May 30th to June 2nd, 2013

JUSTEC

Proceedings and Abstracts of the 25th Japan-U.S. Teacher Education Consortium

UNIVERSITY of PUGET SOUND

SCHOOL OF EDUCATION

Supported by:

The American Association of Colleges for Teacher Education

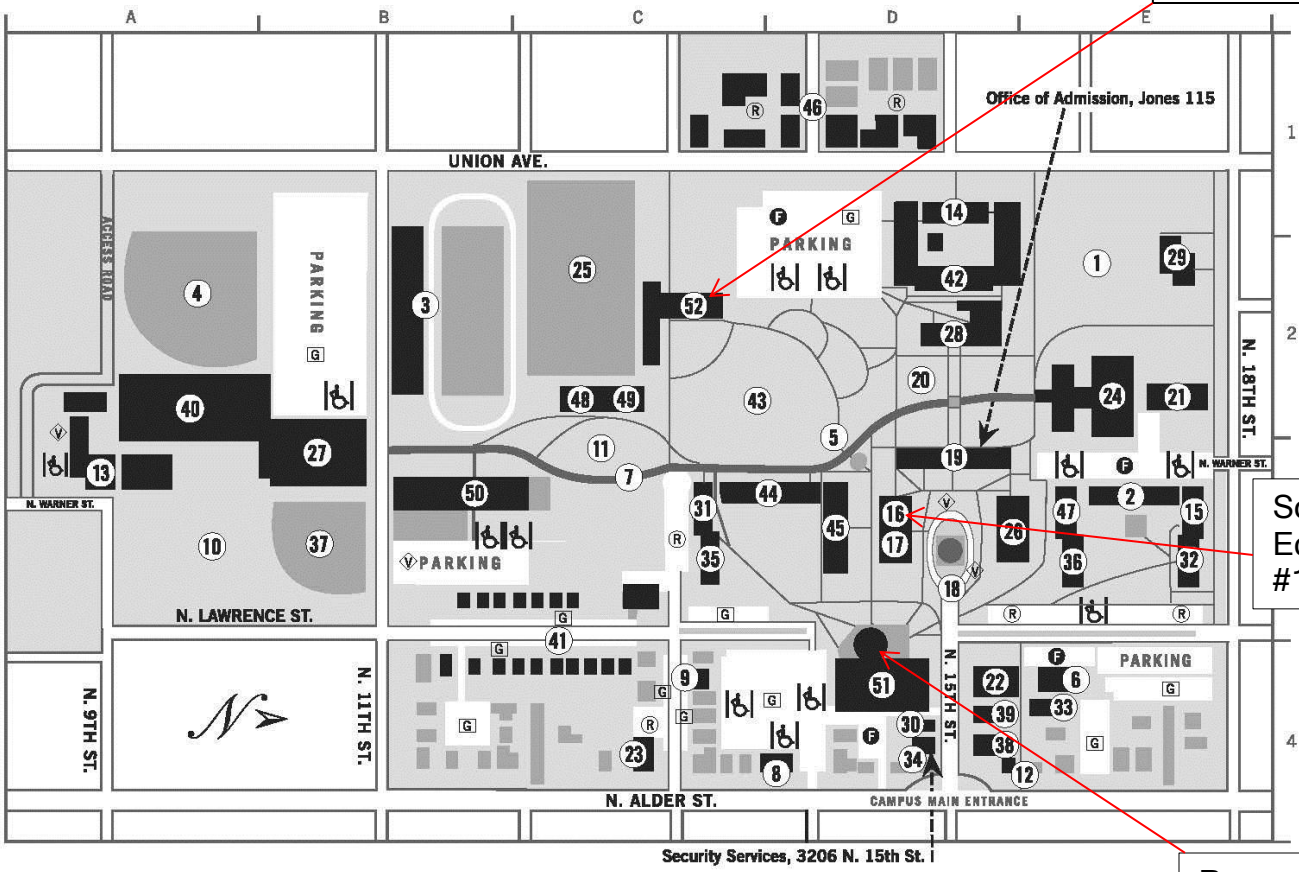
The Ministry of Education, Culture, Sports, Science and Technology - Japan

The Embassy of the U.S.A, Tokyo

TABLE OF CONTENTS

UNIVERSITY *of* PUGET SOUND

CAMPUS MAP



1 Alcorn Arboretum (E-2)
2 Anderson/Langdon Residence Hall (E-3)
3 Baker Stadium/Peyton Field/Shotwell Track (B-2)
4 Baseball Diamond (A-2)
5 Benefactor Plaza (D-3)
6 Ceramics Building (E-4)
7 Commencement Walk (B-3–E-2)
8 Communications House (D-4)
9 Community Involvement and Action Center (C-4)
10 East Athletic Field (A-3)
11 Event Lawn (C-3)
12 Expeditionary (E-4)
13 Facilities Services (A-3)
14 Harned Hall/Oppenheimer Café (D-1)
15 Harrington Residence Hall (E-3)
16 Howarth Hall (D-3)
17 Human Resources (C-3)
18 Jones Circle (D-3)
19 Jones Hall/Norton Clapp Theatre (D-3)
20 Karlen Quad (D-2)
21 Kilworth Memorial Chapel (E-2)
22 Kittredge Hall and Art Gallery (D-4)
23 Langlow House (C-4)
24 Library, Collins Memorial (E-2)
25 Lower Baker Field (C-2)
26 McIntyre Hall (D-3)
27 Memorial Fieldhouse/Pamplin Sports Center (B-3)
28 Music Building/Schneebeck Concert Hall (D-2)
29 President's House (E-2)
30 Print and Copy Services (D-4)
31 Regester Residence Hall (C-3)
32 Schiff Residence Hall (E-3)
33 Sculpture Building (E-4)
34 Security Services (D-4)
35 Seward Residence Hall (C-3)
36 Smith Residence Hall (E-3)
37 Softball Field (B-3)
38 Student Activities/Residence Life (D-4)
39 Student Diversity Center (D-4)
40 Tennis Pavilion (A-2)
41 Theme House Row (C-3)
42 Thompson Hall (D-2)
43 Todd Field (C-2)
44 Todd/Phibbs Residence Hall (D-3)
45 Trimble Residence Hall/Trimble Forum (D-3)
46 Union Avenue Residences (D-1)
47 University Residence Hall (E-3)
48 Wallace Pool (C-2)
49 Warner Gymnasium (C-2)
50 Weyerhaeuser Hall/Mobility Park (B-3)
51 Wheelock Student Center/Diversions Café/The Cellar/Rasmussen Rotunda (D-4)
52 Wyatt Hall (C-2)

LEGEND

- Parking for persons with disabilities
- Entrance(s) and all or most floors wheelchair accessible
- Entrance(s) and one level wheelchair accessible
- Men's and women's restrooms wheelchair accessible
- Resident student parking
- General parking
- Faculty/Staff parking
- Visitor parking

Remarks

Dear JUSTEC 2013 Participants,

Welcome to the 25th annual conference of the Japan-U.S. Teacher Education Consortium (JUSTEC). We are particularly pleased to welcome you to the celebration of a quarter century of JUSTEC at the University of Puget Sound in Tacoma, Washington. We pay special thanks to a core group of members on both sides of the Pacific for helping keep JUSTEC a vibrant educational and cross-cultural exchange.

JUSTEC is unlike many other conferences, not just because of the way it fosters a deep bond between Japan and the United States. In the spirit of democratic exchange, nearly all of its participants each year share their ideas actively through conference presentations and poster sessions. JUSTEC conferences provide a particularly warm and informal atmosphere for shared thinking about teaching. JUSTEC also allows interested participants the chance to visit public schools in the host country, thus affording a first-hand view of emerging classroom practices across culture. One of the most striking aspects of JUSTEC is the way in which informal conversations evolve over time into collaborative research. For those with any interest in understanding what education means in another culture – or, for that matter, what one's own system means through the process of reflective comparison – JUSTEC is an exceptional venue, rare among international conferences.

At the University of Puget Sound, we are proud to be a hub university for JUSTEC in the United States, and we are particularly thankful for the impressive efforts of our JUSTEC partner in Japan, Tamagawa University. Working together, we believe we have prepared an exciting conference this year. Our university has also enjoyed a long and productive relationship with Naruto University of Education, most recently through the Japan-US Friendship Program, which has sent dozens of Japanese and US pre-service teachers across the Pacific Ocean for short-term, cross-cultural teaching experiences.

We would like to express our gratitude to Dr. Ron Thomas, President of the University of Puget Sound, and Dr. Kris Bartanen, Academic Vice President, for hosting the conference, and also to Dr. Yoshiaki Obara, the President of Tamagawa University, for his active interest in this special, 25th anniversary of JUSTEC. We thank the US Embassy in Tokyo, the American Association of Colleges for Teacher Education, and the Ministry of Education, Culture, Sports, Science, and Technology in Japan and for its longstanding support. We would also like to thank the many members of the University of Puget Sound – students, staff, faculty – who have helped organize JUSTEC 2013. Finally, we thank all of the participants who, for many years, have made JUSTEC a special kind of conference.

Dr. John Woodward
Dean, School of Education, University of Puget Sound

About JUSTEC

The Japan-U.S. Teacher Education Consortium (JUSTEC) was established in the late 1980s by deans of education at several universities in the United States and in Japan. The purpose of the Consortium was to foster joint research into teacher education issues of mutual interest. The organization was established under the aegis of AACTE (American Association of Colleges for Teacher Education), and has evolved from being dean-centered to being faculty/researcher-centered. For more than two decades, JUSTEC has continued to hold annual conferences of teacher education professionals in alternate locations in the U.S. and Japan. For much of its history, the annual meetings were sponsored by AACTE and supported by AACTE staff. AACTE's longtime Executive Director, Dr. David Imig played a key role in the establishment and continuing operation of JUSTEC by publishing notices of the annual meetings, dedicating staff to support the planning, and participating in the meetings every year until his retirement. Since 2007, JUSTEC has continued as an independent organization of interested faculty and universities.

The objectives of JUSTEC are to:

- provide opportunities for colleges and graduate schools of education to examine their study and practice;
- serve as an incubator for new ideas, to provide opportunities to give presentations and to engage in discussion and cultural exchange for scholars, graduate students, in-service teachers, policy makers and others who are involved in education;
- facilitate joint study and collaborative projects between US and Japanese scholars/educators and to support scholars' and practitioners' efforts towards better education.; and
- enhance academic networks between Japan and US scholars, educators, and practitioners.

JUSTEC 2010 was a special convocation, as it marked the beginning of a renewal for JUSTEC. With support of their Presidents, Tamagawa University (Tokyo) and University of Puget Sound (Tacoma) became designated as the official hub universities for JUSTEC in Japan and the U.S. These universities have agreed to take the lead in ensuring continuation of JUSTEC. Since 2010, JUSTEC has gained the support of the U.S. Embassy, Tokyo and the Ministry of Education, Culture, Sports, Science, and Technology, Japan (MEXT) as well as AACTE, thereby providing particular educational benefits for Japan-U.S. educators.

This year's 25th anniversary JUSTEC Seminar continues the tradition of Japanese and U.S. teacher educators convening to promote understanding and collaborative research into educational issues of interest in both Japan and the U.S. The conference includes approximately 20 paper presentations by Japanese and American educators, a poster session, a keynote address, visits to area schools, formal and informal discussions among seminar participants, and an opportunity to appreciate the local culture of the host university.

Host Universities for JUSTEC Conferences

Year	University
2013	University of Puget Sound
2012	Naruto University of Education
2011	University of Massachusetts Lowell
2010	Tamagawa University
2009	University of Hawaii at Manoa
2008	Bukkyo University
2007	University of Hawaii at Manoa
2006	Tokyo Gakugei University
2005	Portland State University
2004	Waseda University
2003	California State University-Dominguez Hills
2002	Naruto University of Education
2001	University of Puget Sound
2000	Tamagawa University
1999	University of Hawaii at Manoa
1998	Bukkyo University
1997	San Diego State University
1996	Naruto University of Education
1994	Hiroshima University
1993	University of Hawaii at Manoa
1992	Tamagawa University
1991	Stanford University
1990	University of Tokyo
1989	University of Hawaii at Manoa
1988	Kyoto University

JUSTEC

For further Information, Please refer to the JUSTEC web-site:

http://justec.tamagawa.ac.jp

JUSTEC 2013

UNIVERSITY of PUGET SOUND
SCHOOL OF EDUCATION

25th Annual JUSTEC Conference

May 30 – June 2, 2013

Supported by:
The Embassy of the U.S.A., Tokyo;
The Ministry of Education, Culture, Sports, Science and Technology- Japan;
and
The American Association of Colleges for Teacher Education

Venue: University of Puget Sound, Tacoma

☆ Thursday, May 30th--- School Visit and Keynote Address

Note: A free University van leaves the Hotel Murano at the scheduled time. If you don't use or miss the van, please find your own transportation.

