A stylized, light-colored illustration of a plant with several leaves and a cluster of small, round buds or flowers, positioned on the left side of the page against a dark brown background.

WALKING IN THE FOOTSTEPS OF ASIAN STUDENTS AND THEIR FAMILIES

MATSOL Conference

June, 2017

Yuiko Shimazu & Deirdre Schadler
Lexington Public Schools
K-5 ELL Teachers

Ice Breaker

Why did you decide
to come to this workshop?

Goals for today

1. Learn bicultural considerations to better understand Asian (Chinese, Korean, and Japanese) students and families.
2. Identify tools to support your students and families.

Pair Share:

Let's Start with Perceptions

What comes to mind when you think of the interactions and experiences you have had with your Asian students and families?

The Lexington Landscape

37.2% of LPS students identify as Asian

3.7% of FT LPS staff identify as Asian

Lexington has the **3rd largest** Asian population in MA

(19.9% in 2010)

1. Ma Academy for Math and Science (42.3%)
2. Quincy (37.9%)
3. Lexington (37.2%)
4. Acton-Boxborough (31.2%)
5. Westborough (30.9%)

2016-17 Enrollment By Race/Gender Report (District) by DESE

Biculturalism

Biculturalism represents comfort and proficiency with both one's heritage culture and the culture of the country or region in which one has settled.

Benet-Martínez & Haritatos, 2005

Berry, 1997

Schwartz & Zamboanga, 2008

Biculturalism: *Kid Perspective*

**How do I feel about living in America
as a Japanese person?**

"I feel good about it because I kind of feel like myself is very special knowing two languages, and living in a country that I wasn't born in, and getting used to it. The way I don't like it is that I cannot eat many food that I used like to eat in the restaurants in Japan. The other thing I don't like about it is that I don't know so much words in English than in Japanese."

-A 4th grader at LPS

Pair Share:

Consider Your Identity

What do you consider to be your top two “identities”?

Biculturalism: Kid Perspective in Numbers

Who are you?

I am _____.

The ELL students rated their race as their identity in:

- the 4th place in 2nd grade
- the 2nd place in 3rd grade
- the 2nd place in 4th grade
- the 2nd place in 5th grade

ELL students are particularly aware of their racial identity from an early age.

Agenda

1. The Meaning of Education in Asian Society
2. School Environments
3. Home Country Responsibilities for Students, Teachers, and Families
4. Bring It All Together



THE MEANING OF EDUCATION IN ASIAN SOCIETY

What's the Fuss?



<http://news.naver.com/main/read.nhn?mode=LSD&mid=sec&sid1=102&oid=096&aid=0000153478>

Korea: *Sooneung*

National College Scholastic Aptitude Test

- Duration: 9.5 hours, 1 day
- Once a year in November
- Public transportation added, planes grounded
- Students are escorted by police, if necessary
- High rates of suicide before/after/day of results



Education in Korea...

- Is not a choice (95% high school graduation rate)
- **Extracurriculars are not highly valued**
- Students have on average 15 hours of academics/day (school + tutoring)
- Mandatory Saturday school banned just a few years ago in 2012
- *Hakwons* (private tutoring) is being regulated (hours, fees) by the government without much success

What is going on here?



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What is going on here?



Source: <https://www.youtube.com/watch?v=811111111111>

China: GaoKao:

The National Higher Education Entrance Examination

- Duration: 9 hours over 2 days
- Offered once a year.
- Measures taken to discourage cheating



Japan: Daigaku Nyushi Senta Shiken

National Center for University Entrance Exams

- Duration: 9 hours, 2 days
- Offered once a year.
- 70% of colleges require 5 Subject Test (JLA, Math 1 & 2, Science 1 & 2, Social Studies, and Foreign Language)
- Based on the result, students select a college and take another test (2-4 subject tests, essay, interview, etc.)



Practice Entrance Exam in Tokyo Area. (Mock Exam)

- Results from this test provide critical information about your chances of getting into a college. Students decide which colleges they can apply to (or not apply to).

