overview of Teacher Education after the War

The reform of the contemporary teacher education has been developed in three periods after the war. 1) post-war democratic reforms from 1945 to 1957; 2) bureaucratic educational reform from 1958 to 1983, and 3) new reform movement from 1984. The values of educational reform in each period can be classified as the democratization, industrialization for social efficiency, and public demands for the educational privatization. The teacher education after the post war period is drastically changed from the normal school type to the liberal arts college type, which means the transition from authoritarian value to academic values. The authoritarian type teacher education is condemned by the American Educational mission and democratic leaders that it provided the skills based curriculum and non-liberal academic disciplines. So many criticisms and antagonisms against the normal school changed the system and curriculum of teacher education. In the place of practice-oriented teacher education, the academic university curriculum began to take the major position for teacher education. In the place of normal school, the ordinary university could provide teacher education course to become teachers. It was called "open system." Normal schools were elevated to the university level education.

The ideal of liberal arts college teacher education came from the United States. It was introduced to expel the Japanese militarism in education. The normal school was considered as one of the major cause of the Pacific War. It was successful enough to discard the authoritarian values in education. In the traditional authoritarian education, the Confucian ethics was so intensive that the teacher kept emphasizing docility and obedience in the classrooms. As far as it was concerned with the expelling Japanese militarism, the rise of liberal arts college teacher education was accepted. However, the openness of the teacher education became critical agenda for accomplishing the professionalization of teaching job after 1980s. In many teacher education colleges, the curriculum for teacher education has been taken the teeth out of pursuing the goal of teacher training. The anti-education attitude is so intensive and extensive in current teacher education institutes, in particular, in national university. That is a hidden curriculum but real curriculum.

The second period of teacher education after the war is characterized as bureaucratization. The rapid growth of industrialization and mass consumerism affected the trend of teacher education in 1960's and 1970's. The massive in-service teacher training centers were built to provide teachers

with advanced skills and professional expertise. A number of in-service programs for teachers were offered to teachers. No matter of how large the size of in-service teachers training programs are, the substantial development of professional skills is not expected. The lecturing and didactic are so common that no teachers would have been inspired by the senior educators' formal stories.

The third period is the time for upgrading the teachers' certificates by pro-longing and enriching the pre-service program, including the first year novice teacher program and a life-long teachers' in-service training, and the requirement of more credits of subject-based curriculum. In 1998, those up-grading teacher's certificates were institutionalized so that a number of teachers' colleges were obliged to follow the requirements of credits. Master's degree is the next agenda for qualifying teachers' certificates. However, those reforms are not consistent enough to standardize the teachers' certificates. There exist the hierarchical teachers' certificates in the schools. There are junior college(two years) graduate teachers in the schools, e.g., music, home economics, and other practical subjects. The upgrading the teachers' certificates are likely to lead to the complicated hierarchical structure among teachers' certificates.

There are other drives to upgrade teachers' certificates. The atmosphere surrounding teachers has been changed these days. The teachers are fragile to the social interference. The number of burning out teachers drastically increased, and so is the number of learning difficulties students. Many teachers have been suffering from the appearance of the "Monster" parents, who ego-centrally attack on schools. It is not possible to explain those phenomena only in terms of teachers' inability or lacking skills. Teachers have lost the parents' respect they used to have for a long time. So there are two reforms introduced in 2008 and 2009. One is the reform of institutionalization the new graduate school for teachers, the other is the reform of introducing the renewing the teachers' certificates. The new graduate school is called "Kyoshoku Daigakuin," which was introduced for upgrading the teachers' authority. The program of renewing teachers' certificate is called "Menkyo Koshin-sei." The arguments over those reforms are massive but institutionalized. Those reforms are neither practical nor substantive. The intention of those reforms is to return the teachers' authority by inflating their certificates.

### 2. The features of contemporary curriculum reform for teacher education: Explicit and hidden curriculum for teachers

I will present the content of teacher education curriculum on the basis of credits for teachers' certificates in new system. The credit requirements for elementary school teaching certificates are basically as follows:

- 1) The goal of teaching job (foundation for teaching jobs and role): 2
- 2) Foundations of Education(Educational ideals and history, developmental psychology, learning process, educational system) : 6
- 3) Curriculum and instruction (Curriculum making, subject teaching, moral education, extra curriculum, information technology): 22; 12 (for middle schools)
- 4) Guidance and counseling: 4
- 5) Project based Integrated Studies: 2
- 6) Teaching practicum: 5

As this table shows, the credits of curriculum and instruction are the most extensive loads for the teacher. But there is no educational theoretical inquiry in this program. The most burdens of this credit system for the students are the subject teaching and teaching practicum. Instructors strictly control the student attendance of guidance and attendance for the teaching practicum. For becoming elementary school teachers, students have to take almost all subjects in elementary schools because elementary school teachers are required to teach all subjects in elementary school. But this credit requirements has produced many problems for the teacher education curriculum.

For accelerating the professional orientation of teaching jobs, new graduate school for teachers began to hire many school teachers as professors for the graduate schools. They are expected to teach

the prospect teacher students the practical knowledge to become good teachers. However, good teachers are good at the practice but not professional to teach the university students what professional the teachers are. This new policy has caused another conflict between the teaching oriented curriculum and academic discipline oriented professors at university levels.

### 3. Fundamental issues of teacher education curriculum

It should be noted that the historical context and the hidden curriculum for teacher education universities have formed the invisible irrational cultural capital among teacher education professors. The upgrading of normal school teachers after the war was welcomed by the normal school teachers because the normal school teachers' status used to be at secondary school level. Once they were given the title, professorship. There was no objection against it. So many science professors and social science professors were recruited as the university professors as a second choice of their pecking order of the job hunting. But they have no identify as professors of school subject teaching. They simply assume that the students are small adults and they do not believe in that they are human beings with totally different sensitivities. Besides, they are likely to look down teaching jobs and pedagogy as non-academic disciplines. Despite the fact that they are lacking of the identity of researchers of school subject teaching, they do not move out of the teaching position of school subject teaching in teacher education colleges. That is an intangible tragedy for the students and faculties in teachers colleges in Japan.

The Ministry of education has kept trying to introduce the policy upgrading the professional status for school teachers. But the subject teachers always twist this policy intention toward more "pseudo academic" orientation. How do we interpret this twisting happens in teacher education colleges? For understanding this twist, we need to scrutinize the subjectivity of teachers themselves.

Once we retrospectively overview the history of teacher, we find the teachers' hidden curriculum of "Ressentiment." There is no rational explanation why the subject professor has developed this type of attitude.

In the beginning of modern school system in Japan, many Samurai classes lost their jobs after the Meiji Restoration. A number of lower samurai classes became school teachers because they were rather intellectuals than worriers for fights. The Confucian ethics and authoritarian values were mixed in this teachers' culture. They were also Ressentiment. They had struggled to get out of the teaching jobs. But in this enclosed pursuit, their dignity worked as keeping authoritarian status of teaching jobs.

In the middle of Meiji era (after 1890's), another social class started entering teaching jobs. Most of them have background of farmers, the second and third sons of the rich farmers. They are considered as the successor of the dark traditional Japanese culture. The darkness of farmers' culture and authoritarian ethics of lower Samurai class went hand in hand and interwoven in the culture of teaching jobs.

The inferiority complex of teachers are not aware of by new coming students and teachers in teacher education colleges because the names of college and universities are good enough to satisfy their dignity. But that does not apply for the professors teaching subjects I the cases of sciences and social sciences. Their inferior complex is the major drive to teach academic (they allege) disciplines but not teaching elementary level sciences and social sciences. That is the most critical and fetal discrepancy between teaching and (alleged) academic disciplines in contemporary Japanese teacher education curriculum.

## **A Video-based/ Cross-case Study and Mini-Workshop of *Traditionalists, Reformers and Progressive Educators* in Japanese and U.S. Music Education**

音楽教育の現場における伝統的な教育者・教育改革者・先進的な教育者の「三角関係」：  
ビデオをもとにしたクロスケーススタディとミニワークショップ

Dr. Kensho Takeshi, Professor Emeritus and Former Director of Center for Teacher Education and Curriculum Development at Tokyo Gakugei University, Professor at Kokugakuin University Taichi Akutsu, Tokyo Gakugei University and Seisa University

This video-based / cross-case study and mini-workshop investigated three music education teaching approaches of traditionalists, reformers, and progressive in Japan and the U.S. School reform is a critical contemporary research topic in both Japan and the U.S. This topic is especially important for art and music educators. Indeed, school reforms often eliminate opportunities for children to study the arts. Standard driven curriculums and assessments that emphasize linguistic and mathematical skills, relying heavily on accountability challenge music educators to improve the quality of music teaching and learning.

Question that challenge music teachers such as: How can we, foster children's creativity during musical activities? How do we assess children's collaborative process of music making? What is the reflective quality in children's music making, and how do we recognize children's subtle musical expression and changes in the context of their musical lives? Answers to these questions are difficult because musical instruction is often contrary to contemporary structured curriculum and assessment models. This study examines effects of national policy and policy initiatives on the quality of music teaching and learning.

The study reviews kindergarten general music classes and Suzuki method violin classes videos from the U.S. . Using traditional, reformist and progressive music instructional theories, we critique the consequences of a standard driven music education with these classes.

Second, we offered a mini-workshop by demonstrating *shakuhachi*, the teaching and learning of traditional Japanese music, and violin teaching. The workshop adapted progressive instructional techniques and incorporated these techniques with *shakuhachi*. Throughout the workshop, participants would experience and discover the connection between the *shakuhachi* and progressive education. . Moreover, standard driven music education has of its limits to teach the nature of sound making both in *shakuhachi* and violin playing.

The teaching approaches of Japanese traditional music have some connections with American progressive education. The contemporary standards and assessment model negatively effects quality music teaching and learning. We believe that the contemporary music education needs an alternative approach to music teaching and learning that is not heavily influenced by the current standards and assessment policy.

As "the arts are a way of undertaking the world lyrical spaces to test one's freedom and question 'plain sense' " (Allsup in Green, 2009), we continuously need to put an effort to design music education curriculum to encourage and assess the artistic dimension of music teaching and learning. By doing so we improve the quality of music education.

