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2013

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Evaluation of a Teacher Professional Development Seminar on East Asia and the  
Asian-American Experience:  
Implications for Teacher Professional Development in Social Studies  
by Gary Mitchell Mukai

A dissertation submitted in partial satisfaction of the requirements for the degree of  
Doctor of Education  
in the Graduate Division of the University of California at Berkeley

Committee in charge:  
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Professor and Dean Emeritus P. David Pearson, Graduate School of Education  
Professor Khatharya Um, Department of Ethnic Studies

Fall 2013

Evaluation of a Teacher Professional Development Seminar on East Asia and the  
Asian-American Experience:  
Implications for Teacher Professional Development in Social Studies

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by Gary Mitchell Mukai

Abstract of  
Evaluation of a Teacher Professional Development Seminar on East Asia and the Asian-  
American Experience: Implications for Teacher Professional Development in  
Social Studies

By Gary Mitchell Mukai  
Doctor of Education  
University of California, Berkeley

Professor Xiaoxia Newton, Chair

This dissertation reports the findings of a program evaluation study of a high school teacher professional development seminar and discusses the intended uses of its findings. A 35-hour seminar on East Asia and the Asian-American experience was conducted from January through October 2013. The seminar was offered by the Stanford Program on International and Cross-Cultural Education (SPICE). Nine social studies teachers and three Chinese language teachers, born and educated (through their undergraduate years) in China, participated in SPICE's seminar.

The two goals of the seminar were: (1) SPICE's seminar increases teachers' content knowledge on East Asia and the Asian-American experience; and (2) SPICE's seminar influences teachers' intention to include content on East Asia and the Asian-American experience in their curriculum. This study assessed whether or not the two goals of SPICE's seminar were met. The seminar included four full-day sessions on China, Japan, Korea, and the Asian-American experience, and a half-day follow-up session during which teachers presented lessons that they developed based on content from the four full-day sessions.

This study utilized mixed-methods research. These methods included pre- and post-tests and relied on a variety of data. These data included observations of the 35-hour seminar, interviews, teachers' reflections, situated descriptions of teaching, teacher-developed lesson plans, and participants' final evaluations of the seminar.

The results of this program evaluation study suggest that goal one was met by all 12 teachers. My analysis showed that teachers' content knowledge on East Asia and the Asian-American experience increased as a result of SPICE's seminar. Teachers reported that they learned specific factual information about East Asia and the Asian-American experience as well as new perspectives. The results suggest that goal two was met by 11 of the 12 teachers. The teachers integrated content from SPICE's seminar into their curriculum at different degrees—ranging from the integration of newly acquired basic subject matter content knowledge and pedagogical strategies to the integration of diverse perspectives and key concepts. Requiring teachers to describe situated descriptions of teaching and to write lessons (based on content from the teacher professional development seminar) helped to ensure that content from SPICE's seminar reached students.

There were five unintended or incidental outcomes. First, many social studies teachers commented on the contributions of the three Chinese teachers to their learning. Second, the novice teachers self-reported increased learning in the area of pedagogical content knowledge. Third, teachers frequently referred to the interactive nature of SPICE's seminar and its contribution to their learning. Fourth, many teachers considered the content being presented in SPICE's seminar through the filter of the Common Core State Standards. Fifth, teachers frequently noted how much they appreciated being treated like professionals and some drew explicit linkages between being treated like professionals and their desire to learn.

The dissertation concludes with comments on the intended uses of the findings. These include suggested ways to incrementally improve SPICE's seminar from 2014 specifically, and inform teacher professional development in the area of social studies broadly.

## Dedication

I dedicate this dissertation to my wife, Atsuko, who was unwavering in her support during my enrollment in the Leadership for Educational Equity Program (LEEP); to my children, Jason and Emily, who were always encouraging after I enrolled in LEEP in 2010 subsequent to their graduations from U.C. Berkeley in 2007 and UCLA in 2010, respectively; to my parents, Masato and Hisako Mukai, second-generation Japanese Americans whose civil liberties were violated during World War II and yet did not lose faith in their country; and to my parents-in-law in Japan, Ichiro and Mutsuko Kojima, who encouraged me to continue build stronger U.S.–Japan relations.

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## Acknowledgements

First and foremost, I express my heartfelt gratitude to my advisor, Professor Xiaoxia Newton, Graduate School of Education (GSE), U.C. Berkeley, for her mentorship, unwavering support, and kindness. I am most grateful to Professor and Dean Emeritus P. David Pearson for his sage advice, wisdom, and approachability; to Professor Khatharya Um, Department of Ethnic Studies, for her enthusiasm and passion for the topic of my dissertation and her interest and support of the mission of the Stanford Program on International and Cross-Cultural Education (SPICE); and to Professor Maryl Gearhart, GSE, for serving so informatively, respectfully, and graciously as my oral examination chair.

Without the vision of Professor Heinrich Mintrop, Director of the Leadership in Educational Equity Program (LEEP), GSE, I would not have had the opportunity to fulfill my long-held ambition of returning to graduate school. I am hugely indebted to him and to Dean Judith Warren Little, GSE, for their support of graduate programs for working professionals.

I would not have been inspired to (nor able to) pursue graduate studies while concurrently serving as Director of SPICE without the support of my colleagues (past and present) at the Freeman Spogli Institute for International Studies (FSI) at Stanford University. I extend my appreciation to Professor Coit Blacker (former Director, FSI), Jane Boston (former Director, SPICE), Belinda Byrne (Executive Director, FSI), Professor Mariano-Florentino Cuéllar (Director, FSI), Dr. David Grossman (founding Director, SPICE), Dr. Ronald Herring (Executive Director, California International Studies Project), Professor Emeritus Daniel Okimoto (founding Director, Shorenstein Asia-Pacific Research Center, FSI), Dr. Duarte Silva (Executive Director, California Foreign Language Project), and Dr. Judith Wooster (former Director, SPICE) for their encouragement and many years of support.

I also extend my highest respect to my SPICE colleagues, Gian Carlo Abarro, Waka Brown, Jonas Edman, Gregory Francis, Naomi Funahashi, Dr. Andre Haag, HyoJung Jang, Dr. Joon Seok Hong, Sabrina Ishimatsu, Dr. Rie Kijima, Grace Kim, Selena Lai, Stefanie Lamb, Annie Lim, Dr. Rennie Moon, Rylan Sekiguchi, and Johanna Wee. I greatly appreciated their patience and understanding as I balanced my work at SPICE and studies with LEEP.

Importantly, I thank my LEEP cohort classmates, Elizabeth Baham, Brent Daniels, Dr. Annie Johnston, and Brooke Soles for their friendship and collegiality.

Finally, I humbly thank my LEEP instructors, Dr. Mary Banach, Professor Patricia Baquedano-López, Dr. William Barr, Dr. John Hall, Dr. Elfrieda Hiebert, Dr. Ruth Love, Professor Heinrich Mintrop, Professor Xiaoxia Newton, Dr. Rosaisela Rodríguez, Dr. Page Tompkins, Dr. Matt Wayne, and Professor Sarah Woulfin for making my experience in LEEP truly an invaluable one.

## CHAPTER ONE: INTRODUCTION

Over the past 13 years, the Stanford Program on International and Cross-Cultural Education (SPICE), Freeman Spogli Institute for International Studies at Stanford University, has offered an annual 35-hour high school teacher professional development seminar on East Asia and the Asian-American experience primarily for social studies teachers. Although over 200 teachers have actively participated and their responses to seminar questionnaires have been uniformly positive, SPICE had never conducted a systematic program evaluation of its seminar (hereafter, SPICE's seminar).

The lack of a program evaluation over the first 12 years of SPICE's seminar, while unfortunate, is also typical. Many professional development activities in education are not evaluated at all (Guskey, 2000). When there is an evaluation, it is often either too shallow or too brief (Guskey, 2000). While this may be the state of evaluation of professional development, it is generally recognized that conducting a program evaluation is important to (1) better understand professional development so that it can be strengthened, and (2) determine what effects professional development has had in terms of its intended outcomes (Sparks, 2000; Kennedy, 1999). In addition, program evaluation can help to determine whether there are important unintended effects (Rossi, Lipsey, & Freeman, 2004, p. 234). In a seminal article, Weiss (1993, p. 100) notes that evaluation research asks the question: How effective is the program in meeting its goals? Most mainstream approaches to program evaluation regard specific, clear, and preferably measurable goals as an essential prerequisite for an effective evaluation (Friedman, Rothman, & Withers, 2006, p. 201).

This program evaluation study assesses whether or not the two goals of SPICE's seminar are being met. These two goals are: (1) SPICE's seminar increases teachers' content knowledge on East Asia and the Asian-American experience; and (2) SPICE's seminar influences teachers' intention to include content on East Asia and the Asian-American experience in their curriculum. The overarching question for this program evaluation is "Are the two goals of SPICE's seminar being achieved?" Though this program evaluation study was not requested by stakeholders, i.e., Stanford University, Freeman Foundation (primary funding agency of SPICE's seminar), the program evaluation study proposal was shared with officials of both organizations and the results (in secondary dissemination<sup>1</sup> format) will be shared (if requested) with them as well as with contextual stakeholders such as schools, school districts, and consular offices that request to see the findings and recommendations. The program evaluation study will be used to inform future SPICE seminars and take action based on its results.

Chapter One provides the context for this dissertation. In this chapter, I first describe the program, which includes the goals and rationale of SPICE's seminar—with a focus on how they were derived—as well as the seminar's activities, program context, and staff. From this, I present the logic model that delineates the theory of action embedded in SPICE's seminar structure and operation (Rossi et al., 2004, p. 148).

Chapter Two highlights a review of the literature. In this chapter, I consult the knowledge base on the evaluation of teacher professional development that informs this program evaluation study. Specifically, the literature informed the purposes and methods

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<sup>1</sup> This will be in the form of an abbreviated version of this study.

of this study.

Chapter Three presents various aspects of methods used in this study. In this chapter, I describe the sampling procedure as well as the study's rigor and threats to rigor. I also discuss issues concerning advocacy bias, validity, and credibility.

Chapter Four presents the findings. The findings are presented in three sections. The first focuses on intended outcomes concerning the first goal of SPICE's seminar. The second focuses on intended outcomes concerning the second goal of SPICE's seminar. The third focuses on unintended or incidental outcomes of SPICE's seminar.

Chapter Five introduces the intended uses of this program evaluation study. These uses are discussed according to Rossi et al.'s three types of utilization of evaluative studies: (1) direct (instrumental); (2) conceptual; and (3) persuasive (Rossi et al., 2004, p. 420).

Chapter Six discusses the implications of this study for teacher professional development in social studies by exploring how program evaluations such as this study may also have social action purposes that are beyond those of the particular programs being evaluated. In other words, what is learned from this particular program evaluation may tell us something about the whole category of similar programs (Rossi et al., 2004, p. 20).

## **PROGRAM DESCRIPTION**

### **GOALS AND RATIONALE**

The two goals or intended outcomes of SPICE's seminar have been shaped by recent trends in U.S.–Asian relations and the Asian-American experience. Scholars and educators have argued that given the increasing interdependence (cultural, political, and economic<sup>2</sup>) between the United States and Asia (see for example the groundbreaking study by the Asia Society, 2001) and the fact that the Asian-American population is the fastest growing (experiencing a 43 percent increase from 2000 to 2010 according to the U.S. Census Bureau) of all the major racial/ethnic groups in the United States<sup>3</sup>, the time seems ideal to not only offer teachers more professional development opportunities<sup>4</sup> on Asia and the Asian-American experience (see for example, Kiang, 2006) but also to evaluate and improve the existing professional development programs on Asia and the Asian-American experience.

In spite of the U.S.'s growing interdependence with Asia and increasing focus on Asia and the growing Asian-American population, teachers are afforded very few professional development opportunities to study Asia and the Asian-American experience (Asia Society, 2001). Of the few opportunities that are made available to teachers in the study of Asia, many are focused on war and other tragedies. This parallels U.S. and world history textbook coverage of Asia, which is primarily in the context of war (e.g., World

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<sup>2</sup> Among the top six trading partners with the United States in 2013 (through June) are China (#2), Japan (#4), and Korea (#6); <<http://www.census.gov/foreign-trade/statistics/highlights/toppartners.html>> [access date: August 18, 2013].

<sup>3</sup> <<http://www.apaforprogress.org/asian-population-fastest-growing-race-last-decade-new-us-census-figures-show>> [access date: May 10, 2011].

<sup>4</sup> In their essential principle for teacher learning, Banks, Cookson, Gay, Hawley, Irvine, Nieto, Schofield, & Stephan (2010) note that professional development programs should help teachers understand the complex characteristics of ethnic groups in U.S. society.

War II, Korean War, Vietnam War) and other tragedies (e.g., China's Cultural Revolution, mass killings in Cambodia). For example, the National Endowment for the Humanities, through its "Landmarks of American History and Culture" grant initiative, has funded professional development on topics related to World War II. An example is the "Pearl Harbor: History, Memory, Memorial"<sup>5</sup> professional development institutes that were held at the East-West Center, Honolulu, from 2004 to 2011. In addition to professional development opportunities that focus on war and Asia, opportunities for teachers to study contemporary Asia are also needed (Asia Society, 2001).

In the area of Asian-American studies, several scholars have been emphasizing the need for teacher professional development (Kiang, 2006; Um, 2003). Numerous professional development workshops and institutes have been conducted on topics such as Angel Island (the so-called "Ellis Island of the West"; 175,000 Chinese immigrants<sup>6</sup> passed through Angel Island as well as many other immigrants from Asia and other countries) and Japanese-American internment. In addition to these types of professional development, teachers need opportunities to study about Asian-American students and the achievement gap, the diversity that exists within the Asian-American community today, and the unique needs of Asian-American students (Park, Goodwin, & Lee, 2002; Pang, 2006; Li & Wang, 2008; Um, 1999).

Much of the literature on the achievement gap in the United States focuses on disparities in standardized test scores between African American and White, Latino and White, and recent immigrants and White students (see for example, Ladson-Billings, 2006). In states like California with a significant percentage of Asian-American students, Asian-American students (like White students) have demonstrated higher scores on standardized tests than for example, Latinos and African-American students. In part due to their perceived high achievement in education, Asian Americans have often been referred to as a "model minority"<sup>7</sup> (Pang, Kiang, & Pak, 2004). Many scholars challenge the notion of Asian-American students as a model minority (Walker-Moffat, 1995; Lee, 2002; Pang, Han, & Pang, 2011). Some scholars suggest that the experiences of Asian-American students (because of the model minority stereotype) can parallel what psychologist Steele (1997) refers to as the "stereotype threat," i.e., the model minority notion shapes the intellectual identity and expected performance of students (Pang et al., 2004). To challenge the model minority notion and the dangers it poses to masking the realities of the diverse educational experiences of Asian Americans, many scholars have called on the need to disaggregate educational achievement data within the Asia American and Pacific Islander (AAPI) student community (Um, 2003; Pang et al., 2004). Without such disaggregated data, the needs of low-performing AAPI ethnic groups can be overlooked. In addition, scholars have noted that the high percentage of English language learners (ELLs) in the AAPI student population can have a negative impact on achievement.<sup>8</sup>

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<sup>5</sup> <<http://education.eastwestcenter.org/asiapacificed/2009ph/>> [access date: May 6, 2011]. I was a regular speaker at this institute from 2004 through 2009.

<sup>6</sup> <[www.aiisf.org/pdf/aiisf/](http://www.aiisf.org/pdf/aiisf/)> [access date: May 6, 2011].

<sup>7</sup> The term "model minority" was first used by William Petersen in an article, "Success Story, Japanese-American Style," January 9, 1966, *The New York Times*.

<sup>8</sup> More than half of all APA students come to school with a home language other than English (Pang et al., 2004); Gandara & Hopkins (2010) argue that the academic achievement of English learners is affecting the overall education level of the nation.

As a way to contest the homogenous perception of AAPIs, some scholars argue that culturally-sensitive curricula on AAPIs is needed (Pang et al., 2011). The diversity of the AAPI experience is seldom noted. Coupled with the need for culturally sensitive curricula on AAPIs is the need to add AAPI content to standards in states like Massachusetts, a state with a significant population of AAPIs (Um, 2003; Kiang, 2006). As noted earlier, given that Asians grew faster than any other racial group in the United States during the past decade<sup>9</sup>, some scholars argue that the time is opportune to do so (Pang et al., 2004).

My analysis of the literature led me to conclude that professional development on Asia and the diverse experience of AAPI students and their homelands is critically needed. This conclusion is supported by noted scholars (see for example, Um, 1999; Lee, 2002). These scholars have recommended teacher professional development that introduces the varied histories of the AAPI experience (Kiang, 2006) as the historical backgrounds of AAPIs are extremely diverse. In addition, these scholars argue for the need for professional development that introduces effective and culturally responsive ways to work with ELL students and that introduces AAPI curricular content (Lee, 2002; Um, 2003). Others point out the importance of professional development as a way to raise teachers' sensitivity to the challenges their immigrant students and second-generation immigrant students face in schools and in their broader communities (Portes & Rumbaut, 2001; Suárez-Orozco, Suárez-Orozco, & Todorova, 2008). The literature base on AAPIs can certainly help to inform facilitators of professional development on Asia and the Asian-American experience.

Professional development on Asia and to a lesser extent on the Asian-American experience has a relatively short history in the United States. Organizations like the Japan Society of New York and the Asia Society (from the early- to mid-20th century) as well as many universities' Asian studies programs (from the early 1970s; in particular as a response to federal funding requirements—namely, educational outreach—for title VI funding) have sought to promote the study of Asia at the pre-collegiate level. The pioneers (from as early as the 1930s) of the movement to improve teaching about Asia in U.S. schools are Elgin Heinz, Jackson Bailey, and Franklin Buchanan (Grossman, 2005). These pioneers provided some of the earliest teacher professional development on Asia to teachers. The efforts of these pioneers, key educators, and university faculty led to the creation of many university- and other non-profit organization-based teacher professional development programs on Asia, including the Bay Area China Education Program (SPICE's predecessor program) in 1973. This history has helped to shape SPICE's teacher professional development design, which is described next.

#### SPICE'S TEACHER PROFESSIONAL DEVELOPMENT DESIGN

SPICE intends to achieve two goals or intended outcomes through its professional development seminar or SPICE's seminar. These goals are: (1) SPICE's seminar increases teachers' content knowledge on East Asia and the Asian-American experience; (2) SPICE's seminar influences teachers' intention to include content on East Asia and the Asian-American experience in their curriculum. As noted in the previous section,

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<sup>9</sup> 2010 Census, <<http://2010.census.gov/news/releases/operations/cb12-cn22.html>>. [access date: May 1, 2013].

these goals are not only reflective of recent trends in U.S.–Asian relations and the Asian-American experience but also reflect legacies of key pioneers in the field of teacher professional development on Asia as well.

Table One displays how various professional development activities and components are designed to achieve the two stated goals. Table One lists the two main goals of SPICE’s seminar and the activities and components used to help to achieve them. Some activities and components appear under both goals, as they are likely to have effects on both goals. For instance, the complimentary curriculum (developed by SPICE) may increase teacher content knowledge as well as increase the likelihood of greater inclusion of content on East Asia and the Asian-American experience in teachers’ curriculum.

<b>Table One: Goals and Professional Development Design</b>	<b>Goal 1: Increase teacher content knowledge about East Asia and the Asian-American experience</b>	<b>Goal 2: Greater inclusion of content on East Asia and the Asian-American experience in teachers’ curriculum</b>
<b>Program activities and components used to help achieve goals</b>	Scholarly lectures	Curriculum demonstrations
	Talks by authors and government (usually consulate) officials	Small-group teacher work
	Discussions	Teacher sharing of situated descriptions of teaching (in which content from SPICE’s seminar has been incorporated)
	Sharing of resources by teachers and SPICE staff	Sharing of resources by teachers and SPICE staff
	Textbook or other content readings on Asia	Teacher-developed lessons and the sharing of lessons
	Complimentary curriculum and literature	Complimentary curriculum and literature

SPICE’s seminar is divided into four eight-hour sessions (one session per month), each of which focuses on Japan, China, Korea, and the Asian-American experience from January through April, respectively. An additional follow-up session (three hours) takes place the following October. The follow-up session provides teachers with an opportunity to share their experiences in integrating Asia and/or the Asian-American experience into their curriculum. Each teacher is required to share a lesson that he/she has developed based on content from one or more of the four eight-hour sessions. Teachers are presented with “Certificates of Completion” from Stanford University at the end of the session. Upon successful completion of the seminar, each teacher is offered a \$500 stipend and three Stanford Continuing Studies credit. (See Appendix A for the “2013 NCTA High School Seminar Syllabus” and Appendix B for a “Sample Agenda”).