Class #/ Student's name

Subject Areas

Total/ Average/ Rank/ # of Fails

國一和班第一次月考成績單

	國一和	國文	英語	數學	歷史	地理	公民	生物	健教	總分	平均	名次	不及格
1	賀 雲	83	95	74	96	98	94	94	97.5	731.5	91.4	10	
2	黃 瀾 儀	70	87	80	86	94	88	96	95	696	87.0	25	
3	王 宜 元	79	99	60	94	96	100	100	92.5	720.5	90.1	13	
4	周 育 瑄	79	96	90	98	98	94	98	97.5	750.5	93.8	4	
5	李 柔 瑩	68	96	77	82	94	88	90	85	680	85.0	32	
6	楊 又 瑄	76	99	75	94	96	98	78	95	711	88.9	17	
7	邱 宓 祺	86	95	61	96	90	94	98	95	715	89.4	15	
8	連 婉 宜	88	98	77	98	96	98	96	92.5	743.5	92.9	7	
9	楊 璣 元	58*	76	67	80	56*	88	64	85	574	71.8	42	2
10	張 詠 晴	82	98	85	96	100	94	98	90	743	92.9	8	
11	張 瑋 珊	84	95	67	96	98	90	96	100	726	90.8	12	
12	石 宜 瑄	67	96	77	86	94	88	86	85	679	84.9	33	
13	何 沅 瑾	70	92	48*	84	84	84	74	90	626	78.3	40	1
14	鄭 宇 佑	76	97	65	94	74	94	86	97.5	683.5	85.4	29	
15	劉 映 佳	88	91	67	96	88	96	96	95	717	89.6	14	

Academic Performance Is Openly Displayed: Honor (& Not So Honor) Roll at Jinhua School, China

光荣榜
高三第一次月考

成绩优异名单

张隼毅	许睿颺	陈 瑶	丁家新	陈 龙	龚 劲	陈 赫
杨羽婷	吴越子	卢哲睿	诸葛尚	徐伟东	许晨熹	罗程远
俞启璇	楼 姹	毛 未	陈柳延	张天扬	詹天齐	何博涵
陈明卿	朱 玺	陈 亮	李 樱紫	纪明宇	应卓钰	陈泽坤
姚诗琪	董瑜浩	倪 策	韦凯翔	沈一男	金 灿	华梓淇
孙佳颖	张 宇	丁疏横	刘栩傲	刘隽雯	胡晓敏	陈仕轩
林 野	杨皓若	陈秉旺	胡宇翔	朱嘉成	叶涵枫	邱王迪

文科

赵家辉	王 池	潘鹏钦	贾茗铄	汤佳颖	沈 茗	周东奇
田恺丰	张霄玥	施若可	王 赫	方 芳	高 珊	劳纯丽
吴智弦	朱人杰	叶之琪	胡雪华	金 玲		

潜力生名单

理科

陈佳禾	胡天池	叶天晗	毕浩峰	李詹雯	祝瑜婷	李俊侯
俞思健	沈 越	朱 凯	赵 羽	梁轩嘉	陈俊吉	季 节
胡泽宇	薛华鑫	吴颜霏				

文科

叶 童	王煜阳	周山登	方梦澜	卢玥樾	周晓洁	楼诚恺
姚佳忆	周益安					

高三年级组
2012年10月6日

Only One Shot to Go to College!

- In China, Korea, and Japan, the college entrance exam only takes place once a year.
- In China and Korea, the scores determine which college one may attend.
- In Japan, you may only apply to and sit in for the entrance exam associated with one single state college at a time.

A stylized, light brown illustration of a plant with several large, pointed leaves and a cluster of small, round buds or flowers on the left side, set against a dark brown background.

SCHOOL ENVIRONMENTS

Kindergarten Reading Time (Japan)



Kindergarten Reading Time (U.S.)



Reading time in Michele DeLoach's first grade class at Mayport Elementary School.

Credit Cyd Hoskinson / WJCT

Kindergarten Reading Time

U.S.



Japan



High School Classrooms (China, Japan, Korea)



U.S. High School Classrooms



High School Classrooms



Japan, Korea



U.S.

Elements of the School Environment

	U.S.A.	China/Japan/Korea
Classroom Size	About 20 students/class	About 30-40 students/class
Physical Space (Desk Settings)	Flexible (Rows, Circles, stations, etc.)	Rows (Not allowed to move around)
Visual Stimulation	A lot of stimulation (posters, students' work, etc.)	Not much stimulation
Learning Styles	Active (Discussions, partner work, real-time thinking, question teachers, etc.)	Passive (Taking notes, listening lectures, coping master piece, do not challenge teachers, etc.)
Teaching Styles	Student centered (equity, differentiated instructions)	Teacher centered (equality, curriculum and textbook based)
Thinking Styles	Real-time, critical thinking	Review at home, memorization
Homework	Student's responsibility. Independency is encouraged.	Both student and parent's responsibility Family support is encouraged.
Clothing	Flexible (as long as they are not offensive)	Uniforms/Rules (No accessories, nail polish, makeup, etc.)