## Appendix of *Shakuhachi* and Mini-Workshop

*Shakuhachi* is a Japanese bamboo flute with 4 finger holes in the front and one thumb hole in the back. It is a very simple instrument and is played without a reed. It is originally made with bamboo, but now it is made of vinyl pipe, and easy to carry it. It was a religious or spiritual instrument, and effective breathing is required to play.

### 1. The purpose of workshop

It deals with the development of a music education curriculum on fundamental approach of teaching Japanese traditional music. It is to investigate the extent of the interaction of traditional musical issues on Japanese music education by tracing the new music curriculum in 2008.

### 2. A brief history of school music education

The establishment of the modern education system in Japan began in the *Meiji* 1872. From the *Meiji* era modern Japanese music education has tended to imitate Western European or American music education. Indigenous or traditional Japanese music was excluded from the school curriculum for a long time. Adopted Japanese traditional music for school curriculum by the course of study in 1998. In addition, we noticed the new course of study adopted in 2008. This was an epoch-making event in the history of music education.

### 3. Shakuhachi and Traditional Music

#### Teaching Practices

- (1) Playing Japanese “*warabeuta*” (Japanese children’s traditional songs)  
Using two sounds to five sounds
- (2) Playing Japanese “*minyo*” (Japanese folk songs)
- (3) Playing Asian folk songs  
*Arirang*, Korean folk song *Molihua*, Chinese folk song

### 4. *Shakuhachi* Practice in Japanese schools

#### Comparison with *shakuhachi* and recorder

Teaching practices on traditional music, “*shamisen*” (Japanese three-stringed instrument played with a plectrum) and “*koto*” (Japanese usually 13-stringed instrument with a plectrum)

We prepare some *shakuhachi* for participants. Please enjoy playing *shakuhachi* and Japanese traditional music!

# A Cross Cultural Comparison of Japanese and American Elementary and Middle-School Children's Attitudes and Behaviors toward Academic and Social Issues 2

## -From the Results of Japanese Students' Short-Term-Longitudinal Study-

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 John Traynor, Gonzaga University  
 Takai Hiromi, Mukogawa Women's University  
 Terai Tomoko, Mukogawa Women's University

**Background** School maladjustment is seen as a 'social issue' in Japan. Teachers in schools are urgently seeking ways to address this behavior. Many surveys have been conducted by Ministry of Education Japan, but they report mainly about the 'incident' or 'accident'. Mukogawa and Gonzaga University research groups have been investigating school maladjustment issues over the last few years. Finally we decided that the most important aspect for understanding this behavior is to understand the student, and follow him/her. "UNDERSTANDING ONE BY ONE" approach appeared very clear and easy. But this proved very difficult for teachers. Both in Japan and U.S., a teacher's standard workload, or hours-of-duty, are full leaving little or no room for additional research type activities. As a result, we supplied questionnaires asking them to evaluate their relative position in the classroom regarding bullying/teasing or approval - asking them to rate it accordingly within the context of their classroom. Our main hypothesis is that the maladapted child will appear in the zone of high teasing and low approval. In this report, as a part of this research, we present the short-term-longitudinal data that we conducted over the last two years in Japan.

**Method** Students were asked as follows: Reflect upon your school life and circle the number that best matches your answer to the question below. 5: Always, 4: Sometimes, 3: Neither, 2: Rarely, 1: Never. Total score out of 10 bullying/teasing scores and 10 peer-approval scores were calculated and plotted for each student. Data was collected on 4 occasions by the homeroom teacher - spring and winter in 2012 and 2013. Subjects were 722 and 735 (spring and winter in 2012), 735 and 734 (spring and winter in 2013) and vice-versa.

**Result** Participant's data were shown on Table 1 according to year. The number of adapted students are increasing from spring data to winter data for 2012 and 2013. This matches the typical adjustment model with time being the most critical factor in 'change'. Figure 1 indicates one typical individual changing pattern from 2012 to 2013. He/she is now in the adapted region and looks good in his/her classroom. We recommended teachers collect the data as soon as possible, and follow them from time to time to corroborate the student responses.

Table.1 The number of adapted students

		2012		2013		unchanged		
		spring	winter	spring	winter	total	boy	girl
1th _ 2th grade	adapted	24	32	45	49	14	8	6
	total	85	86	84	86			
2th _ 3th grade	adapted	36	48	39	42	19	9	10
	total	77	81	81	80			
3th _ 4th grade	adapted	34	39	36	46	15	5	10
	total	80	86	86	84			
4th _ 5th grade	adapted	18	29	35	35	6	1	5
	total	80	82	81	79			
5th _ 6th grade	adapted	60	64	59	77	32	16	16
	total	112	114	114	114			
6th _ 7th grade	adapted	43	52	55	53	25	5	20
	total	106	108	107	108			
7th _ 8th grade	adapted	69	65	69	76	47	16	31
	total	109	106	111	112			
8th _ 9th grade	adapted	42	43	46	45	24	6	18
	total	73	72	71	71			



Fig.1 An individual changing pattern

## Japanese and U.S. Children's Thinking about Government

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Kazuhiro Mizoguchi, Kagoshima University  
Sherry L. Field, Arkansas Tech University

Cross-cultural research is at the core of our understanding about civic education and concepts. The knowledge we wish to impart to children about government is meant, at least in part, to help them acquire the knowledge and skills to be knowledgeable, participatory citizens. For teachers, integrating principles of government into the curriculum is essential and helps continue the civic mission of schools. This paper investigates the conceptual thinking and understanding of children in Japan and the U.S. about government.

Attention has been called recently to international student achievement studies finding that the U.S. and other Western countries lag behind Asian student achievement in core content areas, especially science and mathematics (TIMSS 2007; Stevenson and Stigler, 1994). Some researchers have begun to examine teaching and learning styles across cultures (You and Jia, 2004) and comparative research on children's knowledge (Huang and Yore, 2005; Zhou and Boehm, 2001). Cross-cultural perspectives on social studies concepts such as citizenship have been widely reported (Banks, 2007; Cogan and Derricott, 2000), and citizenship education has been investigated in Japan (Ikeno, 2006) and the U.S.

Utilizing qualitative methods (Bogdan and Biklen, 1982), we focused data gathering on a substantial interview protocol and questions. A purposive sampling of 80 students was taken from university-affiliated elementary schools in the southern United States and a southern prefecture in Japan (40 from each site). Interview results were transcribed and coded for initial categories, followed by subsequent comparisons of categories and further analysis.

Preliminary analysis of data suggest that third and fourth grade children in the United States and in Japan have a broad range of understanding of concepts about government and, they still have some misconceptions. The understanding of government and its functions was almost 100% in both U.S. and Japanese children. Most understood some responsibilities of the President and Prime Minister, where they live and work, desirable qualities of a leader, and some activities of the national government. Almost all children in the U.S. and Japan knew why laws are necessary and could name a few laws that affect them. They did not always know how laws could be made or changed and, especially in the U.S., experienced some difficulty explaining how the state and local government functions differed from that of the national. Most children understood what taxes were but fewer could articulate for what purposes taxes were collected. Only a small number of children understood what government workers actually do. Likewise, few children could articulate how government workers are funded.

### Potential Implications:

This study promises, a more nuanced understanding of intermediate-grade children's understandings of the concepts of government. This understanding may be useful to curriculum developers and social studies teachers and educators who seek greater knowledge about how to develop curricular materials and lessons that will enhance children's opportunities and abilities to know more about government in their school studies. Our findings will also be useful in consideration of how children learn in social settings and through their lived experiences rather than from formal textbook lessons.

## **Impact of Lesson Study on Teaching Practice: Improvement on Lesson Design and Transferability Measured by Reformed Teaching Observation Protocol (RTOP)**

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Lesson study is gaining popularity steadily as an effective professional development form in the United States, especially in K-12 mathematics (Lewis, Perry, Hurd, & O'Connell, 2006; Stigler & Hiebert, 2004). Through a cycle of planning, teaching, discussing, and re-teaching a research lesson, teachers collaborate and discuss content and instructional strategies to design a lesson that accommodates student needs. The primary goal of a lesson study cycle is to develop a lesson that is shown to be effective for student learning of a particular concept through actual classroom implementation. Literature indicates that the unique features of lesson study promote development of US teachers' content knowledge, changes in relations among teachers, and changes in teachers' beliefs about teaching (Lewis; Lewis, et al., 2009). However, not much research has been conducted to find the impact of lesson study on the quality of regular teaching practice, especially in a longitudinal study (Maulana, Opdenakker, Stroet, and Bosker, 2012).

This study focuses on the question of how lesson study can impact everyday teaching practice. As the theoretical framework, this study follows the two views on teacher learning (Lewis, 2009). According to cognitive theories of teacher learning, teachers learn more effectively when abstract entities such as students' difficulties or ideas about pedagogy become visible. The other view is from situated learning theories; the learner learns more effectively when the process of learning is a community activity. We use Reformed Teaching Observation Protocol (RTOP) by Sawada, et al. (2000) as an instrument. RTOP measures the extent to which a lesson is taught through an inquiry-based teaching approach that includes rigorous subject matter content as well as reform-based classroom culture. We examined a total of 25 lessons, including 15 regular and 10 research lessons in mathematics that were implemented at a PK-8 school in the US Midwest during 8 different time periods from Fall 2010 through Spring 2013. Each of the lessons was coded in the scale of 0 to 4 (0 = never occurred, and 4 = very descriptive) on 25 items in the following 5 categories: 1) lesson design and implementation, 2) teacher content knowledge, 3) pedagogical content knowledge, 4) communicative interactions, and 5) student-teacher relationships. Statistical analysis was performed on the numerical data. Frequency of specific elements such as the amount of student discussion, multiple representations, and student reflection were counted and tabulated for each of the lessons to find patterns over the three-year period.