Following each of these five sessions, teachers are required to write their reflections (web-based) on the session. The reflections include how they might be able to incorporate information gleaned from the session into their curriculum. Teachers are offered complimentary SPICE-developed supplementary curricular materials on Asia and the Asian-American experience for use with their students. Connections to *History-Social Science Content Standards for California Public Schools* are referenced on the four full-

day sessions in order to help address issues related to coherence. The teachers are provided with textbooks (for their subject matter content background) and other instructional materials, which are used during the seminar sessions and as resources for their classroom teaching. Teachers are expected to complete assigned readings outside of the sessions in preparation for seminar discussions and activities. Teachers incur no costs to attend the seminar. However, districts or schools must cover the costs of substitute teachers.

## PROGRAM CONTEXT

SPICE and the National Consortium for Teaching about Asia (NCTA)<sup>10</sup> are sponsors of SPICE's seminar. The NCTA is a multi-year initiative to encourage and facilitate teaching and learning about East Asia in elementary and secondary schools nationwide—the target audience being primarily public school teachers. SPICE's seminar is in its thirteen year and between 12 and 20 high school teachers participate in the seminar each year. Teachers are recruited primarily through direct email, alumni of SPICE's seminar, and through SPICE's website. Applications require teacher background information, short written statements, and one letter of recommendation. Most teachers are accepted. To qualify for the \$500 stipend and Stanford Continuing Studies credit, teachers are required to fully participate in the four full-day sessions as well as the follow-up session. Out of over 200 teachers who have participated in SPICE's seminar over the past 13 years, only three teachers have withdrawn from the seminar due to personal reasons. Each year, one or two teachers have missed a session or two at the most.

As part of the application to the seminars, SPICE requests that teachers write about why they want to enroll in the seminars. The most frequently cited reasons for applying are their lack of knowledge about Asia and their high numbers of Asian-American students. The original seminar design did not include a focus on the Asian-American experience. This focus was added after the third year of the seminar—largely in response to teacher requests. This has been the sole notable change since the inaugural seminar. Given the fact that SPICE's seminar has been in place for 13 years, most implementation problems have been ironed out (Rossi et al., 2004, p. 236).

## LOGIC MODEL AND THEORY OF ACTION

A logic model presents a plausible and sensible model of how a program will work under certain conditions to solve identified problems (Bickman, 1987, cited in McLaughlin & Jordan, 1999, p. 66). The logic model (Alkin, 2011, p. 72) of SPICE's seminar is shown on the next page. Funding and teachers (inputs) are required for SPICE to implement its seminar. SPICE's seminar (intervention) includes components and activities such as scholarly lectures and curriculum demonstrations. The theory of action of SPICE's seminar suggests that these components and activities will produce short- and long-term effects/outcomes (or proximal and distal effects) such as an increase in teacher

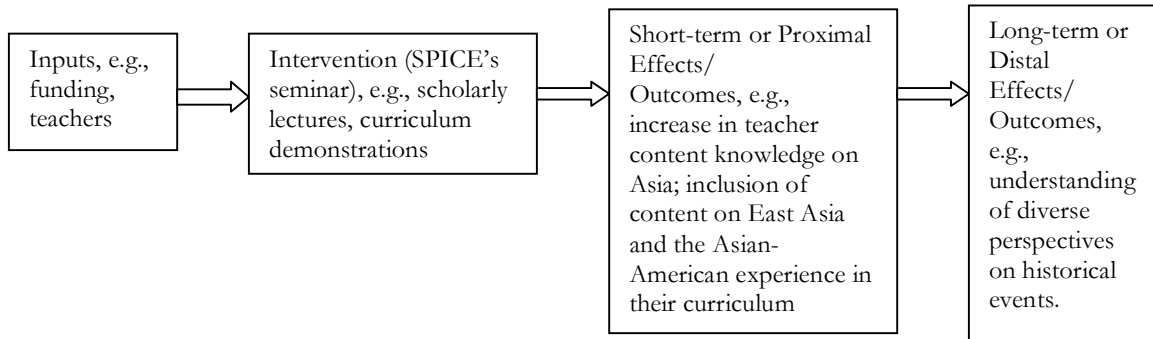
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<sup>10</sup> <<http://www.nctasia.org/>> [access date: April 29, 2012].



content knowledge on Asia and the understanding of diverse perspectives on historical events, respectively.

**Figure One: Logic Model**



#### EVALUATION CRITERIA

To examine whether or not SPICE’s seminar accomplished Goal 1, a pre- and post-test was used. In addition, qualitative data on additional learning—in particular, newly acquired subject matter content knowledge and perspectives on historical events—was derived from observations, interviews, and teacher reflections.

To examine whether or not SPICE’s seminar accomplished Goal 2, qualitative data derived from teachers’ situated descriptions of teaching, the lesson plans they have developed based on content from SPICE’s seminar, and seminar evaluations was used.

This evaluation study was informed by the general research literature on teacher professional development. This follows in chapter two.

## CHAPTER 2: LITERATURE REVIEW

### TEACHER PROFESSIONAL DEVELOPMENT

This chapter first introduces definitions and models of teacher professional development. It then provides a review of the literature on key elements of teacher professional development and its role in increasing teachers' subject matter content knowledge. It ends with a review of the literature that focuses on the impact of teacher professional development on teachers' subject matter content knowledge.

Teacher professional development “came of age in the 1980s” and has been seen as a key dimension of school improvement efforts (Sparks & Loucks-Horsley, 1989; Darling-Hammond & Sykes, 1999; Guskey, 2002; Opfer & Pedder, 2011). Some scholars broadly define teacher professional development as the total of formal and informal learning experiences throughout one's career, including preservice (Fullan, 1991; Desimone, 2009). Others narrow this considerably to any activity that is intended primarily to prepare paid staff members for improved performance in schools (see for example, Little, 1987). In this program evaluation study, teacher professional development is defined specifically as the formal learning experiences of teachers designed to increase the learning outcomes of students. Since the 1980s, numerous models of teacher professional development have emerged.

Professional development can be categorized into five broad models (Sparks & Loucks-Horsley, 1989). These are: (1) *Individually-guided Staff Development*: In this model, the learning and goals are determined by the teacher. This type of professional development may take different forms, e.g., designing and implementing a classroom project supported by a small grant; (2) *Observation/Assessment*: In this model, observation/assessment provides teachers with feedback that can enhance teaching. Teachers often associate this type of professional development model with evaluation by supervisors; (3) *Involvement in a Development/Improvement Process*: In this model, the focus is on the combination of teacher learning that results from involvement in some aspect of the school improvement process. This type of professional development aims to improve teachers' ability to engage in areas like curriculum development; (4) *Inquiry*: In this model, there is a basic belief in teachers' ability to formulate valid questions about their own practice and to pursue objective answers to those questions. This type of professional development may take different forms, e.g., teachers working individually or in small groups or as an entire faculty; (5) *Training*: In this model, a training session is conducted with a set of objectives or learner outcomes, often in a workshop-style setting. This model is the most synonymous with professional development (Sparks & Loucks-Horsley, 1989). SPICE's seminar is based on the training-type model.

Some scholars have developed more generic-type models of professional development. For example, Joyce & Calhoun (2010) broadly categorize professional development models in two ways: personal/professional direct service models and collaborative/cooperative models. In the former, professionals are designated to help other teachers; peer coaching falls into this category (Showers & Joyce, 1996). In the latter, learning communities are an important part of the category (Joyce & Calhoun, 2010). In addition to these models, a newer model of professional development has been inspired by technology (MacKnight, 2000; Cuban, 2001; Sawchuk, 2009; Moe & Chubb, 2009). These various models feature key elements, which are described next.

## KEY ELEMENTS OF TEACHER PROFESSIONAL DEVELOPMENT

While there are various models of professional development, several key elements of professional development, irrespective of the model, have emerged from the literature. Scholars have written about the importance of evaluating teachers' learning in professional development (see for example, Guskey, 2000). Five key elements emerge from the literature on the evaluation of teacher professional development and teacher content knowledge. First, most literature on the evaluation of professional development notes the importance of affording teachers with opportunities for learning new content (Garet, Porter, Desimone, Birman, & Yoon, 2001). A second key element that emerges from evaluation studies of professional development is the importance of engaging teachers interactively with the speakers and among themselves (Wilson & Berne, 1999). Teachers as passive listeners in professional development settings is one of the chief reasons why some scholars of professional development decry that the results of professional development are speculative at best (Fullan, 1979; Little, 1993; Hawley & Valli, 1999; Téllez & Waxman, 2006). A third key element is that of coherence. According to Penuel, Fishman, Yamaguchi, & Gallagher (2007), coherence refers to teachers' interpretations of how well aligned the professional development activities are with teachers' own goals for learning and their goals for students and program implementation (p. 931). If teachers perceive the goals of professional development to be well aligned in this regard, there will be greater likelihood of commitment to the professional development and greater teacher learning. A fourth key element, which has been understudied in the literature, focuses on follow-up sessions to the initial professional development opportunity itself. One of Penuel et al.'s key findings in the study described above is that additional professional development offered to teachers after the initial sessions had a significant impact on teacher knowledge and change (Penuel et al., 2007, pp. 947, 949). Follow-up sessions have a relationship to duration—an element that has been extensively reviewed in the literature on professional development (Garet et al., 2001; Penuel et al., 2007; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007; Desimone, 2009). A fifth key element is collective participation of teachers from the same school, grade, or subject (Garet et al., 2001; Little, 2006; Desimone, 2009).

## TEACHER PROFESSIONAL DEVELOPMENT AND SUBJECT MATTER CONTENT KNOWLEDGE

Teacher professional development can support teachers in a multitude of ways. The topics can range from introducing instructional strategies, content standards, and assessment to the latest in online learning. A common denominator of much of the scholarship on teacher professional development, including the work of Desimone and Borko (2004), is the role of teacher professional development in increasing teacher knowledge.

To introduce the concept of teacher knowledge, I begin by discussing the work of Lee Shulman, who introduced teacher knowledge-focused terminology that is now part of the lexicon of the field. In a seminal article, Shulman (1986) distinguishes among three categories of teacher knowledge, which he refers to more specifically as “teacher content knowledge.” The first category is subject matter content knowledge, which refers to the

amount and organization of knowledge per se in the mind of the teacher (Shulman, 1986, p. 9); or basically, knowledge of the subject and its organizing structures. The second category is pedagogical content knowledge, “which goes beyond subject matter per se to the dimension of subject matter knowledge *for teaching*” (p. 9, emphasis in original); or basically, the ways of representing and formulating the subject that makes it comprehensible to others. The third category is curricular knowledge, which is “represented by the full range of programs designed for the teaching of particular subjects and topics at a given level, the variety of instructional materials available in relation to these programs, and the set of characteristics that serve as both the indications and contraindications for the use of particular curriculum or program materials in particular circumstances” (p. 10); or basically, knowledge of what is available to teach a particular topic in terms of instructional materials as well as knowledge about how the topic has been taught in other subject areas and how the topic has been taught in preceding years and will be taught in future years.

Numerous scholars have written about teacher content knowledge in specific subject and non-subject specific areas, referring to Shulman’s notion of pedagogical content knowledge and drawing linkages to professional development<sup>11</sup>. Three findings that are important to this literature review emerge from these studies.

First, some scholars note that the overall goals of teacher professional development can be constrained without careful attention to pedagogical content knowledge. In Morine-Dershimer & Kent’s (1999) review of the literature, they note that prior beliefs about teaching and learning that are uninfluenced by practical experience and uninformed by research-based general pedagogical knowledge can constrain professional development and curtail the instructional options considered. They further point out that in the absence of systematic reflection on experience, context-specific pedagogical knowledge will be severely limited (p. 42). Other scholars underscore the need to address pedagogical content knowledge (as well as subject matter content) in preservice and professional development programs (Baxter & Lederman, 1999; Smith, 1999; Lederman & Gess-Newsome, 1999; Tobin & McRobbie, 1999). To underscore the importance of this finding, some scholars have advocated for and supported school-university partnerships or professional development schools—schools for the development of novice professionals, for continuing development of experienced professionals, and for the research and development of the teaching profession (The Holmes Partnership, 2007, p. 93; Darling-Hammond, 1994). The Holmes Partnership, a national network of universities, schools, community agencies, and national professional organizations working in partnership to create high quality professional development and significant school renewal to improve teaching and learning for all students<sup>12</sup>, has made

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<sup>11</sup> See for example, Ball, Thames, & Phelps, 2008; Blank, de las Alas, & Smith, 2007, and Marks, 1990, for studies of mathematics; Blank, de las Alas, & Smith, 2007, Gess-Newsome, Lederman, & Association for the Education of Teachers in Science, 1999, Linn, Davis, & Bell, 2004, Morine-Dershimer & Kent, 1999, for studies of science; Goldschmidt & Phelps, 2007, for studies of English; Linn et al., 2004, and Mishra & Koehler, 2006, for studies of technology; Hapgood, Palincsar, Kucan, Gelpi-Lomangino, & Khasnabis, 2005, Phelps & Schilling, 2004, and McCutchen, Abbott, Green, Beretvas, Cox, Potter, Quiroga, & Gray, 2002, for studies of reading; Wilson & Wineburg, 1993, for studies of social studies; and the Holmes Partnership, 2007, Wilson & Berne, 1999, for non-subject specific areas.

<sup>12</sup> <<http://www.cehd.umn.edu/ppg/holmes/default.html>> [access date: July 14, 2013].

this argument:

A major undertaking for research universities committed to strengthening teaching as a profession is the reformation of pedagogical study requirements. Foremost for elementary teachers is the need to restore the primacy of content knowledge and to better unify it with the methods of teaching. This goal reaffirms the complex relationship of teacher education to other academic units on campus and indicates the need for collaboration in revising and renewing both pedagogical studies and the liberal arts curriculum. (p. 44).

In addition, in a comprehensive analysis of 14 professional development programs for mathematics and science teachers across 14 states, Blank, de las Alas, & Smith (2007) rated programs on two “interconnected” types of teacher professional development: (1) increased subject matter knowledge of teachers of math and science; and (2) increased pedagogical content knowledge of math education or science education (p. 8). Their use of the term “interconnected” suggests that professional development would be constrained without addressing both. In sum, these authors argue that in order to improve teaching, simply offering subject matter content to teachers and pre-service teachers does not suffice; offering pedagogical content knowledge is critical as well.

Second, “shared” professional development between experts in the field of education and content experts (e.g., mathematics professors) as a way to address pedagogical content knowledge is emphasized by Marks (1990) and is an underdeveloped area in the literature. Marks (1990) interviewed eight fifth-grade teachers and noted four components of pedagogical content knowledge: subject matter for instructional purposes, students’ understanding of the subject matter, media for instruction in the subject matter, and instructional responses for the subject matter. Given the complexity of the notion of pedagogical content knowledge, Marks notes that open communication, coordinated planning, team teaching, and shared professional development between education and mathematics professors are important steps toward better integration (p. 10). Marks’ recommendation is especially noteworthy in this program evaluation study because SPICE’s seminar does convene both experts in the field of education and content experts in subjects like history, Asian languages, literature, sociology, law, and political science (e.g., Winitzky, Stoddart, & O’Keefe, 1992; Wilson & Wineburg, 1993).

Third, teacher professional development can address pedagogical content knowledge by providing opportunities for teachers to talk about subject matter, students and learning, and teaching (Wilson & Berne, 1999). Other scholars have underscored the importance of this area. For example, Little (1993) has argued that “Professional development must be constructed in ways that deepen the discussion, open up the debates...” (p. 22). In this area, the importance of building professional learning communities is underscored. Wineburg & Grossman (1998), for example, argue the need to break down “false barriers between teaching and learning through professional learning communities.” They brought together English and history teachers to meet monthly for an entire day (over three years) to read and discuss literary and historical works and plan an interdisciplinary humanities curriculum.

In sum, many researchers have demonstrated that the development of teacher content knowledge, in particular pedagogical content knowledge, should be an integral

part of teacher professional development. In light of the extensive amount of research on why teacher content knowledge is such an important part of professional development, it is surprising that there are so few studies that actually examine the impact of teacher professional development on content knowledge. In the following section, I summarize some of the key studies in this area.

#### THE IMPACT OF TEACHER PROFESSIONAL DEVELOPMENT ON SUBJECT MATTER CONTENT KNOWLEDGE

Though the number of studies that focus on the impact of teacher professional development on teacher content knowledge is limited, the studies generally claim a positive impact, with some caveats. The studies cited in this section vary in their degrees of robustness and tend to emphasize professional development as it impacts teachers' knowledge or both teachers' knowledge and student achievement.

In the area of professional development as it impacts teachers' knowledge, some scholars have shown that professional development can increase teachers' subject matter content and pedagogical content knowledge through studies that have measured teachers' knowledge prior to and after the professional development experience, i.e., through pre- and post-tests. For example, Goldschmidt & Phelps (2007), in a rigorous study of the impact of teacher professional development on knowledge growth and subsequent knowledge retention specifically in the area of English language arts, focused not only on teacher content knowledge but also pedagogical content knowledge. They found that 599 California elementary public school teachers, who took part in the assessment, varied significantly in pre-professional development knowledge, demonstrated significant knowledge growth after the professional development, but only retained about one half of what was gained during the professional development (p. 1). In a similar study utilizing pre- and post-tests, McCutchen, Abbott, Green, Beretvas, Cox, Potter, Quiroga, & Gray (2002) worked with 44 kindergarten and first grade teachers from 40 schools (primarily public schools) on learning disability and effective instruction, i.e., pedagogical content knowledge, during a two-week summer institute and throughout the year. They found that they were able to increase teachers' pedagogical content knowledge and that teachers were able to use that knowledge to change their classroom practices.

In the area of professional development as it impacts teachers' knowledge and student achievement, some scholars have found that professional development can impact both. In a research synthesis of more than 1,300 studies as potentially addressing the effect of teacher professional development on student achievement in mathematics, science, and reading and English/language arts, Yoon, Duncan, Lee, Scarloss, & Shapley (2007) found that teachers who receive substantial professional development (an average of 49 hours) can have a significant impact on their students' achievement. An important caveat to note in this study is that only nine of the studies met What Works Clearinghouse<sup>13</sup> standards.

In a study by Saxe, Gearhart, & Nasir (2001), two groups of teachers were offered

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<sup>13</sup> An initiative of the U.S. Department of Education's Institute of Education Sciences; created in 2002 to be a central and trusted source of scientific evidence for what works in education. <<http://ies.ed.gov/ncee/wwc/>>, access date: February 3, 2013.

two different types of teacher professional development, which introduced a unit on fractions that emphasized problem solving and conceptual understanding (reform-oriented curriculum); and a third group, using mathematics textbooks (traditional curriculum), was offered no professional development support. They found that one of the types of teacher professional development—which included directly engaging teachers in learning the reform-oriented curriculum and developing pedagogical content knowledge required to teach the curriculum, as well as attending a five-day institute and meeting regularly throughout the year—led to greater student achievement, and there was no significant difference in achievement among the students of the teachers who participated in the second type of professional development and the teachers who had no support. They concluded by noting that the benefits to students of reform-oriented curriculum can be dependent upon the type of professional development offered to teachers.

These studies, given the limited number of teacher groups involved (nine in the Yoon et al. study and three in the Saxe et al. study) and the fact that they are among the studies most frequently cited in the literature, further illustrate the dearth of rigorous studies that directly assess the impact of teacher professional development on both teachers' knowledge and student achievement.

Although the impact of professional development on teacher content knowledge is generally positive—with some professional development activities leading to more improved teacher learning and student achievement than others—the research overall indicates that professional development on teacher content knowledge can be a worthwhile investment when done well.

