



"Japan ASCD serves a diverse educational community enriching teaching, learning and cross-cultural communication."
-Japan ASCD Mission Statement

Japan Association for Supervision and Curriculum Development



The Wait is Almost Over - 2008 Spring Conference!

Michael Bird, Japan ASCD Spring Conference Chairperson

Japan ASCD's Spring Conference 2008 is almost here. We are just a couple of weeks away from the conference and even closer to the closing of our registration period. Registration ends Monday, February 25th so be sure to sign up today!

Japan ASCD works hard to bring world-class professional development to Japan, and it is happening this February 29th and March 1st at The New Sanno Hotel, a 10 minute walk from Hiroo Station.

Spring Conference continued on page 3.



President's Message

Susan Hagenson,
Japan ASCD President

In the last issue, I encouraged each of you to positively affect education by helping the less fortunate children of the world. Receiving a solid education helps ensure a better future. In this issue, I would like to share several programs that are designed to put books or other materials in the hands of children, thereby helping improve their futures. According to UNESCO, the regions with the highest illiteracy rates are South Asia, Sub-Saharan Africa and the Arab States, where around one-third of men and half of women are illiterate. Two-thirds of all illiterate adults in the world are women.

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Mark Your Calendars!!

February 29-March 1, 2008
 Japan ASCD Spring Conference
 Building Our Future:
 Thoughtful Classrooms Creating
 Thoughtful Learners

Presidents Message

continued from page 1.

Please read to find out about several organizations that are trying to change those frightening statistics.

Each year, ASCD (Association for Supervision and Curriculum Development) hosts a Books Bash at their Annual Conference. Attendees bring a new book or make a donation toward the purchase of new books, with all books being donated to local public schools. This year's conference is in New Orleans, devastated by Hurricane Katrina in 2005, so these books will make a huge difference to students of the newly formed Recovery School District.

ASCD is also supporting revitalization in the New Orleans school districts by supporting local teachers enrolled in the DonorsChoose organization. Their slogan is 'Teachers ask. You choose. Students learn.' Public school teachers submit proposals for classroom materials they lack or educational experiences they wish their students to encounter. All teachers and projects are carefully reviewed to ensure eligibility requirements are met, and donors can choose which project they want to fund. ASCD's goal is an impressive \$25,000 for New Orleans teachers. Find out more at www.donorschoose.org/donors/viewChallenge.html?id=17597, or access the page from ASCD's homepage at www.ascd.org.

Another organization putting books into the hands of children from low-income families is First Book. Statistics show that in middle-income neighborhoods the ratio of books per child is 13 to 1, but in low-

income neighborhoods, the ratio is 1 age-appropriate book for every 300 children. Since their foundation in 1992, this non-profit organization has distributed over 50 million books in over 3000 American cities. Every \$2.50 contribution buys one book. Learn more at www.firstbook.org.

The final enterprise I would like to share is the 'camel library' in Garissa, Kenya, near the Somalia border, where illiteracy rates are around 85%. Camels (and librarians!) tote crates of books to the isolated bush regions four days a week, hitting each area bimonthly. This portable library aims to reach the semi-nomadic people who live amid drought, famine and chronic poverty. After experiencing the camel library and the excitement with which it was met during a trip to the region in 2006, author Masha Hamilton and two author friends asked other writers to donate books. The number of donated books has already surpassed 3500, and donations have come from authors, schools, libraries, and book clubs, among others. Thankfully, the recent upheaval in Kenya has not affected the area where the camel libraries are based. Please visit camelbook-drive.wordpress.com to find out more.

As teachers, we understand and value the importance of education, especially reading. Hopefully the missions of the above-mentioned organizations have inspired you to help them make a difference in a child's life. Japan ASCD is equally committed to ensuring all children receive a solid education in preparation for a better tomorrow. As our Spring Conference draws near, you will learn how Japan ASCD is making a difference to underprivileged children of the world.

Spring Conference continued from page 1.