The results show that the research lessons include more reform-based pedagogical content knowledge than regular lessons and the difference was statistically significant. For example, teachers use a greater variety of means to represent mathematical concepts in research lessons than in regular lessons; teachers often included the use of manipulatives such as number cards and fraction towers for each child to use in the research lessons. Our results also indicate that the student-to-student discussion was more frequently observed in research lessons than in regular lessons. However, in spite of the increased use of student-to-student interaction during research lessons in the first year, less student-to-student interaction was observed in the regular lessons in the second year; teachers implemented more content rich lessons and included less student exploration. One of the indications that we found through this study is the increase of teachers' focus on content rather than instruction as an initial impact of lesson study.

The significance of the study is to gain insight on the transferability of the knowledge and skills that teachers gain through lesson study. This study informs educational researchers and administrators of the possibility and difficulty in the transferability of teacher knowledge.

## **Developing Evaluation Framework for Short-term International Exchange**

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Kensuke Chikamori, Naruto University of Education  
Akira Nakayama, Ehime University  
Yumiko Ono, Naruto University of Education  
Chie Otani, Tamagawa University  
Akio Yamamoto, Gakushuin Boys' Senior High School

The recent socioeconomic situation on the globe has been promoting students to study abroad in both the short- and long-term programs. A great number of universities and schools around the world are devoted to seeking their academic partners to develop exchange programs for their students. As instructional tools to support the educational opportunities, evaluation criteria and standards offer guides for designing effective educational contents in the programs. However, at least to our best knowledge, most institutions do not have any useful evaluation criteria and standards, shared publicly for international exchange programs. The present study aims at reporting an on-going project to establish open evaluation frameworks for the programs and the student participants for short-term programs.

The authors have just started a series of meetings in October 2013 at Tamagawa University to collect the know-how that have cumulated through the practice of international student exchanges. The participants of the meetings were invited using a mailing list for the Japanese participants to the JUSTEC annual conference. In the first meeting, five professors and a teacher participated from four institutions: Ehime University, Gakushuin Boys' Senior High School, Naruto University of Education, and Tamagawa University. One of the frameworks, that currently the authors are working on collaboratively, is a rubric for the quality of international exchange.

The rubric has seven dimensions of evaluation: Participant selection, supporting environment in the host institution, quality of preparation, program contents, involvement in the local communities, utilization of online resource, and quality of reflection. About three to six items to assess recommended characteristics of short international programs are proposed in 6 domains: Academic, professional, language learning, friendship, encountering different cultures, and common items. Those domains approximately indicate the participant's purpose to enroll in a program. The common items domain indicates recommended characteristics generally applicable to the most programs with any purposes.

The final products of the series of meetings will be shared with institutions across the nation and other countries in the future. In the presentation session, the authors expect to have an open discussion with audience to examine the evaluation frameworks, which are currently under development.

## From *Dōwa* to *Jinken Kyōiku*: Insights on Human Rights Education Teacher Training in a Multicultural Japan

James D. Parker  
Arizona State University

Teacher professional development has become increasingly essential in Japan where a rapidly changing social environment has illuminated the fact that pre-service teacher education alone cannot fully prepare teachers for the diverse groups of students they will encounter. Baker and LeTendre point out that the study of school systems is in of itself, an analysis of the global environment of national school systems in which “the grammar of schooling is global” (2005, p. 9.) Therefore, my inquiry into the policies and practices meant to train and educate teachers on human rights education in Japan is found at the intersection of domestic and global contexts.

Using surveys, in-depth interviews and participant observations, I investigate in-service teacher training programs in Japanese junior high and elementary schools designed to promote higher quality teaching in *jinken kyōiku* or “human rights education.” The triangulation of this data ensures the validity of the findings (Maxwell, 2004).

Human rights education was first seen in Japanese schools in the late 1990s, when in 1996, the government enacted the *Jinken Yōgo Shisaku Suishin Hō*, or Law for the Promotion of Human Rights Protection Policies (Takeda, 2012). In 2002, *jinken kyōiku* took over *dōwa kyōkiku* or “social integration education.” The *dōwa* educational policies were a set of reforms meant to address long-term discrimination of Japan’s social minority groups. The *Dōwa* Measures made students aware of human rights and taught that the issue of eradicating discrimination was not someone else’s responsibility, but their own. The policies made up a heavy focus of both pre-service and in-service teacher training prior to 2002. When *jinken kyōiku* inherited *dōwa kyōkiku*, I argue that it stripped it of its most important quality, the emphasis on training given to teachers that focused on the empowerment of students to recognize and advocate for human rights. With new forms of social inequality, changing demographics and a much more visible minority, new questions are being raised about how teacher training should respond to these developments. Gordon (2008) writes that new teachers have little experience with discrimination in their personal lives and find it irrelevant to their job description.

The study’s findings are forthcoming. However, through early analysis, it appears that most knowledge of how to educate students in advocating for human rights comes from informal communication with other teachers in the area. Shimahara and Sakai (1992) found informal communication was strengthened between teachers due to a variety of structural and cultural systems including a common teachers room, informal recreational meetings, after-school hours study sessions and lastly, an ethos of equality between all teachers.

Further study is needed to better understand the effect that teacher education programs have on developing educators’ ability to deal with the changing population in multicultural Japan. This topic contributes to an under-explored researched area. Gordon and LeTendre (2010) write that issues of bullying, high-stakes testing, school violence and over-protective parents are sensationalized by the media and therefore receive much attention in both Japanese and Western academics. However, with the elimination of the *Dōwa* Measures, and with it, its focus on training teachers, it is imperative to understand how Japan is dealing with a student population that is more diverse and visible than has ever been seen.

# **Internationalizing Teacher Education Programs: Preservice Teachers' Perceptions of Intercultural Sensitivity and Global Competency**

Kaori I. Burkart  
University of West Florida

**Cancelled**

The strong current of globalization influences societies and individuals while interconnecting other individuals and societies consciously or unconsciously. National borders are more likely a transparent line which can hardly retain domestic agenda without tipping those of other countries. Globalization is multidimensional social phenomena aided by the worldwide flow of development and advancement. In the increasingly globalizing society, school teachers also face multifaceted challenges because of the rapidly diversifying learning environments. In the field of education, teaching effectiveness and adequacy of teacher preparation for complex educational environments are perpetual themes; local orientations and the pressures of high-stakes accountability and standardization mean that these efforts still trail rapidly changing educational environments. Despite the urgency of teacher education program reform, the priority of campus internationalization varies significantly depending on individual institutions.

The purpose of this study is to examine relationships between preservice teachers' perceptions of intercultural sensitivity and their perceptions of global competency. In this particular study, Olson and Kroeger's (2001) Global Competency Index and Intercultural Sensitivity Index serve to measure perceptions. A combined theoretical framework based on cognitive development theory and human holistic development theory posits possible relationships among the factors of global competency and intercultural sensitivity.

Preservice teacher perceptions were sampled through survey data retrieved from seven institutions in the State University System of Florida. Multiple regression analysis was performed to examine the contributions of three global competency subscales on intercultural sensitivity. Findings suggest that each of the three global competency factors contributes positively to intercultural sensitivity. Intercultural communication skills were found to have the strongest influence, followed by substantive knowledge and perceptual understanding. Intercultural communication skills carry almost five times more weight than perceptual understanding, and substantive knowledge has almost twice the weight of perceptual understanding. Further analysis extended the model using demographic variables.

The presentation will begin with the introduction of background of the studied area including research problems and questions. The results of the statistical analysis (descriptive and inferential statistics) will be presented with figures and tables delivered via PowerPoint. Implications for further study and recommendations for policy implementation will be discussed at the end of the presentation. The presentation will suggest that promoting preservice teachers' effectiveness and competency in multicultural environments will contribute to building a strong foundation for the future of teacher education internationalization.

## **Framework for Engaging Culturally Diverse Families in Mathematics Education**

Vessela Ilieva  
Utah Valley University

Schools across the U.S. are welcoming a growing population of diverse children whose parents come from a variety of cultural, linguistic, and ethnic backgrounds and have been educated in an educational format different from their children's. Critics maintain that many of these parents do not provide sufficient support for education and specifically for mathematics learning. Lack of parental interest and family engagement in the schoolwork of their children is often cited as one reason for diverse students in the U.S. to lag behind in mathematics achievement compared to their peers (Civil, 2009; Wong & Hughes, 2006). At the same time, research shows that racially and ethnically diverse parents value highly their children's education and express strong interest in being involved in an active way (Civil, Planas, & Quintos, 2005; Chavkin & Williams, 1993, as cited in Lopez & Donovan, 2009; Hwang & Vrongistinos, 2010). These conflicting reports force an exploration of the discrepancies between the professed willingness and interest for involvement of ethnically and linguistically diverse parents and the perceived absence of such interest according to school faculty and officials. They also call for applicable approaches that will allow educators to recognize the origin of discrepancies that lead to disconnects between home and school and to proactively seek and apply practical solutions that are most effective for diverse children, their families, and the schools.

For this study, parents who recently arrived to the U.S. and enrolled their children in public schools were interviewed. This inquiry on expected and existing parental involvement in education and specifically in mathematics utilized a constructivist grounded theory methodology (Charmaz, 2013). Parents reflected on the differences in experiences and expectations related to educational traditions, and elaborated on concerns and solutions with respect to current and future involvement in their children's mathematics education. The in-depth qualitative data analysis established key themes related to the challenges of bridging educational approaches, negotiating difference in mathematics teaching, and approaching and meeting school expectations for support and participation. The analysis resulted in a range of specific suggestions and strategies for engaging effectively diverse parents in the process mathematics teaching and learning for their children. These further provided parameters for proposing a family involvement framework appropriate to implement when preparing pre-service teachers, as well as with in-service teachers, schools, communities, and administrative initiatives.

# **Multicultural Teacher Education in Japan: Bridging the Perception Gap between In-Service Teachers and Pre-Service Teachers**

Yasuko Shimojima

United Graduate School of Education, Tokyo Gakugei University

Although Japan as a nation is becoming more and more diverse, educational institutions are still not ready for accepting and educating pupils/students with culturally and linguistically diverse (CLD) background. This presentation discusses the attitude of in-service and pre-service teachers toward CLD pupils/students and how to bridge the perception gap between them and explore ways to teach multicultural education in Japanese context.