In sum, two observations about the research on professional development can be made. One, optimists state that professional development is essential for school improvement, e.g., through increasing teacher content knowledge (Guskey, 2000; Garet et al. 2001; Penuel et al., 2007). Two, teachers as passive listeners in professional development settings and professional development of short duration, e.g., “one-shot”-type workshops, are two of the main reasons why some skeptics of professional development decry that the results of professional development are speculative at best. Studies have shown that five key elements (content focus, active learning, coherence, follow-up sessions [duration], collective participation) are critical to the success of professional development and the degree to which professional development helps to improve teacher content knowledge. These findings have informed the research design of my evaluation. I now turn to the research design of this program evaluation.

## **CHAPTER THREE: RESEARCH DESIGN**

This chapter includes two sections: Program Evaluation and Data Analysis. The first section introduces evaluation as a methodology and includes an overview of this evaluation study's purpose and questions, design, sampling procedures, and data collection procedures. The second provides an overview of the study's data analysis, and also addresses issues concerning rigor and threats to rigor, advocacy bias, validity and credibility, and selection bias.

### **PROGRAM EVALUATION**

This dissertation is an evaluation study. The conceptualization of the study and its approach have been informed by key authors in the field of evaluation. The seminal articles, "General Statement on Evaluation" (Tyler, 1942) and "Course Improvement through Evaluation" (Cronbach, 1963), helped to establish the foundation for evaluation as a methodology. Cronbach's program improvement-oriented model augmented Tyler's goal-oriented model by suggesting that evaluation be used to indicate the points at which improvements in a program are necessary. Statements like "To be influential in course improvement, evidence must become available midway..." (Cronbach, 1963, p. 675) established the importance of not only summative evaluation but also formative evaluation. More recent scholars of evaluation have underscored the importance of theory to evaluation and Weiss has referred to these models as theory-based evaluation (1997). Alkin, for example, has noted that evaluation study is an inquiry involving the gathering and assessment of information in a planned and methodological way and is done to judge the merit or worth of an entity. Evaluation studies include methodology that assesses whether the current format works according to its theory of action (Alkin, 2011). In addition, other scholars have helped to map the terrain of systematic approaches to evaluation (see for example, Rossi et al., 2004).

### **PURPOSE AND QUESTIONS OF THE PROGRAM EVALUATION STUDY OF SPICE'S SEMINAR**

As noted earlier, the purpose of this program evaluation study is to assess whether or not the two goals of SPICE's seminar—(1) SPICE's seminar increases teachers' content knowledge on East Asia and the Asian-American experience; (2) SPICE's seminar influences teachers' intention to include content on East Asia and the Asian-American experience in their curriculum—are being met. The program evaluation study included both formative and summative evaluation and addresses two key questions: Does SPICE's seminar increase teachers' content knowledge on East Asia and the Asian-American experience? Does SPICE's seminar influence teachers' intention to include content on East Asia and the Asian-American experience in their curriculum? Answers to these questions will offer reasonably important insights about association that can inform SPICE's seminar specifically (Wayne, Yoon, Zhu, Cronen, & Garet, 2008, p. 471) and teacher professional development in the area of social studies generally.



## EVALUATION DESIGN

This program evaluation study utilized mixed-methods research and reflexive controls—specifically a time-series design—whereby the estimation of program effects comes entirely from information on the targets (teacher participants) during the intervention, i.e., SPICE’s seminar (Rossi et al., 2004, pp. 289–91). In addition, this study was specifically an internal evaluation, i.e., involving the use of internal staff to evaluate a program or issues of direct relevance to an organization, in this case, SPICE (Love, 1998, p. 145). As the primary researcher and an active participant in the seminar, I had a dual role in this program evaluation study.

## SAMPLING PROCEDURE

Twelve high school teachers were selected for participation in SPICE’s 2013 seminar. Nine were social studies teachers and three were Chinese language teachers. Among the social studies teachers, two (Marie and Steve) were from the same high school in the South Bay; one (Linda) from Santa Cruz County; one (Darlene) from the East Bay; and five social studies teachers (Jean, Alex, Hector, Ally, and Matt) were from mid-Peninsula cities south of San Francisco. None of the teachers had significant coursework or background on Asia and the Asian-American experience. The Chinese language teachers were born and educated (through undergraduate education) in China; two (Xin and Ling) were teaching in areas in the mid-Peninsula and one (Qin) in the East Bay. All 12 teachers were informally interviewed two to three times and formally interviewed once or twice.

## DATA COLLECTION PROCEDURES

Several data collection procedures were employed. Table Two (pages 17–18) provides a summary of this program evaluation study’s data collection by goals.

Concerning Goal 1, prior to the first day of the 2013 SPICE seminar, I consulted with scholars who helped me determine baseline data for the program evaluation study and also reviewed the *History-Social Science Content Standards for California Public Schools* for standards that are addressed by SPICE’s seminar. Baseline data was used to establish understandings before the intervention. This information was integrated into a pre-test. The pre-test was informed by scholars and the *History-Social Science Content Standards for California Public Schools*. I was a participant observer during all five days of the SPICE seminar and took field notes during each day. My observations and field notes during each of the five days provided me with data on the intervention in action or process data, and helped me judge the quality of the discourse. The field notes provided descriptions, including the context within which the observations were made (Patton, 2003, p. 2), as well as facts and key concepts and perspectives mentioned by teachers (see Appendix C for “2013 Observation Protocol). Teachers’ reflections (see Appendix D for “Reflection Survey (Web-based)”) after each of the first four sessions were used in document analysis and helped to enrich the data collected through observations. Informal and formal interviews were conducted to assess teachers’ learning. Also, a post-test was administered to the teachers and analyzed as impact data.

Concerning Goal 2, teachers' situated descriptions of teaching<sup>14</sup> (based on what they have learned in SPICE's seminar), teacher-developed lessons, and seminar evaluations (see Appendix E for "Evaluation Form") were used in document analysis and helped to enrich the data collected through interviews. No classroom observations were made.

I referenced Spradley (1979) in the development of a questionnaire for the 2013 seminar participants. Since I knew the interviewees quite well, I did not feel the need to spend a lot of time on structuring questions to build rapport. I did, however, try to keep Davis' guide for proper interviewing in mind (cited in Lofland & Lofland, 1995, pp. 84–85). I utilized a combination of descriptive-, structural-, and contrast-type questions to help me gauge their depth of knowledge, e.g., their understanding of the perspectives presented in SPICE's seminar. The semi-structured and unstructured interview protocols took between 10 and 30 minutes. A sample questionnaire is included in the appendices (see Appendix F for "Interview Protocol").

Finally, I examined the teacher-developed lessons for facts and key concepts and perspectives that were gleaned from the speakers and/or resources distributed during SPICE's seminar (see Appendix G for "Teacher-Developed Lesson Evaluation Protocol"). One of the key components of Standard 3, Historical Analysis and Interpretation, National Center for History in the Schools, is to "consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears."<sup>15</sup> Scholars of global education underscore the importance of teaching multiple perspectives as an essential component of instruction (see for example, Merryfield & Wilson, 2005). The importance placed upon multiple perspectives dates back to SPICE's roots in 1973 and has remained so to the present. One of the key requirements of the 2013 cohort's teacher-developed lesson has been the integration of multiple perspectives. In addition, I sought input (via interviews) from teachers about the enactment of the lessons in their classrooms.

All of these protocols were utilized as evaluation measures to help me make inferences about how effective SPICE's seminar was in meeting its two goals.

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<sup>14</sup> Kennedy (1999, p. 349) notes that instead of directly observing classroom activities, researchers can try to obtain as situated a description as possible of the teacher's own teaching practices. Their aim is to move past "broad generalities, vagaries, or espoused principles of practice toward teachers' actual practices, but without the expense of observing these practices firsthand."

<sup>15</sup> <<http://www.nchs.ucla.edu/Standards/>> [access date: June 28, 2013].

**Table Two: SPICE’s Seminar Goal 1 and Data Instrumentation**

Goal 1: SPICE’s seminar increases teachers’ content knowledge on East Asia and the Asian-American experience.

<i>Data Instrumentation</i>	<i>Purpose</i>	<i>Baseline Data</i>	<i>Process Data</i>	<i>Culminating Data</i>	<i>Totals</i>
Pre-test	To assess teachers’ prior knowledge about Asia and the Asian-American experience before the intervention	1 pre-test for 12 teachers			1 pre-test for 12 teachers
Observations	To assess teachers’ learning		Field notes from all five sessions of the seminar	Field notes from all five sessions of the seminar	Field notes from all five sessions of the seminar
Teacher Reflections	To assess teachers’ learning		Teacher reflections following each session	Teacher reflections following all five sessions	Teacher reflections following all five sessions
Interviews	To assess teachers’ learning			2–3 informal and 1–2 formal interviews with 12 teachers	24–36 interviews
Post-test	To assess teachers’ content knowledge about Asia and the Asian-American experience after the intervention			1 post-test for 12 teachers	1 post-test for 12 teachers

**Table Two (continued): SPICE’s Seminar Goal 2 and Data Instrumentation**

Goal 2: SPICE’s seminar influences teachers’ intention to include content on East Asia and the Asian-American experience in their curriculum.

<i>Data Instrumentation</i>	<i>Purpose</i>	<i>Baseline Data</i>	<i>Process Data</i>	<i>Culminating Data</i>	<i>Totals</i>
Document	To assess the degree to which content from the intervention is being incorporated into teachers’ curriculum			2–3 situated descriptions of teaching (by 12 teachers)	24–36 situated descriptions of teaching
Document	To assess the degree to which content from the intervention is incorporated into teacher-developed lessons			Analysis of 12 teacher-developed lessons	12 teacher-developed lessons
Document	To assess teachers’ evaluation of the overall intervention			12 seminar evaluations	12 seminar evaluations
Interviews	To assess the degree to which teachers incorporated content from SPICE’s seminar in their curriculum			2–3 informal and/or formal interviews with 12 teachers	24–36 interviews

**DATA ANALYSIS**

This study utilized mixed-method research. For Goal 1, a paired t-test was utilized to compare pre- and post-tests. After the observations, review of teacher reflections, and interviews, I identified themes that emerged from my observation field notes, teacher

reflections, and interviews. These themes were triangulated across the different types of qualitative data.

For Goal 2, I used marginal remarks (Miles & Huberman, 1994, pp. 66–69) in my earliest stages of analysis of the situated descriptions of teaching, teacher-developed lessons, seminar evaluations, and interview transcripts. Common themes (areas of convergence among the data) were then categorized and classified.

#### RIGOR AND THREATS TO RIGOR

Methodological rigor consists of a series of elements that, in combination, determine the confidence with which conclusions can be drawn from the evaluation results or desired outcomes (Braverman & Arnold, 2008, p. 71). To ensure rigor in this study, I was cognizant of the fact that negotiating my role duality (as SPICE director and primary researcher of this program evaluation study) would be challenging (Coghlan & Brannick, 2010, p. 117) and divorced myself from the desired outcomes of SPICE’s seminar. I also remained aware that advocacy bias, described below, could also be a threat to the rigor of the study.

I spent a considerable amount of time (35 hours) with the teachers and also interviewed the 12 teachers (two to three times each) from SPICE’s seminar. The observations of all 35 hours of SPICE’s seminar and interviews as well as the document analysis mentioned earlier added to the rigor of the study.

#### ADVOCACY BIAS

As Rossi et al. (2004) have noted, evaluation is an inherently political process (p. 381). Weiss (1973, p. 94) has noted the following about the political context of evaluation and it has informed my thinking about this dissertation.

Only when the evaluator has insight into the interests and motivations of other actors in the system, into the roles that he himself is consciously or inadvertently playing, the obstacles and opportunities that impinge upon the evaluative effort, and the limitations and possibilities for putting the results of evaluation to work—only with sensitivity to the politics of evaluation research—can the evaluator be as creative and strategically useful as he should be.

This program evaluation study had subjectivist leanings because I believe that there is “no absolute truth” to the learning experiences of the teacher participants in SPICE’s seminars. Further, this perspective was shaped by a constructivist paradigm as I sought to consider a diversity of teachers’ perspectives on SPICE’s seminar and relied as much as possible on the teachers’ views of the seminar. In SPICE’s 13 years of offering the seminar, I have noticed that teachers’ experiences and perspectives on the seminar have been diverse and influenced by factors such as their years of teaching, the types of schools they work in, their cultural backgrounds, and the cultural backgrounds of their students.

Importantly, I realized that my professional and cultural background could influence my interpretation of the teachers’ perspectives of the seminar (Creswell, 2007,

p. 21). As director of SPICE, I have a vested interest in the success of SPICE's seminars. At the same time, I believe that my experiences in offering the seminar over the past 13 years has helped me understand the context of the seminar and believe the experience heightened my awareness of the issues associated with the seminar. As pointed out by Alkin (2011), the intimate knowledge of the internal evaluator about the program can add to the evaluative understandings (p. 34). Rossi et al. have noted that the current evidence is far from clear regarding whether internal or external evaluations are more likely to be of higher technical quality and reference a study by van de Vall and Bolas (1981) that suggests that internal evaluations may have a higher rate of impact on organizational decisions (2004, p. 402). Rossi et al. have noted that evaluators who come out of professional schools such as education are much more likely to see themselves as part of the program staff and to give priority to tasks that help program managers and to stress formative evaluations that are designed to improve the day-to-day operations of programs (2004, p. 397). This is the perspective I took during this study of SPICE's seminar.

Also, I am an American of Japanese descent and a former school teacher in Japan and the United States. As a result of these two issues, I bring certain biases to the way I view and interpret the seminar. For example, one of the reasons why SPICE offers the seminar is to address the U.S.- or Euro-centric social studies curriculum—especially in world history—in many high schools. I feel strongly that teachers and students in U.S. high schools should be better informed about Asia and its growing interdependence with the United States and the Asian-American experience. I made a concerted effort to remain aware of seeing only what I chose to see and seeing only what was expected (Alkin, 2011, p. 112; Coghlan & Brannick, 2010, p. 14). I documented my possible bias or opinions of the SPICE seminar as they were taking place by inserting “observer comments” into my notes. In addition, I referenced leading scholarship on internal evaluations (especially Love, 1983, 1991, 2005; Tyler, 2005) as a further “check” on possible biases.

#### VALIDITY AND CREDIBILITY

Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures (Creswell, 2009, p. 190). To ensure qualitative validity, I utilized four primary strategies (Creswell, 2009, pp. 191–192). First, for purposes of triangulation, several data collection strategies were utilized. The use of multiple methods can strengthen the validity of findings if the results produced by the different methods are congruent and is a means of offsetting different kinds of bias and measurement error (Rossi et al., 2004, p. 400; Greene & Caracelli, 1997). As noted earlier these included observation, interviews, and document analysis. Caveats regarding teachers' self-reporting measures were kept in mind (Lawrence & Tatum, 1997).

Second, to help ensure greater accuracy, member checking was utilized (Alkin, 2011, p. 184); some of the findings of this study were shared with SPICE staff who are also involved in the seminar as well as with some of the teacher participants.

Third, because I am the director of SPICE, I needed to regularly consider how my position may have influenced my findings (Creswell, 2009).

Fourth, as an active participant in SPICE's seminar, I actively sought and documented negative or discrepant information from the seminar (Creswell, 2009) or

competing explanations or outliers (Alkin, 2011, p. 183). By noting such information, readers of the study will be able to determine for themselves the credibility of the evaluator and the evaluation study (Creswell, 2009); in other words, how believable both are (Alkin, 2011, p. 49). Importantly, a part of credibility is the evaluator's technical capabilities and understanding of evaluation (Alkin, 2011, p. 208).

Quantitative validity refers to the degree to which a particular quantitative test, and data from it, appropriately capture the concept that the test purports to measure (Alkin, 2011, p. 100). Also, a particular quantitative test may purport to have high validity but may still not be valid for SPICE's seminar (Alkin, 2011, p. 100). Internal validity and external validity were especially pertinent in this study. I used a paired t-test in the analysis of pre- and post-tests and kept these two caveats in mind. In addition, as Rossi et al. (2004, pp. 228–29) have noted, the main drawback to the pre-post test design is that the differences between before and after measures cannot be confidently ascribed to program effects because other processes at work in the intervening period may affect the pre-post differences. That said, four of the 12 teachers pointed out that they were inspired to learn more about a particular topic that was introduced during SPICE's seminar. Several took the initiative to read additional articles or books (including recommended literature) and yet others sought more information about topics through film. Though these were not required by SPICE's seminar, the seminar had at least some influence on the desire of teachers to seek more information.

Importantly, I worked under the assumption that the outcomes of this study could have been affected by events and experiences that are independent of SPICE's seminar—that changes in the levels of outcomes could not be directly interpreted as program effects (Rossi et al., 2004, p. 231). Given the inherent limitations of the data for which judgments must be made, my findings could not be made with certainty but only with varying degrees of confidence (Rossi et al., 2004, pp. 228, 234).

Finally, since this study emphasizes internal improvement purposes, the intent of this program evaluation study was not to generalize findings to individuals, sites, or places outside of those under study (Creswell, 2009, p. 193). In this program evaluation study, particularity rather than generalizability was its focus (Stake, 1995, p. 100). The program evaluation study's intent was not to answer summative questions like "Is SPICE's seminar worth maintaining?" Rather, the two goals, which are the focus of this program evaluation study, were designed to provide specific information for potential improvement of SPICE's seminar (Alkin, 2011, p. 188; Forss et al., 2002) and to possibly provide some general insight into professional development in the area of social studies.

## SELECTION BIAS

Since the inception of SPICE's seminar in 2000, SPICE's seminar has been voluntary and teachers who apply to the seminar have different levels of motivation and prior knowledge about Asia and the Asian-American experience. Since SPICE's seminar is voluntary, teachers not interested in Asia and the Asian-American experience and/or teachers who may feel that it isn't important to address issues related to Asia and the Asian-American experience in their curriculum may not apply. Given this, it would be difficult to generalize the findings of this study to other teachers. I now turn to the findings of this study.

## CHAPTER FOUR: FINDINGS

This program evaluation study investigated whether or not the two goals of SPICE’s seminar were being met. To reiterate, these two goals are: (1) SPICE’s seminar increases teachers’ content knowledge on East Asia and the Asian-American experience; and (2) SPICE’s seminar influences teachers’ intention to include content on East Asia and the Asian-American experience in their curriculum. Since program evaluation asks whether the intended or desired outcomes were attained and whether those chances included unintended or incidental outcomes (Rossi et al., 2004, p. 58), this chapter includes three sections: (1) Goal 1: Intended Outcomes; (2) Goal 2: Intended Outcomes; and (3) Unintended or Incidental Outcomes.

### GOAL 1: INTENDED OUTCOMES

Question: Does SPICE’s seminar increase teachers’ content knowledge on East Asia and the Asian-American experience?

To answer this question, I first ran a paired t-test on teachers’ content knowledge. In addition, I assessed teachers’ learning of specific factual information as well as new perspectives on Asia and the Asian-American experience through observations, written teacher reflections and evaluations, and interviews.

The paired t-test results (see Table Three) suggest that all 12 teachers increased their scores on a final seminar post-assessment, administered during the fifth of final session on September 27, 2013. The null hypothesis was that the test scores should remain the same after SPICE’s seminar. The paired t-test p-value is 264e-06 and is very significant.

<b>Table Three: T-test Results</b>	t	df	Paired t-test p-value	The 95% confidence interval	The mean of the difference
	8.789	11	2.64e-06	3.123234– 5.210100	4.166667

Eleven of 12 teachers reported increases in their subject matter content knowledge on East Asia as a result of SPICE’s seminar. In fact, most of the teachers used words such as “definitely” and “absolutely,” leading me to generalize with a reasonable degree of confidence that their self-reported increases in content knowledge was high. Based on their written evaluations of SPICE’s seminar, some teachers reported learning about specific factual information about East Asia (e.g., physical and cultural geography) while others reported learning new perspectives or clarifying misconceptions on countries like North Korea. Social studies teachers Steve and Hector, for example, made the following comments.

Steve (social studies teacher): Absolutely. Particularly in regards to North Korea. However, I learned a great deal about the physical and cultural geography of China,



Japan, and Korea. In my class we explore human and cultural geography and their interrelationship. So, the information covered in SPICE will all be helpful. (written evaluation, 5.13.13)

Hector (social studies teacher): I have already used some of the materials received in class. It happens that we talked quite a bit about Korea shortly after the seminar focused on the country(ies) and I was able to use some of the insight provided by the speakers to clarify misconceptions and answer questions about Korea. I also lent materials provided by SPICE to a student working on a research paper on the subject of Korea. (written evaluation, 5.13.13)

In other written evaluations and interviews, four teachers noted that they were more confident about teaching about East Asia following the seminar. For example, Linda and Marie referenced “confidence” in the statements below due to their increased content knowledge on Asia and/or the Asian-American experience.