As a reminder, this year's conference features:



Dr. Nel Noddings presenting on global education and the critical lessons that our schools should teach

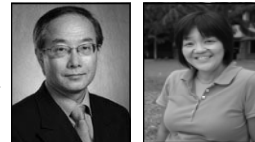


Dr. Giselle Martin-Kniep presenting on developing professional learning communities



Dr. Rheta DeVries presenting on constructivist physics in the early childhood classroom using ramps, pathways, marbles and bubbles!

Professor Yasuhiko Tohsaku and Ms. Noriko Vergel conducting a joint presentation in Japanese on enhancing Japanese language proficiency.



Check out our website at www.jascd.org to learn more about our presenters and their workshops.

Please note that due to unexpected circumstances, Marta Robertson Smyth will be unable present at the 2008 Spring Conference. Ms. Robertson Smyth sends her deepest apologies. There was much interest in the workshop and we hope to bring her to Tokyo for a future presentation.

Remember to keep your Saturday evening free to enjoy our post-conference reception in The New Sanno Empire Room. Japan ASCD will provide a variety of appetizers and The New Sanno will serve economically priced beverages. This is a great chance to unwind, meet fellow educators from around Japan, and enjoy some food and drink.

We look forward to seeing you at Japan ASCD's Spring Conference 2008



Reminder!
Spring Conference Registration ends
on February 25th.
Are you registered yet???



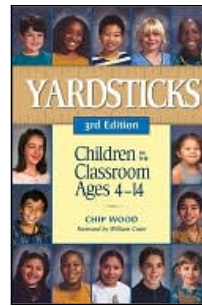
Katie's Corner

Katie Straub,
Membership Chairperson

***Imagine***

by Norman Messenger

I was wandering quietly around the library looking at new and interesting books when my eye was attracted by the unusual dust jacket surrounding this book called *Imagine*. Why is there only half of a dust jacket? I picked up the book and adjusted the dust jacket to where I thought it belonged, and lo and behold, as I moved the dust jacket, the cover changed in interesting ways! I was delighted and began to move the dust jacket up and down, while grinning. I opened the cover expecting great optical wonderments and wasn't disappointed. I turned to a beautifully detailed medieval landscape, with the words, "Imagine a land where giants can be found," and nestled among the castles and hills are craggy giants' faces. The folds, wheels, flaps and intriguing artwork lead to a fantastical world of landscapes, people, animals, and objects. The small visual puzzles in various page corners add to the fun. This quirky and clever book is a wonderful addition to your classroom library. This book is recommend for grades 3-5, but I found even the adults were enchanted by the pages. Just *Imagine!*

***Yardsticks: Children in the Classroom Ages***

4-14

By Chip Wood

Yardsticks is an indispensable resource for parents and educators who want

to be responsive to the developmental needs, talents, and ambitions of children. Organized by ages, this book tells what you can expect of children and what is too much to expect. This easy-to-read resource provides clear and concise descriptions of children's growth and development and expectations for the classroom. Each age group chapter includes charts as a quick and easy guide, summarizing: Growth Patterns: Physical, Social-Emotional, Language, and Cognitive In the Classroom: Vision and Fine Motor Ability, Gross Motor Ability, Cognitive Growth, and Social Emotional Behavior Curriculum: Reading, Writing, Thematic Units and Math

There is also an appendix providing some of children's favorite books by age.

Chip Wood writes with warmth and humor as he provides a practical guide to understanding children's yearly development. A must have for the responsive classroom.

Member Spotlight: Judy Beneventi: National Distinguished Principal Award 2007

Cris Lozon, President Elect

Nestled in the quiet recesses of the Roppongi Hills Complex is a bustling center of activity with 160 nursery, pre-kindergarten and kindergarten students pounding omochi, wrestling sumo wrestlers, and drumming taiko. This is the home of the American School in Japan’s Early Learning Center with its dynamic director, Judy Beneventi. This school year, Judy was honored by the National Association of Elementary School Principals (NAESP) as National Distinguished Principal of the Year.

In its 24th year of celebration, the NAESP and the U.S. Department of Education have honored distinguished principals for their leadership and commitment to successful learning communities. Judy was nominated and selected by fellow principals through a worldwide search process. Judy received her award at a formal banquet on October 19, 2007 in Washington, D.C.

