Challenges in New Textbook Adoption in immersion setting

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Our School
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K-5th grade
Since 2001
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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

Textbook A
- Linear
- Flexible pacing
- Less homework
- Support
- Less language based
- Flexible assessment

Textbook B
- Spiral
- Strict pacing
- On-going homework support
- Language rich
- On-going assessment

Backward Designs

- Standards
- Assessment
- Teaching and Coaching
- Knowledge and skills
- Sequence

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

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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

Selected References


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