Linda (social studies teacher): I learned a lot about the history behind the conflict between North and South Korea in this seminar, which is very timely for contemporary news. I feel much more confident in discussing the conflict with my students, as well as goals for reunification on both sides. I have already included this in discussions with my class related to the film “A State of Mind” [a film about two North Korean girls preparing for the Mass Games], as I have found that students have many misperceptions about North Korea and are hungry for more information. (written evaluation, 5.13.13).

Marie (social studies teacher): This seminar was incredibly helpful in enhancing my ability to teach about East Asia, an area of my own studies that was incomplete, and I feel much more confident simply about content related to East Asian history and contemporary issues. In addition, I greatly appreciate the lessons we were provided as they give me the ability to include my newfound knowledge into my classroom in a practiced and thoughtful manner. (unstructured interview at the California Council for the Social Studies Conference, 4.12.13).

This shows that some teachers were gaining confidence while being introduced to new content knowledge on Asia. Also related to this notion of confidence, Ally and Matt made the following comments toward the end of session four (April 12, 2013) that focused on the Asian-American experience:

Ally (social studies teacher): I feel like I have a greater understanding of my students’ cultural background and can relate to them more. My knowledge of history is greatly enhanced; studied mostly European history; more balanced foundational knowledge. My school is over 50% Asian-American students, so this seminar has been very practical.

Matt (social studies teacher): Much better understanding of the Vietnamese-American experience. My friends and their parents who are from Vietnam typically don’t

discuss their individual experiences, so it was nice to get some background to understand their experience and open up some conversations.

Several other teachers explicitly noted this connection between their Asian-American students and learning about Asia and the Asian-American experience through SPICE's seminar, confirming a need (i.e., to add a focus on the Asian-American experience in SPICE's seminar on East Asia) expressed by many teachers in the first three years (2001–2003) of SPICE's seminar offering.

In the area of newly gained perspectives on Asia and the Asian-American experience, ten of 12 teachers demonstrated quality understanding of at least one perspective—not previously known or understood—on key historical events. They were able to articulate these newly gained perspectives in writing and verbally (in interviews, during and after the sessions, and/or during their lesson presentations). The sample perspectives that follow reference the four sessions on January 18, February 8, March 1, and April 12. Each is followed by comments on each perspective or perspectives.

*Session one: January 18, 2013*

Darlene (social studies teacher): China's Cultural Revolution—as an example of Mao's oppressive regime and where China was politically and socially during my students' parents' years in China. (1.18.13)

The perspective shared by Darlene is typical of previous teachers' musings on newly acquired perspectives regarding China's Cultural Revolution; and in particular, teachers with limited knowledge of Asia. In an interview (2.18.13) with Darlene, she noted that many of her Chinese-American students appreciated the fact that she had introduced China's Cultural Revolution to her classroom; that the lesson provided them with “opportunities to share their parents' experiences growing up during China's Cultural Revolution,” 1966–76. Darlene also noted that SPICE's curriculum unit, *China's Cultural Revolution*, was very helpful to her as it not only provided important content (including perspectives) on the Cultural Revolution but also primary sources such as propaganda posters from the so-called “10 lost years,” a description she used during the interview. She indicated that she had not known the description prior to reviewing SPICE's curriculum unit, *China's Cultural Revolution*. Darlene also mentioned that the primary source documents would be useful for her social studies department as it makes adaptations to meet the new Common Core State Standards.

*Session one: January 18, 2013*

Ling (Chinese language teacher): 1. Professor Slyke's presentation on the realities that shaped modern and contemporary China helped me review the key facts and ideology that still have effects on this country. These are the gists (sic) and important lines going through the whole history that can't be ignored when studying on current China. 2. The curriculum presentation was very engaging and fun which I could really put either the contents or teaching strategies into practice in my language class. 3. The writer's [Chun Yu] presentation showed us a vivid life at the cultural

revolution age. Some of the truth was a shock to us who hadn't been through that time. I found it very useful.

Ling was born and educated (through her undergraduate education) in China. In an interview (9.27.13) with Ling, she elaborated on the “key facts and ideology” that she noted in her comments above. She mentioned that the information that Professor Van Slyke presented was a useful review for her. The information was “not new learnings” for her. However, in the area of China’s Cultural Revolution, the perspective that Chun Yu shared was completely new to Ling. As noted in Ling’s comments, she accepted Chun’s comments and her perspective as “truth” and that the truth “was a shock.” The other two Chinese language teachers also were very surprised.

*Session two: February 8, 2013*

Steve (social studies teacher): One concept that I will discuss in particular is Japan’s need for resources leading up to WWII and their need to colonize much of Asia in order to acquire these. (2.18.13)

Steve’s comments illustrate his limited knowledge of Japanese military advances prior to the attack on Pearl Harbor—the focus of Professor Duus’ lecture, “The Road to War,” on February 8, 2013. Steve’s newly gained perspective is consistent with several teachers from previous seminars who have also expressed limited or no understanding of Japan’s need for resources (especially oil) in its expansionist efforts. This is a key perspective that is noted in Japanese textbooks on why Japan attacked Pearl Harbor, i.e., the oil embargo placed upon Japan by the United States in 1941.

*Session two: February 8, 2013* [my comments are in brackets]

Marie (social studies teacher): The one thing that really stands out for me is our discussion during the China [she meant “Japan”] seminar with the three Chinese language teachers. It was so interesting to hear their thoughts and reactions. I think the “Divided Memories” unit [a curriculum unit that engages students in the analysis of bias and perspectives through a comparison of textbook descriptions from China, Japan, Korea, Taiwan, and the United States] is great because it really does address different perspectives and biases each person carries around with them. When looking at history and even in their daily lives, students need to think about the other point of view. I have already used one of the readings from the unit and I told my students about my experience and how it was so eye-opening for me and it really makes me think more about how history is written and how it is portrayed. I’m just much more cautious and definitely find myself trying to mention all perspectives when discussing a topic or event. (2.8.13)

Like Marie, other teachers also commented on how much they learned from the perspectives shared by the three Chinese teachers. During a lecture, “The Road to War,” by Professor Peter Duus on February 18, 2013, I observed the Chinese teachers periodically talking to one other in Chinese during his lecture. Though I couldn’t

understand what they were saying, I could sense from their body language that they were very uncomfortable with what he was saying about “The Road to War,” which included, of course, many references to Japan and China from the 1930s. Following the lecture, Professor Duus opened up the floor to questions. Of the questions that were asked was one by Chinese language teacher, Qin. She asked him for his opinion on disputed islands between China and Japan. These islands are called the Senkaku Islands by the Japanese and the Diaoyu Islands by the Chinese and are seriously affecting Sino–Japanese relations. Professor Duus offered historical evidence in support of Japan’s perspective, i.e., the islands belong to Japan. This seemed to greatly distress the Chinese teachers—as noted in their follow-up comments that were peppered with words of disagreement with Professor Duus. Following the lecture and the departure of Professor Duus, I asked the three Chinese teachers during a break if they would be willing to share their perspectives on the lecture (including the island dispute) and entertain questions from the other teachers. They willingly agreed. The following are their comments in the order in which they were made. I have added comments (in brackets) to add context or clarity to the comments.

- Xin: American perspective. He could probably be more objective Japan and China war. Different from what I learn in high school. [Xin felt that Professor Duus’ comments were from an American perspective.]
- Qin: Island controversy. I think it’s American responsibility to put on table.
- Ling: I don’t think I can use in my class. [In a follow-up interview, Ling mentioned that many of her students are of Chinese descent that the perspectives presented by Professor Duus would be difficult to present as a result.]
- Xin: My relatives in this region, sarin gas; elders hate Japanese; I have relatives who work in Japan for 20 years. [Xin’s relatives were in the region of China where Unit 731 of the Imperial Japanese Army conducted covert biological and chemical warfare research and development that undertook lethal human experimentation during the Second Sino-Japanese War (1937–1945) and World War II.]
- Xin: How Americans understand China. The way we were taught perspective from Communist. [During the course of SPICE’s seminar, Xin made frequent mention of her schooling under a communist regime.]
- Qin: Senkaku: Professor’s answer not surprising at all, according to international law. Learning from people of other perspectives. Appreciation of textbook issue.
- Xin: Really hope that we can have discussions between Japan and China; and Japan and U.S.
- Ling: Questions about Japanese young people; really don’t want to have any wars? [In a follow-up interview, Ling mentioned that she was referring here to Chinese concerns about the remilitarization of Japan. She wondered specifically if young Japanese are truly peace loving.]

In addition to these comments made during the session, Xin, told me in an interview (4.24.13) that during the second session (February 18, 2013), she began to reflect more on “the way we were taught perspective from Communist (sic).” In another interview (8.23.13) of Xin, she expressed that the biggest “take-away” from the SPICE

seminar was learning from Professor Peter Duus about the oil and gasoline embargo that the United States placed upon Japan in August 1941. She had never learned this in her high school in Changchun, the capital of Jilin Province, located in Northeast China. She spoke emotionally about the fact that her hometown became the capital of Manchukuo, a Japan-controlled puppet state in Manchuria, in 1932. As a result, legacies of Japanese rule still dot the landscape of Changchun, and Xin noted that the city is near Harbin, the site of was a covert biological and chemical warfare research and development unit of the Imperial Japanese Army from 1937 through the end of World War II.

*March 1, 2013* [my comments are in brackets]

Linda (social studies teacher): I learned a lot about the history behind the conflict between North and South Korea in this seminar, which is very timely for contemporary news. I feel much more confident in discussing the conflict with my students, as well as goals for reunification on both sides. I have already included this in discussions with my class related to the film “A State of Mind,” [a film about two North Korean girls preparing for the Mass Games] as I have found that students have many misperceptions about North Korea and are hungry for more information. (3.1.13)

During the development of the SPICE curriculum unit, *Uncovering North Korea*, a concerted effort was made to incorporate a film on North Korea that depicted “ordinary” lives of North Koreans. After consulting with numerous scholars of Korea, I decided to include “A State of Mind” with the curriculum unit and to develop an accompanying teacher’s guide for the film. This has proven to be extremely popular among teachers—not only among teacher alumni of SPICE’s seminar but nationally as well—as it provides a glimpse into the lives of North Koreans in Pyongyang and in some rural areas as well. In an interview (4.22.13), Linda commented that the film helped them and their students see North Koreans as “normal humans” and not as stereotypical portrayals of North Koreans as we see them in the media, e.g., marching soldiers, emaciated children, part of the “axis of evil.”<sup>16</sup>

*Session three: March 1, 2013*

Steve (social studies teacher): I learned more about the need for a diplomatic resolution to Korean unification. I understand that this is the best possible solution, but I learned much more about who needed to be diplomatic, how difficult it would be for some of these great powers to meet half way, and how delicate and sophisticated this diplomacy would need to be to reach the desired outcome.

The perspective that Steve shared (based on a talk by the Consul General of the Republic of Korea, San Francisco) is a significant one in that he had not considered scenarios for

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<sup>16</sup> In his 2002 State of the Union speech, President George W. Bush said that “North Korea is a regime arming with missiles and weapons of mass destruction, while starving its citizens” and that “States like these, and their terrorist allies, constitute an axis of evil, arming to threaten the peace of the world.” <<http://www.npr.org/news/specials/sou/2002/020129.bushtext.html>> [access date: July 21, 2013].

the reunification of the Korean peninsula prior to hearing the Consul General's talk. Steve also knew that he needed to keep in mind (during the talk) that he was listening to the Republic of Korea's perspective on prospects for reunification. Also, during the Consul General's talk, he spoke about legacies of Japanese colonialism and of World War II. He put forth his government's stance on the need for an apology from the Japanese government and drew specific reference to Korean "sex slaves" who were abused by Japanese soldiers during World War II. He also pointed out the longstanding territorial dispute between his country and Japan with regard to a group of small islets called Dokdo in the East Sea. After the Consul General left the session, several teachers noted that they hadn't heard the term, "sex slaves," but had heard of the term, "comfort women," which is the English translation of the Japanese term, *ianfu*. A teacher pointed out that this difference in terminology could be used as a lesson on euphemisms. Also, I pointed out that Dokdo is called Takeshima by the Japanese and that the East Sea, a term used by Koreans, is usually referred to as the Japan Sea. This led to a discussion about geopolitics. During informal interviews following the Consul General's talk, I learned that several of the perspectives that he shared were new learnings for most teachers. The three Chinese teachers were familiar with most of his perspectives as they pointed out that China also has territorial disputes with Japan and that the "sexual slavery" issue involved countless Chinese victims as well, e.g., during the Rape of Nanjing or Nanjing Massacre of 1937, terms used in U.S. textbooks.

*Session four: April 12, 2013*

Alex (social studies teacher): I think I knew that Asia was diverse but I don't think I understood how diverse. I'll use this new knowledge to better explain the historical as well as present day actions of the various characters that make up Asia. (4.12.13)

Session four featured a lecture on "Addressing Asian-American Student Needs" by Professor Michael Chang, a talk by Vietnamese-American author Andrew Lam, and two curriculum demonstrations by the SPICE staff on Chinese-American immigration and Japanese-American internment. During the various presentations, references were made to various Asian-American ethnic groups (e.g., Chinese Americans, Japanese Americans, Hmong Americans, Cambodian Americans, Vietnamese Americans) and how their lives have been shaped and affected by U.S. relations with their homelands. In an interview with Alex (4.12.13), he commented that he felt the April 12, 2013 session helped to illustrate how U.S.-Asian relations affects the Asian-American experience and he gave Japanese-American internment as a historical example. In an informal interview with Marie, who is biracial (half White and half Filipino), she expressed the need for more teachers to teach about U.S. colonial legacies in countries like the Philippines and how this has affected for example, the Filipino-American experience. In Alex's web-based comments, he noted the following.

Alex (social studies teacher): This session from April 26 [meant "April 12"] really brought home to me the diversity of Asia. Really the sessions have all been great and this one just seemed to bring everything to a good place to stop. (4.19.13)

During a follow-up conversation, I asked him about this comment and he stated that the fourth session helped to him draw explicit ties between the diversity of Asia with the diversity of the Asian-American experiences.

*Session four: April 12, 2013*

Linda (social studies teacher): As has been mentioned in previous posts, I really enjoyed the focus on the Vietnam War and accessing multiple perspectives during this final seminar. This has already been demonstrated in previous SPICE seminars (textbook excerpts Korean War) and further supports the importance of offering students multiple and differing perspectives on topics in history. (4.30.13)

Andrew Lam underscored the importance of the diversity of experiences of Vietnamese during the Vietnam War, which the Vietnamese call “The American War.” During my observation of this session and previous talks by Andrew at SPICE’s seminars, I have noted that teachers had strong reactions to learning this. Two teachers made the comments, “I didn’t know that” and “had no idea”; several chuckled. During this year’s seminar, the use of terminology in textbooks to describe events like the Vietnam War (or “American War” in Vietnam and other Southeast Asian countries), Korean War (“Fatherland Liberation War” in North Korea), Rape of Nanjing (“Nanjing incident” in Japan), and many others were shared and teachers diligently wrote these down. The mention of the “American War” as the description of what the United States refers to as the Vietnam War seemed to create a degree of disequilibrium and seemed to impact teachers’ thinking. During Andrew’s talk he referenced AmerAsians, Vietnamese children of American fathers and Korean fathers, and the discrimination they faced not only in Vietnam but also in the United States, i.e., among the AmerAsians who immigrated to the United States following the fall of Saigon in 1975.

The lecture by Professor Michael Chang allowed for extensive dialog between the teachers and Professor Chang and also among the teachers. The teachers were initially asked to work in pairs to answer the following four questions. Some teacher responses are included in italics.

1. What are common perceptions of Asian-American students by peers and teachers?  
*hardworking; studious; well-behaved; high achievers; under stress*
2. What do you think may be some challenges for Asian-American youths?  
*want to please parents; living up to parents’ expectations; not being seen as “American”; suicidal*
3. What has gone well for you in teaching Asian-American youths effectively?  
*integrating literature by Asian-American authors; visits to Japan Town, China Town, Little Saigon; Chinese immersion schools or classrooms*
4. What kinds of understanding or information about Asian-American youths and families can help you become even more effective?  
*their history; the diversity within the community*

This paired activity was followed by a lecture titled, “Not Model Minority, But Bimodal Community.” Though he was not able to cover his entire PowerPoint presentation, Professor Chang engaged teachers in challenging the “model minority” notion. He shared PowerPoint slides that clearly showed that the Asian-American community in Santa Clara County is bifurcated socio-economically and that test scores of some Asian-American groups are much lower than for example, Chinese-, Japanese-, and Korean-American students. Though he did not discuss the disaggregation of test score data among the Asian-American Pacific Islander category, teachers (like Marie) from schools in lower socio-economic areas in cities in the South Bay were quick to point out that many Asian-American students in their schools (e.g., primarily Southeast Asian-American students) were not performing as highly as Asian-Americans students in schools in cities like Fremont, Cupertino, and Palo Alto—students primarily of Indian and Chinese descent. The teachers (including two Chinese language teachers) in the mid-Peninsula noted the educational pressures that many of their students—and Asian-American students, in particular—were under in their schools with very high academic standards. Professor Chang’s lecture format offered many new perspectives on the Asian-American experience to the teachers. At the end of Professor Chang’s lecture, one of the teachers, Darlene, informed me that his lecture helped “to acknowledge other cultures’ histories, influences, and literature in the U.S.”

In sum, a quantitative measure (paired t-test) and qualitative assessment (observations, interviews, analysis of written reflections and evaluations) showed that teachers’ content knowledge on Asia and the Asian-American experience increased as a result of SPICE’s seminar. Also, teachers reported that they learned specific factual information about East Asia as well as new perspectives.

## **GOAL 2: INTENDED OUTCOMES**

Question: Does SPICE’s seminar influence teachers’ intention to include content on East Asia and the Asian-American experience in their curriculum?

To answer this question, I analyzed teachers’ situated descriptions of teaching, teacher-developed lessons, and teachers’ seminar evaluations, as well as interviewed teachers.

### **SITUATED DESCRIPTIONS OF TEACHING**

Thirty situated descriptions of teaching were compiled during the course of SPICE’s seminar. These were compiled from teacher comments during SPICE’s seminar and also through written web-based reflections. Table Four on page 31 (based on Session One: China) includes the topics of the situated descriptions of teaching, references to information from speakers from SPICE’s seminar, references to material distributed during SPICE’s seminar, the type of pedagogical strategy used during the activity, and subject area of the situated description. This illustrates ways in which teachers drew upon information from SPICE’s seminar and incorporated them into their teaching. Not all of pedagogical strategies mentioned by the teachers were introduced during SPICE’s



seminar. “Writing verse in Chinese” and “Analyzing a Chinese documentary” were not introduced during the session but were pedagogical strategies that were used by two Chinese language teacher participants.

**Table Four: Summary of Situated Descriptions of Teaching (based on session one: China)**

<b>Topic of situated description of teaching</b>	<b>References to speakers</b>	<b>References to materials from SPICE’s seminar</b>	<b>Pedagogical strategy</b>	<b>Subject area</b>
China’s Cultural Revolution	Rylan Sekiguchi (SPICE curriculum specialist)	<i>10,000 Shovels</i> (SPICE curriculum unit)	Gallery walk	History
China’s Cultural Revolution	Chun Yu (author of <i>Little Green: Growing Up During the Chinese Cultural Revolution</i> )	<i>Little Green: Growing Up During the Chinese Cultural Revolution</i>	Reading literature	History
China’s Cultural Revolution	Chun Yu	<i>East Asia: A New History</i> (SPICE seminar textbook); <i>Little Green</i>	Reading excerpts	History
Religion in China	Professor Lyman Van Slyke	<i>10,000 Shovels; Religions and Philosophies in China: Confucianism, Buddhism and Taoism</i> (SPICE curriculum unit)	Writing family histories	History
China’s Cultural Revolution	Professor Lyman Van Slyke	<i>China’s Cultural Revolution</i> (SPICE curriculum unit)	Analyzing cultural norms and values; propaganda poster gallery walk	History
Contemporary China	No specific reference	No specific reference	Analyzing a Chinese documentary	Chinese language

The situated descriptions of teaching for sessions two (Japan), three (Korea), and four (Asian-American Experience) are included in Appendix H, “Situated Descriptions of Teaching.” Note that some teachers had very similar descriptions. These similar descriptions were not written up more than once in the tables. Two examples of situated descriptions of teaching based on content or materials from each session follow. Each description is followed by comments.