Judy has been instrumental in effecting many changes at the American School of Japan’s Early Learning Center. In 1999, she led over one hundred children and dozens of teachers as they moved into the Roppongi Hills Early Learning Center from its former Nakameguro location. By involving

stakeholders and using their input in designing the new early learning facility, Judy ensured that the school community could celebrate the building as a combined effort.

Judy values schools that embrace the culture of their host nations as is reflected in many ELC activities. She encourages positive change and encourages staff to reflect on and collaborate on teaching practices. She focuses teachers on their common interests in maintaining professionalism and a passion for teaching. One colleague described her as “seeing the strength and passion of every teacher and allowing them to lead initiatives for the improvement of curriculum and instruction at the grass roots level.”

Member Spotlight continued on page 6.

2007-2008 Japan ASCD Board

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- Professional Resources**, Mike Adair
- Newsletter Editor**, Patti J. Fitts

Member Spotlight continued from page 6.

Before becoming a school administrator, Judy spent 12 years teaching in Peru, Japan, the United States and Australia. Judy was also a founding member of Japan ASCD and one of its past-presidents. She served on Japan ASCD's board of directors for five years. Japan ASCD is honored to have Judy as a continued member and supporter of Japan ASCD.



Judy Beneventi, Director of ASIJ's Early Learning Center, named National Distinguished Principal of the year the National Association of Elementary School Principals.

(Excerpts taken from The International Educator, December 2007)

Professional Books Sold at Spring Conference

James "Mike" Adair,
Professional Materials Chairperson

Ever get a good lead on a book only to discover that the shipping costs involved to get it here to Japan will break the bank? Well, fear no more! Japan ASCD offers Spring Conference attendees the opportunity to purchase books for a very reasonable price because we can ship in bulk. This year's choices include a number of publications written by our presenters as well as some great "blasts from the past" (books from previous headliners that sold out immediately). In addition, we always like to have a few books on Japan that are written with a comical tone. We are also going to experiment with a new concept this year. We're going to allow participants to take advantage of our lower shipping costs by ordering a limited number of titles right on the spot. You can expect to find other vendors hawking their wares during the conference as well. These fabulous finds can be paid for in cash using US dollars or Yen. The bottom line: Those looking for some educational publications for themselves, as well as those looking to add to their personal or classroom libraries, will not come away empty handed.

**Reflections on Science Inquiry with Lorri MacDonald, Ed.D.
Japan ASCD Special Event—January 2008**

Patti J. Fitts, Newsletter Editor

When my alarm clock began singing to me at 4:45am on Saturday, January 26th my first thought was, "This special event better be worth getting up this early on a Saturday!" From the moment Dr. Lorri MacDonald introduced herself, I knew the answer would be, "It was absolutely worth it!" The Science Inquiry Special Event did not disappoint! Lorri's thought-provoking presentation kept the participants engaged throughout the entire day. We were not only absorbing the wealth of knowledge Lorri had to share, but we were up and moving and a part of the presentation. By the end of the day I was exhausted. Not so much from waking up early, but from taking in the incredible amount of information Lorri had to share. I hope to see Lorri again at another Japan ASCD event.

Special Event Snapshots



Understandings, Knowledge and Skills ... three corners in a curriculum map

Meagan Pavey, International School Site Representative Liaison, ASIJ Middle School Assistant Principal

As educators we know we are living in an outcomes-based era. What is it that our students should understand, know and be able to do when they arrive at the end of our course successfully? And how do we determine if students have learned what it is we want them to have mastered?

Clearly laying out the essential knowledge, understandings and skills encapsulated in a unit of study forms three of the four corners of a curriculum map. The fourth corner contains the essential questions, which tie the unit together and create the foundational motivation or drive to learn. In the most recent article in this series, EQ's and their role in a curriculum map were examined. "What is out there?" piques the curiosity of elementary school students as they study space. A high school statistics class may grapple with the question, "What is good data?" their entire year. But starting with the end in mind, the understandings, knowledge and skills, allows us to plan our lessons thoughtfully, making sure that our students arrive at the end point purposefully and not just by happenstance.

Understandings, sometimes also called enduring understandings, in a curriculum map are the "big ideas" of the unit. These are the things that students will remember long after they have forgotten the details. They focus on concepts, principles and processes. Examples of understandings are

- Traditions reflect beliefs, values, and heritage of a culture.
- Sometimes the best mathematical answer is not the best solution to real-world problems.

