Immersion Conference 08
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Challenges in New Textbook Adoption in immersion setting

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Our School

John Stanford International School
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K-5th grade
Since 2001
www.jsisweb.com/

Purpose

- To inform administrators, other immersion teachers, and public of challenges in adopting a new subject-area textbook
- To discuss potential professional development opportunities for immersion teachers
- To share effective Math immersion teaching practice

Questions

- What are challenges for immersion programs in adopting new textbooks?
- How can immersion teachers learn and grow from new textbook adoption?
- What kind of instruction and assessment are effective when a new curriculum is adopted?

Methodology

- Teacher anecdotal record, reflection, teacher questionnaire
- Literature review, collegial collaboration

How We Survived

- ☐ Support from administration
- ● Early release of materials
- ● Financial compensation
- ☐ Regular communication among immersion teachers including a math coach
- ☐ Support from other immersion programs

Teacher Questionnaire

- Adaptation success rates were 3 and 4.
- Benefits
- Forces teachers to collaborate and re-analyze and plan the instructions ahead.
- Gives an opportunity to use and articulate the common math language
- Gives closer attention to each student's progress
- Increases home-school communication

Challenges

- Lack of resources (time and money)
- Need for translation
- Pacing delay due to vocabulary level
- Simultaneous tasks (Concept understanding and language instruction)
- Preparation for high stake assessments
- Anxiety

Second Language Teacher Education

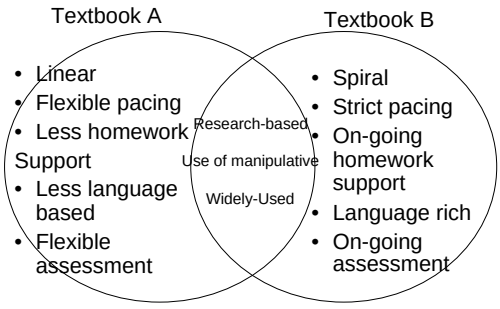
Growing literature on teacher professional development

- "collective and interactive professionalism, according to which teachers become active agents in their professional development through collegial sharing and collaboration" (Sharpson & Day 1996)
- …"teachers must construct their own knowledge" (Tedick. 2005 from her forward)

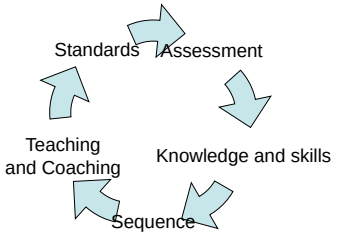
Toward Effective Practitioners

- Positive thinking
- Deeper subject-area knowledge
- Flexible attitude toward changes
- Opportunities to change & grow
- Opportunities for collaboration
- new opportunities to utilize immersion languages

Curriculum Comparison



Backward Designs



Wiggins (1998)

Multiple Resources

- Expand your repertoire
- Learn new Math vocabulary and research findings

How Are Students?

- New games, web access, new workbook
- New routines

- The State standardized test result shows

	08	07	06
5G	91	76	70
4G	65	80	74
3G	95	80	88

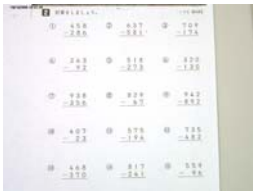
Collaboration

- Communication with administrators, including Math Coach
- Communication with other immersion teachers
- Collaboration with a non-immersion school (08-09SY)

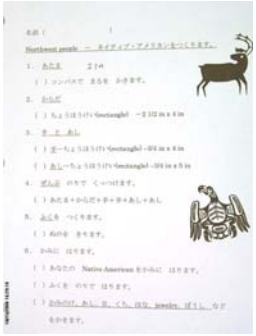
Research-based, Effective Teaching Practice

- Computational Fluency – Daily computation drills to promote fluency and retention of previously learned facts.
- Project based learning - Connection to the real world math (e.g. survey and graph) and other subjects.
- Peer teaching – classmates, younger students, and family members
- Manipulatives Devices, Drawing, and Visual aids
- Direct Instruction – scripted, fast-pace, choral-responding, signals, much repetition (I do, we do, you do)
- Small group work – differentiated instruction to accommodate for both advanced and struggling students
- Individual instruction including after school and before school tutoring

Computation Drills



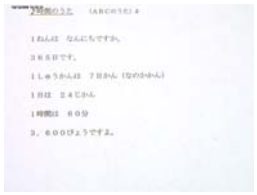
Connection to the Real World Math

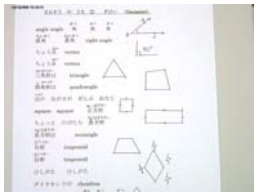


Content-based language learning

- Sentence writing using Math vocabulary
- Reinforcing Japanese language skills by repetition throughout all grades
- Integrating Japanese culture – counting method, multiplication chants
- Songs and/or chants using math vocabulary with/without TPR

Repetition for Mastering Math Concepts





Sentence Writing Using Math Vocabulary

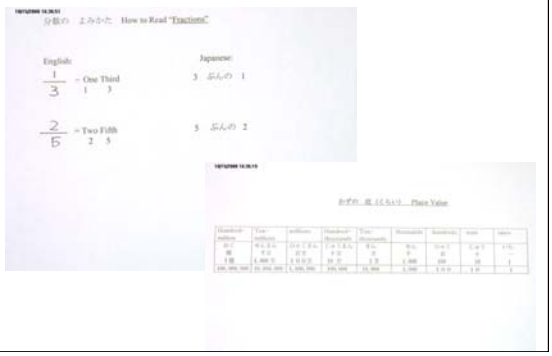
Other Effective practice for differentiation in English

- Pre-teaching for struggling students
- Computer based supplemental program for struggling students
- Independent problem solving-problem challenge
- Small group independent study group for advanced students

Assessment

- Washington State yearly assessment
- District initiated math assessment –three times a year
- Assessment provided by the curriculum - unit tests, mid-year, and end-of-year
- Formative assessment - slate assessment, exit slips, pair share
- Curriculum Based Assessment

Lost in Translation



Implications

- Ongoing collegial collaboration and communication are needed (time, budget, and resource)
- Curriculum/textbook study may enhance content-area knowledge and teaching skills
- Community building is needed in order to successfully implement textbook adoption.

What's Next?

- On-going communication/collaboration with other teachers and administrators
- Compiling more effective Math/Language practices (assessment & differentiation)
- Articulation of Math Languages in K-5

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