

The BREEZE

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THE JAPAN
FOUNDATION

*Los Angeles
Language Center*

国際交流基金
ロス・アンジェルス
日本語センター

Call for NBPTS

Japanese Language Teacher Candidates

This is a Special NBPTS Issue of the Breeze

The NBPTS reports that certification in Japanese risks being discontinued this year due to the low volume of teacher candidates. In order to avoid this regretful development, the Japan Foundation Los Angeles Office & Language Center (JFLALC) offers this special issue of the Breeze, containing useful information about the NBPTS certification process and financial aid. Hopefully, by working together, we can save NBPTS certification for the field of Japanese language education.

- ☐ The NBPTS certificate in Japanese **may be discontinued unless a minimum of 50 teacher candidates complete the following steps by the noted deadlines:**

Step	Deadline
Apply and Pay the \$300 Application Fee	December 31, 2003
Pay the Balance of the Certification Fee and Submit All Eligibility Forms	January 31, 2004
Submit Portfolio Entries	April 16, 2004
Complete Assessment Center Exercises	June 30, 2004

- ☐ The JFLALC strongly encourages all eligible Japanese language teachers to become candidates for NBPTS certification and will subsidize one-third of the \$300 application fee. Candidates must meet the following requirements in order to qualify for this aid:

- 1) Be a NCJLT member.
- 2) Submit a copy of your Oshirase mailing label as proof of NCJLT membership.
- 3) Submit a copy of your application receipt.

Please send the copies of the above to: Japan Foundation Los Angeles Language Center
Attn: Justin Miyai, Program Associate
333 South Grand Ave., #2250, Los Angeles, CA90071

A reimbursement check will only be issued after all of the above have been received and once it has been determined that the NBPTS has a minimum of 50 Japanese language teacher candidates. (please see page 5 for more information about financial aid).

- ☐ NBPTS application details, including procedures can be found on page 4.
- ☐ In the unfortunate event that the NBPTS does not receive a minimum of 50 Japanese language teacher candidates, the NBPTS will offer full fee refunds to those affected.

National Board for Professional Teaching Standards and Certification

Y.-H. Tohsaku
University of California, San Diego

In retrospect, I had three great teachers who impacted my life, especially, my career choice. My grade-school music teacher encouraged me to use dictionaries and encyclopedias whenever I had a question. At middle school, my physical education teacher challenged me with many intriguing questions on English grammar and taught me the joy of learning a new language. My high-school homeroom teacher, who had a Ph.D. in biology, taught me the importance of critical thinking. Although they were teaching at different levels and their teaching subjects varied, common to these three teachers were their strong commitment to student learning, ardent passion for teaching, and deep caring for students.

In our position as a teacher, we play a significant role in students' life. What we say, do, and teach no doubt affects their growth and life in many different ways. It is also true that the better we are prepared and trained, the better our students learn and perform.

What is NBPTS?

On the belief that quality teaching leads to quality learning, the National Board for Professional Teaching Standards (NBPTS) was created in 1987. It is an independent, nonprofit, nonpartisan organization whose missions are 1) to set high, rigorous standards for what teachers should know and be able to do; 2) to provide a national voluntary system certifying accomplished teachers; and 3) to advocate education reforms through the National Board Certification (NBC) and National Board certified teachers. NBPTS is governed by a 63-member board of directors, who are classroom teachers, school administrators, business and community leaders, and federal and state legislators and is run by grants from the federal government and donations from philanthropic organizations and private businesses.

One of the first tasks of the National Board was to identify the knowledge, skills, dispositions, and attitudes that characterize accomplished teaching. Their policy statement, *What Teachers Should Know and Be Able to Do*, includes Five Core Propositions that should be honored in teaching (Appendix 1).