*Session one: January 18, 2013*

Marie (social studies teacher): For World History, the Cultural Revolution is discussed and usually I struggle to find activities for that unit. I used the gallery walk and it was a great way to focus on the ideals of the time and Mao. It was also

beneficial for my ELs [English learners].

Steve (social studies teacher): I used Chen [sic; should be “Chun”] Yu’s book in my class each time I mention the Cultural Revolution. I explained my opportunity to hear her read and speak with her briefly. She was enlightening, and encouraged us all to focus on a complex subject from a perspective that is hard for many westerners to fully grasp. I felt fortunate to hear her read and share her experience.

Chun Yu, author of *Little Green: Growing Up During the Chinese Cultural Revolution*, has been a regular speaker of SPICE’s seminar. She interactively engages teachers in her experiences during the Cultural Revolution and includes readings from her book during her talk. Teachers are given copies of her book for their use with students. Her talk was followed by a curriculum demonstration by SPICE curriculum writer, Jonas Edman, who engaged the teachers in a gallery walk that included the analysis of five propaganda posters from the time of the Cultural Revolution. The propaganda posters are included in the SPICE curriculum unit, *China’s Cultural Revolution*. One teacher commented on the value of the activity in addressing the Common Core State Standards and the emphasis put on literacy and the analysis of primary sources. Many teachers (like Marie) in SPICE’s seminars have commented on the need to address the needs of their English language learner students. In an interview (9.27.13) with Marie, she informed me that the gallery walk strategy was new to her and that Chun Yu was the first person whom she had met who had actually experienced the Cultural Revolution. Chun Yu’s talk inspired some teachers (like Steve) to compare her perspective to Western perspectives on China’s Cultural Revolution. SPICE’s curriculum unit, *China’s Cultural Revolution*, was given to each teacher and eight of the 12 teachers informed me during the September 27, 2013 follow-up session that they incorporated parts of the unit in their teaching.

*Session two: February 8, 2013*

Marie (social studies teacher): I incorporated the two DVDs about the kamikaze pilots [the DVDs are part of a SPICE teacher’s guide, *Wings of Defeat*, which is about kamikaze pilots during World War II]. My students heard about this and were very excited to see the film. It really is a story that is hardly ever heard and it was valuable for my students to hear more about their experiences. (2.11.13)

Xin (Chinese language teacher): After the seminar on Friday, I begin to thinking about whether I should plan a project about this history. I could share about what I have learned before and why sometimes, topics about Japanese are too sensitive to Chinese, especially the elders, which may prepare them to better communicate with native speaker of Chinese. (2.19.13)

During this session, teachers were introduced to “The Road to War” by Professor Peter Duus; “Episodes in the History of U.S.–Japan Relations” by me; and “Sadako’s Paper Cranes and Lessons of Peace” by Naomi Funahashi. As stated earlier, the Chinese teachers had strong reactions to the lecture by Professor Duus. During my talk, I shared a short video (“Ripples Across the Pacific”) taken during SPICE’s seminar in 2007 that

featured a panel of World War II veterans from the United States and Japan. This video is accessible on SPICE's website<sup>17</sup>. The U.S. veteran is a survivor of a kamikaze attack on his ship, which sunk as a result of the attack, during the Battle of Okinawa and the two Japanese veterans were former kamikaze pilots. The teachers were riveted to the video and several cried during the video. One of the former kamikaze pilots commented that kamikaze pilots were not terrorists or anxious to die (as they are often portrayed in the United States). The U.S. veteran mentioned that the kamikaze were soldiers doing what they were told to do. These perspectives were new to teachers and many teachers (like Marie) shared the video and longer films about the kamikaze ("Wings of Defeat" and "Another Journey") that SPICE distributes along with a teacher's guide. The Chinese teachers (like Xin) expressed hesitation in using such films in their classrooms. Since they are language teachers, the films, which are not useful for teaching Chinese, obviously, were not incorporated into their teaching. In addition, they expressed concern about how their Chinese or Chinese-American students would react to such films. That said, one of the Chinese language teachers, Qin, translated the SPICE story cards, *Sadako's Paper Cranes and Lessons of Peace*, which was developed in collaboration with the Tribute WTC Visitor Center<sup>18</sup>, into Chinese for use with her students.

*Session three: March 1, 2013*

Marie (social studies teacher): I used the textbook excerpts. I asked my students to get into small groups, read through the excerpts, and complete the handout just like we did with Rylan. I think this activity is very easy to implement in my classroom. I also used the introduction activity so they understand bias and the different ways information can be presented. (3.7.13)

Linda (social studies teacher): I used the "Uncovering North Korea" unit and the film "A State of Mind" in my Film Appreciation class. This is a perfect fit. In addition, I am planning to use the lessons on Comparing History Textbooks for Nanjing and the Korean War. Great resources! (3.13.13)

During this session that featured a talk on "U.S.–South Korean Relations" by Consul General Lee of the Consulate General of the Republic of Korea, a talk on North Korea by former diplomat Phillip Yun (Asia Foundation), and curriculum demonstrations on *Divided Memories: Comparing History Textbooks* and *Uncovering North Korea* by Rylan Sekiguchi, most teacher's situated descriptions of teaching referenced the curriculum materials that were demonstrated by Rylan. In their comments, for example, Marie and Linda referenced textbook excerpts. These were taken from the SPICE curriculum unit, *Divided Memories: Comparing History Textbooks*, which engages students in the analysis of bias and perspectives through a comparison of textbook descriptions (from China, Japan, Korea, Taiwan, and the United States) of historical events such as the Korean War. Several teachers (like Linda) also utilized lessons from SPICE's curriculum

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<sup>17</sup> <[http://spice.stanford.edu/events/world\\_war\\_ii\\_veterans\\_panel\\_ripples\\_across\\_the\\_pacific/](http://spice.stanford.edu/events/world_war_ii_veterans_panel_ripples_across_the_pacific/)> [access date: July 21, 2013].

<sup>18</sup> <<http://www.tributewtc.org/programs/toolkit.html>> or <[http://spice.stanford.edu/catalog/kamishibai\\_project/](http://spice.stanford.edu/catalog/kamishibai_project/)> [access date: July 21, 2013].

unit, *Uncovering North Korea*, which includes the film, “A State of Mind.” Linda commented that “A State of Mind” provided her students with a first-time glimpse into the lives of people growing up in North Korea.

*Session four: April 12, 2013*

Marie (social studies teacher): I taught a mini unit on the Vietnam War. This war often gets overlooked or we rush through it, but it is particularly interesting to me so I spend more time on it after CSTs [California Standards Tests]. I included some of the lessons and readings from “Legacies of the Vietnam War.” I particularly want students to hear about what it was like for refugees and also the Amerasian children. I saw a documentary on this a few years ago and found it very interesting. These are stories we seldom here [sic] in history classes and my focus is always on telling those silenced stories.

Alex (social studies teacher): [The SPICE seminar]... gave me much that I can use in my government class to explain the mind-set of America at the time of the war. Maybe that will help my students understand how the internment could happen. They do not appreciate how so many Japanese and Japanese-Americans were living in Redwood City at that time and why so many are not there now. I'll be sharing all of the materials with my colleagues who are also teaching about the Internment. Really all the materials you have given us look to be useful. (4.13.13)

The fourth session featured a lecture on “Addressing Asian American Student Needs” by Professor Michael Chang. As part of his lecture, he gave an overview of discriminatory laws that Asian immigrants (e.g., laws prohibiting naturalization) and Asian-American (e.g., alien land laws) have faced in U.S. history and several teachers expressed surprise at the extensive number of these laws. His lecture was followed by a talk on by Andrew Lam, and curriculum demonstrations on “Civil Rights and Japanese-American Internment” by me and “Angel Island: The Chinese-American Experience” by Jonas Edman. These were based on SPICE curriculum units of the same titles. In addition, an overview of the SPICE curriculum unit, *Legacies of the Vietnam War*, was presented by Naomi Funahashi. Five teachers (including Marie) incorporated parts of the curriculum unit in her teaching and several of the teachers commented to me that they had learned a lot from the unit. For example, Alex and Steve both mentioned that they were unaware of the lingering effects of Agent Orange still today and Linda mentioned that she was unaware of Vietnamese refugees and their descendents in Korea. Most teachers (except for the Chinese teachers) were aware of AmerAsians from Vietnam and many had seen the musical, “Miss Saigon,” which focuses in part on AmerAsians. All of the history teachers already knew about Japanese-American internment and many commented positively on a structured-viewing activity that focused on the 1943 newsreel, “Japanese Relocation.” No teacher had seen the newsreel prior to the session and since then, five teachers have used the newsreel with their students and utilized the same pedagogical technique (described on p. 48) that was used in session. In addition, Marie utilized the SPICE curriculum unit, *Diamonds in the Rough*, which offers students a glimpse of life in the internment camps through the lens of baseball, which was played in the camps.

Three to five times per year, the SPICE staff has received unsolicited emails from teachers who have participated in SPICE's seminars. I have included a sample email below because it illustrates how a SPICE curriculum unit, *Legacies of the Vietnam War*, which was distributed to teachers during the April 12, 2013 session, was used with students, and also how it impacted the students and the teacher.

On Jun 7, 2013, at 10:51 AM, Jean <xxxx@gmail.com> wrote:

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>>> Hi [SPICE staff] and [SPICE staff],

>>>

>>> I wanted to let you know that I am right in the middle of using your new curriculum on the legacies of the Vietnam War and loving it. We do a big 1960s simulation/project after the state testing for all juniors (in US History) and after this, I decided to do a two-week project looking at Vietnam post 1975. I had students take sections of the reading you have in the curriculum, divide into groups, research the topic (a component of the project is an annotated bibliography and research element where students looked at how to do scholarly online research using a variety of search engines and databases), and give a presentation. Students are just floored to find out about the effects of Agent Orange, for instance, and very interested to know about Vietnam's economy. Makes for a nice comparison to China. We also have a high percentage of Korean students in my class (30%) and they were intrigued to know about the ROK army's involvement in the Vietnam war. Fascinating all around!

>>>

>>> Anyway, wanted to say that I am thoroughly enjoying this curriculum and so glad you produced this! Let the people who created this know and if anyone wants to come out to my classroom to see presentations on Monday of next week, they are welcome. I am in San Ramon and I have three periods of presentations using this material. Thanks again!! Spice curriculum rocks!

>>>

>>> Jean

This email illustrates how a teacher brought materials from SPICE's seminar directly to her students. In a conversation with Jean, I learned that she didn't know about the lingering effects of Agent Orange on babies still today and didn't know anything about Vietnam's economy and the Republic of Korea's participation in the Vietnam War. She makes special mention of her Korean students. I am unsure if her students are Korean nationals or Korean Americans, however. The curriculum unit was clearly educative for her and her students and also raised her and her students' consciousness.

#### TEACHER LESSONS

Each teacher participant in SPICE's seminar produced a lesson that incorporated content from SPICE's seminar. Eleven of the 12 lessons were formally presented by teachers during the fifth and final session of the SPICE's seminar on September 27, 2013. One of the teachers, Xin, who moved to New York, did not attend but did submit a

lesson. I first provide a summary of the 12 lessons based on the categories included in Table Five. These 12 lessons include content from the previous four sessions of SPICE’s seminar, i.e., China, Japan, Korea, and the Asian-American experience, and also represent a range of quality, i.e., low, average, and high. I then briefly discuss the teachers’ presentations and their descriptions of teaching their lessons to their students. In follow-up interviews, I asked each teacher what information in their lessons was learned from SPICE’s seminar. This section ends with a summary of the final ratings of all 12 teacher-developed lesson plans.

**Table Five: Rating Categories of Teacher-developed Lesson Plans**

Lesson topic:	Low	Average	High
Incorporation of subject matter content from one session			
Incorporation of subject matter content from two or more sessions			
Incorporation of diverse perspectives			
Balance of perspectives			
Overall rating			

*Lesson One: The Four Olds (focus on China)*

Jean’s lesson focused on the “Four Olds.” The campaign to destroy the Four Olds (Old Customs, Old Culture, Old Habits, and Old Ideas) began in Beijing on August 19, 1966, shortly after the launch of China’s Cultural Revolution, a social-political movement that took place in from 1966 to 1976. One of the stated purposes of the Cultural Revolution was to destroy the Four Olds. Jean made specific reference to the *History–Social Science Content Standards for California Public Schools Grade 10* (10.9.4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China, e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising). She effectively integrated content from three areas of SPICE’s session on January 18, 2013: (1) a talk by Chun Yu, author of *Little Green: Growing Up During the Chinese Cultural Revolution*, based on her memoirs; (2) SPICE’s curriculum unit on *China’s Cultural Revolution*, which includes the memoir, *Red Scarf Girl: A Memoir of the Cultural Revolution*, a memoir by Ji-Li Jiang; and (3) the film, *Morning Sun*, and its website which is about China’s Cultural Revolution.

Jean gave a strong overview of the lesson. In a guided practice-type demonstration, she asked teachers to give examples of “Old Customs” and “New Customs,” and teachers participated by offering examples like plays based on

imperialism (Old Custom) and revolutionary clothing (New Custom). She then shared a grid (“Four Olds” and “New Customs, Culture, Habits, and Ideas”) of her students’ responses as she had utilized the lesson in her classroom. She noted that her students especially enjoyed her use of excerpts from both memoirs by Chun Yu and Ji-Li Jiang and the sample propaganda posters from SPICE’s curriculum unit, *China’s Cultural Revolution*. She also shared the *Morning Sun* website and pointed out sections that she found to be especially useful for classrooms. One teacher commented that she thought the lesson was an excellent example of a lesson that helps to address the Common Core State Standards in social studies because of its focus on literacy and the integration of primary source documents. In a follow-up interview, Jean mentioned that she had never read memoirs of Chinese who experienced the Cultural Revolution firsthand. She also noted that hearing perspectives from Chun Yu, who was a young girl during the Cultural Revolution, was very “eye-opening” because Chun had stated that she didn’t know any other perspective on life (as a child). My final ratings of Jean’s lesson are noted below.

<b>Lesson topic: The Four Olds</b>	<b>Low</b>	<b>Average</b>	<b>High</b>
Incorporation of subject matter content from one session			x
Incorporation of subject matter content from two or more sessions		x	
Incorporation of diverse perspectives			x
Balance of perspectives			x
Overall rating			x

### *Lesson Two: China’s Cultural Revolution*

Marie’s lesson focused on propaganda posters from China’s Cultural Revolution. Marie made specific reference to the *History–Social Science Content Standards for California Public Schools* Grade 10 (10.9.4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China, e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising) as well as the California Common Core Standards for Social Sciences with specific references to the analysis of primary and secondary sources and comparing the point of view of two or more authors for how they treat the same or similar topics. She effectively integrated content from SPICE’s session on January 18, 2013: (1) a talk by Chun Yu, author of *Little Green: Growing Up During the Chinese Cultural Revolution*, based on her memoirs; and (2) SPICE’s curriculum unit on *China’s Cultural Revolution*.

Marie gave a strong overview of the lesson. She noted that her students especially enjoyed her use of excerpts from the memoirs of Chun Yu and the sample propaganda posters from SPICE’s curriculum unit, *China’s Cultural Revolution*. In a follow-up interview, I asked Marie what new perspective (if any) had she gained from SPICE’s seminar. She noted that hearing perspectives firsthand from Chun was a great learning experience. She noted that when she read excerpts of *Little Green* to her students, she read it “with Chun’s voice in mind.” This led to a discussion about possibly videotaping

Chun doing readings from *Little Green* and making them accessible on SPICE’s website so that they can be shared not only with teachers but with students. Marie also utilized the propaganda posters-focused gallery walk pedagogical strategy, which she learned in SPICE’s seminar, with her students. Darlene asked the question, “How much scaffolding did you do prior to the lesson?” Marie noted that she had introduced the Chinese Civil War and spoke quite confidently about how she introduced both Chinese Communist and Nationalist perspectives to her students—information that she had gleaned from the textbook, *East Asia: A New History*, that SPICE assigned to the teachers as the main seminar text. My final ratings of Marie’s lesson are noted below.

<b>Lesson topic:</b> <b>The Four Olds</b>	<b>Low</b>	<b>Average</b>	<b>High</b>
Incorporation of subject matter content from one session			x
Incorporation of subject matter content from two or more sessions		x	
Incorporation of diverse perspectives			x
Balance of perspectives			x
Overall rating			x

*Lesson Three: Festivals (focus on China)*

Xin could not attend the fifth session of SPICE’s seminar because she moved to a new teaching position in New York. She forwarded her lesson to me and I asked her to describe her lesson to me in a phone interview. Xin’s lesson was developed for her Chinese II language class and focused on festivals and holidays celebrated in mainland China and Taiwan. This topic was not covered during SPICE’s seminar, though references were made to Professor Lyman Van Slyke’s lecture on the relationship between China and Taiwan. Xin made no references to the Foreign Language Framework for California Public Schools. One of the objectives of her lesson is to help students “comprehend how political systems shape/effect (sic) the culture of a society through analyzing the gradually cultural segregation of mainland China and Taiwan.” In my conversation with Xin, she noted that her homeland, China, sees Taiwan as a “runaway province” of China and that this is sometimes a sensitive issue among her heritage speakers from Taiwan and mainland China. Her lesson also includes references to YouTube videos that engage students in a comparison between Thanksgiving in Canada and the United States. She then had her students in small group make comparisons between four festivals that are celebrated in both mainland China and Taiwan. I found her lesson to be quite disjointed and it seemed to me that it would be very difficult for Chinese language students at the high school level to discuss how political systems can influence how festivals are celebrated. My final ratings of Xin’s lesson are noted on the next page.



<b>Lesson topic: Festivals and Holidays</b>	<b>Low</b>	<b>Average</b>	<b>High</b>
Incorporation of subject matter content from one session	x		
Incorporation of subject matter content from two or more sessions	x		
Incorporation of diverse perspectives		x	
Balance of perspectives		x	
Overall rating	x		

*Lesson Four: Second World War (focus on China, Japan, and the United States)*

Qin’s lesson was developed for her Chinese IV language class and focused on World War II. Prior to introducing her lesson, Qin pointed out that all of her students had taken world history and that the topic of World War II was familiar to them. Qin made references to the *Foreign Language Framework for California Public Schools*. She incorporated materials from session one (January 18, 2013) on China and session four (April 12, 2013) on the Asian-American experience as well as two films from China. The materials introduce Chinese and Japanese-American perspectives on World War II. She showed clips of the two films from China and interpreted the Chinese language for the other teachers. On several occasions during her presentation, Qin noted that “to be aware of different perspectives [is] very valuable.” Qin also distributed and introduced two forms (“Observer Form: Socratic Seminar” and “Participant Form: Socratic Seminar”) and the teachers had several questions about them. Several teachers noted that they had never seen the forms and that they would consider using the forms as a pedagogical strategy. During the debriefing of Qin’s lesson, Alex noted how much he especially appreciated the participation of Qin in SPICE’s seminar, and that she provided important perspectives as a Chinese national. In a follow-up interview, Qin noted that she had appreciated the many opportunities she had to “frankly share” perspectives that she had learned during her education in China. My final ratings of Qin’s lesson are noted below.