10:30	School Visit Participants Travel to Stadium High School	Hotel Murano Lobby
10:45-13:45	School Visit, Lunch & Debrief	Stadium High School
14:00	Pick up participants Travel to Hotel Murano	Stadium High School
15:45, 16:15	Pick up participants Travel to University of Puget Sound	Hotel Murano Lobby
16:00-17:00	Conference Registration and Social Hour	Rasmussen Rotunda
17:00-18:00	**Opening Address** Welcome: Dr. John Woodward, Dean, School of Education Dr. Kristine Bartanen, Academic Vice President University of Puget Sound Greeting: Shintaro Hara, Consul for Culture & Information Consulate-General of Japan in Seattle Keynote Address: Dr. David Imig, University of Maryland Former President and CEO of the American Association of Colleges for Teacher Education (AACTE)	Rasmussen Rotunda
18:15-20:00	**Welcome Reception**	Wyatt Hall Atrium
20:00	Pick up participants Travel to Hotel Murano	Union Parking Lot

☆ Friday, May 31st --- Presentations — Venue: Wyatt Hall

Note: A free University van leaves the Hotel Murano at the scheduled time. If you don't use or miss the bus, please find your own transportation.

7:30	Pick up participants--travel to University of Puget Sound	Hotel Murano Lobby
8:00	Registration and continental breakfast	Wyatt Hall Atrium
8:30	Overview of JUSTEC	Wyatt Hall 109
	Paper Presentations on: Reflection and Teacher Learning	
8:45-9:15	Presentation 1: Chie Ohtani, Tamagawa University Ken-ichi Moriyama, Tamagawa University "Reflection Features of Successful Student-Teachers"	Wyatt Hall 109
9:15-9:45	Presentation 2: Fred Hamel, University of Puget Sound Amy Ryken, University of Puget Sound "Learning From Practice: Investigating a Seminar Reflection Tool for Debriefing Student Teaching Experiences"	Wyatt Hall 109
9:45-10:15	Presentation 3: Sachiko Tosa, Wright State University Ann M. Farrell, Wright State University "Lesson Study as a Vehicle to Develop Highly Reflective Teachers"	Wyatt Hall 109
10:15-10:45	Break (30 minutes)	
10:45-11:15	Presentation 4: Jun-ichi Tominaga, Tamagawa University "Increasing the Number of Successful Students by Improving Mathematical Competency in the Teacher Training Program"	Wyatt Hall 109
11:15-11:45	Presentation 5: Sayuri Takahira, Tamagawa University Yoshiro Wakatsuki, Tamagawa University Hiroyuki Sakuma, Tamagawa University Hodaka Noguchi, Tamagawa University "Difficulties First Year Teachers Face in School"	Wyatt Hall 109
11:45-12:15	Presentation 6: Ruth Ahn, California State Polytechnic University, Pomona "*Shokuin Shitsu* as a Nurturing Ground for Beginning Teachers: Preliminary Analysis"	Wyatt Hall 109
12:15-13:15	Lunch	Wyatt Hall Atrium

	Paper Presentations on: Teacher Learning, Language Development and Culture	
		Wyatt Hall 109
13:15-13:45	Presentation 7: Yoshiko Usui, Dokkyo University "Developing Pre-Service Students' Understanding of Language Teacher Qualities: Self-Reflection and Community of Practice"	
13:45-14:15	Presentation 8: Gerard Marchesseau, Naruto University of Education "Myths and Reality Concerning Native-Speakers of English in English Language Classrooms in Japan"	Wyatt Hall 109
14:15-14:45	Presentation 9: Eiji Tomida, Ehime University Satoshi Shiramatsu, Ehime University Kioh Kim, University of Louisiana at Monroe Muko Heiwa, Ehime University Osamu Ikeno, Ehime University Susumu Oshihara, Ehime University Manabu Sumida, Ehime University "How American Student Teachers Were Supported in Non-English Speaking Environment in Japan"	Wyatt Hall 109
14:45-15:15	Break (30 minutes)	
		Wyatt Hall 109
15:15-15:45	Presentation 10: Masa Kawai, Mukogawa Women's University John Traynor, Mukogawa Women's University Takai Hiromi, Mukogawa Women's University Terai Tomoko, Mukogawa Women's University Jon Sunderland, Gonzaga University "A Cross Cultural Comparison of Japanese and American Elementary and Middle- School Children's Attitudes and Behaviors Toward Academic and Social Issues"	
15:45-16:15	Presentation 11: Yukari Takimoto Amos, Central Washington University "A Comparative Analysis of Japanese as a Second Language (JSL) Classes and English as a Second Language (ESL) Classes"	Wyatt Hall 109
16:15-16:45	Presentation 12: Lasisi Ajayi, San Diego State University, Imperial Valley "Teachers Perceptions of Integrating the New Media Into English-Language Arts Instruction"	Wyatt Hall 109
17:00, 17:15	Pick up participants—travel to Hotel Murano	
17:30-18:30	JUSTEC Governing Board Meeting Social hour and dinner on own	Wyatt Hall 107

☆ Saturday, June 1st --- Presentations Venues: Wyatt Hall & Wheelock Rotunda

Note: A free University van leaves the Hotel Murano at the scheduled time. If you don't use or miss the bus, please find your own transportation.

7:15, 7:30	Pick up participants--travel to University of Puget Sound Continental Breakfast available on campus	Hotel Murano Lobby
	Paper Presentations on: Teacher Learning and National Policy	
8:00-8:30	Presentation 13: Donald Pierson, University of Massachusetts Lowell Patrese Pierson, Lincoln Public Schools "Standards-Based Assessment"	Wyatt Hall 109
8:30-9:00	Presentation 14: Sam Stern, Oregon State University Taro Numano, National Institute of Educational Policy Research, Japan "Changing Landscape of Continuing Teacher Education in Japan and the United States"	Wyatt Hall 109
9:00-9:30	Presentation 15: David Ericson,University of Hawai'i at Manoa "Witch Dunking: Teacher Induction and Teacher Evaluation in a New American Dark Age"	Wyatt Hall 109
9:30-10:00	Break (30 minutes) and walk to Rasmussen Rotunda	
10:00-11:15	Featured Speaker: Dr. Kenneth Zeichner, University of Washington, Seattle	Rasmussen Rotunda
11:15- 12:00	Lunch	Rasmussen Rotunda
12:00-12:45	Poster Presentations Session I	Murray Board Room
12:45-13:30	Poster Presentations Session II	
13:30-14:00	Break (30 minutes) walk to Wyatt Hall	

Poster Presentations

Session I
12:00 – 12:45 in Murray Board Room

Poster A	Sachiko Tosa, Wright State University Ann M. Farrell, Wright State University "What Roles Does Teacher Collaboration Play in Helping Teacher Growth in Lesson Study Professional Development?"
Poster B	Kiriko Takahashi, University of Hawi'i Manoa Munehisa Yoshitoshi, Okayama University "Attitudes and Perceptions on Inclusive Education: Japan-US (Hawi'i) Comparison"
Poster C	Lasisi Ajayi, San Diego State University "Teaching Vocabulary to English Language Learners"
Poster D	Akio Yamamoto, Gakushuin Boys' Senior High School "Developing the Reading Stamina of Learners of Different English Abilities in EFL—Using SRA in EFL"
Poster E	Keiko Noguschi, Seisa University "Comparing and Contrasting Japan and US National Teacher of the Year Awarding System'

Session II
12:45 – 13:30 Murray Board Room

Poster F	Hideki Sano, Tokyo Gakugei University "Teachers' Stress and Coping"
Poster G	Yui Miyazaki, Graduate School of Naruto University of Education "Toward the Introduction of Indigenous Knowledge and Science Perspectives into Science Education"
Poster H	Takeshi Tago, Tamagawa University Ken-ichi Moriyama, Tamagawa University "Innovation in Shifting Japanese Teacher Training to the Master Level of Teacher Training 1"
Poster I	Ken-ichi Moriyama, Tamagawa University Takeshi Tago, Tamagawa University "Innovation in Shifting Japanese Teacher Training to the Master Level of Teacher Training 2"
Poster J	Eri Utsunomiya, Naruto University of Education Yumiko Ono, Naruto University of Education "Action Research on Content-Based Learning of a JSL Student with Hyperactive Tendency"

	Paper Presentations on: Issues in Teacher Professional Development	
14:00-14:30	Presentation 16: Aki Higashio, Naruto University of Education Chie Tanimura, Naruto University of Education Kensuke Chikamori, Naruto University of Education "On the "Supports" in Relation to the Role of Teacher"	Wyatt Hall 109
14:30-15:00	Presentation 17: Chie Tanimura, Naruto University of Education Kazuyuki Tamura, Naruto University of Education Naoya Ota, Naruto University of Education Yuichi Fujimura, Naruto University of Education Akifumi Arai, Naruto University of Education Kuniko Takahara, Naruto University of Education Shoichi Tominaga, Naruto University of Education "Disaster Prevention/Risk Management Education in Japan since 3.11.2011: Introducing a Class Project at Naruto University of Education"	Wyatt Hall 109
15:00-15:15	Break (15 minutes)	
15:15-15:45	Presentation 18: Taichi Akutsu, Seisa University/Tokyo Gakugei University, Doctoral Course The United Graduate School of Education Richard K. Gordon, California State University, Dominguez Hills Keiko Noguchi, Seisa University "Critical Pedagogy and Children's Musical Flow: Curriculum Design and Assessment"	Wyatt Hall 109
15:45-16:45	Presentation 19: (video session – 1 hour) Yumiko Ono, Naruto University of Education Yusuke Furuichi, Naruto University of Education Fred Hamel, University of Puget Sound Carol Frankel, University of Puget Sound "Japanese-US Lesson Observation: Differences in Cross Cultural Perceptions"	Wyatt Hall 109
16:45-17:00	Closing and Final Announcements	Wyatt Hall 109
17:15, 17:30	Pick up participants—travel to Hotel Murano Social hour and dinner on your own	

☆Sunday June 2 --- Optional day in Seattle

Note: A free University van leaves the Hotel Murano at the scheduled time. If you don't use or miss the bus, please find your own transportation.

9:00	Pick up the participants at Hotel Murano
10:00	Visit to Seattle Art Museum (hosted by Carol Frankel, docent tour by Iris Marshall)
12:00	Lunch on your own
	Exploration Time in Downtown Seattle -- Pike Place Market
16:00	Pick up participants; return to Hotel Murano

Reflection Features of Successful Student-Teachers

Chie Ohtani, Tamagawa University
Ken-ichi Moriyama, Tamagawa University

In the previous study presented at JUSTEC 2012, it was found that many student-teachers found difficulty in time management and class management while they were engaged in teaching a class. Although the student-teachers worked hard to identify and examine the needs of the students and support they should provide, they found it was especially difficult to conduct their lesson while they had one or a few students who had a short attention span and needed more teacher's attention.

Decreasing population affects the number of school children. The nation-wide average ratio of candidates who passed the employment tests for elementary school teachers is about 25%. However, the ratio varied depending on prefectures and cities. For example, some prefectures are less competitive that 1 out of 3 candidates pass the employment test while other prefectures are quite competitive e.g. only 1 of 18 candidates pass. This ratio includes all test takers including college graduates who attempted the test again. In addition, some prefectures (Totori and Miyazaki) hired fewer than 10% of newly graduated teachers, while some other prefectures hired about 50% of them. Many students who wish to become teachers are often motivated high achievers, however, it is still competitive to become a public elementary school teacher in Japan. Therefore, it is significant to analyze successful student-teachers who could pass employment tests for elementary school teachers.