Participants in the study are high school teachers from 23 different schools who work for schools with more CLD students and 84 elementary school teacher candidates who take a course in multicultural education in a national university in Japan. Data from teachers include a survey, where participants provide responses to 10 questions about (a) the experiences they had as a teacher with CLD students, (b) the kind of support offered or to be offered to CLD students. Data from teacher candidates include a survey about (c) the experiences they had as a student with CLD pupils/students, (d) the kind of support to be offered to CLD pupils.

The responses and the statements are analyzed to reveal possible patterns to generate categories. The institutional support and individual teachers' support for the CLD pupils/ students and teachers are discussed.

## ***Shokuin Shitsu* as a Nurturing Ground for Beginning Teachers: Tales of Two Beginning Teachers' Professional Growth in Turbulent Times**

Ruth Ahn

California State Polytechnic University, Pomona

Japanese teacher professional development takes place in a unique setting called *shokuin shitsu*, or teachers' room. In this collaborative social space, all teaching staff overseen by administrators meet daily to prepare, complete work, and collaborate on practice from their individual desks. The previous study presented at JUSTEC 2013 revealed the essential role of *shokuin shitsu*, as beginning teachers make sense of their experiences with the support of their colleagues and administrators through apprenticeship to become more proficient professionals (Author, 2014).

This present study continues from the previous study examining beginning teachers' learning in the context of *shokuin shitsu* during the critical period when five well-experienced teachers as well as the long-time principal left the school at the end of the school year in March, 2013. During the same time, five new teachers were added, along with a new assistant principal and principal. With a total of 28 teaching staff, this major shift in their teaching and administrative staff resulted in heavy imbalance and uncertainty among the remaining and new teachers, administrators, and students. The focus of this study is on two beginning teachers, who, at the time of the previous study, were first-year mathematics and third-year Language Arts teachers. The tales of these two beginning teachers will be discussed through their narratives in the midst of turbulent times, focusing on their professional growth.

Qualitative data were collected in October 2013 for a week after six months into the new academic year during their *bunkasai* (cultural festival) season. The two beginning teachers were interviewed individually for approximately 30 minutes and observed in and out of their classrooms, including the day of *bunkasai*. In addition, frequent informal conversations took place throughout the week with both teachers inside and outside *shokuin shitsu*. As part of triangulation, veteran teachers as well as the two new administrators were interviewed formally and informally. Grounded theory method was used to code and analyze the data. The research questions that guided this study are as follows: How have the recent changes in the school staff affected the beginning teacher experience in *shokuin shitsu*? How did they cope with the positive and challenging outcomes of these changes?

As in the previous study, Rogoff's sociocultural approach to understanding human behavior (1995) was used as the theoretical framework to analyze beginning teacher learning and their professional growth: apprenticeship, guided participation, and participatory appropriation, corresponding to community, interpersonal, and personal processes. Results from the study will offer insights into how beginning teachers make sense of formidable and inevitable changes within the school, as they develop from an "apprentice" to "becoming" a professional in the nurturing context of *shokuin shitsu*.

# **Narrative Ethnographic Study on the Relational and Emotional Dimensions of Beginning Japanese Teachers Work**

Erkki Lassila

University of Oulu, Finland and Hokkaido University

In my presentation, I will talk about the working environment and experiences of beginning Japanese teachers focusing on the relational and emotional aspects of the work. My research is a continuation of my Master's thesis, where I analyzed stories written by Japanese elementary and secondary teachers. In the stories the teachers voiced concerns over being able to cope with the demanding realities of the profession such as over-demanding parents, declining trust and increasing evaluation, heavy responsibilities and insufficient support from colleagues.

Relationships with students, colleagues and parents and the emotions tied these relationships are at the heart of teaching, giving it deeper personal and social meaning whilst also being one of the most challenging aspects of the profession. The inability to overcome the emotional challenges of the work has been identified as one of the main reasons for leaving the teaching profession. Even with various programs aimed at beginning teachers (in-service programs, mentoring etc. ) they are often left to cope alone with the emotions encountered at work without proper organizational support.

My research is a part of research project called EMOT (Disentangling the emotional dimension in beginning teachers' work) on beginning teachers' experiences, carried out in Finland by professor Eila Estola and Belgium by professor Geert Kelchtermans. Connection to this project enables cross-cultural comparison to certain extent.

One of the central aims of the project is to deepen the understanding on how different micropolitical contexts are tied the emotional and relational dimensions of teachers work. Micropolitical context refers to social, political and cultural factors which condition teachers work. For example, the tendency for the Japanese to emphasize harmonious relations with others can be understood as such a factor. This understanding has potential to help develop practices that support beginning teachers in their work and thus the research has implications for teacher retention and well-being. These practices can be as simple as creating time and space for teachers to share their work related experiences with other teachers, which has been found to be beneficial for professional development.

The research is conducted within a methodological framework of narrative research and it also includes features from ethnographic and anthropological research. Currently I'm collecting data by doing interviews with beginning teachers (2-3 times) and some with more experienced colleagues for a point of comparison and fuller picture of the micropolitical context. Whenever possible, I also conduct ethnographic observation in the schools.

As the data collection and analysis are still in progress I can only offer tentative results along with more general observations, but I think my presentation theme has potential to invite interesting discussions. Also, every opportunity to get feedback from experienced colleagues is invaluable for a young researcher.

## Challenges Teachers Face in Their School

Sayuri Takhira<sup>1</sup>, Yoshihiro Wakatsuki<sup>1</sup>, Hiroyuki Sakuma<sup>1</sup>, Hodaka Noguchi<sup>2</sup>  
College of Education, Tamagawa University<sup>1</sup>  
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### **Introduction:**

It is well known fact that Japanese teachers are very stressful and working long hours. According to a report from the Ministry of science and education, the percentages of teachers who answered 'feeling stressful' both in qualities of their work and in quantity of their work were much higher than other kinds of jobs (Ministry of science and education, 2009). At the same time, some teachers are well adapted to their work. However, little is known that what makes teachers so stressful to pursue their work and what are the reasons differentiate these two types of teachers.

### **Purpose:**

In this study, we examine the factors which results in teachers stress in their school and also the factors what makes the differences between teachers who feel stress in their work and teachers who are well adapted and do not feel the stress in their work.

### **Method:**

We have done a questionnaire to teachers asking about difficulties which they had experienced in their 1<sup>st</sup> year and have been experiencing in their current works.

Participants: About 125 elementary school teachers participated in this study.

Questionnaire: The teachers were asked 40 questions in two ways, quantitative questions and qualitative questions. First, we asked teachers using 6 levels of rating scale in each item. At the same time, we also asked them what the concrete problems or difficulties in each item as the form of the written comments. The question items are divided into four categories: 1) difficulties which they had experienced in their 1<sup>st</sup> year, 2) difficulties which they have been experiencing in their current work, 3) items that related to children who might have developmental disorder (e.g., PDD or ADHD), and 4) types of support system for teachers.

### **Results:**

We have identified difficulties that teachers felt when they were the 1<sup>st</sup> year: 1) teaching; 2) dealing with children with developmental disabilities in class; 3) class management. We have also found challenges that currently teachers face: 1) dealing with children with developmental disabilities in class; 2) school duties; 3) teaching. We will describe and discuss about what are the concrete comments from the teachers about difficulties when they were the 1<sup>st</sup> year and their current year. We will also discuss about the factors which differentiate two types of teachers between who are well adapted to their work and who are not might have two patterns: 1) personal reasons (such as lack of communication skills); and 2) support system in the school.

## **A Policy Critique of Hawaii's New Educator Effectiveness System**

David P. Ericson  
University of Hawaii at Manoa

In this paper presentation, I wish to closely examine the changes that Hawaii has made concerning the use of student test scores in evaluating both probationary and tenured educators for quality of the educators in the public schools. The new "Educator Effectiveness System" in Hawaii's RTTT-generated "Strive HI" program evaluates schools, administrators, and teachers primarily on the basis of a Hawaii State Assessment (soon common core) test, end-of-the year exam for non-tested subjects, and, for teachers, submitted portfolios, three required classroom observations each year, and student evaluations of teachers. Each school and educator is evaluated on the annual "growth-added" to their students. Schools receive a rating from 1. - 5. with poor results resulting in state intervention and top schools rewarded with extra resources. Administrators and teachers are rated Highly Effective, Effective, Marginal, or Unsatisfactory with the latter two ratings leading to ineligibility for pay increases and eventual dismissal.

I will critically examine this Educator Effectiveness System from three perspectives: (1) efficiency, (2) effectiveness, and (3) fairness. Irony, no doubt, will creep into my analysis, since (1) and (2) are highly prized by the state school system, while (3) seems to be totally overlooked.

# English-Language Arts Teachers' Perspectives on the Common Core State Standards and Their Impact on Teaching Strategies and Classroom Practices

Lasisi Ajayi

California State University, San Bernardino

English-language arts (ELA) teachers are crucially important to a successful implementation of the Common Core State Standards (CCSSs). The authors of the CCSSs argue that the Standards will guide “educators toward curricula and teaching strategies that will give students a deep understanding of the subject and the skills they need to apply their knowledge” (Common Core State Standards Initiative, (CCSSI, n.d.). In particular, ELA teachers are expected to provide a high-quality education by supporting all students’ learning. For example, California require ELA teachers to use the Standards to help students “build creativity and innovation, critical thinking and problem solving, collaboration, and communication” (CA CCSSs, 2013, p. ii). The California Department of Education (2013) states: “For decades, we’ve been debating how to improve schools in the United States. This [Standards] has been born from a realization that, in an ever-changing world, our students need better knowledge and tools to prepare them to compete in the global economy.” However, critics of the CCSSs suggest that teaching standards are inherently problematic because the curriculum is multi-layered, and as such, teachers decide what to teach and how to teach based on a multitude of factors, including their knowledge of the subject, their knowledge of pedagogy, their knowledge of students, their beliefs about how teachers should teach, their attitudes to students, and available resources. What is clear is that limited research has examined ELA teachers’ views regarding the implementation of the CCSSs and the impact of the Standards on their teaching strategies and classroom practices. The purpose of this study is to examine junior/high school ELA teachers’ perspectives about the implementation of the CCSSs and its impact on their teaching strategies and classroom practices. Specifically, I explore two research questions:

- What are the teachers’ attitudes to the ELA Common Core State Standards?
- How do the teachers perceive as the impact of the CCSSs on their teaching strategies and classroom practices?