Based on Five Core Propositions, NBPTS Standards were developed in a variety of subjects. Then, NBPTS developed a system to assess accomplished teachers, through a demanding performance-based assessment, against these high, rigorous subject-by-subject standards. In 2000, the National Board approved the NBPTS Standard for World Languages Other than English (WLOE), developed by a 15-member committee, which comprised of classroom foreign language teachers, researchers and administrators. (Appendix 2) One of the members was Leslie Okada Birkland, a high school Japanese teacher from Kirkland, Washington. In 2001-2002, the National Board Certification assessment started for Spanish, French, and German. In the 2002-2003 cycle, Japanese and Latin were added to the WLOE certification. Unfortunately, only one Japanese teacher applied, and her assessment was suspended in the middle of the process. In the 2003-2004 cycle, Japanese certification is being offered for Early and Middle Childhood (3-10) and Early Adolescence through Young Adulthood (11-18+).

The Assessment Process

Teaching is a complex process involving many factors, which is obvious from the NBPTS for WLOE. In order to teach effectively, we must not only have good knowledge of our subject area and know how to impart it to students, but also take many factors into consideration and make numerous decisions on a variety of matters constantly. Thus, assessing and certifying accomplished teachers is not a simple task. The National Board Certification assessment consists of two components: portfolio and assessment center exercises.

The portfolio of the WLOE assessment is designed to assess candidates' knowledge and skills to 1) design instruction over time; 2) build students' communicative and cultural competence; 3) engage all learners; and 4) contribute to student learning. Candidates will be asked to include videos showing your interactions with students in the classroom, student work samples, and so forth along with your explanation and evaluative comments. It will take between 200 and 400 hours to complete all entries of your portfolio. Your portfolio entries will be rated by assessors according to the rubric (refer to the NBPTS web site).

The assessment center exercises will be a web-based assessment consisting of six sections: 1) oral proficiency 2) interpreting aural texts 3) interpreting written texts 4) written communication 5) knowledge of language acquisition and 6) knowledge of how language works. You have 30 minutes to complete each assessment center exercise. Six different scores will be reported.

Who and How to Apply?

In order to apply for National Board certification, you must 1) have a baccalaureate degree from an accredited institution; 2) have completed at least three years of teaching in one or more K-12 schools; and 3) hold a valid state teaching license (if required) for each of those years. Also, because of the nature of assessment, you must have access to a class of at least six students. You should also be able to submit student work samples and videotapes showing your interaction with students in Japanese.

Detailed information about NBPTS and NBC process is available at the NBPTS web site at www.nbpts.org. Also, you can call their toll-free line at 1-800-22 TEACH. Read the web site very carefully and check if your teaching satisfies the NBPTS/WLOE and you are eligible to apply. You can apply on line or by mail. The assessment fee is \$2,300. Many states and school districts provide financial support or defray the assessment fee. Also, other forms of financial assistance are available. (Refer to the NBPTS web site.) Many schools give NBC candidates a variety of assistance (paid leave for assessment center exercises, video production assistance, etc.). A number of states and school districts offer a one-time bonus, salary raise and other financial incentives to those who successfully complete the NBC process.

There are many support groups and systems for NBC/WLOE candidates. A number of regional and state foreign language teacher associations have been offering information sessions about NBC. NCJLT is planning to have a session on NBC at this year's ACTFL Annual Meeting in Philadelphia. Several universities throughout the country have been providing

candidates with advice and assistance. ATJ's Professional Development SIG has been planning to provide Japanese NBC candidates with support through their web site and so forth.

Why NBC?

Why do you have to go through this rigorous, time-consuming assessment process? Some of you may have a financial incentive. Those who were granted the National Board Certification, however, invariably say that the NBC assessment process was the best professional development opportunity they have ever had, which helped them grow professionally and personally. For many, it was a life-changing experience. The portfolio development will give you an opportunity to observe your own teaching and student learning and analyze and reflect on your actions, decisions, thoughts, and approaches systematically and objectively. Through this observation and self-reflection, you can gain lots of insight into your teaching. You will have opportunities to think about how your teaching is shaping your students' learning and the development of their knowledge and skills.

Also, NBC will give you a chance to demonstrate your teaching excellence not only to your students, fellow teachers, and administrators, but also to parents and the community. It is the pinnacle of your professional career and raises your visibility in the communities. Your NBC status also helps the Japanese language education field gain more recognition and solidify its position in

education. In the future, it is expected that Japanese language teachers face course cuts or even program cuts. Your NBC status may help save your program.