The purpose of this study is to reveal some common characteristics of successful student-teachers. The participants were 10 student-teachers who participated in the video analysis study in 2011. At the time, 5 student-teachers were working as teachers from April 2013 and another 5 could not pass the employment test and were therefore preparing for another chance this year while working at school as a part-time teacher or changed their career to continue graduate study or study abroad. The data was collected by examining and analyzing their practicum portfolios called "Jissyu-noto," private interviews in 2012, and their trial lesson videotaped in the 2011. "Jissyu-noto," practicum portfolios, requires handwriting and neat writing because elementary school teachers are expected to write appropriately and neatly as good role models in Japan. "Jissyu-noto" (practicum portfolios) has sections which describe time schedule (classes); record and observations of the day; reflection; and on-site advisory teacher's feedback. During their practicum, all participants carefully wrote their "Jissyu-noto" (practicum portfolios) every day and received a feedback from their school adviser at school everyday. Practicum occurs at school-site. University advisory professors supervise their student-teachers during practicum. Professors usually have 1 student-teacher to supervise, but the participants' supervisors are varied. Based on the previous video analysis study in 2011, this study focused on student-teachers' reflection during their practicum at school in 2012 as a qualitative study.

The results indicate that many student-teachers found it difficult to predict children's responses or next action due to lack of teaching experience. Therefore, student-teachers inadequately estimated how long it would take to create their lesson plan. Thus time management was one common challenge for student-teachers. Therefore, video analysis can predict the challenges at school site. Another finding is that many student-teachers tended to instruct children using the words, "you can say/write anything" or "anything is fine" to encourage children to state/write their reflection or comments in their teaching. However, successful student-teachers realize that the word "anything" often confuses children. They reflected on how they could alternatively instruct children. Many of them realized it was not children's understanding, but rather that is was their direction that was not clear enough for children, especially children who needed more teacher's support. Finally, successful student-teachers wrote extensively in their practicum portfolios describing the flow of the day, lesson summary, focus of their observation, findings, and reflection. On the other hand, unsuccessful student-teachers wrote less or wrote in larger characters and described events, flow of the day, flow of the lesson, impressive teacher's statements/direction, response of students, etc., that are collected from their observation. Thus, student-teachers who can describe insightful reflection are more successful and teacher training needs to strengthen students' insightful reflection.

Learning from Practice: Investigating a Seminar Reflection Tool for Debriefing Student Teaching Experiences

Fred L. Hamel, Associate Professor, University of Puget Sound
Amy E. Ryken, Associate Professor, University of Puget Sound

How can a student teaching seminar be structured to best support teacher candidates' reflective growth, when the issues faced are numerous, intense, and highly diverse? How do beginning teachers grow in their ability to pose questions, engage evidence, formulate next steps, and re-frame issues?

Student teaching is a demanding experience, where candidates face a dizzying array of questions, practical issues, and new responsibilities as they learn to acclimate to the intensity of a complex profession. Meeting these intellectual and emotional needs often proves very challenging. In this session, we will describe a tool we use, in the context of a one-year Masters in Teaching program at a small American liberal arts university, to assist candidates in making their practice public (Lieberman & Pointer Mace, 2010) and available for reflection, dialogue, and commentary during a student teaching seminar.

Our interest in student teacher reflection is based in Dewey's (1938/1997) concept of "experience" as the grounding point for all learning, and in Cochran Smith's (2005) belief in the importance of taking "an 'inquiry stance' on practice, by treating work as a site of systematic and intentional inquiry" (p. 8). Central to reflective practice is the act of questioning, considering puzzling events, and asking: How can I understand it? What have I really been doing? (Schoen, 1983, p.241).

Our presentation draws from our analysis of a specific reflection tool used weekly during a student teaching seminar for the past three years. The reflection tool invites students to pose a question about their practice, to provide evidence related to the question, to engage in dialogue with a colleague, and to share realizations and possible actions. Our study looks at various dimensions of student response, using both quantitative and qualitative methods. We draw on sample reflections from 30 elementary and secondary pre-service candidates to consider the nature of questions posed, the distribution of questions across time, and the nature of evidence presented. We have also qualitatively coded statements to analyze patterns in candidates' realizations and proposed actions.

We are interested in fostering 1) developmental understandings of the reflective practices of pre-service teachers and 2) specific tools that teacher educators might use to intentionally support habits of reflective practice within a teacher learning community.

References:

Cochran-Smith, M.(2005). The new teacher education: For better or for worse? *Educational Researcher, 34*(7):3-17.

Dewey, J. (1938/1997). *Experience and Education*. Touchstone.

Lieberman, A. & Pointer Mace, D. (2010). Making practice public: Teacher learning in the 21st century. *Journal of Teacher Education 61* (1-2): 77-88.

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. USA: Basic Books.

Lesson Study as a Vehicle to Develop Highly Reflective Teachers

Sachiko Tosa, Wright State University
Ann M. Farrell, Wright State University

Lesson Study is gaining popularity as an effective professional development model for K-12 teachers in the United States. Teachers often comment that Lesson Study is more beneficial for them compared to other types of professional development programs because they can see how instructional strategies and teaching of specific concepts work within the classroom. However, it would be too naïve to assume that mere planning and observation of lessons would help teachers grow as highly reflective practitioners who can critically analyze their practice and continuously improve their teaching. What are the necessary elements that would make it possible for teachers to reflect deeply on student learning during the process of Lesson Study?

This study examines 23 research lessons and subsequent post-lesson discussions during the Lesson Study process that took place from September 2012 to January 2013. Seventy-one (71) teachers in grades K-8 at seven schools in the US Midwest participated in this study. Among them, 41 teachers had previous experience with Lesson Study. The subject areas taught in the research lessons include mathematics, science, language arts, and social studies. Videos, field notes, and teacher reflections submitted at the end of the sessions were analyzed qualitatively.

Our data indicate that the post-lesson discussions can be classified into three levels according to the depth of discussion on student learning: (1) student learning was little mentioned, (2) student difficulties were noticed, but not critically discussed, and (3) student difficulties were critically analyzed and teacher learning was visible. Through a qualitative analysis, seven post-lesson discussions are identified in the third category of the highest reflection level mentioned above. We also identify four elements that were effective in bringing the post-lesson discussions to the highest reflection level: (a) explicit student learning observed in the lesson, (b) openness of teachers to criticism, (c) teachers' collaborative effort for improving the lesson, and (d) teachers' new realization of the gap in the content of the lesson. This study confirms our earlier research findings*; when student difficulties are revealed and student learning is observed in a lesson, it is more likely that teachers reflect deeply in the post-lesson discussion. This study further identifies three more elements that affect the level of teacher reflection. It was interesting to find that the post-lesson discussions at lower reflection levels exhibited the lack of one or more of the elements listed above. For example, during a grade 3 lesson on the topic of division as repeated subtraction, students had difficulties in performing repeated subtraction and students were not able to make a connection between repeated subtraction and division. In the subsequent post-lesson discussion, the teachers attributed student difficulties to issues at the surface level, and teacher reflection didn't go deeply. However, during the post-lesson discussion of the revised lesson, the same team of teachers realized that there was a conceptual gap between repeated subtraction and division as two different operations. Teachers talked how they would teach repeated subtraction in the second grade and how important it is for lessons to be focused and developmentally sequenced. It was obvious that compared to the first post-lesson discussion, teachers achieved a higher level of reflection after observing the revised lesson. This case also serves as a good example that shows the effect of continuous Lesson Study practice for promoting the development of highly reflective teachers.

We strongly advocate the importance of sustained Lesson Study professional development programs for in-service teachers. Further implications of our research findings to promote teacher growth in both USA and Japan will be discussed.

* Tosa, S. and Farrell, A. M. (July, 2012). Revealing Student Difficulties as a Tool to Promote Teacher Growth in Teaching of Mathematics Lessons through Lesson Study. *The 24th Annual JUSTEC Conference*. Naruto University of Education, Tokushima, Japan.

Increasing the Number of Successful Students by Improving Mathematical Competency in the Teacher Training Program

Jun-ichi Tominaga, Tamagawa University

1. Mathematical Competency of College Students

Education where teacher training program is also offered is considered as a humanity course in Japan, so those who enter School of Education tend to show lower mathematical competency. In fact, almost all college freshmen enter college without prior working experience; thus, their high school learning contents directly impact on their academic performance at college entrance.

Due to the declining 18-year-old cohort and an increasing number of newly established colleges and universities in Japan, high school graduates can now apply to higher education institutions simply with a high school transcript and an interview. For example, teacher training program at many universities neither requires math for the entrance examination nor takes into consideration math academic achievements in high school. There are a lot of freshmen who have not taken enough number of math classes, and this consequently lowers the national average of mathematical competency among college students currently enrolled into a teacher training program.

2. A Program to Improve Mathematical Competency

In 2002, School of Education at Tamagawa University began a program where students, who plan to acquire the teacher's certificate, have to take and pass the pre-level 2 Practical Mathematics Proficiency Test in order to improve their mathematical competency. The pre-level 2 covers the content of mathematics for 10th graders, and it is regarded as a minimum requirement for college entrance. However, it has been found that a large number of students are unable to meet this requirement on their own.

There are two specific reasons that Tamagawa University has decided to use external testing service instead of implementing the hand-made version:

1) As an external program assessment – Practical Mathematics Proficiency Test is widely accepted as one of the official academic evaluations for those who take the test to use the test result as a proof for acquisition of certain subjects; and
2) As an objective performance evaluation – Practical Mathematics Proficiency Test is administered by people who are completely isolated from students taking the test; hence, its evaluation process is not influenced by those students.

Among various programs that have been implemented for students at Tamagawa University, School of Education decided to set up course requirements for those who cannot pass the test in 2010. In entering the university, all students in School of Education must take a math placement test and are divided into 6 groups based on the test score. 6 faculty members whose specialization is in mathematics take a responsibility to teach the class. For Example, 77% of students from the class of 2010 in School of Education have managed to pass the pre-level 2 Practical Mathematics Proficiency Test in two years; 92 % of students have at least passed the first stage, which assays calculating ability.

3. Impact on Teacher Recruitment

Japanese teacher employment examinations of public schools are basically consisted of two parts: the first stage, which is a paper-based exam; and the second stage that conducts interviews and/or trial lessons. Particularly, mathematical section is included in the first stage of the exam. For instance, a major part of the first stage of the exam for public elementary schools is often composed of lesson contents, teaching methods, and educational laws and regulations. Therefore, the number of questions for mathematical competency is very limited.

A \ B	Passed	Number of examinees	Pass Rate
Passed	69	85	81.2%
Passed only First Stage	18	34	52.9%
Not Passed	6	14	42.9%
Total	93	133	69.9%

A: Practical Mathematics Proficiency Test
B: 1st Stage of teacher employment examinations

Until school year 2008, students in School of Education were allowed to take other certificate exams such as musical ability or IT ability as an alternative. Table shows the pass rates for the first stage of the teacher employment examination of public elementary schools among those who successfully passed the pre-level 2 Practical Mathematics Proficiency Test and those who used the alternate certificate. It is clearly shown that the pass rate of students who successfully passed the pre-level 2 Practical Mathematics Proficiency Test outnumbers that of those who took the alternative certificate. This result may possibly infer the fact that improving mathematical competency have a positive influence of learning process of other subjects.

4. Implication

The study has focused only on the pass rate for the teacher employment examinations, but it is also considered important to take a careful glance at the progress that those elementary school teachers with the pre-level 2 Practical Mathematics Proficiency have shown.

Difficulties First Year Teachers Face in School

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Yoshiro Wakatsuki, Tamagawa University
Hiroyuki Sakuma, Tamagawa University
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It is the well known fact that teachers are very stressful and some teachers' turnover or absence from the work due to mental illnesses in Japan. According to a study done by Monbu-kagaku-shou in 2009, the number of teachers who become mental illness and took the administrative leave was 5458. Moreover, the number of teachers who left their work was over 900. It is more salient fact for the 1st year teachers. Twenty three percent of the teachers become mental illnesses are the teachers who took the position in the school in less than one year. However, little is known that what make teachers so difficult to pursue their work. In this study, we have done questionnaire to teachers asking about difficulties which they had experienced in the 1st year.

About 60 teachers participated in this study so far. The items that we have asked to the teachers were followings: (1) Relationships with children; (2) Relationships with parents; (3 Daily life guidance; (4) Class management; (5) Relationships with principal; and (6) Relationships with other teachers
The teachers were asked questions in two ways, quantitative questions and qualitative questions. First, we asked teachers several questions using 6 levels of rating scale in each of the above category. At the same time, we also asked them what the concrete problems or difficulties in each of the categories were as the written questionnaire.