<b>Lesson topic: Second World War</b>	<b>Low</b>	<b>Average</b>	<b>High</b>
Incorporation of subject matter content from one session		x	
Incorporation of subject matter content from two or more sessions		x	
Incorporation of diverse perspectives		x	
Balance of perspectives		x	
Overall rating		x	

*Lesson Five: Rape of Nanking (focus on China and Japan)*

Ling’s lesson was developed for her world history class and focused on Japan’s expansion from 1931 with a specific focus on the Rape of Nanking, also known as the Nanjing or Nanking massacre. Prior to introducing her lesson, Ling noted that she had set the context for the lesson by informing her students of Japan’s establishment of a puppet state in Manchuria in northeast China. She made specific reference to the *History–Social Science Content Standards for California Public Schools* (10.8.1: Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939). She incorporated materials from session one (January 18, 2013) on China and session two (February 8, 2013) on Japan. She underscored the need to teach students (as Professor Peter Duus had on February 8, 2013) about Japanese atrocities prior to the Pearl Harbor attack on December 7, 1941. She utilized graphic photographs (e.g., mass graveyards) and other primary sources (e.g., statements from various witnesses). The statistical information that she utilized in her lesson were from Chinese sources, not Japanese. For example, she notes that 300,000 Chinese soldiers and civilians were killed in the Rape of Nanking. This is the number used in Chinese textbooks and at the Nanjing Massacre Museum in Nanjing; Japanese textbooks use 200,000. She had students complete a handout called “Rape of Nanjing Activity Questions.” One teacher thought that one set of her questions (Should there be “rules” of war? How could they be enforced?) was especially provocative. In a follow-up interview with Ling, she said that she planned to use a lesson from SPICE’s “Divided Memories” curriculum unit that specifically engages students in a comparison of textbook descriptions of the Nanjing Massacre from five countries, including Japan and China. My final ratings of Ling’s lesson are noted below.

<b>Lesson topic: Second World War</b>	<b>Low</b>	<b>Average</b>	<b>High</b>
Incorporation of subject matter content from one session		x	
Incorporation of subject matter content from two or more sessions		x	
Incorporation of diverse perspectives		x	
Balance of perspectives		x	
Overall rating		x	

*Lesson Six: Contemporary China’s Economy*

Alex’s lesson engages students in a comparison between the economies of China and the United States. In his presentation, he stated that he wants students to learn more about the background of countries that play pivotal roles in the world economy and drew upon information from Professor Lyman Van Slyke’s lecture on January 18, 2013. He makes references to the Common Core State Standards. His lesson has students complete a matrix with 16 indicators (e.g., type of government, population, unemployment rate) that students are asked to complete, encouraging students to compare and contrast the

economics of China and the United States. His lesson also includes recommended web resources for students to reference in order to complete the matrix. He utilized this lesson in his economics class for seniors. One of his stated objectives of the lesson, though not stated in the lesson, is to get his students to consider statements like “They [China] own us” and “They [The Chinese] are going to take over the world.” There was very little discussion of his lesson. In a follow-up interview, Alex informed me that he felt that his lesson was especially useful in engaging his students in a discussion of “capitalism operating under a communist regime.” My final ratings of Alex’s lesson are noted below.

<b>Lesson topic:</b> <b>Contemporary China’s Economy</b>	<b>Low</b>	<b>Average</b>	<b>High</b>
Incorporation of subject matter content from one session		x	
Incorporation of subject matter content from two or more sessions	x		
Incorporation of diverse perspectives	x		
Balance of perspectives		x	
Overall rating		x	

*Lesson Seven: The Modernization of Japan*

Ally’s lesson focused on the transition of Japan from a feudal society to a modern society and colonizing nation. Ally decided to develop the lesson for her sophomore world history class for special education students. Ally incorporated content from a lecture and curriculum demonstration, “Episodes in the History of U.S.–Japan Relations,” by me from the February 8, 2013 session on Japan, and information on Japanese colonization of the Korean peninsula from SPICE’s seminar textbook, *East Asia, A New History*, from an assigned reading for the March 1, 2013 session on Korea. She described how she used a document camera to illustrate a SPICE curriculum unit, *The First Japanese Embassy to the United States, 1860*, which is in the form of a graphic novel, and noted that her students were very engaged with the graphic novel. The content presented in the lesson was divided into eight sections and each section was very brief. The lesson also included a quiz and she allowed her students to reference their notes when completing it. One of the teachers commented on how he felt the lesson was scaffolded nicely not only for special needs children but also for mainstream students like his students and that he would use the lesson.

During the question and answer period and during a follow-up interview, Ally noted that most of the information in her lesson was learned from SPICE’s seminar. She had some knowledge of feudal Japan prior to SPICE’s seminar. Much of the discussion following her lesson focused on her knowledge of pedagogical strategies, which seemed extensive. A very interesting discussion arose from the map of East Asia that was included in her lesson. The sea that lies between Russia, China, and the Korean peninsula and Japan is labeled as the “Sea of Japan.” One of the Chinese language teachers pointed out that she wouldn’t be able to use the map with her Korean students as the naming of

the sea is called the “East Sea” in Korea. This also led to a provocative discussion of the island ownership (including, naming) disputes between Japan and Korea (“Dokdo” [Korea] vs. “Takeshima” [Japan]) and island ownership disputes between Japan and China (“Senkaku” [Japan] vs. “Diaoyu” [China]). Some teachers had read about the recent island ownership dispute between Japan and China as it was covered in the news quite extensively this year, but most were unaware of the island ownership dispute between Japan and Korea. My final ratings of Ally’s lesson are noted below.

<b>Lesson topic: The Modernization of Japan</b>	<b>Low</b>	<b>Average</b>	<b>High</b>
Incorporation of subject matter content from one session			x
Incorporation of subject matter content from two or more sessions			x
Incorporation of diverse perspectives		x	
Balance of perspectives		x	
Overall rating		x	

*Lesson Eight: Japan’s Culture: Samurai, Ninjas, and Comic Books*

Steve’s lesson focused on the transition of Japan from a feudal society to a modern society. Steve decided to develop the lesson for his geography class. Steve incorporated content from a lecture and curriculum demonstration, “Episodes in the History of U.S.–Japan Relations,” by me from the February 8, 2013 session on Japan, and a curriculum demonstration by me on “Japanese-American internment” on the same day. By incorporating familiar topics like “samurai,” “ninjas,” and “comic books,” he noted that he tried to “trick” students into learning something cool. Given this, the content presented in the lesson felt disjointed, with topics ranging from feudal Japan to Japanese-American internment to the atomic bombing of Hiroshima. Steve introduced the importance of *manga* (graphic novels) in Japanese culture. This was effective and mentioned that his students were assigned to develop a graphic novel based on something they learned in the lesson.

During the question and answer period, several references to Japan-focused graphic novels and political cartoons were shared by teachers. Most of the teachers wrote these down and one teacher mentioned that graphics are a great way to engage students. During a follow-up interview, I shared a book of Japanese political cartoons (with English translations) with Steve and he said that he would utilize the book with his students. The discussion proved to be a great opportunity to share Japanese perspectives on U.S.–Japan trade relations. My final ratings of Steve’s lesson are noted on the next page.

<b>Lesson topic: Japan’s Culture: Samurai, Ninjas, and Comic Books</b>	<b>Low</b>	<b>Average</b>	<b>High</b>
Incorporation of subject matter content from one session		x	
Incorporation of subject matter content from two or more sessions		x	
Incorporation of diverse perspectives		x	
Balance of perspectives		x	
Overall rating		x	

*Lesson Nine: Kwangju Uprising (focus on Korea)*

Matt’s lesson focused on the Kwangju Uprising. It is also known as the Kwangju massacre or Kwangju Democratization Movement. The Kwangju Uprising refers to an uprising in the city of Kwangju, South Korea, from May 18 to 27, 1980. During this period, citizens protested then-President Chun Doo-Hwan’s dictatorship and took control of the city. Many were killed by the South Korean Army. The Kwangju Uprising is debated in South Korea as to whether it was a Democratization Movement or Uprising.

Matt’s lesson was inspired by a curriculum demonstration by a SPICE Curriculum Specialist Rylan Sekiguchi’s demonstrated lesson, “Asian values versus Western notions of democracy,” from SPICE’s curriculum unit, *U.S.–South Korean Relations*. His lesson makes reference to *History–Social Science Content Standards for California Public Schools* Grade 10 (10.10.3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy). The lesson introduces Western notions of democracy (Hobbes vs. Locke) and engages students in the development of propaganda posters that “clearly expresses the point of view of one of the sides” of the Kwangju Uprising. The lesson would have benefited from the incorporation of a discussion of so-called “Asian values,” a concept sometimes used to justify authoritarian regimes in Asia or to defend it from the politically designed Western concept of “human rights” or “democracy,” and this is something that was discussed during a follow-up interview. My final ratings of Matt’s lesson are noted below.

<b>Lesson topic: Kwangju Uprising</b>	<b>Low</b>	<b>Average</b>	<b>High</b>
Incorporation of subject matter content from one session			x
Incorporation of subject matter content from two or more sessions	x		
Incorporation of diverse perspectives		x	
Balance of perspectives			x
Overall rating			x

*Lesson Ten: Weapons of Mass Destruction (focus on North Korea)*

Darlene’s lesson focused on weapons of mass destruction in North Korea. Darlene’s lesson was inspired by a lecture by Phillip Yun given during the March 1, 2013 session on Korea. Her lesson also drew upon SPICE’s curriculum unit, *Uncovering North Korea*, which was introduced by SPICE Curriculum Specialist, Rylan Sekiguchi. In addition, much to the delight of the other teachers, Darlene included a *New York Times Upfront Magazine* with the lesson that she distributed to the teachers. The cover featured North Korea’s President, Kim Jong Un, with the caption, “He’s Got Nukes. Plus a million troops, a crumbling economy, and a cult-like totalitarian state. Meet Kim Jong Un, North Korea’s new 20-something dictator.” The longest discussion of Darlene’s lesson focused on a pedagogical technique of what she called a “fishbowl Socratic seminar.” The technique involved placing students in two concentric circles, with the “shyer kids” in the inner circle. She noted that it helped the shyer students to first observe those students who are more talkative. Both the veteran and novice teachers took great interest in this. In a follow-up interview, Darlene and I spoke about her planned use of the film, “Nuclear Tipping Point,” and the SPICE-produced accompanying teacher’s guide with her students. She noted that Phillip’s talk had inspired her to use the film to make students more aware of the dangers of nuclear weapons possibly falling into the hands of terrorists. My final ratings of Darlene’s lesson are noted below.

<b>Lesson topic: Weapons of Mass Destruction</b>	<b>Low</b>	<b>Average</b>	<b>High</b>
Incorporation of subject matter content from one session			x
Incorporation of subject matter content from two or more sessions		x	
Incorporation of diverse perspectives			x
Balance of perspectives		x	
Overall rating			x

*Lesson Eleven: Analyzing Photos of Internment Camps (focus on the Asian-American experience)*

Hector’s lesson focused on Japanese-American internment, a topic introduced in session four (Asian-American experience) on April 12, 2013. Subject matter content from the talk by me that was given during session four was incorporated into the lesson as well as information from a lecture by Professor Peter Duus from session two (Japan) on February 8, 2013. A reading, “The U.S. Response to the Attack on Pearl Harbor,” that was recommended during session two was incorporated into his lesson. In addition, a reading, “Shikata Ga Nai” (It can’t be helped), written by a Japanese-American internee, was incorporated into the lesson. Hector gave a strong demonstration of the lesson and interactively engaged the other teachers in the analysis of photographs on Japanese-

American internment. In the follow-up interview, I was informed by Hector that his students were especially interested in the debate surrounding government compensation to Japanese-American internees and that he had engaged students in a discussion about the meaning of “redress.” In addition, Hector pointed out that many of his students are Mexican American and that he and they did not know that one of the primary reasons for the development of the Bracero Program (a series of labor agreements that brought Mexican men to work temporarily in U.S. agricultural fields) was the labor shortage caused not only by those serving in the U.S. military but also Japanese-American internment (and the resulting loss of Japanese-American farm owners and laborers) during World War II. Two teachers expressed their appreciation for a matrix that was distributed with the lesson. I too found the idea of the matrix to be useful but the wording of all questions was not balanced. Hector was familiar with content on Japanese-American internment prior to SPICE’s seminar. His lesson did not make a specific reference to the *History–Social Science Content Standards for California Public Schools* (11.7.5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans...). However, he added the reference after the suggestion had been made. My final ratings of Hector’s lesson are noted below.

<b>Lesson topic: Japanese-American internment</b>	<b>Low</b>	<b>Average</b>	<b>High</b>
Incorporation of subject matter content from one session			x
Incorporation of subject matter content from two or more sessions			x
Incorporation of diverse perspectives		x	
Balance of perspectives		x	
Overall rating		x	

*Lesson Twelve: Japanese-American Internment (focus on the Asian-American experience)*

Linda’s lesson focused on Japanese-American internment, a topic introduced in session four (Asian-American experience) on April 12, 2013. Extensive subject matter content from the talk by me that was given during session four was incorporated into the lesson. This included diverse perspectives concerning the so-called “question of loyalty,” which focused on Japanese Americans who (though interned by their country) volunteered or were drafted into the U.S. Army versus those who resisted due to the fact that their civil liberties had been violated. In addition, subject matter content from session two (Japan) on February 8, 2013 was incorporated into the lesson as well. This included information about the Japanese attack on Pearl Harbor from Professor Duus’ lecture. The perspectives in the lesson were written in a balanced (non-advocacy-based) way. The lesson included a student handout, “The U.S. Response to the Attack on Pearl Harbor,” and included questions such as “After Pearl Harbor was attacked on Dec. 7, 1941, what would be your first actions regarding those of Japanese ancestry living in the Hawaiian

Islands? Explain your reasons. Would they be different from those living on the West coast of the U.S.? Why?” Differences between the way people of Japanese descent in Hawaii and the West Coast were treated by the local community and government and federal government were discussed in session four.

Linda gave an excellent and concise demonstration of the lesson and interactively engaged the other teachers in the analysis of photographs on Japanese-American internment. In addition, Linda did an excellent job answering questions as well and one of the teachers in the audience pointed out that she appreciated the way that Linda engaged the audience and mentioned that she would definitely use the lesson in her classroom. In a follow-up interview, I was informed by Linda that she had never heard of the so-called “no-no boys” or those who resisted the draft because they were placed behind barbed wire by their own country; nor had she heard of the differences in the experiences of people of Japanese descent residing in Hawaii versus the West Coast of the United States. Linda was familiar with content on Japanese-American internment prior to SPICE’s seminar. However, her knowledge was limited primarily to what is written in standard high school U.S. history textbooks. Her lesson did not make a specific reference to the *History–Social Science Content Standards for California Public Schools* (11.7.5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans...). However, she added the reference after the suggestion had been made. Linda’s lesson was the highest rated among the 12 lessons.

<b>Lesson topic: Japanese-American internment</b>	<b>Low</b>	<b>Average</b>	<b>High</b>
Incorporation of subject matter content from one session			x
Incorporation of subject matter content from two or more sessions			x
Incorporation of diverse perspectives			x
Balance of perspectives			x
Overall rating			x

## SUMMARY

The following grid provides the total ratings of all 12 lessons. The lowest-rated lesson was developed by Xin, a Chinese language teacher, who didn’t feel that she could incorporate some topics of SPICE’s seminar, e.g., China Cultural Revolution, because she “grew up and was raised in China” (interview on 8.23.13). Her lesson focused on the differences between festivals in China and Taiwan and this wasn’t a topic introduced in SPICE’s seminar. That said, as noted on page 26, she spoke extensively about a “take-away” or “learnings” from SPICE’s seminar. The “average” lessons incorporated content that was introduced during SPICE’s seminar but the coverage in the lesson was shallow. An example of this is a lesson by Alex who asked students to complete a matrix that encouraged students to compare and contrast the economies of China and the United



States. A high percentage of lessons were ranked “high” and were carefully written in a non-advocacy based manner. Several teachers incorporated perspectives shared by the Japanese and Korean consul generals, whose perspectives represented their governments’ perspectives, and incorporated other perspectives that contrasted with those of the governments. For example, Matt’s lesson on the Kwangju Uprising included the perspective of the South Korean government during the Kwangju Uprising and perspectives today as well as perspectives from student protestors.

<b>Total Ratings</b>	<b>Low</b>	<b>Average</b>	<b>High</b>
Incorporation of subject matter content from one session	1	4	7
Incorporation of subject matter content from two or more sessions	3	6	3
Incorporation of diverse perspectives	1	7	4
Balance of perspectives	0	8	4
Overall rating	1	6	5

My analysis of the teachers’ situated descriptions of teaching, teacher lessons, teachers’ presentations of their lessons, and follow-up interviews (both formal and informal) that focused on the lessons proved be a useful way to assess teachers’ learning in SPICE’s seminar. Teachers integrated content from SPICE’s seminar into their curriculum at different degrees—ranging from the integration of newly acquired basic subject matter content knowledge (like Alex who developed the lesson on “Contemporary China’s Economy”) to the integration of diverse perspectives and key concepts (like Linda who developed the lesson on “Japanese-American Internment.”

#### **UNINTENDED OR INCIDENTAL OUTCOMES**

During the program evaluation study of SPICE’s seminar, I noted five unintended or incidental outcomes. The first, the contributions of the Chinese language teachers to the other teachers’ learning, was touched upon in the previous section. The second focuses on the experience levels of teachers and their knowledge of pedagogical content knowledge. The third focuses on the frequency with which teachers referred to the interactive nature of SPICE’s seminar. The fourth focuses on the importance teachers placed upon the Common Core State Standards. The fifth focuses on the frequency with which teachers expressed their appreciation for being treated like professionals.

#### **CHINESE LANGUAGE TEACHERS**

The 13th year of SPICE’s seminar was unique in terms of teachers’ learning from one another and I attribute this primarily to the participation of the three Chinese teachers and their willingness to openly share their experiences as students being raised in China. Like Marie, most teachers commented on how much they learned from the perspectives shared by the three Chinese teachers.

Marie (social studies teacher): The one thing that really stands out for me is our discussion during the China [she meant “Japan”] seminar with the three Chinese language teachers. It was so interesting to hear their thoughts and reactions. (2.8.13)

Based on participant observations during the prior 12 years of offering SPICE’s seminar, I have noted that teachers have served as resources for one another. However, this has usually been in the form of recommended literature, websites, films, lessons, and other supplementary materials and not in terms of teachers learning other perspectives on historical events from one another. Also, during the prior 12 years of SPICE’s seminar, Japanese, Chinese, and Korean teachers have participated but no more than one during a particular year. The three Chinese teachers—individually and as a group—presented many perspectives during SPICE’s seminar.

#### EXPERIENCE LEVELS OF TEACHERS

Prior to embarking upon this program evaluation study, I did not consider the experience levels of teachers. Of the 12 teachers, six had less than three years of teaching. The veteran teachers have been teaching for ten or more years with one of the teachers, Alex, having taught for over 25 years. As Rossi et al. (2004, p. 317) have noted, the moderator variable characterizes subgroups—in this case, novice teachers—in an impact assessment for which the program effects may differ. An incidental outcome of SPICE’s seminar was that the six novice teachers self-reported increased learning in the area of pedagogical content knowledge.

Novice teachers were not only interested in content on East Asia and the Asian-American experience but also in pedagogy. Five of the six novice teachers mentioned the “gallery walk” as a pedagogical technique that they had never used. During a gallery walk, students (usually in small groups) walk around the classroom and explore multiple texts or images that are placed around the room. This strategy is sometimes used to engage students in the examination multiple historical documents. In SPICE’s seminar, the teachers examined propaganda posters from China’s Cultural Revolution. Sample references to pedagogical content knowledge from the novice teachers are listed below.

Hector (social studies teacher): I’d definitely like to do more gallery walks. I liked the SPICE Cultural Revolution curriculum that was given to us and intend to use quite a bit of it. (1.21.13)

Linda (social studies teacher): I plan to use the Cultural Revolution propaganda poster gallery walk activity in my World History classroom. The use of prediction (what is going on in the picture?) along with physical movement about the room will work really well for my student population. (1.24.13)

Some novice teachers like Linda (quoted below) referenced a structured film viewing pedagogical technique that was utilized for engaging them in the viewing of a 9-minute 1943 newsreel, “Japanese Relocation.” Teachers (in pairs or individually) were assigned to critically view the film by commenting on one of the following: U.S. government’s rationale for Japanese-American internment, selection of images, portrayal

of U.S. authorities, portrayal of Japanese-American adults, portrayal of Japanese-American children, and music.

Linda (social studies teacher): I also incorporate a fair amount of media and video into my curriculum and find the use of guided viewing questions to be extremely beneficial to student's understanding and application of the information portrayed. (1.24.13)

Lastly, in their web-based reflections, several teachers felt that the pre- and post-test strategy was very effective as a pedagogical technique. During the debriefing of SPICE's seminar on April 12, 2013, five novice teachers commented again on the gallery walk and one commented on the structured film viewing pedagogical techniques.