Many of those who were granted NBC say that they gained confidence in playing a leadership role and working as a mentor for other teachers. Many NBC teachers are now given a new capacity or role by their school or school districts, sharing their expertise and experiences with and advising and mentoring other teachers. They are playing an important role in professional development at school, school district and state levels. We hope that the NBC process will create more Japanese teachers who will work as leaders and mentors for novice teachers as well as future teachers. NBC also attracts bright college students to teaching. Most importantly, teachers who went through the NBC process unanimously attest that the process helped their students improve their learning and performance. In sum, the NBC process has many benefits for you, your students, and our field.

When I am too tired to prepare for class, I remember those three great teachers' energy and dedication, and renew my commitment to giving a well-prepared class to my students. Teaching has a strong, lasting impact on our students. I hope that next fall we will be able to celebrate the granting of NBC status to many Japanese teachers. And I hope that twenty years from now, many people would say that they had a great Japanese teacher who was an NBC teacher and changed their life.

Appendix 1

NBPTS Five Core Propositions

1) Teachers are committed to students and their learning.

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students one from the other and taking account of these differences in their practice. They adjust their practice, as appropriate, on the basis of observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances, and peer relationships. Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility, and respect for individual, cultural, religious, and racial differences.

2) Teachers know the subjects they teach and how to teach those subjects to students.

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subjects is created, organized, linked to other disciplines, and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students. Accomplished teachers command specialized knowledge of how to convey subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional resources that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to learning the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

3) Teachers are responsible for managing and monitoring student learning.

Accomplished teachers create, enrich, maintain, and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They are also adept at engaging students and adults to assist their teaching and at making use of their colleagues' knowledge and expertise to complement their own. Accomplished

teachers command a range of instructional techniques, know when each is appropriate, and can implement them as needed. They are devoted to high quality practice and know how to offer each student the opportunity to succeed. They know how to engage groups of students to ensure a disciplined learning environment and how to organize instruction so as to meet their school's goals for students. They are adept at setting norms of social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure. Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to students, parents, and administrators.

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

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students—curiosity, tolerance, honesty, fairness, respect for diversity, and appreciation of cultural differences—and the capacities that are prerequisites for intellectual growth—the ability to reason and take multiple perspectives, to be creative and take risks, and to adopt an experimental and problem-solving orientation. Accomplished teachers draw on their knowledge of human development, subject matter, and instruction, and on their understanding of their students, to make principled judgments about sound practice. Their decisions are grounded not only in the literature of their fields, but also in their experience. They engage in lifelong learning, which they seek to encourage in their students. Striving to strengthen their teaching, accomplished teachers critically examine their practice, expand their repertoire, deepen their knowledge, sharpen their judgment, and adapt their teaching to new findings, ideas, and theories.

5) Teachers are members of learning communities.

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development, and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit and are skilled at employing such resources as needed. Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

NBPTS BASICS

What does the NBPTS certification process consist of?

Teacher candidates must submit a portfolio of four entries and complete six assessment exercises at a NBPTS Test Center.

Will I be able to find a testing center near me?

More than likely as there are more than 300 such centers located throughout the United States.

What are the benefits of certification?

Besides being recognized as an accomplished teacher and raising the standard of learning in the classroom, teachers receive benefits from school districts in the form of higher pay, credit and or status. Also, NBPTS certification is valid for a ten-year period.

Who is eligible to apply for certification?

Teacher candidates must possess a baccalaureate degree from an accredited institution; have completed three years of teaching at one or more early childhood, elementary, middle or secondary school(s) prior to the first day of the school year (as defined by your facility/district) in which you are pursuing NBPTS certification; and hold a valid state teaching license for each of those three years (if required).

Where and when can I apply for certification?

Teacher candidates can apply online at <http://www.nbpts.org> or request a paper application at 1-800-22TEACH.