From the Trussville City Schools, Board of Education. <http://www.trussvillecityschools.com/BOE/Curriculum/default.aspx>

"A person who understands something is capable of going beyond the information given." Jerome Bruner, 1973

Knowledge is the unit-relevant facts and discrete information. In Bloom's taxonomy, this is the foundational information which relies on the lower order thinking skills, but which is essential for building the higher order thinking skills. To use a language learning analogy, knowledge is the vocabulary and the grammar rules which are necessary before you can have a rich conversation. Examples of knowledge are:

- The order of the planets
- Key dates in the War of Independence
- The rules of lacrosse

Skills are the observable actions a student does in applying his or her understandings and knowledge. So, if they are actions then they must start with a verb. Examples of skills in a curriculum map are:

- Graph the data gathered to show a relationship
- Outline a research essay using a graphic organizer
- Collaborate with a peer to write a play

Once these elements are laid out clearly in a curriculum map, alongside the unifying essential questions, a teacher can then plan how it is his or her students will master these elements. These are the teaching strategies and activities, each of which can be directly linked to one or more elements of the map. And the logical capstone to a curriculum map articulates the assessment strategies and the link of each question or task to the understandings, knowledge and skills where the process all began.

Understandings continued on page 9.

Understandings continued from page 8.

A curriculum map is logical and neat. The creation of it however can be difficult and messy, especially for those who are new to the process and/or for teaching teams who need to come to agreement on a common map. But with practice and professional dialogue, the mapping process becomes easier and the quality of the maps improves. Like their geographic cousins, a curriculum map allows everyone involved, including the students, if you are up for sharing, to have a clear picture of where we are going and how we are going to get there. For some exemplary curriculum maps, surf your way to the Curriculum Designers website or cruise through the ever-growing samples posted by individual schools. Let a colleague inspire you with his or her web-published work.

To conclude, I would like to share a map from a teacher friend who decided we all need to remember that a map can help us keep perspective on our work. Thanks to Kathy Saich at ASIJ for sharing her creative post PD Day party invitation for this article.

**Unit Title: How to stay sane Grade Level: All Staff
Unit Designer: Your Colleague in the next classroom**

Curriculum Mapping: The Desired Results of the Unit

Content:

Teachers will understand that...
...all work and no play makes one a dull person.
...there's more to life than one's classroom.

Essential Questions:

1. How can our PD day end with a bang?
2. When, where, and how can we get to know one another better?
3. What are we doing working late nights and weekends??

Content:

Teachers will know...
...how to arrive at my house using a map and instructions
...to leave their worries and cares at school.
...they have almost made it through the first month of school.
...that they may arrive at my house from 4 p.m. Thursday, September 28 and on into the evening.
...they don't have to bring a thing!!!!

Skills:

Teachers will be able to...
 ...laugh!
 ...dance
 ...listen to music.
 ...eat.
 ...drink.
 ...enjoy stimulating conversation and company



Japan ASCD Spring Conference

February 29 and March 1, 2008



Building Our Future: Thoughtful Classrooms Creating Thoughtful Learners

Dr. Nel Noddings - Keynote on Friday, February 29, 2008
"Educating the Whole Child"

Dr. Giselle Martin-Kniep - Keynote on Saturday, March 1, 2008
"Professional Learning Communities: Possibilities and Challenges"

Workshop Presentations



Dr. Nel Noddings
Educating for Global Awareness
And the Critical Lessons Our
Schools Should Teach



Dr. Giselle Martin-Kniep
Professional Learning
Communities



Dr. Rheta DeVries
Physics in Constructivist
Classrooms



Professor Yasuhiko Tohsaku
Noriko Vergel
Enhancing Japanese Proficiency:
Effective Teaching Strategies and Materials

Location

New Sanno Hotel
International School of the Sacred Heart (ISSH)
Hiroo, Tokyo, Japan

Time

7:30 AM Registration/
Coffee
8:30 AM Plenary
Speakers

Registration

www.jascd.org

Contact

info@jascd.org