#### INTERACTIVE NATURE OF SPICE'S SEMINAR

In their written evaluations, five teachers commented on how much they liked the "active learning," "interactive nature," or "small-group" format of the presentations by SPICE curriculum specialists. For example, one of the teachers, Marie, made the following comment about a presentation by Rylan Sekiguchi on SPICE's curriculum unit, *10,000 Shovels: China's Urbanization and Economic Development*, which includes a film.

Marie (social studies teacher): 10,000 Shovels [SPICE curriculum unit] would be a great way to show them urbanization. Even within our group many people had different thoughts on the film/lesson and with my very opinionated students I think this would lead into a great discussion about where China is headed and the pros and cons. (interview, 1.19.13)

A key element that emerges from evaluation studies of professional development is the importance of engaging teachers interactively with the speakers and among themselves. Garet et al. (2001) notes this as a core element that has significant, positive effects on teachers' self-reported increases in knowledge and skills and changes in classroom practice (p. 916). Also, one of Little's (1993) principles of teachers' professional development is that it should offer meaningful intellectual, social, and emotional engagement with ideas, materials, and with colleagues, and goes on to contrast this with shallow, fragmented content, with teachers in passive roles (p. 138). The demonstrations by SPICE curriculum specialists are interactive, i.e., engaging teachers with the curriculum specialists as well as amongst themselves (small-group work), and perhaps this prompted teachers—especially novice teachers—to refer to them frequently in their evaluations. A vignette of a curriculum demonstration from the March 1, 2013 session on Korea follows and illustrates this interactivity.

Following a speech by Consul General Jeong-Gwan Lee, Consulate General of the Republic of Korea, San Francisco, on U.S.–South Korean relations and a content lecture by Phillip Yun, Asia Foundation, on his diplomatic trips to North Korea with Secretary of Defense William Perry, SPICE curriculum specialist

Rylan Sekiguchi began a demonstration based on SPICE’s curriculum unit, *Divided Memories*, which examines prevalent history textbooks from five Pacific Rim societies (Japan, China, Taiwan, South Korea, and the United States) and compares their coverage of certain sensitive historical episodes of the 20th century, e.g., Pearl Harbor, Nanjing, Korean War, atomic bombings of Japan. He began by posing the essential questions: Why are social studies texts so difficult to read? How do textbooks from different societies treat such episodes? Do they present similar or dissimilar interpretations of history?

As a way to introduce notions of bias and perspective, he began by asking teachers to examine and discuss headlines of the same event.

“73% of Indiana students graduate”  
— Journal & Courier

“27% of Indiana students don’t graduate”  
— Indianapolis Star

“Report: Indiana ranks 23rd in graduate rate”  
—The Times of Northwest Indiana

He then introduced three “components of textbook analysis”:

1. Terminology
2. Numbers
3. Historical Interpretation and Emphasis

He then led teachers in a guided practice of five excerpts depicting events in Nanjing in 1937. He used questioning to draw teachers attention to terminology, e.g., incident (Japan) vs. massacre (China); numbers, e.g., how the number of victims varies across textbooks; and historical interpretation and emphasis, e.g., extensive coverage of the massacre or “Rape of Nanjing” (including photos) in Chinese textbooks vs. less coverage (no photos) in Japanese textbooks. He then asked teachers in small groups to examine five textbooks excerpts on the Korean War by examining these three components as well as discussing the following questions.

- What information appears in all textbooks?
- What information appears in some textbooks but not others?
- Are the textbooks written from the same perspective? Explain.
- Do the textbooks give you the same impression of history? Why or why not?
- How does the absence or inclusion of information in a textbook affect the impression it gives readers?
- Why do you think these textbook excerpts vary?

After this discussion, Rylan showed five groups of images from each textbook and asked teachers to guess which society’s textbook the images were from. This reinforced the importance of images and perspective. For example, the U.S.

textbook included images such as the U.S. flag raising on Iwo Jima and smoke rising from the USS Arizona in Pearl Harbor. The Japanese textbook included images such as the aftermath of the atomic bombing of Hiroshima and the firebombed city of Tokyo. He summarized the discussion by noting that ultimately, *Divided Memories* encourages students to confront more fundamental issues—such as the possible bias of their own historical knowledge—and to become more critical consumers of information. Rylan concluded his presentation and gave each teacher a copy of the *Divided Memories*.

## COMMON CORE STATE STANDARDS

The issue of coherence, which refers to teachers' interpretations of how well aligned the professional development activities are with teachers' own goals for learning and their goals for students and program implementation, is an important part of teacher content knowledge (Penuel et al., 2007, p. 931). Because SPICE's seminar was structured around the *History-Social Science Content Standards for California Public Schools*, teachers often commented that the content presented was directly relevant to their teaching; thus underscoring the importance of the issue of coherence to them.

In SPICE's recruitment of teachers for the 2013 SPICE seminar, the Common Core State Standards were not mentioned. During SPICE's seminar, the integration of literature in translation from authors from Asia or books in English (e.g., *Little Green: Growing Up During the Chinese Cultural Revolution* by Chun Yu; *Perfumed Dreams: Reflections on the Vietnamese Diaspora* by Andrew Lam) by authors from Asia or literature on the Asian-American experience (e.g., *Picture Bride* by Yoshiko Uchida; *Native Speaker* by Chang-rae Lee; *The Joy Luck Club* by Amy Tan) were highly recommended to teachers. During the talk by Andrew Lam, he was asked what other books of literature he would recommend for high schools. During my observations, I noted that all 12 teachers enthusiastically wrote down his recommendations (e.g., *The Unwanted* by Kien Nguyen; *We Should Never Meet* by Aimee Phan, as well as *Perfumed Dreams*), which were also posted on SPICE seminar's website for teachers' reference. In follow-up interviews with the teachers, eight of the 12 teachers informed me that they have acquired one or more of the recommended books and either used the books or plan to use the recommended literature in their teaching during the 2013–14 academic year. In an unstructured interview, I spoke with one of the novice teachers, Marie, at the California Council for the Social Studies Conference on March 24, 2013. The conference had a “conference-in-a-conference” called “Implementing the Common Core Across the Social Studies-English Language Arts Divide”<sup>19</sup> embedded within its annual conference. Marie attended the conference to specifically seek ways to incorporate the new Common Core State Standards, which are literacy focused, into her teaching. Also, Marie noted that SPICE's curriculum units, which include many primary sources, are integral to the Common Core State Standards in the area of “Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–10.”<sup>20</sup> In addition, during the September 27, 2013 session, Marie and Steve shared that they had attended a three-day

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<sup>19</sup> <[http://www.ccss.org/2013\\_conference](http://www.ccss.org/2013_conference)> [access date: July 9, 2013].

<sup>20</sup> <<http://www.cde.ca.gov/be/st/ss/documents/finalesccsstandards.pdf>>, p. 89 [access date: September 21, 2013].

conference on the Common Core State Standards that was offered by U.C. Davis during the summer of 2013. The Common Core State Standards were clearly on the forefront of teachers' minds. Generally speaking, there was wide support for the Common Core State Standards. Steve noted during the September 27, 2013 session, "I like the Common Core; more critical things. The wheels have changed in education." Marie commented that she felt that the "pendulum was swinging back," suggesting that there will be less emphasis on rote memorization of historical facts but rather a greater emphasis on "constructive thinking."

## PROFESSIONALISM

All 12 teachers expressed their appreciation for being treated like professionals during SPICE's seminar. In their comments following the April 12, 2013 session and in their written evaluations, they made frequent reference to this and most mentioned that it was nice to be treated to hearing so many top scholars from Stanford University and to be treated so professionally by the SPICE seminar coordinator. Some teachers drew explicit linkages between being treated like professionals and their desire to learn. Linkang Sun, for example, stated during the April 12, 2013 session that "We are not always treated like professional (sic) and hearing from top scholars made me want to learn more." Some alumni of SPICE's seminar have listed "Stanford University" under "Education" on their LinkedIn portfolios, leading me to surmise that there was a certain level of empowerment that these teachers drew from their participation in the seminar. Since the inaugural year of SPICE's seminar, SPICE has offered "Certificates of Completion" (in addition to three units of Stanford Continuing Studies credit). Finally, during the closing of the fifth and final session on September 27, 2013, Marie mentioned, "My kids always asked me what I learned following each session of SPICE's seminar." Alex said something similar when he noted, "I got context from this class. Was able to use things that I was able to hear. My students wanted to know what I did." Steve also noted that he thought it was good for his students to know that he too took the time out to learn.

## SUMMARY

The first question of this program evaluation study (Does SPICE's seminar increase teachers' content knowledge on East Asia and the Asian-American experience?) was assessed through a quantitative measure (paired t-test) and qualitative measures (observations, interviews, analysis of written reflections and evaluations). My analysis showed that the content knowledge on Asia and the Asian-American experience increased in all 12 teachers as a result of SPICE's seminar. Teachers reported that they learned specific factual information about East Asia as well as new perspectives. In addition, several teachers reported feeling more confident about the teaching of East Asia and the Asian-American experience due to their learning in SPICE's seminar; several were able to draw explicit connections between Asia and the Asian-American experience; and many pointed out the important role that three Chinese teachers played in contributing to the learning that took place during the seminar.

The second question of this program evaluation study (Does SPICE's seminar influence teachers' intention to include content on East Asia and the Asian-American

experience in their curriculum?) was assessed through qualitative measures (teachers' situated descriptions of teaching, teacher-developed lessons, and teachers' seminar evaluations, as well as interviews). My analysis showed that 11 of 12 teachers have already incorporated content from SPICE's seminar in their curriculum, and all 12 teachers intend to incorporate content from SPICE's seminar into their curriculum during this academic year. One of the Chinese teachers noted that some of the content (especially content related to Japan from Professor Duus' lecture) would be difficult to incorporate (due to its controversial nature) into her curriculum.

In terms of the five unintended or incidental outcomes of SPICE's seminar, the contributions of the Chinese language teachers to the other teachers' learning stands out as the most prominent. The other four (the experience levels of teachers and their knowledge of pedagogical content knowledge; the frequency with which teachers referred to the interactive nature of SPICE's seminar; the importance teachers placed upon the Common Core State Standards; professionalism) will inform SPICE's seminar in 2014 and beyond.

## **CHAPTER FIVE: INTENDED USES OF PROGRAM EVALUATION FINDINGS**

The findings of this program evaluation study are useful in several ways. I discuss these uses according to Rossi et al.'s three types of utilization of evaluative studies: (1) direct (instrumental); (2) conceptual; and (3) persuasive (Rossi et al., 2004, p. 420).

### **DIRECT (INSTRUMENTAL) UTILIZATION**

First, direct (instrumental) utilization refers to decisions about the program being evaluated and the utilization of specific ideas and findings of an evaluation by decisionmakers and other stakeholders (Rossi et al., 2004, p. 421). I offer two examples of the direct utilization of this program evaluation. The first example is to recruit non-social studies teachers (e.g., Chinese, Korean, and/or Japanese language teachers who were educated in Asia) to future SPICE seminars. Given the increasing numbers of primary and secondary schools that offer less commonly taught languages like Japanese, Chinese, and Korean, recruiting such teachers to SPICE's seminars has become more possible.<sup>21</sup> Also, given the importance placed upon the role of culture in language teaching (see for example, Kramsch, 1995), world language teachers often seek social studies content to integrate into their language teaching. A second example is to require teachers to write lessons based on content from SPICE's seminar for use in their classrooms. The teacher-developed lessons ensured that the content presented in SPICE's seminar reached teachers' students.

### **CONCEPTUAL UTILIZATION**

Second, conceptual utilization refers to the long-term, indirect utilization of evaluations to influence thinking about issues in a general way (Rich, 1977, quoted in Rossi et al., 2004, p. 411). Rossi et al. point out that some of the conceptual utilizations of evaluations may be described simply as consciousness-raising (p. 413). Some of the teachers' comments about their experiences in SPICE's seminar point to a degree of consciousness-raising. For example, as pointed out in on page 34, several teachers commented on the discriminatory laws that Asian immigrants and Asian-American have faced in U.S. history. Other examples of consciousness-raising took place during the March 1, 2013 session on Korea (see page 27) when Linda referenced the film, "A State of Mind," and its depiction of North Koreans as "normal"—that is, not as stereotypical portrayals of North Koreans as we see them in the media, e.g., marching soldiers, emaciated children, part of the "axis of evil"; and following the April 12, 2013 session on

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<sup>21</sup> According to the website, *Less Commonly Taught Languages*, 574 primary and secondary schools offer Japanese and 285 primary and secondary schools offer Chinese in the United States. According to Sung Kim, President, Korean Language Teachers Association in the United States, 80 primary and secondary schools offer Korean in the United States [email communication, 8.30.13]. In addition, in areas like San Jose, California, with a large Vietnamese-American population, the course, "Vietnamese for Vietnamese speakers" is offered at several high schools in the East Side Union High School District. In the recruitment of teachers for the 2014 SPICE seminar, I have invited the course's coordinator, who was born and raised in Vietnam, and the course instructors.



the Asian-American experience when Jean noted (on page 35) the lingering effects of Agent Orange. This type of consciousness-raising comment has been surfaced repeatedly through the 13-year history of SPICE's seminar. That said, I have never included "consciousness-raising" as part of the rationale for SPICE's seminar. I plan to do so from the 2014 SPICE seminar.

### **PERSUASIVE UTILIZATION**

Third, persuasive utilization refers to the enlisting of evaluation results in efforts either to support or to refute political positions—in other words, to defend or attack the status quo (Rossi et al., 2004, p. 411). In a similar vein, Weiss has noted that "... evaluation itself has a political stance. By its very nature, it makes implicit political statements about such issues as the problematic nature of some programs and the unchallengeability of others, the legitimacy of program goals and program strategies..." (Weiss, 1993, p. 94). Programs like SPICE's seminar on East Asia and the Asian-American experience can help to counter the longstanding U.S.- and Euro-centric world history curriculum, expand the study of Asia beyond war and tragedy, and underscore the political, economic, and social interdependence between the United States and Asia. During the first day of SPICE's seminar (1.18.13), Linda and several other teachers referenced the "Euro-centric" curriculum when stating their reasons for enrolling in SPICE's seminar. Linda, for example noted the following reasons for enrolling in SPICE's seminar: "Want to balance out Euro-centric California curriculum [and] students unfamiliar with Asia."

## CHAPTER SIX: CONCLUSION

Rossi et al. have noted that program evaluations may have social action purposes that are beyond those of the particular programs being evaluated (Rossi et al., 2004, p. 20). Given that the number of empirical studies of teacher professional development in the area of social studies is very limited<sup>22</sup> and that most studies of teacher professional development focus on the subject areas of English/language arts, mathematics, and science, I provide in this concluding chapter some suggestions based on the findings of this program evaluation study to teacher professional development in the area of social studies broadly.

The first question of this program evaluation study (Does SPICE's seminar increase teachers' content knowledge on East Asia and the Asian-American experience?) was assessed through a quantitative measure (paired t-test) and qualitative measures (observations, interviews, analysis of written reflections and evaluations). My analysis showed that teachers' content knowledge on Asia and the Asian-American experience increased as a result of SPICE's seminar. Teachers reported that they learned specific factual information about East Asia as well as new perspectives. In addition, several teachers reported feeling more confident about the teaching of East Asia and the Asian-American experience due to their learning in SPICE's seminar; several were able to draw explicit connections between Asia and the Asian-American experience; and many pointed out the important role that three Chinese teachers played in contributing to the learning that took place during the seminar.

Barton & Levstik (2010) have noted that professional development for history teachers has focused almost exclusively on pedagogical content knowledge, i.e., with little or no emphasis on historical investigations and consideration of multiple perspectives. SPICE's seminar, with its heavy focus on subject matter content knowledge, could serve as a professional development model that broadens the focus of professional development beyond pedagogical content knowledge.

The second question of this program evaluation study (Does SPICE's seminar influence teachers' intention to include content on East Asia and the Asian-American experience in their curriculum?) was assessed through qualitative measures (teachers' situated descriptions of teaching, teacher-developed lessons, and teachers' seminar evaluations, as well as interviews). My analysis showed that teachers integrated content from SPICE's seminar into their curriculum at different degrees—ranging from the integration of newly acquired basic subject matter content knowledge and pedagogical strategies to the integration of diverse perspectives and key concepts. Requiring teachers to describe situated descriptions of teaching and to write lessons (based on content from the teacher professional development seminar) helped to ensure that content from SPICE's seminar reached students.

Kennedy (1999) has recommended teacher logs that describe the details of their curriculum for a specific period of time and vignettes that require teacher responses to hypothetical situations that are laid out for them as examples of situated descriptions of teaching (p. 349). Facilitators of teacher professional development seminars in social

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<sup>22</sup> One of the most often cited studies is by Thomas et al. (1998), which is described on page 57. See also Gudmundsdottir, S. & Shulman, L. (1987).

studies might consider integrating situated descriptions of teaching, teacher logs, and/or vignettes as well as lesson development by teachers into their seminars teachers' to assess their intention to include content from the teacher professional development in their curriculum.

Among the five unintended or incidental outcomes of this program evaluation study, the participation of the three Chinese language teachers drew frequent comments from many of the social studies teachers. The three Chinese teachers who attended SPICE's seminar shared similar perspectives and spoke to each other in Chinese. They formed a sub-group within the larger seminar group and willingly shared perspectives that they had learned in China, thus contributing the learning of the social studies teachers.

This engagement of non-social studies teachers with social studies teachers is congruent with some of the research evidence from the seminal teacher professional development study by Thomas et al. (1998) that brought English and history teachers together. They found that by asking English teachers to read history and history teachers to read literature, they "leveled the playing field" and made it safe for teachers to assume the stance of learners. In addition, Wilson and Wineburg (1988, p. 526) have noted that teachers think differently and often very differently about teaching history and that their disciplinary backgrounds influence their instructional decision making. This was certainly true of the three Chinese language teachers. Organizers of teacher professional development seminars on social studies (and in particular on key international events) may consider inviting teachers from not only non-social studies departments, e.g., world language teachers, but also teachers who were educated in other countries.

The second and third unintended or incidental outcomes of this program evaluation study (i.e., the experience levels of teachers and their knowledge of pedagogical content knowledge; the frequency with which teachers referred to the interactive nature of SPICE's seminar) have been extensively researched and these two findings support widely cited studies in the field.<sup>23</sup>

The fourth unintended or incidental outcome was that many teachers considered the content being presented in SPICE's seminar through the filter of the Common Core State Standards. In past years, English language arts teachers have attended SPICE's seminar along with social studies. The 14th SPICE seminar in 2014 may be an ideal opportunity to make a concerted effort to invite English language arts as well as world language teachers to its seminar along with social studies teachers. Introducing scholarship on the Common Core State Standards by scholars such as Pearson (2013) will be included in SPICE's seminar in 2014. Also, as a way to better address the Common Core State Standards, I plan to invite Sam Wineburg, Stanford scholar of history education, to SPICE's seminar in 2014 to discuss the importance he places upon literacy and the reading of primary and secondary sources in the teaching of history (see for example, Wineburg & Martin, 2004). Facilitators of teacher professional development seminars in social studies might consider adopting a similar model of addressing the Common Core State Standards.

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<sup>23</sup> See for example, Goldschmidt & Phelps, 2007, "Does teacher professional development affect content and pedagogical knowledge: How much and for how long?"; and Wilson & Berne, 1999, "Teacher learning and the acquisition of professional knowledge: An examination of research on contemporary professional development," which focuses on the importance of active learning).

The fifth and final unintended or incidental outcome was the frequency in which teachers noted how much they appreciated being treated like professionals. I categorized this as an “unintended or incidental outcome” because I strongly feel that teachers should always be treated professionally. That said, this outcome has prompted me to think more seriously about a recommendation from Pearson et al. (2005), i.e., professional development requires a celebratory component. I may include a celebratory dinner after the conclusion of the 2014 SPICE seminar. I have been fortunate to have participated in hundreds of teacher professional development seminars and most did not have a celebratory component. Perhaps, this should become part of the mindset of facilitators of teacher professional development broadly.