We have found that first year teachers tended to feel difficulty in following items: 1) teaching; 2) class management; and 3) relating to children with developmental disabilities in class. Further analyses clarify that whether there are differences in teachers' feeling difficulties between their current school year and their first year in school in each of the questions using a paired t-test. The results show that teachers feel more difficult when they were the first year in school than their current year in followings: 1) relationships with students ($p=0.009$); 2) class managements ($p=0.014$); and 3) teaching ($p=0.065$). On the other hand, teachers feel more difficult in their current year than when they were the first year in school in two items: 1) school duties ($p=0.058$) and; 2) dealing with parents of the children with developmental disabilities ($p=0.084$).

We will discuss about why the first year teachers' experience such difficulties in Japan and also why more experienced teachers still feel difficulties in their schools. The written answers will be the important information in order to understand the stresses and difficulties of teachers in Japan.

Shokuin Shitsu as a Nurturing Ground for Beginning Teachers: Preliminary Analysis

Ruth Ahn, Assistant Professor, California State Polytechnic University, Pomona

Japanese teacher professional development takes place in a unique setting called *shokuin shitsu*, which is literally translated as "teachers' room. Very little is known about *shokuin shitsu* in Japanese schools due to its limited access to outsiders. Gump (2002) calls *shokuin shitsu* the "heart" of Japanese public junior high schools where various day-to-day events revolve around it and relationships among teachers and even students develop. Without *shokuin shitsu,* as many Japanese teachers voiced in this study, they cannot teach or function. Indeed, *shokuin shitsu* holds the key to understanding Japanese professional development of beginning teachers, as they are molded and guided by more experienced teachers and administrators.

This qualitative study examines the roles and functions of *shokuin shitsu* in a Japanese junior high school, as it relates to beginning teacher development. Data were collected at two different times over four months. Seven beginning teachers across various subjects were interviewed for 30 minutes and observed for two weeks. In addition, three veteran teachers who have taught over 20 years and two administrators -- the principal and vice principal -- were interviewed and observed. The research questions that guided this study are as follows: What role does *shokuin shitsu* play in beginning teacher development? What do beginning teachers experience in their daily interactions with other teachers in that space? How do they make sense of their experience? Based on these research questions, a series of interview questions were asked to beginning teachers focusing on their experience pertaining to the *shokuin shitsu*. Since the second data collection has just taken place in December, 2012, preliminary findings are not yet available at the time of writing this proposal and will be reported at the JUSTEC in May, 2013.

As the focus of this study is on beginning teachers' learning under the guidance of veteran teachers and other colleagues in the context of a highly social environment, Rogoff's sociocultural approach to understanding human behavior (1995) will be used as the theoretical framework to analyze and discuss the findings: apprenticeship, guided participation, and participatory appropriation, corresponding to community, interpersonal, and personal processes. Results from the study will offer insights into how beginning teachers are guided and molded in their development, as they become a professional in this particular context.

Developing Pre-service Students' Understanding of Language Teacher Qualities: Self-reflection and Community of Practice

Yoshiko Usui, Dokkyo University

One of the goals of teacher training is to help student teachers integrate theory and practice as well as to prepare for every unique context that they encounter. Leading student teachers through the cyclic process of reflection: 1. action → 2. looking back on the action → 3. awareness of essential aspects → 4. creating alternative methods of action → 5. trial → 1. action (Korthagen, 2001, p.62) and helping them learn how to solve problems constructively is an effective approach. Further, it should not be a self-contained learning process but a process in which students engage in meaningful practices of the community so that the learning is most personally transformative (Wenger, 1998). Thus, putting students in learning trajectories they can identify with and involving students in actions, discussions, and reflections play a significant role in teacher training.

This presentation discusses how repeated self-reflection through discussions and journal writing has helped pre-service students make sense of language teaching principles and government policies (i.e. the Course of Study) as well as develop an understanding of one's own didactic competences and preconceptions based on their previous experiences. It also discusses the role of community and peer support. The presentation is based on the analyses of 32 student portfolios* by students enrolled in English Teaching Methodology III from September, 2012 to January, 2013.

In the course, students in pairs made a 50-minute lesson plan and taught half the lesson each (hereafter micro-teaching). Every micro-teaching was video-recorded and given to each student for self-reflection. Besides their own microteaching, every student participated in seven lessons taught by their peers and three demonstration lessons by the author, including one in Spanish, an unfamiliar language to all but two students in the class.

*Contents of the portfolio (underlined)

1. make a lesson plan → pre-microteaching conference → microteaching → peer feedback and discussion → reflection journal 1 → DVD viewing → reflection journal 2 → post-microteaching conference → reflection journal 3 → revised lesson plan
2. microteaching participation journal after each microteaching by their peers and the author
3. Final report (4 pages): Reflect on the whole term, choose recurrent topics, and discuss them.

Myths and Reality Concerning Native-Speakers of English in English Language Classrooms in Japan

Gerard Marchesseau, Naruto University of Education

This research outlines how native speakers of English are used in English language classrooms in Japanese tertiary and secondary schools. Largely viewed as the solution to make English language education more "communicative", the use of native English speakers in Japan is a significant issue which attracts a disproportionate amount of attention from educators and the larger society alike. Native speakers of English (usually coming from the U.S.A., the U.K., Canada, Australia, New Zealand and Ireland) have been involved in English education in Japan for over 100 years. With the start of the Japan Exchange and Teaching Program (JET Program) in 1987, however, their numbers have significantly increased year by year. There are currently over 5000 participants on the JET Program, most of whom, work as Assistant Language Teachers (ALTs). This is the largest exchange program of its kind. In the last several years, the number of JET program ALTs has decreased slightly, while the demand for ALTs has increased with the introduction of English at elementary schools and the continuing plea for more "communicative" English classes. To meet the demand, local institutions have increasingly relied on "non-JET ALTs", hired directly by local institutions or supplied by agencies. The number of JET program ALTs is currently reported to be outnumbered by non-JET ALTs, yet the latter, somewhat mysterious group, is far more heterogeneous and less quantifiable.

This qualitative study is based on research, but also draws on my experience as a former "ALT" and current teacher trainer. The presentation first, outlines the JET program and describes the general population of ALTs and how they are used in the classroom. Then, a number of relative issues are explored and discussed, including:

- The changing quality of "ALTs" as a result of government policy
- The constraints and costs of the JET program
- Student and societal perceptions of "ALTs" and native-English speaking teachers
- "Native-speakerism" and myths surrounding native-speakers of English

While the Ministry of Education, Science, Culture and Technology (MEXT) has sought to curb the number of ALTs, the view that native-speakers are better equipped to teach communicative English than Japanese teachers has remained prevalent in society. Furthermore, there is a lot of indication that Japan is lagging behind its Asian neighbors in English language education. In this climate, ALTs have been the focus of much attention. This presentation will illuminate the issues relating the JET program and ALTs in general, and hopefully be of interest to the international as well as Japanese participants of JUSTEC.

How American Student Teachers were Supported in Non-English Speaking Environment in Japan

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Satoshi Shiramatsu, Ehime University
Kioh Kim, University of Louisiana at Monroe
Muko Heiwa, Ehime University
Osamu Ikeno, Ehime University
Susumu Oshihara, Ehime University
Manabu Sumida, Ehime University

University of Louisiana at Monroe (ULM), USA, and Ehime University (EU), Japan, reached an agreement for academic exchange in March 2012. As a part of the agreement, EU received four student teachers of ULM from January to February in 2013. They taught Japanese children in English in the subjects such as English, P.E., home economics, math, music, and social studies. The present study proposes a working model for practice teaching to explain crucial factors for successful learning and teaching in a non-native language environment.

The model supposes seven domains in which practitioners can improve a program: (1) student's social networks in a host university, (2) student's social networks in a home university, (3) relationships between local schools and a host university, (4) a relationship between home and host universities, (5) hosted students' personal attributes, (6) balance of cost and benefit, and (7) use of online tools.

In order to draw directions for improving design of practice teaching environment in a different culture, the authors propose five educational principles as below.

(a) Principle of bricolage: practitioners should utilize existing opportunities and resources to achieve present objectives.
(b) Principle of interpersonal orientation: agents involved in an exchange program should enrich the relationships with other people in an exchange program.
(c) Principle of self-determination: participants and collaborators in an exchange program should determine their own behaviors in activities to promote their intrinsic motivation.
(d) Principle of approximation: the collaborators should be close to each other in many ways.

If those principles are applied to the seven domains, one can obtain some directions to improve a program. For example in the domain (1), (a) practitioners should utilize existing students' networks to involve them into the program. In the case of EU, the authors utilized an existing service learning system at campus, which is called as Friendship Information Center (FIC). As a result, EU students were effectively recruited and helped ULM student teachers. (b) A strong orientation to strive richer and longer relationships with related people is more fruitful than individualistic orientation in a long perspective. The authors tried to connect the students to others such as other students' families and local communities. This made the authors to reach an extended supportive network to develop the program. (c) Participants and collaborators should not be controlled by external rewards. All collaborators and supporting students at EU and local schools did not receive any financial rewards. Instead, they found their own goals or interests through the activities. (d) Physical approximation would support more responsive partnership between related groups. If the school, in which ULM student teachers taught, had been far away from the host university, EU students could not have supported them. This working model can guide practitioners designing a cross-cultural practice teaching and be utilized as a common base for empirical examination about international teacher education.

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

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

Background:

Both in the U.S. and Japan, schools are experiencing social and learning issues among elementary and middle school students that are resulting in long term maladaptive behaviors. In U.S. schools these factors may eventually lead to these students dropping out of high school, while in Japan these problems may be exhibited in multiple ways, including a rising bullying rate among students. A common interest in these issues by educators at Mukogawa Women's University and Gonzaga University led to the signing of a formal Memorandum of Understanding (MOU) for educational research between the two institutions and the beginning of a multi-phased research project to determine if there were commonalities in the at-risk issues and resultant student behaviors. This paper reports the findings from this first phase of the study.

The Study:

The Gonzaga research team investigated and produced an initial report by Traynor (2011) that identified literature and programs aimed at preventing high school drop-outs through targeted interventions at the elementary and middle school levels. In the second phase of the study, Mukogawa researchers used a survey developed by Kawamura and Tagami (1997) to investigate incidences of reported bullying/teasing and peer approval among elementary and middle school children in Japan. The Traynor study found that math and reading ability, absenteeism, and incidences of classroom disruption in specific grade levels were highly correlated with potential high school drop-out rate. The Mukogawa study found that incidences of bullying and peer approval also were evident as higher or lower phenomena at specific elementary grade levels; 1st and 4th grade are low-approval and high-teasing period for pupils. The next phase of research will include the adaption of the Kawamura and Tagami survey for distribution to U.S. elementary students in Spokane, Washington, so that direct comparisons of like data can be analyzed.

A Comparative Analysis of Japanese as a Second Language (JSL) Classes and English as a Second Language (ESL) Classes

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Summary of Research

The purpose of this research is to compare and contrast JSL classes in Japan and ESL classes in the United States using teacher capacity as a conceptual framework. The study was conducted in summer 2012 in Tokyo, Japan, and included the observations of the JSL classes and the interviews with the JSL teachers at three elementary and two junior high schools. The researcher will make comparisons based on her decade of personal experiences as an ESL certified public school teacher and as a teacher educator of ESL at a university in the United States.

Similarities: all the JSL teachers believed that teaching content areas was the best way to improve the students' Japanese language proficiency. This is the same in the U.S. The teacher-student relationship was warm and casual, indicating that JSL students trust their JSL teachers not only in the academic domain but also the personal domain. This has been also documented in the ESL field in the United States. A relative isolation of JSL and ESL students at school is also the same.

Differences: JSL students in Tokyo usually receive specialized language instruction in one-to-one pullout learning environment. This phenomenon is hardly seen in the U.S. where the one-to-one pullout instruction is practically impossible due to the large number of ESL students per ESL teacher. Since JSL is not a subject, thus not endorsable in Japan, the JSL teachers usually have no academic training to teach Japanese as a language and content areas beyond their endorsement areas. In the U.S., ESL is an endorsable subject, thus endorsed teachers have taken required classes, such as linguistics and second language acquisition theories and methods. Although teaching content areas beyond their expertise, the JSL teachers, particularly at the secondary level, exhibited tremendous knowledge, skill and flexibility to teach those subjects. U.S. teachers' teaching expertise is generally restricted to their endorsed subjects. Although teaching Japanese, JSL teachers frequently used English to communicate with the JSL students. This is because many JSL students have some knowledge of English. In the U.S., most ESL teachers use only English in ESL classes.