For 2003, the NBPTS has established the following schedule:

APPLY JULY 1 - SEPTEMBER 30, 2003				
Application and \$300 non-refundable payment received by NBPTS during this period	Full fee payment and all eligibility forms must be received at NBPTS by	To be eligible to test in this Assessment Center Testing Window	Portfolio due at NBPTS on or before	And receive your results no later than
Jul. 1 - Sept. 30, 2003	Sept. 30, 2003	Oct 1, 2003 - Mar. 31, 2004	Mar. 16, 2004	Dec.31,2004
	Dec. 31, 2003	Jan. 1 - Jun. 30, 2004		

APPLY OCTOBER 1 - DECEMBER 31, 2003

Application and \$300 non-refundable payment received by NBPTS during this period	Full fee payment and all eligibility forms must be received at NBPTS by	To be eligible to test in this Assessment Center Testing Window	Portfolio due at NBPTS on or before	And receive your results no later than
Oct. 1 - Dec. 31, 2003	Jan. 31, 2004	Jan. 1 - Jun. 30, 2004	Apr. 16, 2004	Dec.31,2004

*Above schedule was taken from the NBPTS website

What is the cost of becoming a NBPTS certified teacher?

The total cost of NBPTS certification is \$2,300. A minimum nonrefundable fee of \$300 is due at the time of application, with the remaining balance to be paid by a certain deadline date (please see above schedule).

Is there any financial aid available to applicants?

Yes, through a combination of their own and NBPTS funds, most states and local school districts have programs in place to help defray the costs associated with certification. In addition, there is aid available in the form of NBPTS scholarships and no interest loans that are forgiven upon certification.

Where can I find out more information about financial aid?

Please visit the following website and click on your state: <http://www.nbpts.org/about/state.cfm> Here, you will find the contact information for your state's NBPTS Subsidy Administrator. In general, you should contact your state's administrator before submitting an application.

What is considered a passing score?

A minimum of 275 points must be earned.

What happens if I do not pass or complete the process?

Teacher candidates are given the option to retake if they do not pass. In the case that a teacher candidate fails to complete the process, he/she may continue to attempt certification for a period not to exceed 36 months from the date an initial, nonrefundable fee was processed.

What else should I know?

Teacher candidates should be aware that there are NBPTS support networks located throughout the United States to provide encouragement and advice. To find out more information, please check the following website and click on your state to determine your regional coordinator:

<http://www.nbpts.org/about/regcontacts.cfm>

NBPTS Funding Opportunities

not

Points of Caution:

- 1) Some of the information below has not been updated as states are still in the process of determining their budgets for 2003-2004.
- 2) Given space considerations, it is recommended to check the NBPTS website for complete state information, including application procedures and contact information. <http://www.nbpts.org/about/state.cfm>
- 3) Regarding subsidy eligibility, applicants must meet NBPTS eligibility requirements.

State/Locale

Aid Programs

(From the western region eastward)

Guam	● Subsidy: 50% of certification fee
Hawaii	● Up to \$2,500 in reimbursements for certification related expenses. ● Subsidy: 20 candidates at 50% of certification fee
Alaska	● Subsidy: 10 candidates at 50% of certification fee
California	● Subsidy: \$1,000 for certification fee ● \$300 from Wells Fargo ● Ford Family Foundation: Up to 500 candidates from Siskiyou County, CA and Oregon for \$2,000 (certification fee)
Oregon	● Subsidy: 24 candidates at \$1,000 (certification fee) ● State will provide additional \$1,100 towards the fee ● Ford Family Foundation: Up to 500 candidates from Siskiyou County, CA and Oregon for \$2,000 (certification fee)
Washington	● Subsidy: 212 teachers at \$700 (info. not updated)
Nevada	● Subsidy: At least 10 candidates at a maximum of \$1,000 ● Reimbursement not to exceed \$2,000 per teacher
Idaho	● Subsidy: 10 candidates at 50% of certification fee ● Additional \$1,000 from Albertson's Foundation
Arizona	● Subsidy: Through Arizona State University, 31 candidates at 50% of certification fee
Utah	● Subsidy: 17 candidates at 50% of certification fee
Wyoming	● Subsidy: 20 candidates at 25% of certification fee ● If 10-19 apply, then evenly divided up to 50% ● If 10 or fewer, then 50% (info. not updated)
Montana	● Subsidy: 10 candidates at 50% of certification fee