In all 52 ELA teachers participated in the study over 16 weeks. Data for the study were collected through (a) a 67-item 5-point Likert-type attitudinal scale survey, (b) focused interview, and (c) classroom observation. The quantitative data were analyzed using the SPSS + Statistical software for descriptive statistics and reliability analysis. Thematic analysis approach, a method involving identifying and analyzing patterns or themes within data was used to analyze the qualitative data. The findings suggest that the majority of the participants have positive attitude to the ELA CCSSs. In addition, the participants suggest that the Standards have changed their practice to make them to be more effective in ELA instruction. However, the participants suggest a need for schools and school districts to provide more support in form of professional development and training and curricula materials and textbooks. The findings indicate a need for further studies to gauge ELA teachers’ views and identify areas of needs. Such additional research will strengthen the teaching of the ELA Standards and help teachers better prepare their students for success in college or career.

## Supporting Young Children's Emotional Development in Nature Education

Naoki Takemura  
Sophia University

The goal of this study is to posit an idea of “waiting” for the formation of teachers’ skills to cope with children’s self-autonomy. I would assume that it is a very important concept for prospective schoolteachers not only for on-the-job-training but also for teachers college programs because teachers college curricula are always expected to rationalize all teaching lessons in terms of the prescribed goals. So we are likely to be obsessed with being trained with goal-oriented or goal-rationalization curricula at teachers colleges. In these curricula, students are likely to be motivated toward somebody else’s control. That implies that students are expected to have neither volitional willing nor self-control because they are easily domesticated to act or behave in terms of others’ judgments and determination even if they face with unanticipated incidents beyond the goal-oriented manuals. What is needed for the teachers’ excellence is a strong leadership and flexibility to be able to cope with unanticipated incidents in the everyday classroom lives.

How do we develop those teachers’ leadership and flexible capacity at teachers’ college? I have learned vital basic ideas from my experiences in the natural environmentalist early childhood educationists in the United States. From those experiences, I have found that minimizing the teachers’ intervention would bring fertile outcomes for the students even at teachers’ colleges. In order to understand the basic idea of “waiting,” I will rather inquire about the strategies of the natural environmentalist educationists group in California.

How can children control their emotion? In, general, it is believed that the intervention of adults is necessary to control the children’s emotion such as anger and crying. On the contrary, there is a natural environmentalist group assuming that the adults’ intervention would hamper the children from the natural development of autonomy and self-control ability. Indeed, it has been long time since we forgot the potential and power of children’s own self-development. This group has experimented how far they can develop children’s natural resilience by using natural environment. In this environment, it is inevitable for the children to face with the natural environment by themselves without any others’ help. The children are left alone in this environment. As a result, they will be aware of that the need to develop their own power to control themselves.

How can the children face with the other children in the natural environment even if they are aware of that they are living alone in this world? In general, it is commonly believed that adults are responsible to prevent children from hazardous possibilities. It is plausible that children would fight each other or damage each other in struggling for the possession of objects. Those incidents occur not in the natural environment but in the environment of human relationships. The natural environmentalist group does not deny the need of intervention in the case of hazardous incidents. But they believe that the intervention must be minimum up to that the safety is guaranteed. The axiom of the adults’ minimum intervention is essential for sustaining their children’s self-control.

There are two opinions. First, They watch children’s attitude to support their understanding impulse of emotion. For example, if teachers find a child is crying. They do not intervene the situation, because they have already known the child will stop crying by the child. When children are crying, they are recognizing the feeling. Second, They wait children’s intention to be apart from teacher’s eye. Their intention will be toward object, which is natural things, toys and also other children. And then, they start to express their emotion by using the object. In the play, they will experience difficulty, conflict and also satisfaction. Consequently, teachers prepare children to face a lot of opportunity to understand own emotion.

## **Group Me!®: A Grouping Tool to Support New Teachers for Building Relationships in Class**

Chie Ohtani  
Tamagawa University

Grouping is always a major issue for students and how students learn affects learning and class climate. It is commonly found that students prefer to stick together with their close friends and instructors are often challenged to establish a well-balanced learning environment for group learning.

Barkley, Major, Cross (2005) pointed out that each group member's success was dependent on the group's success. Also some effective methods were suggested in the field of cooperative learning (Barkley, Major, Cross, 2005, Johnson & Holubec, 1993) and collaborative learning (Miyake 2012). However, these methods usually start from certain assumed home groups and do not discuss how to make home groups while grouping occurs at schools. In addition, it was found that student teachers tend to find difficulty in class management and time management (Ohtani et al, 2012, Ohtani, 2013). Class management skills and time management skills are important when learners work in groups to complete their tasks. Thus, grouping is expected to be easy, reflect the instructor's intention, be fair for the learners, and not be time-consuming to help teachers' class management

Reflecting such needs, "Group Me!®" was developed by this researcher in order to facilitate icebreaking and building relationships among learners to create a better learning environment through a grouping process. It is a grouping tool to shuffle students, while reflecting the instructor's intention without being noticed by learners. It consists of a set of 6 picture cards of living creatures or plants that appear in Japanese textbooks from the 1st to 4th grade. It provides a topic to share episodes and memories regarding the picture card (<http://www.tamagawa.ac.jp/info/groupme/>).

In a previous study (Ohtani & Funaki, 2014), it was found that Group Me!® is an effective grouping tool to increase mutual understanding and building relationships. In this study, two comparable classes were chosen and an experimental lesson was conducted in 2013. One class used Group Me!® and the other used a set of playing cards to make learning groups of 4. After the grouping, the lesson focused on sharing their thoughts, values, memories, and experiences in response to a card they picked up from a box in turns. Before and after the lesson, students described what they thought was wonderful or admirable about each group member. The results showed a significant difference in the descriptions on internal aspects, strengths, and attitudes of the group that used Group Me!®. In addition, the group that used Group Me!® gave more extensive descriptions on internal aspects, strengths, and attitudes. Furthermore, the group that used Group Me!® wrote sentences describing an episode that was shared when the topic was about their Group Me!® card.

This presentation focuses on how Group Me!® supported a new teacher who participated in the prior study in 2012 (Ohtani et al, 2012), examining students' micro lessons via 3 video cameras, as well as the above experiment in 2013. This teacher found difficulty in class management and time management in his junior year in 2011 and senior year as a student teacher in 2012. After revealing the fact that a few students could not write about his/her classmates at all in the above experimental lesson in 2013, this teacher utilized Group Me!® not only for his classes, but also for parents meetings to increase mutual understanding among students and parents. Consequently, many parents got interested in the cards and the parent meetings went smoothly. It was reported that some parents started to talk to each other casually and asked their child(ren) about school more frequently than before. After one month, all students described what they thought was wonderful or admirable about his/her classmates. It is not easy to get parents' respect and support for a new teacher; however, many parents showed their respect to his efforts and this teacher could go through his 1<sup>st</sup> year successfully as a new teacher with the parents' support. Thus, Group Me!® is an effective grouping tool to increase mutual understanding and building relationships.

# Learning-Centered Teaching Strategies for an Intermediate Algebra Course

Nely Hristova  
Valencia College

The aim of my newly developed Learning-Centered Teaching Strategies for an Intermediate Algebra course is to create new platforms for learning mathematics that increase students' successful retention of information. The teaching material is organized into categories and therefore, is simplified and delivered through the use of games. Fifty-three Intermediate Algebra students from Valencia College in Orlando, Florida, participate in this project. My goals are to make the learning relevant, engaging, simple, and fun, as well as to maximize each student's potential in group work and to reduce the stress of failure. Students' curiosity expands in a supportive collaborative environment, and competition improves abilities for influence-based learning.

The learning material for each chapter is divided into six categories: Vocabulary; Graphing Functions; Graphing Calculator; Solving Equations, Inequalities, Systems of Equations and Inequalities; Solving Word Problems; and Critical Thinking Questions.

The Vocabulary category allows students to learn and apply the language of mathematics, as well as remember formulas and definitions. Reading Mathematics is different from reading English.

The Graphing Functions category questions implement a visual approach to the algebraic method.

The Graphing Calculator category allows students to learn how to use technology to solve mathematical problems, as well as to check the answer when the problem is solved algebraically.

The Solving Equations, Inequalities, Systems of Equations and Inequalities category implements an algebraic approach to the learning material.

The Word Problems category is more challenging for students. They learn how to find key words in the text, translate a word problem into mathematical language, solve the problem, and check to see if it makes sense in the context of the given problem. The content in the problem is selected to engage students' attention.

The Critical Thinking Questions are the highest level in the teaching process. Students need to acquire, process, store, and use information more deeply. People learn for different reasons, and they can learn from each other.

## Young and Elderly Japanese People Learning from Each Other: Applying the Bunne Method of Musical Training with the Instructional Organizer (IO)

Taichi Akutsu, Seisa University/ Tokyo Gaugei University  
Richard K. Gordon, California State University  
Chihiro Kamohara, Tokyo Gakugei University  
Joakim Kauto, Bunne Japan Co., Ltd.  
Keiko Noguchi, Seisa University

Cancelled

Music offers communication beyond immediate knowing or surface meanings. Indeed, music is resonant work. In this study, we designed a collaborative music workshop for young and elderly Japanese people. We implemented the Bunne Method, of Swedish music instruction, with the researcher developed Instructional Organizer (IO), and with flow assessment methodology, (Akutsu, Gordon & Noguchi, 2013).

Workshop participants were children ages 4 to 9, and individuals over 70 years old. Study participants never had any formal musical training.

The Bunne Method for teaching music utilizes a few *easy-to-play* musical instruments resembling a guitar. This "guitar," has a lever that strikes chords when the player moves it right or left by following instructor's hand movements and or color signs. Additionally, one of the researchers, brought 4 violins for the participants to play along with the Bunne instruments during the workshop.

