



EXPECTED ATTRIBUTES OF KEISHO TEACHERS

The Five Core Propositions for Teaching

Proposition 1: Teachers are committed to students and their learning.

Proposition 2: Teachers are aware of the uniqueness of heritage language learners and how to teach heritage language to students.

Proposition 3: Teachers are responsible for managing and monitoring student learning.

Proposition 4: Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities.

(adapted from National Board for Professional Teaching Standards
<http://www.nbpts.org/five-core-propositions>)

Expected Attributes of Keisho Teachers

Keisho Center's Education Team has organized the expectations for teachers in our program into the following nine categories. Each category is expressed in terms of observable teacher actions that have an impact on students. They provide an explanation of what teachers need to know, value, and do if they are to fulfill the expectation.

The expectations have been ordered to facilitate understanding, not to assign priorities. They each describe an important facet of teaching at Keisho Center. It is understood that they often occur concurrently because of the seamless quality of good teaching.

Expected Attribute 1: Knowledge of Students

Keisho teachers actively acquire knowledge of their students and draw on their understanding of child and adolescent development to foster their students' competencies and interests as individual language learners.



The teacher:

- understands the diverse ways that students grow and develop.
- recognizes that students have diverse goals and needs for learning a heritage language.
- forms constructive relationships with students and their families.
- understands the diverse language and cultural experiences that students bring to the classroom.
- acquires knowledge of students through in-class/ongoing assessment and evaluation.
- is sensitive to students' and families' emotional challenges with language maintenance and identity construction.

Expected Attribute 2: Knowledge of Language

Keisho teachers function with a high degree of proficiency in Japanese. They understand how the Japanese language and culture are intimately linked, understand the linguistic elements of the Japanese language, and draw on this knowledge to set attainable and worthwhile learning goals for their students.

The teacher:

- exemplifies a high proficiency in the Japanese language ([ILR score level 5](#) / Functionally Native Level Proficiency in reading, writing, speaking, and listening).
- has a strong foundation of knowledge in linguistics (how languages work).
- has an ability to draw on the varieties of Japanese language in students' communities.
- understands and helps to develop language pedagogy that addresses Japanese heritage language learners' specific needs.
- has a basic knowledge of heritage language assessment and evaluation tools, including language proficiency tests.
- cultivates resources and connections with other professionals in Japanese language and heritage language education.

Expected Attribute 3: Knowledge of Culture

Keisho teachers know and understand the practices, products, and perspectives of Japanese culture and understand how the Japanese language and culture are intimately linked.

The teacher:



- has an intimate understanding of both historic and contemporary Japanese culture including its products, practices, trends, and perspectives.
- provides opportunities to understand the richness of Japanese culture and interpret key cultural traits and concepts in sensitive and meaningful ways, so that students can establish a sense of relevance and belongingness to Japanese culture.
- enables students to interact with contemporary Japanese society and the history of Japan through a variety of means.
- intentionally integrates the opportunities for practical and age-appropriate exposures to culture that are naturally gained in classrooms in Japan.

Expected Attribute 4: Knowledge of Language Acquisition

Keisho teachers are familiar with how heritage language learners develop Japanese language, understand varied methodologies and approaches used in the teaching of Japanese, and use this knowledge to design instructional strategies appropriate to their instructional goals.

The teacher:

- recognizes the factors that affect language development – including time, sequencing, age and cognitive development, attitude, cultural background, family involvement – and adapts instruction of Japanese to maximize student learning.
- has an ability to utilize teaching strategies flexibly and break down the steps to fit the learning patterns of heritage language learners.
- analyzes each student's learning styles to effectively expand their bilingual/multilingual skills.

Expected Attribute 5: Fair and Equitable Learning Environment

Keisho teachers demonstrate their commitment to the principles of equity, strength through diversity, and fairness. Teachers welcome diverse learners who represent our multiracial, multilingual, and multiethnic community and create inclusive, caring, challenging, and stimulating classroom environments in which all students learn actively.

The teacher:

- values diversity to ensure equity and fairness.
- creates safe and supportive environments conducive to language learning, so that every student can feel a sense of belongingness, achievement, and success.



- provides lessons that are approachable by students of different levels, learning styles, and interests.
- builds a classroom and program community where each person's identities are respected and provides support to construct their positive cross-cultural identity.

Expected Attribute 6: Designing Curriculum and Planning Instruction

Keisho teachers work as a team to design and deliver curriculum and instruction that actively and effectively engage their students in language learning and cultural studies. They collaborate to ensure that the experiences students have from one level to the next are sequential, long-range, and continuous, with the goal that over a period of years students move from simple to sophisticated use of the Japanese language and a deeper, more nuanced understanding of Japanese culture.

The teacher:

- collaborates to design language learning curriculum that incorporates the 5 C's: Communication, Culture, Connection, Comparing, and Communities.
- uses best practices for the teaching of heritage language learners including: lesson preparation, background building, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment.
- respects students' interests and short-term goals to enhance their continuous motivation so they will become lifelong learners.
- uses traditional Japanese yearly events, customs, and manners to transmit cultural knowledge.
- actively seeks resources that are available through public organizations and associations for teachers of foreign languages/Japanese language.

Expected Attribute 7: Assessment

Keisho teachers work as a team to employ a variety of ongoing assessment strategies appropriate to the curriculum and to the learner and use assessment results to shape instruction, to monitor student learning, to assist students in reflecting on their own progress, and to report student progress.

The teacher:

- collaborates to evaluate student work using assessments that measure student progress in all three modes of communication – interpersonal, interpretive, and presentational.



- gives students opportunities to succeed in a variety of tasks that demonstrate growth and progress in ways that traditional assessments might not.
- understands the advantages and limitations of a wide range of assessment methods, including formative and summative assessments, and chooses among them to gauge growth and motivate students.

Expected Attribute 8: Reflection

Keisho teachers continually analyze and evaluate the effectiveness of their instruction in order to strengthen their teaching and enhance student learning.

The teacher:

- is open to innovation, new information, assistance, and ideas from a variety of sources – including students, parents, and colleagues – to gain insight regarding their planning, assessments, and instructional techniques.
- willingly conducts informal or formal research on their own and uses the findings to set instructional goals both for themselves and for their students.

Expected Attribute 9: Professionalism

Keisho teachers collaborate with colleagues and contribute to the improvement of professional teaching and learning communities and to the advancement of knowledge. They advocate both within and beyond Keisho for the inclusion of all students in programs of instruction that offer opportunities to study Japanese language and culture from early childhood through adolescence and young adulthood.

The teacher:

- shares responsibility with their colleagues to improve Keisho's instructional programs and to foster the success of all students.
- works with colleagues on lesson plans, shares materials and expertise with their peers, analyzes and develops curricula, and acts as mentors to observe and coach other teachers.
- is a member of state, regional, and national professional organizations and actively seeks and participate in opportunities to promote Japanese language and cultural education.

(adapted from National Board for Professional Teaching Standards, World Languages Standards Second Edition for teachers of students 3-18+

<http://boardcertifiedteachers.org/sites/default/files/ECYA-WL.pdf>)