Potential Implications

The study found that JSL teachers are considered generalists, while ESL teachers are as specialists. In order to support second language learners in classroom, Japanese teacher preparation programs should train all pre-service teachers for JSL and multicultural education and provide them with theoretical concepts and practical strategies, particularly because they will be required to teach JSL without an endorsement, while U.S. teacher preparation programs should train all pre-service teachers for subjects beyond their endorsements, including foreign languages, so that teachers can teach multiple subjects using languages the ESL students are familiar with.

Teachers' Perceptions of Integrating New Media into English-Language Arts Instruction

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Today's English-language arts (ELA) teachers teach in social and cultural environments characterized by the interactive and social communication media, including the Internet, videos, computer multimedia, websites, social network media, computer/online games, Wikis, and Tabloid PC. These new media technologies have revolutionized the ways contemporary youth engage with literacy practices in their everyday literacy and social practices. Hence, literacy researchers, theorists, and professional organizations have called on teachers to integrate new media into English-language arts (ELA) instruction to prepare students for literacy practices they need to live productive lives in the ever connected and interdependent complex global/local world. Despite the pervasiveness and richness of new media, youths' prior knowledge and enormous interest in using the technologies, many teachers are reticent in integrating new media into ELA instruction. More importantly, limited studies have examined teachers' perceptions regarding how they integrate new media practically into ELA instruction.

The research objective of this study is to examine junior/high school teachers' perceptions of integrating new media into ELA instruction. Sixty-seven ELA teachers recruited from all junior and high schools in a county in Southern California participated in the study. The participants consisted of males and females; teachers of different grade levels; teachers with diverse teaching experiences, academic backgrounds, and age; and teachers with a broad range of experiences in the use of new media for ELA instruction. The sources of data included (a) demographical information, (b) a four-point Likert-attitudinal scale to collect quantitative data regarding the teachers' perceptions of new media, and (c) focused interviews with selected participants regarding their views of new media integration into ELA instruction.

Preliminary analysis of the data suggests that majority of the teachers in the study are interested in integrating new media into ELA instruction. Furthermore, the findings suggest that the participants view new media literacy as crucially important to effective ELA instruction that can prepare junior and high school students with knowledge, skills, competencies, and dispositions to participate fully in the networked society and have productive lives as adults. However, the findings also indicate that the participants face significant barriers in integrating new media into ELA instruction. The findings have important implications for ELA instruction in the county. First, administrators and policymakers need to provide teachers will the necessary support including professional studies specifically designed to focus on how teachers can integrate new media into ELA instruction. Second, school districts need to provide funds for purchasing hardware and software such as interactive whiteboard (Smartboard), computer workstation, Tablet PC, computer multimedia, and networked computers that allow teachers and students access to educational websites, social network sites, the Internet, chatrooms, Wikis, weblog, and WebQuest during ELA instruction. In addition, schools must provide support staff such as instructional media specialists who can troubleshoot and provide technical support for teachers during ELA instruction.

Standards-Based Assessment

Donald Pierson, University of Massachusetts Lowell
Patrese Pierson, Lincoln Public Schools

U.S. Education Reform policies emphasize the goal of "success for all children." Currently, many elementary schools are experiencing this emphasis with new mandates for teachers on how children's skills are evaluated and reported to parents.

Approaches to the evaluation of student work may be categorized as: norm-based or standards-based. The norm based, or traditional, approach compares a student's progress to other students and assigns a letter grade, such as "A," "B, "C," "D," or "F." It is assumed that the distribution of letter grades will approximate a "normal," bell-shaped curve, with few grades at the extremes of "A" and "F," and a median grade of "C." Typically, math and science disciplines, which are regarded as more conducive to a precise quantitative approach, assess percentage correct on a set of problems, with 100% as the perfect score. Then the percentages may or may not be converted to letter grades, again using a normal curve for reference.

The standards based approach involves defining a goal or standard, then determining how closely the student's performance approaches the goal. This approach emphasizes discrete, essential skills which need to be mastered at each grade level, rather than a summary letter grade. Student progress toward mastering each skill is judged on a four point scale, based on specific evidence compiled by the teacher. For instance, "Student is able to comprehend grade-level text:" (4) exceeding grade-level standards, (3) meeting grade-;level standards, (2) approaching grade-level standards, or (1) performing below grade-level standards.

This presentation will describe how a middle school in a Boston suburb has transitioned to a standards-based assessment. Implications for teacher training, communication with parents, and educational policy will be considered. We will invite comparisons to contemporary approaches to assessment of student learning in Japanese schools.

Changing Landscape of Continuing Teacher Education in Japan and the United States

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Taro Numano, Senior Researcher, Japan National Institute of Educational Policy Research

Although the importance of continuing teacher education (CTE)[1] to student learning is well documented, there has been little consistency or alignment of CTE policies at the national, regional, local, and school levels. Until relatively recently, CTE has been largely at the discretion of individual teachers and their employers (schools). While 80 to 90% of teachers in OECD countries report participating in at least one day of CTE each year, the quality of their experience, relevance to teaching, and impact on student learning is highly variable, and one teacher's experience may have little or no relationship to her or his next experience or to that of a colleague in the next classroom.

Responding to concerns about the efficacy of current CTE practice, national imperatives for gains in student learning, and questions from the general public about teacher quality, many governments, including the Japanese national government and US state governments, have recently established new CTE policies, resulting in a changing and more crowded landscape for CTE in both Japan and the U.S.

In addition to less formal "lesson study" and teacher study groups, Japanese prefectures and municipalities are required to provide first-year and tenth-year CTE programs. Although it is not mandated, some prefectures and municipalities also offer fifth-year and fifteenth-year programs. In 2009, the Japanese Ministry of Education implemented a new Teacher Qualification System requiring 30 hours of CTE every ten years. Although this is a relatively modest requirement, it has attracted considerable attention as it requires teachers to participate in programs offered by universities without the more direct connection to their school or colleagues which has been so characteristic of CTE in Japan.

In the U.S., which has a state-based teacher licensure system and much more teacher mobility than Japan, continuing education is mandated by each individual state and associated with required licensure renewal. In the 1970s, when these requirements were first implemented, they typically specified a certain number of hours per year. Over the years, states have specified specific CTE content areas and more recently a growing number have established state standards and career stage (i.e. beginning teacher) CTE requirements that teachers and schools must address through continuing education plans. In addition to state mandated CTE, employers (schools) are increasing the structure and processes associated with school-directed CTE.

The trend in Japan and the U.S. has been for more government involvement and greater control of CTE with an expectation for improving teaching performance and student learning. This increasing government involvement in CTE reveals a longstanding underlying tension about who controls initial *and* continuing access to the profession; should it be the responsibility of the government, professional organizations, educational institutions, employers (schools), or some combination of these groups, and, if it is a shared responsibility, are the respective areas of responsibility well understood?

This review of emerging policies in the changing landscapes for continuing teacher education in Japan and the U.S. identifies policy alignments and misalignments, and opportunities for policy improvements that will increase the efficacy of CTE.

[1] While there are different terms that describe the learning of teachers (i.e. professional development, in-service education and training, continuing education), the term continuing teacher education will be used in this presentation to describe all types of teacher learning, including informal, non-formal, and formal learning.

Witch Dunking: Teacher Induction and Teacher Evaluation in a New American Dark Age

David P. Ericson, University of Hawaii at Manoa

Witch-dunking comes in many educational forms. Today, American corporate and governmental elites have conspired, along with educational leaders claiming special powers, to plunge teacher induction and teacher evaluation back into a new dark age of superstitious belief and practices. These are beliefs and practices embedded within George W. Bush's "No Child Left Behind" and Barak Obama's "Race to the Top" policies. In this paper, I would like to examine and discuss two modern applications of witch-dunking theory: (1) the claimed superiority of a program for teacher preparation and induction called "Teach for America" and (2) the use of student test scores to identify good and bad teachers and school administrators.

(1) "Teach for America" (TFA) is an alternative teacher preparation and induction program that has enlisted significant political support since its creation in 1990. Currently, it receives nearly $200 million per year from federal and state governments, politically conservative foundations, and major corporations. It is a kind of domestic Peace Corps that recruits about 5,000 graduates from top American colleges and universities per year. TFA's avowed mission is to eliminate the achievement gap between advantaged and disadvantaged students in schools. Providing five weeks of summer teacher preparation, TFA places its recruits as full-time classroom teachers in cooperating school districts that educate disadvantaged students. The teacher recruits are expected to remain on the job for 2 – 3 years before they mostly leave teaching for graduate school or other careers. Cultivating an elite *esprit de corps.* TFA claims that it will reverse the achievement gap where other conventionally educated teachers have failed.

(2) The second application of witch-dunking theory builds on the foundations of George W. Bush's "No Child Left Behind" (NCLB). It is a policy requirement contained within Barak Obama's "Race to the Top" state educational incentive program. NCLB requires each state to test students in grades 3 – 8 and one year of high school each year in reading and mathematics. "Race to the Top" invites the states to compete with each other for extra educational federal funds by proposing and implementing educational reforms that the Obama administration approves of. One of the required reforms is to use annual student test scores as part of (up to 50%) an instrument to evaluate teacher and school administrator effectiveness. These evaluations are to be used in a system to determine whether the educator is retained in or dismissed from the job.

In arguing that both practices are forms of witch-dunking that embrace magical and superstitious thinking, I will lay out the ideological framework that unites both neo-conservative and neo-liberal governmental, business, and foundation elites in their support. We shall better understand why education in the USA has entered into a new educational Dark Age.

On the "Supports" in Relation to the Role of Teacher

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Chie Tanimura, Department of Basic Human Science, Naruto University of Education
Kensuke Chikamori, Department of International Education, Naruto University of Education

Introduction

In the fiscal year of 2011, around 56,000 incidents of school violence were occurred in 9,036 schools (24.0% of all schools) from primary to high school in Japan and around 70,000 incidents of bullying are identified in 14,894 schools, 38.0% of all schools in Japan. Around 40% of bullying was identified in a junior high school (G7-G9) (Ministry of Education, Culture, Sports, Science and Technology: MEXT, 2012, p. 2). The school should be safe to foster the preferable teaching and learning environment, as indicated by Mee-OK Cho et al. (2013). In their studies on the poor performance of South African G9 students in TIMSS, they reported that one of its primary factors is "School Safety". It implies that teacher' support should be recognized not only as academic but also as safety issues from the point of view of creating a desirable school climate. Teacher education students, however, have few opportunities to learn experientially how to foster a safe school climate, particularly in Japan, where its duration is only four weeks. Additionally, the primary concern of pre-service teacher training is not how to develop a safe teaching and learning environment but how to teach students to improve their academic abilities, as typically exemplified by TPA in the U.S.A. (Hamel, 2012).

Research Question and Approach

The overarching question of our research is "What are the supports of teacher as the existence who support for the students to achieve their own fruitful lives at present as well as in future?" To explore the answer to this question through the in-depth/fundamental discussion on "Support", we put forward the following two research questions;

- What is a support?
- Why human supports others?

We discussed on the 1st question based on parables, experience in a school by Ms. Higashio, the discussions of Tanaka (2002) and Uchida (2011) on "other" referring to Derrida and Lévinas, respectively and findings from the study on the importance of animal companionship. Then we explored the answer to the 2nd question based on the outcomes from the field of human historical evolution as well as philosophical anthropology. Finally we discussed on the way of teacher's support based on the answers to these two questions.

Results and Discussion

Although the support could be characterized by its diversity with the wide spectrum of situation where the support is conducted, the extent of intervention to other (s) and of its visibility, it has two common features to any possible conduct of support. The first one is the support is mutual conduct between at least one supporter and the other who is supported (the supportee"). The second one is pertaining to supporter's intention where he or she acts to solve or improve difficulties with which supportee struggles. But in this instance, it is not clear for supporter whether supportee literally hope to get from the support as supporter intends. It implies that the support could be an analogy or metaphor of gift. It is the most crucial problem for a supporter or a giver to realize whether we could understand what "other" wants. It leads us to the pivotal questions: what is "other"? , and how we could meet "other" by going out from "self"?, as Lévinas asked. Tanaka (2002, p. 138) interpreted Derrida identified "other" (tout autre) not as "an entirely unrelated person" but "those who share mutually comradeliness, tender passion and feeling of affection". It inspires us intimacy in human relationship. Lévinas mentioned intimacy with warmth in his idea of how to meet "other" (Uchida, 2011, pp.193-194). Additionally the study on companionship between pet animal and human teaches us the importance of intimacy in fostering human-animal bond. It is based on the sense of safety which is formed through the unconditional and uncritical acceptance (Beck and Katcher, 1996). These strongly suggest that the support is some sort of action to "other" where "self" needs to meet "other", or at least, to open to "other" and the intimacy serves as its grounding.