At the beginning of the workshop, musicians demonstrated a few well-known Japanese folk songs using Bunne instruments and the violin. Next, participants were encouraged to explore and play these various musical instruments without instruction. Afterwards, formal instruction was given to the workshop participants on the correct way of playing Bunne instruments and the violin.

IO pedagogy guided participant's instructional activities fostering: a) individual learning, b) peer-peer learning, c) small groups (mixed ages) learning, d) teacher efficacy, e) Formal Bunne / violin instruction, f) students' concept formation, g) and participant reflection. All participants joined in ensemble playing after they were able to play a few chords on the Bunne Instruments and the violin.

We assessed the flow experiences of participants during their involvement in the process of music making. Narrative participant and researcher data identifying flow markers included researchers' log, videos, and interviews with participants.

This study revealed a process of how children and elderly people share musical enjoyment and experience musical flow. Combining the Bunne Method of music learning with the IO was productive in promoting participants' flow experiences in a mixed age and mixed ability learning setting. This study highlights challenges found when engaging a diverse range of learners in music making. The IO and attention to flow assessment provides a pedagogical path leading towards the development of inclusive "musical" classrooms.

## **Best Practices in K-12 Online Education for Students with Learning Disabilities**

Christopher D. Carnahan  
New Jersey City University

**Cancelled**

A growing trend in K-12 education is the use of entirely online programs for students. As technology advances at a rapid pace to create new delivery mechanisms, there becomes void between what occurs in practice and the research that validates these techniques. This presentation focuses on creating a pragmatic blend of teaching and technology to engage and motivate students in the online setting. Research shows that among the major issues with online learning is the isolation effect which can have an impact on achievement, engagement and retention. The purpose of the research was to develop an online environment to create a virtual school environment. In this environment students had the perception of a game environment although they were really only using avatars to participate in an online class. The concept of game-like based on environment and teacher practices lead to a high engagement and enjoyment factor while performing just as well as their colleagues in a traditional classroom. Conceptually this presentation will touch on the literature, research that shows its effectiveness, and a demonstration of the virtual environment in which the students participated.

# Assessment Portfolios for Teaching English to Elementary School Children in Japan: Some Insights from a Pilot Study

Mika Ito  
Tokai University

This paper presentation addresses issues related to an attempt to create assessment portfolios for teaching English to elementary school children in Japan. In particular, the presenter will focus on the results and implications obtained by a pilot study. The pilot study explored the possible adaptation of the Los Angeles Unified School District English Language Development (LAUSD ELD) portfolios to the Japanese English as a Foreign Language (EFL) context.

## (1) Purpose of the Research

The goal of the research is to clarify and articulate the necessary competencies of EFL teachers of Japanese, especially those teaching English to elementary school students. The research seeks to answer the following question: Is it possible to create an assessment portfolio for EFL teachers of Japanese that develops their competencies to teach elementary school students?

## (2) Background

Under the “open” teacher credentialing system in Japan, prospective teachers seek to obtain their teaching credentials and bachelor’s degrees simultaneously at accredited universities. However, the current system results in producing high numbers of license holders nationwide without consensus among prospective teachers, university faculty, supervisors, cooperating teachers, and other stakeholders regarding the competencies necessary to teach EFL. In addition, teacher training and induction, in principle, are not offered to elementary classroom teachers, since English is designated a ‘mandatory activity’ for 5th and 6th, not an ‘academic subject’. Consequently, most English activities in public elementary schools are taught by classroom teachers who do not hold any formal teaching credentials in English.

## (3) Research Context

The Pilot Study was conducted as part of a three-year grant-in-aid project (2011-2013) to create assessment portfolios for prospective EFL teachers to teach English in elementary schools. Although evaluation standards and other factors must be clearly defined and rigorously applied when portfolios are to be used for the purposes of assessment, there are no evaluation standards for teaching elementary school children in Japan. Therefore, the presenter used the ELD Portfolio Record developed by LAUSD as the springboard to advance the project. LAUSD teachers are expected to use this ELD scoring guide to determine non-native English speaking students’ progress toward mastery of each ELD standard.

## (4) Research Design

This study employed a mixed methods approach to explore the reality of teacher learning and teacher cognition in pre-service EFL programs and to examine the perceptions of prospective teachers, teacher educators at various universities, and elementary school teachers about the possible adaptation of LAUSD ELD portfolios in the Japanese EFL context. In Pilot Studies 2 and 3, participants were asked to define “the top priority competence” for prospective EFL teachers at the elementary school level to develop in pre-service teacher education programs. The target populations were as follows:

- Pilot Study 1: prospective teachers (20); public elementary school teachers (8)
- Pilot Study 2: teacher trainers at universities (14); private elementary school teachers (7); public elementary school teachers (2)
- Pilot Study 3: prospective teachers (99)

## Teacher Quality and English-medium Instruction Policy at Japanese Universities

Patrick NG  
University of Niigata University

In the past decades, the Ministry of Education, Culture, Sports, Science and Technology has invested heavily in cultivating Japanese with English communicative abilities through various national curricular reforms at public schools, colleges and universities. Unfortunately, this major investment (involving, for example, sending students abroad, employment of JTES,) has not produced the intended outcomes. Over the years, there were many calls to introduce English-medium instruction at local universities in Japan. As reported in the Japan Times dated 29 May 2013 'Education Panel touts more global approach,' Prime Minister SHINZO Abe exhorted Japanese universities to establish English-medium instruction policy by recruiting faculty staff from overseas, establishing partnerships with overseas universities and offering English undergraduate programmes. However, in order to establish quality English-medium instruction policy at local Japanese universities, it is important to have quality English faculty staff to support students in learning English and to run and coordinate the programme.

Studies done in many countries across subject areas and levels have shown that individually and collectively, teachers play a pivotal role in curriculum reforms (Lamie, 2005). This is because the majority of gatekeepers of pedagogical reforms are the teachers, and they ultimately determine the implementation of reforms at the chalkface. Baldauf et al (2010) highlighted the need for quality teachers as important resources available for teaching and the impact of teachers' instructions on language learning.

Drawing upon the theoretical framework on why educational language plans fail (Baldauf et al, 2010) and using key literature relevant to Japan's English educational policy, this paper addresses the following questions:

- (i) How do teacher quality and development affect the implementation of English-medium instruction policy at Japanese universities?
- (ii) How do Japanese universities resolve the issues related to teacher quality and development and what are the constraints?

Data collection for this study is based on an interview conducted with three directors of English language programmes at three universities in Japan. In my presentation, I will discuss the effect of teacher quality to examine how English medium instruction is hindered or enhanced by the lack of quality university English teachers. Participants will also be able to gain insights to the impact of teacher quality on English-medium instruction at other countries. Suggestions to improve the quality of English teachers at Japanese universities will also be discussed during the session.

### References:

Canagarajah, S. (2012). Teacher Development in a global profession: An autoethnography. *TESOL Quarterly* 46(2), 258-279.

## Transforming Practice through Pre-service Recognition

Robin Sakamoto  
Kyorin University

This paper presentation will report the findings for one section of a Japan Society for the Promotion of Science (JSPS) Grant-in-Aid Type B (Project Number 24330237) under Principal Investigator Yumiko Ono of Naruto University of Education. The three year grant looks at innovation in education in three countries: Indonesia, South Africa and the focus of this presentation, the Philippines. The specific emphasis is the concept of lesson study and how it has been adapted as an innovation by the Faculty of Education of Catanduanes State University (CSU). At CSU, the concept of lesson study is used in an event called Macro-Demo Teaching. This event is a university acknowledgement of teaching as a profession and allows the entire Faculty of Education to celebrate its top performers. Professors from the Faculty of Education observe student teachers in the field and based on lesson plan submission and actual student performance select the top students to participate in a demonstration event which is held before the entire Faculty of Education. This year 13 students were selected to participate and the presenter went to observe and record the event in person. Quantitative and qualitative data were collected from a random sampling of 177 observers at the event. The findings show that this event encourages pre-service educators to want to apply the concepts observed in the demo-teaching in their own future classrooms. Furthermore, comments from the observers reflect that the event encourages a feeling of solidarity for the professionalism of teaching.

After presenting the research findings, general applications for the professional growth of teachers will be suggested by comparing Droese's (2011) findings on lesson study in the U.S. as a mechanism for organizational change and the CSU teaching practice of early recognition of quality teachers during pre-service training. Droese found across three different schools in the US that lesson study provided a safe environment in which teachers could accept the challenge of learning new techniques through the opportunity of being among trusted colleagues. This resulted in improved student learning and renewed enthusiasm for teaching. These same outcomes can be seen in the CSU macro-demo teaching which occurs within the haven of the students' university and allows not only the presenting student teacher but also the audience participants the ability to learn new techniques. Improved student learning was observed in classroom observations after the macro-demo teaching in which the event was debriefed as well as in data accumulated from the surveys which also showed a deepened sense of enthusiasm for teaching.

Droese cited an essential element for the success of lesson study programs to be the use of outside researchers and experts as partners. It would appear that CSU is developing students who will be able to accept this role once they are in the field as teachers. By sharing the results of this study it is hoped that further innovation of transforming practice through pre-service recognition may be realized.

References: Droese S. M. (2011) Lesson Study in the U.S.: Is it a mechanism for individual and organizational change? A Case study of three schools. ProQuest, UMI Dissertation Publishing.

## **The edTPA: A National Test for Assessing Initial Teacher Certification**

John Woodward, University of Puget Sound

Terence Beck, University of Puget Sound

State and national policy in the US is changing quickly in the area of teacher certification. Performance-based assessments are rapidly being adopted as methods for determining initial teacher certification. The Teacher Performance Assessment (edTPA), which was developed by the Pearson Corporation, is the most widely adopted of these assessments and is currently used in 34 states.

The edTPA is a significant change from past practices, where schools of education generally granted initial teacher certification. Instructional supervisors typically observed their own candidates and used checklists (often provided by state educational agencies) to determine if candidates should be certified. In contrast, candidates create edTPA portfolios that are uploaded and then scored online by trained Pearson evaluators throughout country. The State of Washington is a leading state in its use of the edTPA, and beginning in 2013, it is one of the first states to require teacher candidates to pass this test for initial certification.