Colorado	● Subsidy: 60 candidates at \$1,000 with state matching funds of \$1,000
New Mexico	● Subsidy: 43 candidates at 50% of certification fee
North Dakota	● Subsidy: 10 candidates at 50% of certification fee
South Dakota	● Reimbursement of the application fee (\$300) for public school teachers who are qualified ● Subsidy: 50% of certification fee depending upon the availability of funds
Nebraska	● Subsidy: 50% of the certification fee with the balance from own funds or in combination with district funds
Kansas	● Subsidy: 27 candidates at 50% of certification fee with the balance from state funds ● Up to 60 candidates will receive state funds at 50% of certification fee
Oklahoma	● Subsidy: 34 candidates at 50% of certification fee ● State will fund the application fee for 200 candidates, provide stipend and other support
Texas	● Subsidy: 50% of certification fee
Louisiana	● Subsidy: 50% of certification fee ● State will fund the remainder of the certification fee (total \$2,000) for a limited number of both public and non-public candidates
Arkansas	● Subsidy: NBPTS Candidate Subsidy Funds will be used to match State funds ● Previous State legislation paid for the initial application fee
Missouri	● Subsidy: 150 candidates at 50% of certification fee ● State will fund an additional 25% of certification fee (\$575) ● For 2001, 100 teachers at 25% State and 50% Federal
Iowa	● Subsidy: 50% at the time of application ● 50% when certified ● If more candidates apply then can be supported, then funds will be prorated.
Minnesota	● Subsidy: Up to 50% (\$1,150) for each candidate
Wisconsin	● Subsidy: Defray up to 50% of the \$2,300 certification fee ● State will reimburse up to \$2,000 of the certification fee upon being certified
Illinois	● As funding permits. In the past, the full certification fee has been funded.
Michigan	● Subsidy: 73 candidates at 50% of certification fee ● 20 candidates at \$1,000
Indiana	● Subsidy: 49 candidates at 50% of certification fee

