

京都大学若手人材海外派遣事業 スーパージョン万プログラム
研究者派遣プログラム

英文報告書

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1. 渡航者 (日本語)			
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研究課題名	高次の学力を実現する教師教育の方法論に関する研究		
海外渡航期間	平成26年9月2日～平成27年3月7日		
渡航先 (英語表記)	国名：the United States 大学等研究機関名：Stanford University 研究室名等：Graduate School of Education 受入研究者名：Ann Lieberman		
2. 渡航の報告 (英文)			
<p>渡航先の研究環境、研究者との交流、研究発表の状況等、渡航中の滞在経験について英語(500～1000語)で記述して下さい。受入研究者と撮影した写真や研究発表で用いた図等について、可能な範囲で別添として提出して下さい。ページ数については増加してもかまいません。</p>			
<p>I studied the current reforms of curriculum, teaching, assessment, and teacher education in the US. My host professor, Ann Lieberman, introduced me to researchers who gave me helpful advice and great suggestions, and pointed me toward information, documents and websites that matched my research interests. Thanks to this kind support from my host, I was able to conduct investigation and fieldwork as follows:</p>			
<p>(1) Document collection and research survey</p> <p>I collected documents on recent curriculum reform around the Common Core State Standards and performance assessment, so-called the "new standards movement", so that I could get some idea of the pros and cons of these reforms. I also collected papers on the impact of these curriculum reforms on math education, which has been an issue in American education.</p> <p>I surveyed recent research trends in teacher education and teacher learning. In particular, I collected and examined resources concerning the teacher education reforms that went on in parallel with the Common Core State Standards.</p> <p>I also collected documents about "standards-based reform" and "evidence-based education", which are the underlying ideas of recent educational reform in US.</p>			
<p>(2) School visits, classroom observations, and collaborative research with teachers</p> <p>I visited the following schools, observed classes of various subjects, and interviewed teachers in order to figure out the impact of the recent new standards movement on classrooms, and to clarify the similarities and differences</p>			

between the US and Japan in pedagogy and classroom culture.

In California, I visited Clarendon Alternative Elementary School (San Francisco), Leadership High School (San Francisco), Walter Hays Elementary School (Palo Alto), JLS Middle School (Palo Alto), Jordan Middle School (Palo Alto), Menlo School (Atherton), Mills High School (Millbrae), Willard Middle School (Berkeley), Morrill Middle School (San Jose), Daves Avenue Elementary School (Monte Sereno).

I shared my opinion and research with several researchers; Catherine Lewis at the Mills College and Aki Murata at the University of California at Berkeley, and the lead teachers at Silicon Valley Math Institute, Jacqueline Hurd and Jana Morse. These researchers and teachers have been conducting a school-based collaborative teacher learning system from Japan called "lesson study" in some schools in the Bay Area. I attended workshops, research lessons, debriefing meetings, and conferences that were held by them and made connections with teachers participating in these meeting.

I also visited several schools outside California. I visited three high schools in San Antonio, Texas; Churchill High School, Johnson High School, and Madison High School. I conducted collaborative research with Yuka Kato and John Cadena to design unit plans for second language acquisition. I observed lessons almost all day long, gave some feedback to the teachers, and revised and made lesson plans for the next day.

I visited Harlem Village Academies Leadership (East) Elementary School in New York and shared my opinion and research with Yoshida Makoto, who is trying to reform school and teacher learning systems around lesson study.

(3) Investigation of research projects and interviews with researchers

(3)-1. Research and practice of performance assessment

SCALE (Stanford Center for Assessment, Learning and Equity), by which I was sponsored, has conducted practical research on performance assessment of not only K-12 student learning but also teacher learning.

Regarding the performance assessment of students, I attended several meetings of the research project to verify the effect of PBL (Project-Based Learning) and performance assessment on classroom teaching and learning. Through the discussions at the meetings and interviews with research staff at SCALE, Ruth Chung Wei and so on, I learned about the framework and methodology of research on teaching and assessment.

Regarding the performance assessment of teachers, I interviewed research staff at SCALE, Kendyll Stansbury and so on, and attended the National edTPA Implementation Conference, which was held by SCALE for teacher educators in the US. I communicated with teacher educators from various universities and colleges and got some idea of the pros and cons of recent performance-based teacher assessment systems.

Through these experiences at SCALE, I deepened my understanding of the current situation and issues facing performance assessment for both students and teachers in the US.

(3)-2. Current issues regarding the new standards movement

I was able to learn from researchers at Stanford regarding the new standards movement. Jonathan Osborne, my host professor at the Graduate School of Education, gave me some resources and advice about the Next Generation Science Standards: NGSS and assessment reforms based on it. I attended his seminar and talked with his graduate students about this topic, too.

I interviewed Michael Kirst and Linda Darling-Hammond, researchers at Stanford, who were the main leaders and

brains of the new standards-based movement. I asked them about the current situation and issues surrounding it.

(3)-3. Teacher education programs and school-based teacher leaning support systems.

To investigate the practice of pre-service teacher education at Stanford, I interviewed Rachel Lotan and Ira Lit, directors of the STEP (Stanford Teacher Education Program), and shared the teacher education practices of Kyoto University with them. I also observed teacher education classes for both elementary school teacher candidates and secondary school teacher candidates, and talked with advisers in the teacher education program.

To investigate school-based teacher learning support system, I learned from the research on school change by Ann Lieberman, talked with Catherine Lewis and Aki Murata about lesson study in the US and Japan, and interviewed Alan Schoenfeld at the University of California, Berkeley and Jo Boaler at Stanford about how to support teacher learning processes, mainly in math education.

On the basis of these investigation and fieldwork, I am writing several papers in English, including "Theories of the Models of Academic Achievement and Children's Character Development", "Historical Overview of Lesson Study", and "Various Methods for Organizing Creative Whole-Class Teaching", which are Chapters 3, 4, and 6 of a book scheduled to be published by Routledge in the 2015 school year. Written by Koji Tanaka, Kanae Nishioka, and Terumasa Ishii, its title will be *Curriculum, Instruction and Assessment in Japan*.