Proponents argue that the edTPA will transform teacher education by providing a rich data source for studying program effectiveness as well as valuable and objective feedback to teacher candidates. Our data and experience with pilot tests of the edTPA to date suggest that the process is complex and subject to unintended, negative consequences.

We will present data showing how our School of Education faculty, many of whom have been trained to score the edTPA, correlate with two years of edTPA scores from Pearson's online evaluators. Differences between our faculty and Pearson's evaluators' scores on the edTPA have varied considerably, especially regarding high-performing and low-performing candidates. We draw on our own professional values and judgments about what it means to be a good teacher and on data sources unavailable to Pearson scorers (e.g., long term observations of candidates in student teaching, candidate performance on a range of in-program assessments). The results of our analyses of the data raise very American issues around local control of pedagogy and wider issues of the conflicting interests of a private, for-profit company and those of teacher educators and our system of public education.

We will also discuss how the edTPA assessment has changed our teacher preparation program. Based on feedback from our students and mentor teachers, we have made significant changes in the design of our program, especially in the student teacher experience. We will discuss the extent to which these changes have improved our preparation program and what might have been lost because of those changes. For example, we have been able to use the demands of the edTPA to negotiate student teaching experiences that more gradually apprentice candidates into the role of teacher. Yet, this "enhanced planning model" means that our students might not experience full-time teaching and elementary candidates might not experience teaching subjects such as science or social studies under the mentorship of a practicing teacher. We consider the extent to which higher scores on the edTPA equates to increased program effectiveness.

## **Psychological Benefits of Leisure Participation among Elementary School Teachers**

Mio Nakagawa  
Tokyo Gakugei University

The research from the Ministry of Education, Culture, Sports, Science and Technology showed that there is more than twice the number of teachers who take sick leave due to mental problems than there was ten years ago. Some researchers pointed out that there is a growing number of teachers who suffer from mental problems due to heavy work load and lack of a sense of fulfillment. It can be said that teachers need to respite from work, and their leisure time can be the one. Since Japanese researches on leisure focused on the elderly and handicapped people, it is significant to focus on working adults who are under stress. The purpose of this study was to examine how teachers make use of their leisure time and what they benefit from their leisure experience. The participants are 19 Japanese elementary school teachers aged 20-60. They all work at a public school in Tokyo. An interview was carried out on August to September, 2013. Teachers were asked about their leisure time experience as well as their moods and physical/mental conditions before and after they did some leisure activities. Through analyzing the transcripts of the interview data, psychological benefits of leisure were classified into eight categories: utilization/application, sense of separation, mastery, freedom, sense of fulfillment/satisfaction, pleasurable experience, exploration, and social interaction. The analysis revealed that teachers tried to make use of their leisure time experience such as going for a trip for their students. They talk about their trips in the class and show pictures of places they visited for broadening students' views. Moreover, some teachers told that leisure participation on weekend makes them refreshed and they can start their week in a good condition. On the other hand, some teachers have difficulty with enjoying their leisure time fully because they lack a sense of separation from their work roles. These teachers concern about their classes or students even weekends, and they use leisure such as reading a novel to distract their attention from work issues. The use of leisure time and the benefits of leisure are varied among teachers; thus, future research needs to focus on the stress coping effect of leisure among them.

## **The Effects of Common Core Standards on Special Education Instruction: Field-Based Perspective**

Shayna Fields  
California Polytechnic Institute Pomona

As state and national curricula have evolved, the need to ensure that all students, including those with disabilities receive a quality education remains constant. Within the initiative of the new Common Core Standards, all students should feasibly be able to access the curriculum through the utilization of accommodations, modifications, and supports (CoreStandards.org). The establishment of nationwide standards has created a system in which students, even those with severe cognitive impairments, can be fairly compared to one another. The basis for student access to the curriculum is founded in the method in which the standards are taught and assessed (CoreStandards.org). This process encourages the utilization of multiple means of representation, expression, and engagement in order to provide students opportunities for understanding educational content.

During this presentation, I will outline how the utilization of the new Common Core Standards can enrich and benefit Special Education Students. Through the examination of the specific elements of Universal Learning Design, the relevance and impact of this method will be correlated to the increased curriculum access that Education Specialists can give to their students within the Common Core Standards. These standards include both K-12 Standards that address what students should be learning in each grade level, but also include Career Readiness Standards that explore what students should know upon graduation from High School. Additionally, I will discuss a major key shift in mathematics, which is a more focused approach, allowing students with disabilities to truly grasp concepts.

In order to assist participants to fully understand the impact that the Common Core Standards have on the Special Education setting, I will first provide participants with limited access using the former standards to teach content. Next, I will present the material with the application of the Common Core Standards allowing participants to witness the increase in content understanding and retention. I will then lead individuals in a discussion about the key differences between the new standards and the former standards.

Although the Common Core Standards may not completely address the needs of students with disabilities, the new standards do provide the practical content necessary for students to succeed. By using a field-based, pre-service teacher perspective, this presentation will offer insight into providing students of all backgrounds with access to the curriculum currently being implemented into the U.S. school system.

## **Validation of a Rubric Now Being Developed for International Exchange Programs – a Pilot Study**

Akio Yamamoto  
Gakushuin Boys' Senior High School

Globalization is a key word in every kind of social institution and schools are no exception. Almost all the schools in Japan promote their global activities to encourage their students to experience communication with people living abroad or coming from overseas and increase contact with other cultures. International exchange programs seem to be considered popular, however, it is not so popular to evaluate the programs because there have been few methods of evaluating such programs. The purpose of this presentation is to seek a better way of using a standardized measurement of international exchange programs.

A rubric now being developed for international exchange programs will be validated. The rubric, which has been created by Prof. Tomita and other researchers, is a prototype test battery of international exchange programs held in schools and universities. The rubric is thought to categorize the aims of the international exchange programs: academic, professional, language learning, friendship, encountering different cultures, and others. Several aspects of the programs will be analyzed based on the above aims: Selection of applicants, preparatory education, acceptance mechanism, agency of dispatching, freedom of participants, region cooperation, security, and reciprocity, and others.

The international exchange programs that will be analyzed by the rubric are as follows: Certified Student Exchange, Student Exchange with a Partner School, and Students Global Leadership Institute or SGLI\*.

Certified Student Exchange allows more than 20 students of Gakushuin Boys' Senior High School to go abroad for study for about one year and two or three students to come to Gakushuin from overseas for about one year. Those students usually come and go with a help of student exchange agents such as Rotary Club and AFS.

Student Exchange with a Partner School was started by Gakushuin Boys' Senior High School, Tokyo and St. Paul's School, Maryland in 1999. Gakushuin sends two students to St. Paul's School for one year and St. Paul's sends one or two students for four months and five students for two weeks to Gakushuin.

SGLI has been hosted by Punahou School, Hawaii since 2010. The aim of SGLI is "to develop a community of international youth leaders who understand and are engaged in shared global challenges and who galvanize positive social change (SGLI website)." Twenty two schools coming from eight different countries will delegate three students from each school to this yearlong program in 2014. The participants of the SGLI are supposed not only to join in the two week summer camp in University of Hawaii, Manoa, but also to be involved in the online discussion on the issue and work together before the summer camp, and to transform the results achieved in the summer camp into concrete actions after summer.

The rubric sorts out each activity of those programs into several categories and those categorized items are compared with each other. Some differences and similarities will be found among the programs by comparing those items. The results of those analyses are expected to imply that it may help us validate the test battery for the international exchange programs and give some modification to the battery in the same manner as the programs are validated by the test battery and modified based on the validation.

\*SGLI

<http://www.punahou.edu/wo-international-center/student-global-leadership-institute/index.aspx>

# Challenges English-Language Arts Teachers Face in Integrating New Media into Instruction<sup>1</sup>

Lasisi Ajayi  
California State University, San Bernardino

English-language arts (ELA) teachers are teaching at exciting though challenging times. For example, ELA researchers suggest that new media such as the Internet, websites, networking sites, iPad, iPhone, digital video, search engine, podcast, etc. are a crucial literacy tools that offer youths multiple choices and life's opportunities for communication and self-representation. Indeed, the ELA teachers are expected to teach students to use a variety of informational and technological resources, including search engines, databases, computer networks, video, etc. to collect and analyze information and to create and communicate knowledge.

In my presentation at JUSTEC 2013 titled *Teachers' Perceptions of Integrating New Media into English-Language Arts Instruction*, I noted that while the ELA teachers in the study viewed new media as important to ELA instruction and students' social lives, they minimally integrated the technologies into instruction. Consequently, most ELA teachers use the vertical, hierarchical top-down approaches associated with the Initiate-Response-Evaluation (IRE)<sup>2</sup> model of instruction rather than horizontal, more open, participatory, student-centered pedagogical models that allow them to integrate their students' social interests into instruction. In this follow-up, I explore why ELA teachers do not use innovative pedagogical approaches that draw on students' interests and available new media for instruction? One research question guides the study: What barriers do ELA teachers face in integrating new media into instruction? Sixty-two ELA teachers drawn from the county (site of this study) participated in the study.

Data were collected over 15 weeks. The data sources consisted of a survey of 42-item 5-point Likert-type attitudinal scale and nine open-ended questions. The quantitative data were analyzed using the SPSS + Statistical software for descriptive statistics and reliability analysis.

The findings suggest that ELA teachers face significant barriers in incorporating new media into their teaching practices, including lack of access to some technologies for teachers and students, school/school district policies, lack of relevant professional development and training and insufficient staff support. The findings indicate a need for schools and state governments to review their policies regarding the use of technology in schools. Such policy review should aim at providing a space for ELA teachers to use new media to foster innovative pedagogical approaches that are relevant, responsive, and meaningful to students' everyday literacy practices. Furthermore, schools need to provide professional development and training for teachers. Such professional development opportunities should be designed to change the nature of teaching from transferring specific, discrete knowledge to teaching students teamwork, knowledge-sharing, experimenting, and collective problem solving. Such an approach is consistent with the learning culture of contemporary students – a culture where learning is highly situated, social, collaborative, distributed, and dispersed.