Class Schedule

Japanese Elementary and Middle School Schedules

Block	月 Mon	火 Tue	水 Wed	木 Thurs	金 Fri
1時限 (校時) 8:50-9:35	国語 JLA	国語 JLA	生活 Life	道徳 Ethics	図工 Art
2時限 (校時) 9:40-10:25	算数 Math	算数 Math	体育 PE	生活 Life	図工 Art
3時限 (校時) 10:45-11:30	体育 PE	生活 Life	国語 JLA	国語 JLA	体育 PE
4時限 (校時) 11:35-12:20	国語 JLA	国語 JLA	算数 Math	図書 Library	国語 JLA
昼休み 12:30-13:20	給食・掃除 Lunch & Cleaning				
5時限 (校時) 13:40-14:25		音楽 Music	学活 HR	音楽 Music	算数 Math

Block	月 Mon	火 Tue	水 Wed	木 Thurs	金 Fri
1時限 (校時) 8:40-9:30	国語 JLA	英語 English	英語 English	理科 Science	数学 Math
2時限 (校時) 9:40-10:30	数学 Math	国語 JLA	音楽 Music	英語 English	保健体育 PE/Health
3時限 (校時) 10:40-11:30	音楽 Music	数学 Math	数学 Math	英語 English	社会 Social St
4時限 (校時) 11:40-12:30	理科 Science	英語 English	社会 Social St.	国語 JLA	国語 JLA
昼休み 12:30-13:20	Lunch Recess				
5時限 (校時) 13:20-14:10	理科 Science	技術家庭 Home E/Tech.	美術 Art	社会 Social St.	英語 English
6時限 (校時) 14:20-15:10	社会 Social S.	技術家庭 Home E/Tech.	国語 JLA	保健体育 PE/Health	数学 Math

Providing a daily schedule and routine to students and families will reduce their anxiety. It will also encourage them to be more engaged in each lesson.

Class Schedule

	U.S.A.	China/Japan/Korea
Recess	K-5: 1 – 2 times a day 6-12: No recess (transition time)	A several times a day between every block
Bathroom	Anytime (ask teacher's permission during the class)	Only during recess (not allowed to use bathroom during the lesson.)
Rotations	Students rotate. Teachers remain.	Teachers rotate. Students remain.
Structure	Flexibility required: Adjustment to class environments and teaching style	Structure required: Uniform learning, teaching, and environment

The differences impact the students on:

- Not being able to go to bathroom
- Cannot realize the transition between the lessons (Cannot recognize when the lesson begins and ends)
- Being exhausted from not having a break between lessons
- Getting lost or confused academically (not textbook) and physically (not be able to find where to go next)

Education is...

- Hierarchical based on performance
- Individual Performance...
 - is public knowledge
 - impacts family reputation and status
- To honor self and family name
- The one clear pathway to success.
- School is a formal, respected place
- Getting into good schools will decide the student's future career.
- To be taken seriously.
- “Make or break”

Education = Golden Ticket

A stylized, light brown illustration of a plant with several large, pointed leaves and a cluster of small, round buds on a stem, set against a dark brown background on the left side of the slide.

HOME COUNTRY EXPECTATIONS FOR STUDENTS, TEACHERS, AND FAMILIES

Class Time (Japan)



Class Time (U.S.)



<http://www.ipadinschools.com/328/largest-deployment-of-ipads-in-schools/>

Class Time



China, Japan, Korea

- Take notes by hand
- Work individually

U.S.

- Use technology in learning
- Think, pair, share
- Interactive



Cleaning Time! (Video from Japan)



<https://www.youtube.com/watch?v=jv4oNvxCY5k&t=1s>

Asian Family Expectations for Students

- Study from standardized textbook.
- Listen to the lectures and follow directions.
- Be humble. Teachers are the experts and always right.
- Keep the classroom equilibrium, focus on learning.
- Devote long hours of study at school + cram school.
- Accept results from academic placement and the exam system.
- Be accountable for one's own learning.

How might you have interpreted these behaviors in your classroom?

passive
shy
reluctant to ask for help
reluctant to ask questions

Asian Family Expectations for Teachers

Teachers...

- are formal, expert, authority figures
- are the center of the classroom
- are expected to give top-down, standardized instruction to teach to each test
- are responsible for the academic performance of their students

How might you have interpreted your student's family expectations of the teacher?

The family is passive and does not ask any questions.