We approached to our second research question based on the two ideas of Portman (1961, p. 61) and "Torn life" (Morioka, 2001). Portman called an immaturity of human baby at the delivery "Physiological early delivery". Our baby needs the supports from "other" in an absolute manner. It can be easily imagined that the necessity of affectionate care for baby may be largely contribute to develop the preferable trait to support affectionately "others" within human being in the history of human evolution. Morioka argued that human being has three types of natures; relationship, self-serving, and supporting. From both ideas, we could conclude that, the support is one of specific feature of human being. It may not be normative or moral conduct as generally believed but has essentially its root in the human nature. We support others because we are human.

Here we mention how teacher support students. Firstly, a teacher has to accept straightforwardly that students cannot understand what a teacher says as intended, since students are "others". Secondly, it is crucial for teacher to accept unconditionally and uncritically students as they are based on an intimacy. It would serve as a basis to create a fruitful learning community of teachers and students in a safe learning school environment.

Disaster Prevention/Risk Management Education in Japan since 3.11.2011: Introducing a Class Project at Naruto University of Education

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More than 99% of elementary and junior high children survived the 3.11 Tsunami in Kamaishi, Iwate when Tohoku Earthquake happened. This was however not by geographical advantage or by chance, but rather due to the proper actions taken by children. In Kamaishi, special education about tsunami has started in 2006 lead by Katada that is characterized by three principles: 1) think beyond expectations, 2) do your best, and 3) lead the evacuation. It is known that people's manual dependency, optimism and normalcy bias, and group tuning become mental obstacles for quick evacuation when disaster happens. However, children's high survival rate proves Katada's three principles successfully overwrite those mind barriers.

Disaster drills are regularly performed in Japanese schools (K-12). Yet, the issue is that these drills are standardized, and therefore usually treated as a simple school event by students (and even by teachers). If an earthquake that is equivalent or even larger than Tohoku's occurs—a huge earthquake is expected within next 30 years in regions west of Tokyo (from east to west: 87% at Tokai, 70% at Tonankai, and 60% at Nankai areas)—these drills cannot be any help. In Tokushima prefecture, where our university locates and sits in Nankai region, not all schools have updated their drills to correspond the upcoming huge earthquake. That's because with various restrictions on budget and class management tasks, teachers cannot devote their time to develop a new updated Risk Management Education (hereafter RME) that fits the local needs.

Last year, we therefore focused on RME in one of our classes at Naruto University of Education, and cooperated with three local schools (see below for details) to come up with new RME. During this year-long class project, graduate students held meetings with each school to develop and actually performed an RME. As requested by the principals, the goal of this project is to prepare children so that they can take appropriate actions with their own decision in case of disaster.

13 first year grad students were divided into 3 groups, and each group was appointed to a different school. The aims of this class project are to make: 1) graduate students (future teachers) to obtain skill to come up with an effective RME based on local needs, 2) children to take necessary actions "*to protect your own life*" in case of an emergency, and 3) teachers and parents, along with grad students, to upshift their mind and action toward future disasters.

Activities that grad students performed at three local schools are: 1) puzzle game "preparing emergency backpack" (Kitanada elem. school), 2) "what's good and bad at the time of disaster" (movie by grad students) and posing game "Emergency Duck" (Kurosaki elem. school), and 3) creating a local disaster prevention map (Horie Minami elem. school).

At the end of the year, we asked teachers at three elementary schools for feedback/report. We also interviewed grad students and asked to fill out questionnaires to review the class project. Questions asked to grad students are:

- Did your thoughts about RME change before/after the project? If so, how?
- What did you learn from this class?
- Is there any action you took against future disaster by taking this class?
- Are you willing to take the lead in RME when you become (or return to) a schoolteacher? If so, why?

There are many positive feedback from teachers: e.g., "it was great that RME performed by grad students met our expectations and children's needs" and "the education materials grad students created were valuable and much better than what we can prepare with ourselves." Some comments also indicated that even parents and other people in the community became more aware about upcoming earthquake and tsunami.

From the interviews and questionnaires to grad students, it became clear that this class project successfully changed the attitude of students toward RME. Most students now believe more localized RME is necessary today more than ever and willing to take the lead to come up and perform it when they actually become teachers.

The style of this class project can be analyzed with the method of "communication channel (hereafter CC)" and "maintenance entity (hereafter ME)" originally developed by Katada in 2006. This method claims that it is more effective to perform a specific/pinpointed RME to a certain group of people and let them influence people around naturally than holding public RME classes/events, for which usually the concerned people attend. The successful evacuation in Kamaishi above is also the result of RME using this CC (school children) and ME (their own lives) performed by Katada.

In our class project, grad students were the CC and children were the ME. Grad students think what they can do to protect children's lives and dragged schoolteachers and parents into their RMEs. Additionally, within the performed RMEs, children were now treated as CC for their community and their own lives were the ME. When children started reviewing and changing their actions about how to protect themselves in an emergency, they started influencing people around them. As a result, along with the parents and teachers, grad students who performed RMEs were influenced by children. In other words, this cycle of "double CC method" successfully raised awareness about disaster for the whole communities.

Considering the burden that our class project imposes to local schools, grad students performed RME class at each school only once. Therefore, even we got some positive feedback from parents and teachers, the raised awareness might be a temporal result. Yet, the practiced double CC method is proven to be effective as RME taught in teacher's education to change students' awareness and to develop a localized RME. We therefore would like to develop this class project further with local schools in the future.

Critical Pedagogy and Children's Musical Flow: Curriculum Design and Assessment

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This study applies critical pedagogy to music education, and assesses Japanese children's flow experiences narratively in two naturally occurring settings: a community violin learning class and a traditional group violin class.

High stakes assessments associated with school reforms produce curriculum concentrations in mathematics, English and science. These curriculums designed to develop "world – class students," come at the expense of arts education. Many arts curriculums function to encourage student participation and student motivation because the arts are "a way of undertaking the world lyrical spaces to test one's freedom and question 'plain sense'" (Allsup in Greene, 2001). The arts classroom enlivens children's spirits and offers opportunities for physical movement beyond cognitive and kinesthetically oppressive classroom environments described in critical theory.

Despite inherent opportunities for arts education to relieve students from deadening classroom environments, "traditional" music instruction can also deaden student interest and contribute to their continuing oppression. Csikszentmihalyi (1990) wrote, "even when children *are taught* music, the usual problem often arises: too much emphasis is placed on how they perform, and too little on what they experience." As a result, Lamb (2011) describes that critical pedagogy has had more impact in general education than in music education.

Nevertheless, when children are attracted to, and are intentionally and actively engaged with musical sound, materials and other musicians, they often experience "flow" (Custodero, 1998, 1999, 2005). Flow is an optimal state in which people are so involved in an activity that they experience genuine satisfaction. Flow is determined by one's perception of high skill and challenge for a chosen task (Csikszentmihalyi, 1990).

We employed a researcher-developed instructional heuristic called the Instructional Organizer (IO) to test our hypothesis that students in the community based instructional setting would exhibit more musical "flow " than students in the traditional instructional setting. By adapting Custodero's (1998 & 2005) Flow Indicator in Musical Activities (FIMA), we compare and analyze Japanese children's flow experiences descriptively. The lesson videos, field notes and interviews enabled us to recognize Japanese children's flow experiences within their social context.

Findings suggest that the flow experiences were recognized in multiple divergent ways during community learning. Students in traditional classes oppressed their flow. The objectifying of the individual student done in traditional classroom is replaced in the IO by profound and phenomenological understanding of flow 'experience' during teaching and learning.

Japanese-US Lesson Observation: Differences in Cross Cultural Perceptions

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Yusuke Furuichi, Naruto University of Education
Fred Hamel, University of Puget Sound
Carol Frankel, University of Puget Sound

Summary of Research

Based on the model of Tobin, University of Georgia, this study presents lessons by Japanese teachers and by US teachers to observer panels of Japanese and US teacher and teacher educators. Observer panels respond to the lessons in free-form narratives. Narratives are analyzed by researchers to reveal differences in Japanese and US reactions to lessons. Differences between groups responding reflect language and cultural differences between observing groups.

The video studies accompanying the TIMSS study have revealed durable differences in teaching styles among different cultural and language groups. No attempts were been to separate the language contribution to the differences specifically, nor to study cultural and language differences among observers of lessons.

This research hypothesizes that congruent lesson observations, that is Japanese observers of Japanese lessons and US observers of US lessons perceive the lesson more positively. Non-congruent lesson observations are hypothesized to reflect cultural and language discontinuities.

At this point the study is in progress and preliminary results will be given to demonstrate reactions of Japanese and US observers to Japanese lessons.

Implications

This study could reveal ways in which teacher behavior is shaped by cultural and language norms. This research could contribute in new ways to cross-cultural comparisons of teaching, especially those involving lesson observations. It could also be helpful in examining the match or mismatch between student and teacher expectations for lessons when the teacher and students come from differing cultures.

Presentation Format

In this presentation the group proposes to show a clip of a Japanese lesson with English subtitles. JUSTEC observers will take brief notes on the lesson and then discuss their findings in groups. Groups will then report out regarding their comments.

What Roles Does Teacher Collaboration Play in Helping Teacher Growth in Lesson Study Professional Development?

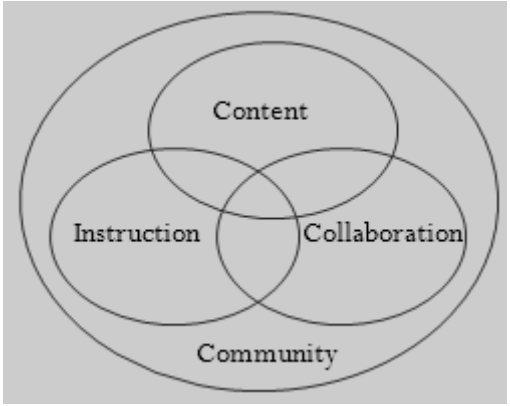
Sachiko Tosa, Wright State University
Ann M. Farrell, Wright State University

We all know that teaching is basically an individual activity of teachers unless it is team teaching. During the lesson, teachers make instant decisions continuously on their own for responding to student difficulties in understanding concepts and for solving any behavioral problems that may arise in the classroom. Teachers also perform their duties before and after the lesson mostly on their own. Teachers in the United States typically stay in their own classroom after school hours, preparing for lessons for the next day and grading homework and tests for assessing student learning. Especially for US teachers, who do not have Shokuin Shitsu (a large common office for all the teachers at school), they are more likely to be confined within their own individual teaching realm, and it is rather difficult for them to experience the benefits of collaboration.

One of the characteristics of the Lesson Study model in the US is collaborative lesson planning. Unlike Japanese Lesson Study in which an individual teacher is responsible for developing a lesson plan for a research lesson, a team of teachers plan a lesson together in the US model. In this poster presentation, we show how collaborative lesson planning and subsequent post-lesson discussions helped teachers see different aspects of teaching and student learning. We analyzed 13 Lesson Study cycles conducted by 52 teachers in grades K-8 in 12 teams at 6 schools in the US Midwest. A Lesson Study cycle usually includes planning, teaching/observing, debriefing, revising, re-teaching/observing, and second debriefing of the research lesson. Research lessons were designed on the topics that each team of teachers selected in mathematics, science, language arts, or social studies. Videos, field notes, and teacher reflections submitted at the end of each session were analyzed qualitatively to find patterns that indicate the roles that collaboration plays in helping teachers grow during this professional development process.

Our findings on the roles of teacher collaboration in Lesson Study can be summarized into three assertions: (a) “Many heads are better than one”: Teachers were able to come up with multiple ideas about content as well as instructional strategies for teaching a specific topic; (b) Teachers from multi-grade levels and other subject areas can bring different perspectives and contexts to the discussion; and (c) Group participation can bring a positive change in culture at the school, and a rewarding and supportive environment can be created. Each of the assertions will be explained with examples and anecdotal evidence. Implications of our research findings on the effectiveness of Lesson Study as a professional development model in K-8 education will be further discussed.

As the diagram at right indicates, we consider teacher collaboration to be one of the key elements in our Lesson Study professional development model. Furthermore, what encompasses the collaborative work at individual schools is the community aspect of the project. We will show how our showcase events, travel opportunities, and school visits are helping teachers connect across different schools and districts, and in turn, strengthening the collaboration within the school.