State/Locale	Aid Programs
Ohio	<ul style="list-style-type: none"> ● Subsidy: For 2003-2004, 500 candidates from public and chartered non-public at 100% of certification fee ● Also, for those retaking up to two entries (Dependent upon the availability of funds)
Kentucky	<ul style="list-style-type: none"> ● Subsidy: 130 candidates at 25% of certification fee ● State reimbursement of 75% of a candidate's out of pocket expenses. ● Once a portfolio is submitted, a stipend of \$400 (Information not updated)
Tennessee	<ul style="list-style-type: none"> ● Subsidy: 106 candidates at 50% of certification fee
Mississippi	<ul style="list-style-type: none"> ● Subsidy: 25 candidates at 50% of certification fee ● State will fund the remainder ● Above will be reimbursed once a candidate (public school teacher) has completed the process and is employed in a local school district
Alabama	<ul style="list-style-type: none"> ● Subsidy: Up to 100 candidates at 50% of certification fee ● State will pay fees for 75 candidates as of 7/1/00
West Virginia	<ul style="list-style-type: none"> ● Subsidy: 200 candidates at 50% of certification fee upon enrollment; the balance will be funded upon completion of the process ● Also, \$600 for reimbursement of expenses incurred ● Retake funds up to two exercises
Florida	<ul style="list-style-type: none"> ● Subsidy: 90% of certification fee ● \$150 to defray costs for portfolio production ● Retake funds for up to 900 first-time retake candidates (at least one retake exercise per \$300). If less than 900, then second and third time takers will be considered. (Not updated)
Georgia	<ul style="list-style-type: none"> ● Subsidy: Portion of the fee may be funded by the state prior to certification; portion paid by the candidate will be reimbursed by state upon certification less the \$300 application fee (Not updated)
South Carolina	<ul style="list-style-type: none"> ● Up front \$2,300 loans are available ● 50% of loan will be forgiven with no interest when a scorable portfolio is submitted; the remainder will be forgiven when certified. ● Subsidy: Retake funds are available
North Carolina	<ul style="list-style-type: none"> ● Subsidy: 100% of certification fee will be paid upfront (As of 10/02 and not updated)
Virginia	<ul style="list-style-type: none"> ● Subsidy: 60 candidates at \$1,000 ● State will fund the other \$1,000 ● Incentive grants to public school teachers achieving certification and given funds not to exceed \$5,000
Washington, DC	<ul style="list-style-type: none"> ● Subsidy: 10 candidates at 50% of certification fee
Maryland	<ul style="list-style-type: none"> ● Subsidy: 500 candidates at 75% of certification fee ● 39 candidates at 50% of certification fee
Delaware	<ul style="list-style-type: none"> ● Interest free loans with conditions ● Subsidy: available to qualified candidates
Pennsylvania	<ul style="list-style-type: none"> ● Subsidy: 50% of certification fee ● Retake funds up to \$600 subject to availability
New Jersey	<ul style="list-style-type: none"> ● Subsidy: 74 candidates will be supported
Connecticut	<ul style="list-style-type: none"> ● Subsidy: 31 candidates at 50% of certification fee. To qualify, need a district or organization to provide the remaining 50% and other support ● Also, the Connecticut Federation of Education and Professional Employees will provide additional funds with conditions.
Rhode Island	<ul style="list-style-type: none"> ● Subsidy: 10 candidates at 50% of certification fee ● State will fund the other half (\$1,000) ● Total support of \$2,000
New York	<ul style="list-style-type: none"> ● Subsidy: 159 candidates at 50% of certification fee ● \$2,500 grants to teachers to offset the process (Not updated)
Massachusetts	<ul style="list-style-type: none"> ● Subsidy: portion of certification fee for 151 candidates ● 125 candidates at \$2,000 ● 26 candidates at \$1,000 (Not updated)
Vermont	<ul style="list-style-type: none"> ● Subsidy: 50% of certification fee and stipend of \$2,500 for those becoming certified
New Hampshire	<ul style="list-style-type: none"> ● Subsidy: State will fund 10 candidates at \$1,000 of certification fee
Maine	<ul style="list-style-type: none"> ● Subsidy: Full scholarships are available ● 50% of certification fee by subsidy ● 50% through contributions and grants
Other Scholarship Opportunities through the NBPTS:	
Ford Family Foundation (for first time candidates in rural Oregon and Siskiyou County, CA) Please see under California and Oregon above for details	
Washington Mutual Foundation (for public school teachers nationwide)	
State Farm Companies Foundation ((for candidates from Los Angeles (CA) Unified School District (LAUSD) and El Paso, TX)	
The Grable Foundation (for Pittsburgh public school teachers)	

É-Mini Grants AnnouNcement

The Japan Foundation Los Angeles Language Center (JFLALC) announces that it has resumed its **Workshop and Conferences Mini-Grant Program** for fiscal year 2003-2004.

This grant is to assist Japanese teachers' associations hold a workshop or conference in the United States. The grant amount will not exceed \$1,000 per project and may be less than the full amount requested. The grant is designed to subsidize the costs of hall and equipment rentals, correspondence, printing and copying, lecturer's travel allowance (if applicable), etc.

Interested applicants must complete and submit an application to the JFLALC at least two months prior to the starting date of the project and will be notified of the results three weeks before the noted starting date. For applicants' convenience, an application may be downloaded from our website: <http://www.jflalc.org> (please click on Grants and see Japanese Language Workshop and Conferences Mini-Grant Program). In addition, applicants should be aware that checks are issued only after the event and upon receipt of a final financial and activity report. For more information, please contact Program Associate Justin Miyai by phone at (213) 621-2267, Ext. 110 or by email at Justin_miyai@jflalc.org

Japanese Language Proficiency Test 2003

The application period for the 2003 Japanese Language Proficiency Test will open on August 1, 2003. We are pleased to announce that Atlanta, Georgia, San Francisco California, and Washington, DC will become our new test sites for the upcoming test. In total, we will have seven locations offering the test in the U.S.

In addition, we are in the process of improving our online application web site (<http://www.jflalc.org/proftest/index.html>). Each online applicant will be able to access his or her own test account, and to verify their registration number, test results, and detailed information on the test site and location through a "View My Info" page. We would appreciate your help in spreading the word about this year's test and to not miss this opportunity to measure your Japanese proficiency.