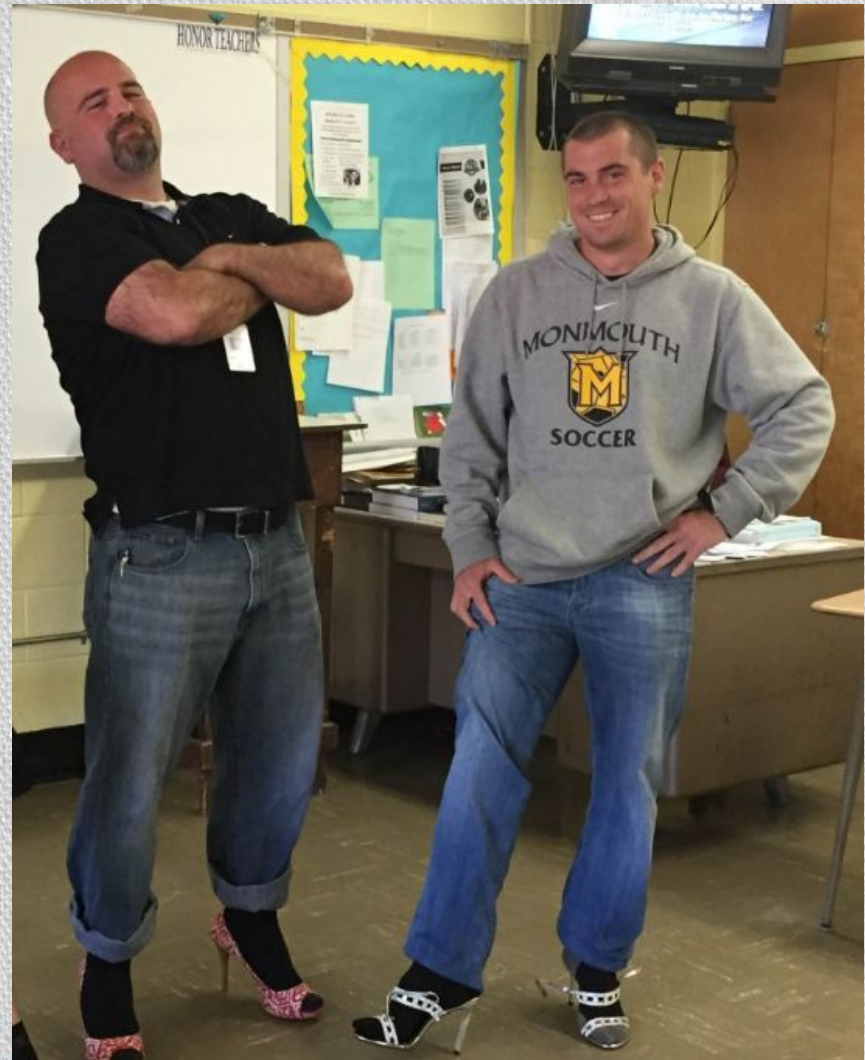
The family is not engaged in school.

Tiger Mom! (by pressuring teachers and students.)

Teachers in Japan and U.S.



<http://regex.info/blog/2008-07-03/356>



Asian Family Expectations for Parents

China, Korea & Japan:

- Look to teacher's expertise in education.
- Honor teacher's feedback of students.
- Very involved in student's academic choices within the parameters of home.
- Heavily influence decision-making process in children's lives.

U.S.:

- Parents are equal partners with teachers in children's education. They are expected to participate in school decision-making and voice their opinions.

Transition to College



Chinese parents sleep in “tents of love” outside their college kids’ dorms to make the goodbyes easier

For China's one-child families, saying goodbye when college starts is especially tough.



BRINGING IT ALL TOGETHER

Group Share

- What stood out to you?
- What do you see as your greatest challenge with Asian students and/or families?
- What is one concrete way you would like to address this challenge from what you learned today?

Tools for **Success!**

- Listen to the students and families
- Consider the identity(ies) at play
- Understand your perception vs reality
- Be aware of your emotional reactions/triggers
- Work together with compassion
- Build the relationship through consistent communication, consider implications

Tools that You Can Implement

- Host ELL Monthly Coffee and/or Newcomer Orientation
- Request an Interpreter for Parent Conferences and important events
- Translate important documents and websites
- Create a class schedule and distribute (hard copy and/or website)
- Provide learning opportunities for families (e.g. workshops to inform American education systems and expectations)
- Attend and/or provide professional development on cultural awareness and competency.
- Provide more opportunities for ELL families to meet each other so that they can expand their support network.
- Work with PTA (e.g. Newcomer Welcoming Committee, parent translators, etc.)
- Familiarize with local Asian organizations
- Use REMIND app to notify families upcoming events.

Exit Ticket

- What is one takeaway or an action step you'd like to take regarding your Asian students and families?
- What are you still wondering about?

ありがとう

谢谢

Thank you!

고맙습니다

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