I end with a word on the importance of teacher professional development on Asia and the Asian-American experience. Given President Obama’s “Pivot to Asia,”<sup>24</sup> this may be an opportune time to upgrade the teaching about Asia in schools. Given the increasing significance of U.S.–Asian political, economic, security, and social relations, it is imperative that professional development opportunities on Asia extend beyond the teaching about Asia in the context of war and other tragedies.

In addition, programs like SPICE’s seminar may help to challenge the model minority notion of Asian-American students and the dangers it poses to masking the realities of the diverse educational experiences of Asian Americans. Given that the Asian-American population is expected to grow from 15.9 million to 34.4 million between now and 2060, comprising 8.2 percent of the total population by 2060,<sup>25</sup> this program evaluation of SPICE’s seminar is timely. Rossi et al. have also noted that evaluations are ultimately conducted to affect the policy-making process (2004, p. 388). Perhaps elements of this program evaluation study can inform educational policy, which is a focus area of the Initiative on Asian Americans and Pacific Islanders in the White House. The Initiative, chaired by U.S. Department of Education Secretary Arne Duncan and led by Chairperson Daphne Kwok, is housed within the U.S. Department of Education. The Initiative works to improve the quality of life and opportunities (including education) for Asian Americans and Pacific Islanders by facilitating increased access to and participation in federal programs where they remain underserved.<sup>26</sup> In the publication, *Winning the Future: President Obama’s Agenda and the Asian American and Pacific Islander Community* (May 2011), Obama notes that “Restoring the United States to its role as the global leader in education will require that we invest in strengthening and expanding educational opportunities for Asian Americans and Pacific Islander students from cradle to career.”<sup>27</sup> Arrangements have been made to meet with Kwok. I hope to someday discuss the main findings of this program evaluation study with the Initiative’s members.

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<sup>24</sup> See for example, Hilary Rodham Clinton’s op-ed article, “America’s Pacific century,” U.S. Department of State; <http://www.state.gov/secretary/rm/2011/10/175215.htm> [access date: June 29, 2013].

<sup>25</sup> <<http://www.nationaljournal.com/thenextamerica/demographics/census-u-s-population-expected-to-slow-skew-older-and-more-diverse-by-2060-20121212>> [access date: July 25, 2013].

<sup>26</sup> <<http://www.whitehouse.gov/aapi>> [access date: July 20, 2013].

<sup>27</sup> <[http://www.whitehouse.gov/sites/default/files/rss\\_viewer/aapi\\_winningthefuture\\_20110506.pdf](http://www.whitehouse.gov/sites/default/files/rss_viewer/aapi_winningthefuture_20110506.pdf)> [access date: July 20, 2013]

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## APPENDIX A: NCTA HIGH SCHOOL SEMINAR SYLLABUS

### 2013 NCTA High School Seminar Syllabus

Welcome to the Teaching about East Asia seminar series, sponsored by the Stanford Program on International and Cross-Cultural Education (SPICE) and the National Consortium for Teaching about Asia (NCTA). The seminar is divided into four full-day sessions totaling 32 hours from February through April: January 18, February 18, March 1, and April 12. An additional follow-up session (3 hours) will take place in Fall 2011; this will be an opportunity for teachers to share their experiences in integrating Asian studies into their curricula. All seminars will meet in the Ground Floor Conference Room (E008) in the East Wing of Encina Hall.

As a seminar participant, you are provided with textbooks and other instructional materials, which will be used during the seminar sessions and as resources for your classrooms. You are expected to complete assigned readings outside of the sessions in preparation for seminar discussions and activities. Guest speakers for all seminar sessions are subject to change.

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#### Session #1 Friday, January 18

**Topics:** Contemporary China; China's Cultural Revolution

**Readings:** *East Asia*, Chapter 1: East Asia: Common Ground and Regional Differences (pp. 1–18), Chapter 21: China Since 1945 (pp. 407–433).

**Guest speakers:** Professor Emeritus Lyman Van Slyke (Dept of History, Stanford University), Naomi Funahashi (SPICE Curriculum Specialist), and Chun Yu (author, *Little Green*)

**Corresponding State Standards:**

- 10.4.4 – Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.
- 10.8.1 – Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.

- 10.9.4 – Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).
- 10.10.1 – Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
- 10.10.2 – Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

**Session #2**  
**Friday, February 8**

**Topics:**       **Episodes in the History of U.S.–Japan Relations; Road to War; Contemporary Japan**

**Readings:**    *East Asia*, Chapter 19: China and Japan: The Road to War (pp. 374–384 only), Chapter 20: The Second World War in Asia (pp. 386–405), and Chapter 22: Japan Since 1945 (pp. 434–451).

**Guest speakers:** Professor Peter Duus (Dept of History, Stanford University), Consul General Hiroshi Inomata (Consulate General of Japan, San Francisco), and Gary Mukai (Director, SPICE)

**Corresponding State Standards:**

- 10.8.1 – Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
- 10.8.6 – Discuss the human cost of war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.
- 11.7.1 – Examine the origins of American involvement in World War II, with an emphasis on the events that precipitated the attack on Pearl Harbor.
- 11.7.7 – Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
- • 12.2 – Students analyze the elements of America’s market economy in a global setting.

**Session #3**  
**Friday, March 1**

**Topics:**       **U.S.–South Korea Relations; North Korea**

**Readings:** *East Asia*, Chapter 9: Early Korea (pp. 170–185), Chapter 17: Imperialism in Korea, Vietnam, and Southeast Asia (pp. 325–329 only), and Chapter 23: Korea, Mainland Southeast Asia and the United States in East Asia (pp. 452-460 only).

**Guest speakers:** Philip Yun (VP of Resource Development, Asia Foundation), Consul General Jeong Gwan Lee (Consulate General of the Republic of Korea, San Francisco), and Rylan Sekiguchi and Dr. Joon Seok Hong (SPICE Curriculum Specialists)

**Corresponding State Standards:**

- 10.9.3 – Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America’s postwar policy of supplying economic and military aid to prevent the spread of communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.
- 11.9.3 – Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the Korean War.

**Session #4**  
**Friday, April 12**

**Topics:** Asian American Issues

**Readings:** Chapter 1, *The Columbia Guide to Asian American History*, by Gary Okihiro.  
Excerpts from *The Columbia Documentary History of the Asian American Experience*, edited by Franklin Odo

**Guest speakers:** Dr. Michael Chang (Professor, Asian American Studies, De Anza College), Andrew Lam (journalist and author, *Perfume Dreams*), Gary Mukai (Director, SPICE)

**Corresponding State Standards:**

- 10.10.2 – Describe the recent history of the regions [the Middle East, Africa, Mexico, and other parts of Latin America, and China], including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
- 11.10.5 – Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

- 11.11.7 – Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

**Seminar Description:**

This seminar is designed to offer a comprehensive overview of the geography, history, and culture of East Asia. The hope is that the participants will incorporate what they learn in the seminar into their own curriculum in an effort to teach more about East Asia in their classrooms. Session topics are designed to address the California State Social Studies Standards. The content of lectures is intended to increase the participants' knowledge of East Asia as well as to provide information that could be taught or modified for classroom use.

**Goals:**

Participants will:

1. Gain a deeper understanding of the geography, history, and culture of China, Korea, and Japan, with an emphasis on topics included in the Social Studies Content Standards for California.
2. Design curriculum that integrates content knowledge about China, Japan, and Korea with effective, thoughtful, and engaging instructional approaches.
3. Be provided with instructional materials about China, Japan, and Korea appropriate for classroom use.
4. Become a community of learners committed to a long-term engagement in the exploration of Asian studies.

**Text:**

Murphey, Rhoads. *East Asia, A New History*. 5<sup>th</sup> Ed. New York: Pearson Education, 2009.

**Requirements:**

Teachers are required to attend each session, complete the assigned readings before each session, participate in group discussions and activities, write a reflection of each session, and develop and submit one original lesson plan on a topic covered in the seminar.

Lesson plan and Reflection assignments are designed to help participants absorb the new information and to think about how to apply it to their own classrooms while the information is still fresh in their minds.

**Complementary Curricula and Professional Stipend:**

Upon completion of the 35-hour seminar and the seminar requirements, participants will receive three complementary SPICE curriculum units of their choice and a \$500 professional stipend.

**Stanford Continuing Studies Credit**

Upon completion of all seminar requirements, participants are eligible to receive three quarter credits (3 units) from Stanford University Continuing Studies. There is a fee of \$75 (\$25/unit of credit) to receive the credits. Further information will be provided at the final seminar session in Fall 2010.

**Contact Information:**

Gary Mukai

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## APPENDIX B: SAMPLE AGENDA

March 1, 2013

### Topic: Japan

**Readings:** *East Asia*, Chapter 19: China and Japan: The Road to War (pp. 374-384 only), Chapter 20: The Second World War in Asia (pp. 386-405), and Chapter 22: Japan Since 1945 (pp. 434-451).

### Corresponding California State History-Social Science Standards:

- 10.8.1 – Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
- 10.8.6 – Discuss the human cost of war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.
- 11.7.1 – Examine the origins of American involvement in World War II, with an emphasis on the events that precipitated the attack on Pearl Harbor.
- 11.7.7 – Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
- 12.2 – Students analyze the elements of America’s market economy in a global setting.

### Agenda:

8:30 a.m. – 9:00 a.m.: Breakfast

9:00 a.m. – 9:30 a.m.: Review of agenda; teacher resource sharing (recommended curriculum, books, films, websites on Japan; situated descriptions of teaching)

9:30 a.m. – 10:15 a.m.: Contemporary U.S.–Japan Relations, a talk by and discussion with Consul General Hiroshi Inomata, Consulate General of Japan, San Francisco

10:20 – 11:45: The Road to War, a lecture by Professor Peter Duus, Department of History, Stanford University

11:45 a.m. – 12:00 p.m.: Q & A with Professor Peter Duus

12:00 p.m. – 12:45 p.m.: Lunch

12:45 p.m. – 1:00 p.m.: Teacher small-group work and discussion of how teachers can utilize information from lecture by Professor Peter Duus in classes

12:45 p.m. – 3:15 p.m.: Episodes in the History of U.S.–Japan Relations, a curriculum demonstration by Gary Mukai, Director, SPICE

3:15 p.m. – 4:00 p.m.: Overview of next session, distribution of complimentary curriculum and materials, and dismissal



**APPENDIX C: OBSERVATION PROTOCOL**

**SPICE High School Seminar**

**Date** \_\_\_\_\_

Location:

Event Title:

Speaker:

Start Time:

People Present:

Description of location, seating arrangement diagram:

Time	Dialog, verbalizations, side conversations, body language	Key concepts, perspectives, facts mentioned by teachers; situated descriptions of teaching

## APPENDIX D: REFLECTION SURVEY (WEB-BASED)

### 2013 NCTA High School Seminar

The “Reflection Survey” webpage includes the following questions:

1. Please reflect and comment upon the seminar speakers and the subject matter content they addressed. For example, did you find the speakers and content to be interesting, useful, engaging, too academic, or uninteresting? Please explain.
2. What are some other topics that you would recommend for future seminars on Japan?
3. What pedagogical strategies or activities from the seminar might you be able to incorporate into your classroom. Please elaborate.
4. How do you plan to transmit the subject matter content from the seminar to your students?

The screenshot displays the SPICE (Stanford Platform for Instructional Content Evaluation) web interface. At the top left is the SPICE STANFORD logo. To the right is a search bar with a "User name" dropdown and a "Search" button. Below this is a navigation bar with "My Page" (selected), "Memos", and the date "2013-02-17 (Sun)" along with the user name "Naomi Funahashi" and links for "Settings" and "Logout". The main navigation area includes "My Portfolio", "My Course", and "My Community".

The main content area is titled "NCTA High School" and includes a "Settings" button and the user name "Naomi Funahashi" with a "Other" link. Below this are tabs for "Assignments", "Grades", "Forum", and "Collections". The "Assignments" tab is active, showing an "Assignment Submission" section with "Instructor" and "Student" role indicators.

The assignment is titled "Feb 8 Reflection Survey" and is presented in a table format:

Feb 8 Reflection Survey	
Description	Please complete this reflection survey on the content and curriculum materials shared at the February 8, 2013 SPICE/NCTA high school seminar on Japan.
Start	2013-02-08 12:00:00
End	2013-02-22 12:00:00
Settings	<b>Add student's response to his/her portfolio; only accessible by the student and instructor. (One-to-one)</b>
Files	
Submission status	Accepting Not submitted

Below the table, the first question of the survey is displayed in a text box:

1) Please reflect and comment upon the seminar speakers and the subject matter content they addressed. For example, did you find the speakers and content to be interesting, useful, engaging, too academic, or uninteresting? Please explain.

A text input field is visible below the question, indicating where the user would enter their response.

**APPENDIX E: EVALUATION FORM**

**2013 NCTA High School Seminar**

**Name** \_\_\_\_\_

1. How did the seminar expand your content knowledge on East Asia?
  
2. What are a couple ways that content from the seminar has been useful to your teaching?
  
3. Did the seminar inspire you seek additional content on East Asia? If so, where have you sought additional content?
  
4. How did the seminar affect your understanding of Asian-American students, if at all?
  
5. Please list a few other Asia-focused topics that you would like to learn more about.

**Teachers’ knowledge and skills**

To assess the effects of participation in SPICE’s seminar on teachers’ knowledge and skills and to make improvements for next year, I would like to ask each of you to indicate the degree to which your knowledge and skills were enhanced as a result of participation in the SPICE seminar. Please indicate the extent to which knowledge and skills had been enhanced in each of the following areas using a 5-point scale, where 1 = *not at all* and 5 = *to a great extent*.

	Circle 1, 2, 3, 4, or 5
<i>Content lectures by scholars:</i> Lyman Van Slyke (China); Peter Duus (Road to War); Michael Chang (Asian Americans); Phillip Yun (North Korea); Joon Seok Hong (U.S.–South Korean relations)	1 2 3 4 5
<i>Talks by government officials:</i> Consul General Lee (Korea);	1 2 3 4 5

Consul General Inomata (Japan)	
<i>Talks by authors: Chun Yu (Cultural Revolution), Andrew Lam (Vietnam)</i>	1 2 3 4 5
<i>East Asia textbook</i>	1 2 3 4 5
<i>SPICE curriculum units</i>	1 2 3 4 5
<i>Curriculum demonstrations: Naomi Funahashi (China's Cultural Revolution); Gary Mukai (Episodes in History of U.S.–Japan Relations); Rylan Sekiguchi and Joon Seok Hong (Divided Memories)</i>	1 2 3 4 5
<i>Sharing of resources (print and web-based) by SPICE and teachers</i>	1 2 3 4 5

### Teaching practices

I would also like to know to what extent you made changes in your teaching practices in each of the following areas as a result of SPICE's seminar. Please use a scale from 0 to 3, where 0 = *no change*, 1 = *minor change*, 2 = *moderate change*, and 3 = *significant change*.

	Circle 0, 1, 2, or 3
<i>Curriculum content; for example, the incorporation of SPICE-developed activities in your curriculum</i>	0 1 2 3
<i>Inclusion of other resources distributed during the seminar; for example, literature, maps, films</i>	0 1 2 3
<i>Inclusion of non-Western perspectives; for example, the inclusion of perspectives by the Japanese or Korean consul generals</i>	0 1 2 3
<i>Incorporation of a teaching strategy demonstrated during the seminar; for example, gallery walk</i>	0 1 2 3
<i>Incorporation of lessons developed by other teachers</i>	0 1 2 3

## APPENDIX F: INTERVIEW PROTOCOL

**SPICE High School Seminar**

Interview Protocol

Gary Mukai

**Interviewee** \_\_\_\_\_

1. What did you teach about Asia and the Asian-American experience prior to the seminar? Has this changed since the seminar?
2. What new perspectives (on Japan, Korea, China, and the Asian-American experience) have you learned in the seminar? Have you incorporated them (or do you have plans to incorporate them) into your teaching this year? Describe some of your students' responses to these perspectives.
3. Why did you choose to focus your lesson plan on \_\_\_\_\_? What aspects of the seminar did you include in the lesson plan? If you haven't implemented the lesson yet, when do you plan to do so?
4. Has the seminar been helpful to you in teaching about Asia and the Asian-American experience? If so, how?

## APPENDIX G: TEACHER-DEVELOPED LESSON EVALUATION PROTOCOL

Rubric

<b>Lesson topic:</b>	<b>Low</b>	<b>Average</b>	<b>High</b>
Incorporation of subject matter content from one session			
Incorporation of subject matter content from two or more sessions			
Incorporation of diverse perspectives			
Balance of perspectives			
Overall rating			

## APPENDIX H: SITUATED DESCRIPTIONS OF TEACHING

### Summary of Situated Descriptions of Teaching (based on session two: Japan)

Topic	References to speakers	References to materials from SPICE's seminar	Pedagogical strategy	Subject area
Atomic bombing of Hiroshima	Naomi Funahashi (SPICE curriculum specialist)	<i>Sadako's Paper Cranes and Lessons of Peace</i> (SPICE curriculum unit)	Kamishibai (Japanese story-telling technique)	History
Kamikaze pilots	Gary Mukai (SPICE curriculum specialist)	"Ripples Across the Pacific" (SPICE documentary of teacher professional development seminar with former kamikaze pilots and an American survivor of a kamikaze attack)	Media literacy	History
Japan's aggression in China, 1930s	Professor Peter Duus	No specific reference	Lecture	History
Atomic bombing of Hiroshima	Naomi Funahashi	<i>Sadako's Paper Cranes and Lessons of Peace</i> (SPICE curriculum unit)	Kamishibai (Japanese story-telling technique)	History
Pearl Harbor	Professor Peter Duus	Reference to lecture	Timeline	History
Japanese immigration to the United States	Gary Mukai	<i>Episodes in the History of U.S.–Japan Relations</i> (SPICE curriculum unit)	Picture bride primary source documents	History
Atomic bombing of Hiroshima	Naomi Funahashi	<i>Sadako's Paper Cranes and Lessons of Peace</i> (SPICE curriculum unit)	Translating the kamishibai (Japanese story-telling technique) about Sadako into Chinese	Chinese language

**Summary of Situated Descriptions of Teaching (based on session three: Korea)**

<b>Topic</b>	<b>References to speakers</b>	<b>References to materials from SPICE's seminar</b>	<b>Pedagogical strategy</b>	<b>Subject area</b>
Comparison of textbook excerpts from Korea, Japan, China, Taiwan, and the United States	Rylan Sekiguchi (SPICE curriculum specialist)	<i>Divided Memories</i> (SPICE curriculum unit)	Analyzing secondary sources (textbooks)	History
North Korea	Phillip Yun (Asia Foundation)	<i>Uncovering North Korea</i> (SPICE curriculum unit)	Examining images from North Korea	History
Diplomacy	Phillip Yun	<i>Uncovering North Korea and U.S.–South Korean Relations</i> (SPICE curriculum units)	No specific reference	History
Film appreciation	Rylan Sekiguchi	<i>Uncovering North Korea</i> (SPICE curriculum unit), which includes the film, <i>A State of Mind</i>	Film analysis	History
The Korean War	Rylan Sekiguchi	<i>Divided Memories</i> (SPICE curriculum unit)	Analyzing secondary sources (textbooks)	History



**Summary of Situated Descriptions of Teaching (based on session four: Asian-American experience)**

<b>Topic</b>	<b>References to speakers</b>	<b>References to materials from SPICE's seminar</b>	<b>Pedagogical strategy</b>	<b>Subject area</b>
Vietnam War	Andrew Lam (author)	<i>Legacies of the Vietnam War</i> (SPICE curriculum unit)	Analyzing literature and short stories	History
Vietnam War refugees	Andrew Lam	<i>Perfumed Dreams: Reflections on the Vietnamese Diaspora</i> (book by Andrew Lam)	Analyzing literature	History
AmerAsians and the Vietnam War	Andrew Lam	<i>Legacies of the Vietnam War</i> (SPICE curriculum unit)	Analyzing short stories	History
AmerAsians and the Vietnam War	Andrew Lam	<i>Legacies of the Vietnam War</i> (SPICE curriculum unit)	Film analysis	History
Japanese-American internment	Gary Mukai (SPICE director)	<i>Civil Rights and Japanese-American Internment</i> (SPICE curriculum unit)	Examining primary and secondary sources	History
Japanese-American internment	Gary Mukai (SPICE director)	<i>Diamonds in the Rough</i> (SPICE curriculum unit); this is a teacher's guide for a film about baseball in the internment camps	Film analysis	History