Logic Model for
WSU Lesson Study PD Project

Attitudes and Perceptions on Inclusive Education: Japan-US (Hawaii) Comparison

Kiriko Takahashi, Assistant Specialist, Center on Disability Studies, University of Hawai`i Manoa
Munehisa Yoshitoshi, Professor, Graduate School of Education, Okayama University,

Movement towards inclusive education has become the global trend. On the other hand, general education teachers do not necessarily feel prepared to teach children with disabilities, and thus, a major issue is in preparing teachers to gain knowledge and skills on inclusive education. The purpose of the research is to understand the perceptions and attitudes of in-service teachers in Hawai`i and in Japan about inclusive education.

Objectives include: (1) identify skill areas to improve; (2) identify needs in teacher prep programs; and (3) identify needs in the schools.

The current study uses a quantitative design using sampled surveys. Two forms of surveys are being used: Sentiments, Attitudes, and Concerns about Inclusive Education Scale- Revised (SACIE-R) and the Teacher Efficacy for Inclusive Practice (TEIP) along with a short demographic survey. The surveys are disseminated to Master's level teachers within the University of Hawai`i College of Education teacher prep courses and Master's level teachers within several colleges in Japan. Data from all surveys are currently being collected and will be analyzed using descriptive statistics and general linear modeling with SPSS.

The data will help in identifying similarities and differences between US (Hawaii) and Japan with regard to attitudes towards inclusive education. In addition, this preliminary study will assist in building future research on the types of curriculum needed to prepare teachers for inclusive environment.

Teaching Vocabulary to English Language Learners

Lasisi Ajayi, San Diego State University

Many studies have indicated that large numbers of English language learners (ELLs) perform poorly in English-language arts (ELA) test scores across the U.S. Furthermore, ELLs have the highest dropout rates and are more like to be placed in lower ability groups, lower academic tracks, and are less likely to attend university. Underlining the persistent poor reading performance of ELLs' is the low vocabulary knowledge as many teachers tend to struggle with vocabulary instruction and often use strategies that typically do not enhance vocabulary learning for their students. Despite the significance of vocabulary knowledge to the learning of English language learners (ELA), limited studies have examined ELA teachers' skills and practices that may be effective for vocabulary instruction for high school Mexican-American ELLs.

The objective of the present research is to examine the kinds of teaching skills and practices that the two effective high school ELA teachers in this study use in their classrooms to facilitate vocabulary learning for ELLs. The study is guided by one research question: What vocabulary teaching practices do the teachers employ and how do the strategies enhance students' learning? The study was conducted over 16 weeks. The sources of data included classroom observations, classroom videos, interviews, field notes, and teaching artifacts such as samples of the teachers' model work, students' works, handouts, and worksheets. The constant comparative method – which involves making comparisons at each level of analysis – was used for data analysis.

The findings showed that the focal teachers used research-based practices to enhance vocabulary learning, including integrating multiple activities to prepare their students to use word analysis strategy; teaching the students to apply some basic rules to identify Spanish-English cognates to build on their existing knowledge of Spanish to derive meanings of English words; providing scaffolds to give supportive structure to students and create engaging learning environments where they can use a variety of activities to learn new words; and employing technology to facilitate creativity and connecting vocabulary learning to the multimodality and popular culture such as the Internet and visual images.

The findings have important implications for teachers of ELA and other subject areas. First, ELA (and other subject area) teachers need to use multimodal resources to connect instruction to "the 'life' or the 'life-world' of students" to improve vocabulary learning for ELLs. The Inspiration software allows teachers of all subjects to use semantic maps to learn word meaning; classify and categorize concepts, ideas and information; and provide rich details relating to new words. Also, all high school teachers can teach students to use online resource, including Lexipedia (http://lexipedia.com), VoyCabulary (http://www.voycabulary.com), and LanguageGuide (http://www.languageguide.org) – to look up meanings of words, graphics, texts in Spanish and English, cognates, acronyms, and sampled sentences. ELA teachers also can use popular online vocabulary games such as online word search, build words, vocabulary quiz, and unscramble to motivate students to build vocabulary skills through fun and engaging activities. In addition, all teachers need to implement vocabulary instruction as an integrated part of daily lessons for ELLs. Mathematics teachers, for example, can teach cognates such as angle (*el ángulo*), equal, (*igual*), diameter (*el diámetro*), triangle (*el triángulo*), rectangle (*el rectángulo*), circle (*círculo*), and other cognates related to mathematics.

Developing the reading stamina of learners of different English abilities in EFL – using SRA in EFL

Akio Yamamoto, Gakushuin Boys' Senior High School / Gakushuin University

Japanese learners of English do not usually have English language classes in order to improve their reading skills for extensive reading or ER. The textbooks authorized by the Ministry of Education, Culture, Sports, Science & Technology in Japan are all thin, 200 pages or fewer, and consist of about 10 stories with about 500 to 1,500 words, for the one year program. Each story has about 50 to 150 new words and some new structures for the learners. In a traditional English class in Japan, understanding one or a few paragraphs by putting it into Japanese with some explanation of the sentence structures is the main activity of reading, taking a whole lesson of about an hour, which is categorized as intensive reading. The students use two or three English textbooks a year and the amount of English exposure is really limited if the teachers use only those textbooks in class. It would be very difficult for the students to develop their reading speed and reading stamina of English in such a context. However, the widely known tests of English proficiency like TOEFL and TOEIC require the learners of English to read quickly and comprehensively, which means that the learners of English need to develop those reading skills. The teachers in charge of those students have to create new classes for those aims. The purpose of this presentation is to seek a better way to develop the reading stamina of learners of English who have various English abilities in the context of English as a foreign language or EFL.

Reading stamina is a new concept of reading skill that has not been perceived and discussed well in the second language acquisition field as well as in the first language acquisition field. It is a reading skill that enables us to read a whole book or a number of passages continuously in one block of time, and not only a few paragraphs or a few passages (Yamamoto, 2008). The most effective way of developing reading stamina would be to read English extensively just like developing your running stamina by running for a long time. The more you read, the more you will develop your reading stamina. Extensive reading, or ER, is recognized as one of four styles or ways of reading, the other three being skimming, scanning, and intensive reading (Day and Bamford, 1998:6). ER is more effective in the environment of EFL than in the environment of ESL because the EFL environment offers the learners much less exposure to English than the environment of English as a second language or ESL.

The SRA Reading Laboratory, sets of reading materials for children who learn written English as their mother tongue, may help the EFL learners develop their reading stamina at their own pace because they can choose a passage as they like and spend as much time as they like. The setting of using SRA in English classes is so different from a traditional English class in Japan where one authorized textbook is used in class and the students are not allowed to choose English books and they are to read English stories at the same pace.

In the presentation, we will first discuss reading stamina as part of "intelligence stamina." Then we will examine the effects of the SRA Reading Laboratory on the EFL learners. We hope to show how much the EFL learners will learn how to choose English books and develop their reading stamina through the use of the SRA Reading laboratory.

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Comparing and Contrasting Japan and US National Teacher of the Year Awarding Systems

Keiko Noguchi, Seisa University

In the USA many school districts and states identify a “Teacher of the Year.” In some cases private companies celebrate outstanding teachers. In this research, the National Teacher of the Year Program operated by the Council of Chief State School Officers is my focus.

The National Teacher of the Year (NTOY) Program began in 1952. It is the oldest, most prestigious national honors program focusing public attention on excellence in teaching.

The NTOY is chosen from among the State Teachers of the Year by a National Selection Committee representing the major national education organizations. Each April, the NTOY is introduced to the American People by the President of the United States. I have been involved in this program for more than 15 years. The US has more than 60 years of NTOY awarding history. Japan began awarding good teachers in 2007.

Qualities and abilities required for NTOY selection might be different between Japan and the US. In this research, required teacher professional qualities observed in NTOY qualifications in USA and Japan are compared. Further the historical background of NTOY awards in Japan and the USA are compared. The aim of this study is to compare and contrast the NTOY awarding system of each country.

Results of the study could lead to the identification of major characteristics of excellent teachers shared between both countries .

Teachers' Stress and Coping

Hideki Sano, Tokyo Gakugei University

It is pointed out that the percentage of Japanese teachers who take sick leave from mental illness is high. They experience anxiety, depression, phobia, apathy and other symptoms due to stress at work. Some teachers lose confidence in their teaching and become afraid of children. This leads to lack of sleep and loss of balance in health. Others lose interest in teaching. If such conditions last for long time, then they lead to burnout. Once burnout occurs, it usually lasts for several years and threatens teachers' occupational and private lives. In addition, when long-time skilled teachers feel they must leave their positions, this costs schools to lose valuable resources. It is necessary to investigate factors causing such conditions.

This study focuses on middle-aged teachers. Burnout tends to occur among middle-aged people with many years of teaching experience. Teachers have difficulty with violent children who have emotional problems. In addition, they have to deal with parents who are critical of teachers, and administrators who do not have appropriate knowledge and judgment on teachers' work. Such factors give some teachers serious stress. Teachers express anger at work and become depressed to the point that they do not go to work. Also, they experience many physical abnormalities.

Toward the introduction of Indigenous Knowledge and Science Perspectives into Science Education

Yui Miyazaki, Graduate student, Naruto University of Education

The effective use in education of indigenous knowledge (IK) could be one of crucial ways to achieve goals of sustainable development in developing countries. In these countries, student diversity and equity in a classroom are the debating issue for science education (Unpublished, Handout of Lesson, 2012). The number of papers addressing this topic has been keep increasing in the past 10 years.

In today's developing countries, especially at local-level, IK is the basis for decision making everything agriculture, health care, food production, education, natural-resource management and the other activities in rural communities. IK is especially an important knowledge in science education as well since students learn basic understanding to strength its linkage with social and traditional issues. It could greatly encourage learners and educators to widen their worldview with reference to their own tradition and culture.

There would be many challenges of language, economics and ethics when educators try to introduce local knowledge into science education in the global context. In the social context, as western knowledge and traditions are flooding in from outside world, people's lifestyle is assimilated to Western cultures. In the worst case, indigenous tradition had been disappeared all together. In the context of education, a number of researchers advocate to the local achievement in science and science education in order to provide opportunities for people to be global (McKinley, 2005).

While encountering and digesting the science education based on Western knowledge, many young indigenous people lose interest in the roots of their own native cultures. However, there are some indigenous societies that are successfully keeping autonomy of their indigenous culture intact. These people demand local educational curricula in spite of the modern domination of the Western science around them.

Recently, educators are beginning to recognize that Western-based knowledge is just one of many knowledge systems. Though IK has long been, and often continues to be, assigned a lower status in both development and scientific fields than Western-based science. The significant effect of IK introduction and digestion to science education is for students to be able to understand of various phenomena from both scientific and traditional viewpoints in their lives.

Goal of Research and Research Questions

The goal of research is to find the way of how to use effectively the IK in teaching science in a classroom. To approach to this goal, the following three research questions are set;

#1 What is the content and characteristics of IK?
#2 Are there any good practices of IK introduction in science classes?
#3 What are the effective ways of introducing IK into the science teaching in a classroom?

The research is part of broad-ranging study in which the link between IK and Science Perspectives at elementary schools will be explored.

Innovation in Shifting Japanese Teacher Training to the Master Level of Teacher Training 1

Takeshi Tago, Tamagawa University
Ken-ichi Moriyama, Tamagawa University

This study clarifies the features and reform progress of the teacher training system sponsored by the change of administration from the traditional Liberal Democratic Party to The Democratic Party of Japan in the national election held in summer of 2009. The Democratic Party of Japan stipulated the six-year teacher training course (master) in their manifesto in their election campaign 2009. This gave us, the persons responsible for teacher training, feeling that there might be a big change of the teacher training system that has been conventionally based on in-house training in the universities. Firstly, the authors take up this issue.

In June 2010, The Minister of Education, Culture, Sports, Science and Technology consulted with the Central Education Council as to the Comprehensive Improvement Policy of Teacher Competence throughout Entire Lectureship Activity. This meant that the six-year teacher training course was officially on the policy-making process. On August 28, 2012 after two years of the deliberations, the report was submitted to The Minister of Education, Culture, Sports, Science and Technology. The authors discuss the vision of the reform regarding the teaching credential and teacher training system presented in the process of the relevant deliberations.