Test Date: December 7th, 2003 (Sunday)

Locations: Honolulu, HI ; Los Angeles, CA; San Francisco, CA; Atlanta, GA; Evanston, IL; Washington DC ; New York, NY

Application Period: August 1st ~ September 28th

Test Fees: \$50.00 (level 1 or 2) ; \$30 (level 3 or 4)

日本語能力試験

Continued from p. 3

Appendix 2

WORLD LANGUAGES OTHER THAN ENGLISH STANDARDS

(for teachers of students ages 3-18+)
OVERVIEW

The requirements for National Board Certification in the field of World Languages Other than English are organized into the following 14 standards. The standards have been ordered as they are to facilitate understanding, not to assign priorities. They are each an important facet of the art and science of teaching; they often occur concurrently because of the seamless quality of accomplished practice.

Preparing for Student Learning

I. Knowledge of Students (p. 7)

Accomplished teachers of world languages other than English draw on their understanding of child and adolescent development, value their students as individuals, and actively acquire knowledge of their students to foster their students' competencies and interests as individual language learners.

II. Fairness (p. 11)

Accomplished teachers of world languages other than English demonstrate through their practices toward all students their commitment to the principles of equity, strength through diversity, and fairness. Teachers welcome diverse learners who represent our multiracial, multilingual, and multiethnic society, and they set the highest goals for each student.

III. Knowledge of Language (p. 15)

Accomplished teachers of world languages other than English have the ability to function with a high degree of proficiency in the languages they teach, know how the languages work, and draw on this knowledge to set attainable and worthwhile learning goals for their students.

IV. Knowledge of Culture (p. 19)

As an integral part of effective instruction in world languages other than English, accomplished teachers know and understand the target cultures and target languages and know how these are intimately linked with one another.

V. Knowledge of Language Acquisition (p. 23)

Accomplished teachers of world languages other than English are familiar with how students acquire competence in another language, understand varied methodologies and approaches used in the teaching and learning of languages, and draw on this knowledge to design instructional strategies appropriate to their instructional goals.

Advancing Student Learning

VI. Multiple Paths to Learning (p. 27)

Accomplished teachers of world languages other than English actively and effectively engage their students in language learning and cultural studies; they use a variety of teaching strategies to help develop students' proficiency, increase their knowledge, strengthen their understanding, and foster their critical and creative thinking.

VII. Articulation of Curriculum and Instruction (p. 31)

Accomplished teachers of world languages other than English work 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 will move from simple to sophisticated use of languages.

VIII. Learning Environment (p. 35)

Accomplished teachers of world languages other than English create an inclusive, caring, challenging, and stimulating classroom environment in which meaningful communication in the target languages occurs and in which students learn actively.

IX. Instructional Resources (p. 39)

Accomplished teachers of world languages other than English select, adapt, create, and use appropriate

resources to help meet the instructional and linguistic needs of all their students and foster critical and creative thinking among them.

X. Assessment (p. 43)

Accomplished teachers of world languages other than English employ a variety of assessment strategies appropriate to the curriculum and to the learner and use assessment results to monitor student learning, to assist students in reflecting on their own progress, to report student progress, and to shape instruction.

Supporting Student Learning

XI. Reflection as Professional Growth (p. 47)

Accomplished teachers of world languages other than English continually analyze and evaluate the quality of their teaching in order to strengthen its effectiveness and enhance student learning.

XII. Schools, Families, and Communities (p. 51)

Accomplished teachers of world languages other than English work with colleagues in other disciplines, with families, with members of the school community, and with the community at large to serve the best interests of students.

XIII. Professional Community (p. 55)

Accomplished teachers of world languages other than English contribute to the improvement of instructional programs, to the advancement of knowledge, and to the practice of colleagues in language instruction.

XIV. Advocacy for Education in World Languages Other than English (p. 57)

Accomplished teachers of world languages other than English advocate both within and beyond the school for the inclusion of all students in long-range, sequential programs that also offer opportunities to study multiple languages.

In the pages that follow, the reader will find full explanations of each standard that include discussion of the knowledge, dispositions, and habits of mind that allow teachers in this field to practice at a high level.



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