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<sup>1</sup> This paper is a follow up to the theme presented at the 2013 JUSTEC.

<sup>2</sup> Initiate-Response-Evaluation (IRE) is a teacher-led, three-part sequence where the teacher asks a question, a student responds, and the teacher evaluates the student's response.

## **Practice-Based Teacher Education and Lesson Study: Preparing Teacher Candidates to Continually Improve Practice in Their Program and Beyond**

Elizabeth Hartmann  
University of Washington

Globalization has produced both opportunities as well as challenges to education. With international benchmarks, it is clear that the United States underperforms in mathematics (Stigler & Hiebert, 1999). Unfortunately, this has led to increased criticism of teachers, schools, and even teacher education programs, and there are ongoing efforts to enact ambitious teaching practices that help all students achieve (Ball, et al, 2009; Lampert, et al, 2010; Kazemi, et al, 2009; Heibert & Morris, 2012). In one response to these critiques, educators have focused on a return to practice and practice-based learning. Much research has been concentrated on returning both teacher education and professional development to practice (Ball & Cohen, 1999; Fernandez, 2002).

With increased globalization and a move to more practice-based learning, examining how other countries establish structures for instructional improvement could be productive. As a country that has consistently performed highly in mathematics on international benchmarks, Japan has been the subject of numerous research (Fernandez, 2002; Hart, 2009; Hunter & Back, 2011; Parks, 2007; Lewis, 2002; Lewis, et al, 2009; Stigler & Hiebert, 1999). Japanese lesson study is “an example of a systematic and well-articulated process for examining practice that has no equally well-developed counterpart in the United States,” and a group of American researchers have seen potential in using it in American professional development (Fernandez, 2002, p. 393). To engage in lesson study, teacher education programs may need to consider if their programs align with that type of practice-based learning.

This poster considers how lesson study fits into to the practice-based movement and the challenges and benefits of using it to improve teaching practice. Both practice-based learning in general and lesson study specifically assume a shift away from the teacher as technician to the teachers as a valued professions, which carries significant cultural implications for what it means to be a teacher and to do the work of teaching. The poster aims to: 1) understand how practice-based learning manifests in the Japanese lesson study model, and 2) proposes a theoretical argument for how the United States’ current practice-based teacher education movement could better prepare teacher candidates for practice-based professional learning models, such as lesson study, beyond their teacher education program.

Current debates blame teacher education for not adequately preparing teachers to serve their students. The challenge for teacher education is to prepare their students in a relatively short amount of time; however, teacher candidates often do not see how their preparation relates to practice. Understanding how teacher candidates are prepared and what they are learning in preparation programs could be useful in bridging the perceived gap between educational theory (typically associated with teacher education programs) and teaching practice (typically associated with the work in schools). It will be useful to consider how learning opportunities in teacher education programs are situated in ongoing professional development and the larger trajectory of practice-based teacher learning. Aligning teacher education with ongoing, practice-based professional development could better prepare teachers to enact practices that serve all students.

## **Designing a System for Supporting Teachers to Get Prepared for Multilingual and Multicultural Classroom**

Hiromi Saito, Tokyo Gakugei University  
Mari Hamada, Kyoto University of Education  
Tomonori Ichinose, Miyagi University of Education  
Tomoko Kaneda, Gakushuin University

The purpose of the presentation is to examine the effectiveness of the pre- and in-service teacher training which aimed to transform teachers' monolingual and monocultural conception of education into the one that is feasible in the multilingual and multicultural classroom. It is also discussed what qualification teacher development should endow to become transformative learning which reconstruct teachers' conception of education which underlies teaching practice for the children with multilingual and multicultural background.

Japanese public schools had long been seen as being in a monolingual and monocultural setting, although they have never been so in reality. Teachers of these schools have also been accustomed to design their educational practice as such. However, as a result of globalization, now Japanese school teachers are in the face of the increase of population with non-Japanese ethnic roots, and need to know how to cope with students with multilingual and multicultural background in the classroom.

The program discussed here was designed as a part of teacher training scheme sponsored by four cities. The aim of the program was to help participants learn how they can transfer their educational practice in such a way that students with multilingual background can learn most the class contents with the help of various types of scaffoldings which are embedded in the classroom design.

In the program, participants were asked to go through two different types of civics classes: one is a traditional teacher-fronted class, the other contains a lot of visual aids and scaffoldings for students with low language proficiency. Both classes were given in English, which most participants are not so proficient that they may feel uneasy in the class. Through this experience, the participants can understand the situation students with multilingual background experience in the classroom. After the classes, the participants were given information on theoretical rationale of the class activities which facilitates students learning. The participants reflected on the two classes respectively. The remarks they made during the reflection periods are going to be analyzed here.

It is revealed that some types of scaffoldings are noticed more frequently than others, because their cognition as a teacher gives a heavy influence on the response. The training program should be a system for "transformative learning," by way of helping teachers to acquire perspective that enable them to understand education and students in reference to the socio-cultural context, in order to reconstruct teachers' conception of education. The result also indicates that in-service teacher participants are more likely to reflect their experience in reference to their teaching experience, while pre-service teacher participants tend to refer to theoretical aspects. It means that participants at different developmental stages respond to the program in different ways, according to their career development stages, thus the participants' developmental stage should be taken into consideration in designing environment in teacher development program as a system for transformative learning.

## **What's Next? The Shift to Common Core Standards for Mathematics and Next Generation Science Standards: Preservice Teachers' Perspectives**

Brandon Tasaki, California State Polytechnic University, Pomona  
Madeleine Ewers, California State Polytechnic University, Pomona

In the U.S., over the past decade, there have been standards written, and rewritten, to ameliorate our students' lack of preparation for college and the workplace. This has led to the creation of the Common Core Standards and the Next Generation Science Standards to address the achievement gaps between the U.S. and other countries (The Hunt Institute, 2011). The Common Core Standards for Mathematics were designed to remedy the main problem within our education system of rote memorization. Practitioners, content experts, teachers, researchers, and other leaders established the new standards to focus more on the understanding and application of key information (The Hunt Institute, 2011). Along with the Common Core Standards, the board of education in California has decided to implement the Next Generation Science Standards to replace the current science content standards. Currently, students learn the scientific method in which they come up with a hypothesis that is answered through experimentation. In the new approach, or "engineering approach," it involves students coming up with a problem and then designing a solution (CSTA, 2014).

In this presentation, two preservice teachers will show side-by-side comparisons of the previous standards versus the new standards in Mathematics and Science, focusing on specific examples such as exponential growth and conservation of mass. In mathematics, for example, the current standards have students simply look at a graph to learn exponential growth, while the new Common Core standards relate exponential growth to world situations to help students develop an understanding of how exponential growth works. Similarly, in science, the current standards ask students to know that matter is conserved in a chemical reaction and to calculate the mass of a product in a given reaction, whereas the Next Generation Standards ask students to use mathematics to justify the idea that mass is conserved throughout a chemical reaction.

In order to provide first-hand experience during our presentation, we will first have participants experience different problems based on the current standards. After the initial experience, they will have an opportunity to solve problems based on the new standards. Having experienced both standards, participants will be able to compare the old and new standards and discuss differences themselves. Finally, we will show the different lesson plans in those areas and summarize the key differences.

While the Common Core Standards and the Next Generation Science Standards have yet to be fully implemented into California school systems, our presentation will give a glimpse into the potential these standards have for bringing our education system up to pace with the rest of the world, especially in the area of critical thinking.

# Teachers' Practice Based on Integration of Holistic Education (Well-Rounded Education) and Theory of Multiple Intelligences

Yoshinari Narumiya, Kazuhito Obara, Sayuri Takahira  
Tamagawa University

**Introduction:**

Since middle of the 1980s, the theory of multiple intelligence (MI) was introduced in the United States, at first in the area of psychology and then it was pragmatically applied in the area of education. The key schools in the Unites states and some schools in Asia practice class lessons based on the theory of MI. However, it was not well known in the area of education in Japan. On the country, the theory of holistic education-well round education (*zenjin kyoiku*) proposed by Kuniyoshi Obara, was widely recognized in Japan, and some schools conduct education based on it (e.g., Tamagawa Academy).

Koyasu (2001) raised some commonalities found both in the holistic education and the theory of MI. Six values referred in the theory of holistic education correspond to some of the modules of the theory of MI. He further indicated that to practice education based on the theory of MI could be integrated into the theory of holistic education.

**Purpose:**

In this study, first, we will clarify the similarities and differences between the theory of holistic education and the theory of MI. Second, we will study the key school which practices the theory of MI and the holistic education. At last, we will discuss about the importance for teachers who practice education based on the integration of the theory of the MI and the holistic education.

**Method:**

We have done the literature research, in order to achieve three purposes mentioned above.

**Results and Discussion:**

The table shows the possible relationships between each value of the holistic education and corresponding modules of the MI, and their related school subjects.

Holistic Education (6 values)	Multiple Intelligence (modules)	Related school subjects
(真) Truth	Linguistic Intelligence	Language, philosophy
	Mathematics Intelligence	Mathematics/trigonometry
	Spatial Intelligence	Physics/science/biology
(善) Morality (聖) Religion	Inter-personal Intelligence	Moral education
	Intra- personal Intelligence	Language
(美) Art	Musical Intelligence	Music class
	Body kinesthetic Intelligence	Physical education
	Spatial Intelligence	Art class
(健) Health	Body Kinesthetic Intelligence	Health education/ physical education
(富) Wealth	Intra- personal Intelligence	Moral education/carrier education

We will discuss about the merit for teachers in our presentation. These include: ①give teachers another view points for children's assessment (IQ or deviation score are not the only criteria); ② give teachers diversity in lessen style; ③theory of MI can give teachers concrete methods in order to realize the philosophy of the holistic education; ④Theory of MI make possible to measure children's ability in each module. We will further discuss about examples of lessens in the key schools and Tamagawa Academy (holistic education) in our presentation.