Also, this reform plan reached a stage of dealing with by The Minister of Education, Culture, Sports, Science and Technology. The authors explain the background of the process of how the report became one of the core policies from the standpoints of the following: 1. Competence Development Expected for Teachers, 2. Existence of New Schools, and 3. Relationship between Schools and Teacher Training. Lastly, to realize the reform when the report was presented, what problems were there? The authors describe the relevant problems of both educational administration and universities.

Innovation in Shifting Japanese Teacher Training to the Master Level of Teacher Training 2

Ken-ichi Moriyama, Tamagawa University
Takeshi Tago, Tamagawa University

This study specifically discusses the content of the report prepared by the Central Education Council in August 2012, following "Innovation in Shifting Japanese Teacher Training to the Master Level of Teacher Training 1." Then, the authors take up the issues regarding the transition to the new education system. However, the transition process remains uncertain due to their comeback in power by the Liberal Democratic Party in December 2012. The authors point out the vision that universities should have when they implement teacher training, as a conclusion of this study.

I. Basic Features of Report

1. Vision of new models of teachers and schools—Uninterrupted teacher training system and growth throughout life
   a) Image of teachers who continues studying — responsible for realizing a new school image.
   b) Schools as a place of learning—creation of learning, linkage with regions, etc.
2. Proposals for creating a new teacher training system
   a) Prolongation of training period from department standard to master-course standard in teacher training.
   b) Establishment of licensing system for incumbents and the new teacher training system the linkage between universities and the boards of education.
3. System designs to be discussed hereafter
   a) The curriculum details of the basic and general licenses to be discussed at the next stage.
   b) Practice teaching is handled deliberately, and the period isn't also announced. Internship and volunteer activities are not dealt as the same as the practice teaching. These are one of the requirements.
4. Improvement of present teacher-training course is important.
   a) Increment of licensee percentage at graduate schools
   b) Promotion of establishing a graduate school for teacher-training courses
      Review of the ratio of 40% expertise, continuation of holding concurrently two or more positions, supporting junior and senior high schools (training curriculum).

II. Vision that Universities should Have in Teacher Training

A long-term perspective for the population of 18-year persons: approximately 800,000 to 899,999 by 2030. That is, the new system will launch when the population of 18-year persons and the number of recruitment of teachers become very small. While universities have to survive this severe situation concurrently, the most sustainable universities which have the strongest advantages in their academic fields must focus on the relevant educational resources for fostering them. At that time, the teacher-training course will be one of the advantages of the universities. Therefore, a future planning for another two-decade perspectives of the teacher-training course is mandatory.

Action Research on Content-based Learning of a JSL Student with Hyperactive Tendency

Eri Utsunomiya, Naruto University of Education
Yumiko Ono, Naruto University of Education

Background to the Study

As of 2010, there are 28, 511 JSL students in Japanese education system. In response to growing importance of inclusive education, the number of JSL students facing double challenges of Japanese language and behavior problems is on the increase. One of the presenters (Utsunomiya) has been supporting a JSL student with double challenges in his Japanese language learning. The support consists of content-based learning and behavior adjustment. This presentation discussed if the student has acquired grade-equivalent reading competence through the use of rewrite texts.

Behavioral and Academic Support to a JSL child

K is a boy who was born in the Philippines. He came to Tokushima to join her mother in April 2012 and now he is enrolled in Grade 4. The presenter supports his content learning once a week, 2 blocks of 45 minute lesson in a row. Some techniques borrowed from special needs education helped K to be focused on a lesson or to be motivated in learning. They include presenting a lesson organization at the beginning of the lesson and giving stickers when completing tasks. As to academic learning, rewrite texts are used for his language learning. K felt challenged to Japanese as subject learning due to his low Japanese proficiency level, but he did like reading picture books. Illustrations from the textbook were added to rewrite texts so that K can use visual information for understanding the text. To assess his understanding of a story or logical sequence of explanatory text, tasks such as arranging illustration cards according to the story line or matching illustrations and rewrite sentences.

Matsuda et al (2009) reports that a learner developed competence to learn in Japanese by use of rewrite texts and the student was able to participate in regular lessons in classroom. However their support was only one unit of learning. In this action research, a few reading units which K and the presenter studied together will be analyzed. Following Matsuda et al (2009), the study examines if K has mastered reading skills equivalent to his grade level by protocol analysis and behavior analysis against reading standards for lower and middle grades primary students stipulated in the national course of study (2008).

Findings and Discussion

K showed willingness to read three rewrite texts f with illustrations. When studying "San-nen Toge", K was able to search key word or key sentence of a paragraph in rewrite texts. This satisfies a standard of reading for lower grade, "To be able to extract key word or key sentence from texts". In studying "Karuta", K could communicate his thinking by direct quotes from texts or by own summary. This corresponds to a reading standard for middle grades, "To read texts paying special attention to important points and details, to be able to quote and summarize". Of reading texts, K was able to comprehend narrative stories with less difficulties while explanatory texts were difficult for him partly due to cultural differences. For him, "to read texts considering relations between paragraphs and relations between facts and opinions" was difficult and he could not read explanatory texts comprehend the intentions or thinking of authors.

Concluding remarks

In this presentation, the focus of analysis was whether use of rewrite texts helped to develop grade equivalent reading skills. As immediate future action research theme, the presenter will look at if rewrite texts can contribute to developing four language skills (reading, writing, listening, speaking) through long-term support. Since pull-out language support is conducted in one on one, K does not have enough opportunities to listen to the others, to compare ideas and find differences, or to deepen own thinking by student-student interaction. With more collaboration with home classroom, effective use of rewrite texts will be explored in order to develop balanced four language skills.

US Teacher Education: Responding to Opportunities and Creating Vibrant International Partnerships

David Imig, University of Maryland; Former President and CEO of the American Association of Colleges for Teacher Education (AACTE)

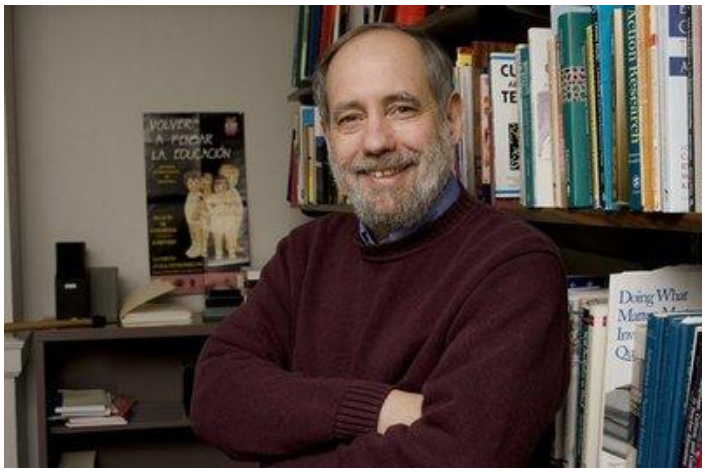
The US teacher education system stands at the threshold of an uncertain future. Neo-liberal "think-tanks" and conservative politicians, private equity firms and philanthropic foundations, an increasingly conservative media and growing corporate interests, joined together by the Obama administration, are poised "to dismantle and replace the college and university based system of teacher education in the US." They are garnering public support with claims that the existing system is too expensive, doesn't produce effective teachers and is a contributing cause to everything from child poverty to low academic achievement. Their efforts to create a market economy in teacher education are succeeding and it behooves teacher educators everywhere to pay attention.

At a time when these same interests seek the "disruption" of American higher education (with new standards that judge the efficacy of higher education, on the retention of students, time to degree, and success in finding employment in the private sector), teacher education is demanding more "life space" in which to prepare teachers – more time spent in K-12 schools and in "laboratories of practice." New standards for higher education (and the move to shorten the time spent in college and to place emphasis on outcomes or competencies rather than credits and courses) and the increased "marketization" of teacher education suggest a time of disruption. While higher education based teacher education continues to prepare the bulk of teachers for America's schools, that franchise is threatened with new on-line and "training" courses . Teacher education is now recognized as a billion dollar industry with opportunities for businesses and investors to profit. On-line providers and those who manufacture and market products and services to teacher education, stand ready to benefit.

Professional Biography:

David Imig is a Professor of Practice in the Teaching and Learning, Policy and Leadership program at the University of Maryland's College of Education. In that position, he teaches doctoral students in teacher education and professional development. Dr. Imig came to the University of Maryland in 2006 from the Washington, DC-based American Association of Colleges for Teacher Education (AACTE), where he was President and Chief Executive Officer for twenty-five years. Prior to his appointment as executive, he directed the Association's governmental relations program and contributed to AACTE's international education efforts. Dr. Imig has served as Chair of the Learning First Alliance and in numerous capacities in the governance of the National Council for the Accreditation of Teacher Education (NCATE). He currently directs the Carnegie Project on the Education Doctorate (CPED) involving some 56 research extensive colleges and universities across the country. He is the former President of the National Society for the Study of Education and has held positions on numerous boards and study commissions in this country and abroad. Dr. Imig's research and writing involves teacher education policy in the US and abroad.

JUSTEC Welcomes Dr. Ken Zeichner



Ken Zeichner is the Director of Teacher Education at the University of Washington. His research has examined different aspects of teacher education in the United States and beyond, focusing on understanding the historical trajectories of different approaches to improving teacher education and on elaborating the underlying assumptions, program elements, and consequences of different approaches to social justice oriented teacher education. His current work focuses on the shifts toward fast track teacher education programs in different parts of the world, the impact of recent accountability policies in teacher education around the world, and in examining a type of action research called critical practitioner inquiry as a form of professional development for teachers and teacher educators.

Before joining the faculty at the University of Washington, Ken spent 33 years on the faculty in the School of Education at the University of Wisconsin-Madison, with 9 years as both Associate Dean for Teacher Education and International Education and the Hoefs-Bascom Professor of Teacher Education in the Department of Curriculum & Instruction. His work included teaching graduate courses in the study of teacher education, directing a school university partnership in teacher education with the Madison public schools, and directing an international student teaching experience that enabled students to complete 10-20 weeks of their student teaching in a public school in another country.

Ken has served as Vice President of AERA (Division K), a member of the Board of Directors of the American Association of Colleges for Teacher Education, co-chair of the AERA Panel on Research in Teacher Education and as a member of National Academy of Education Committees on Teacher Education and Teacher Professional Development. In 2009, he was elected to the National Academy of Education. He has worked on teacher education issues in many parts of the world, most notably in Namibia (1994-2004) and he hopes to begin a new program soon that provides professional development to university teacher educators in Ethiopia and studies its impact on the teacher education programs in their universities.

In his talk, Dr. Zeichner will discuss several current major reforms in teacher education in the United States and offer his analysis of the likely consequences of these different agendas for the future of teacher education in the US. In doing so, he will discuss the reforms in relation to three different camps in the current debates (defenders, reformers, and transformers).

Suggested Local Restaurants

Downtown

Pacific Grill
1502 Pacific Avenue
Tacoma, WA 98402
(253) 627-3535

The Rock Woodfire Pizza
1920 Jefferson Avenue
Tacoma, WA 98402
(253) 272-1221

Harmon Brewery & Eatery
1938 Pacific Ave
Tacoma, WA 98402
(253) 383-2739

TWOKOI Japanese Cuisine
1552 Commerce Street
Tacoma, WA 98402
(253) 274-8999

Indochine
1924 Pacific Ave
Tacoma, WA 98402
(253) 272-8200

Galanga Thai Cuisine
1129 Broadway
Tacoma, WA 98402
(253) 272-3393

6th Avenue

Primo Grill
601 S Pine St
Tacoma, WA 98406
(253) 383-7000

Marrow Kitchen & Bar
2717 6th Ave
Tacoma, WA 98406
(253) 267-5299

Masa Mexican Grill
2811 6th Avenue
Tacoma, WA 98406
(253) 254-0560

Wild Orchid Thai Restaurant
3023 6th Avenue
Tacoma, WA 98406
(253) 627-5889

Gateway to India
2603 6th Avenue
Tacoma, WA 98406
(253) 552-5022

Proctor

Pomodoro Italian Restaurant and Bar
3819 N. 26th
Tacoma, WA 98407
(253) 752-1111

Europa Bistro
2515 North Proctor Street
Tacoma, WA 98406
(253) 761-5660

East & West Proctor
2514 North Proctor Street
Tacoma, WA 98406
(253) 756-5092

Rosewood Café
3323 North 26th Street
Tacoma, WA 98407
(253) 752-7999

Notes: