



A Wonderful Trip to Indiana in May 2011

By Anna Chang

Acknowledgement



Acknowledgement





Foreword

1. A Brief Profile of Adams Central Community Schools (ACCS)
2. Reading Recovery and Title I in ACCS
3. Classroom Observation:
Biology-Literature Course
4. Culture Experience

Introduction of ACCS



Introduction of ACCS



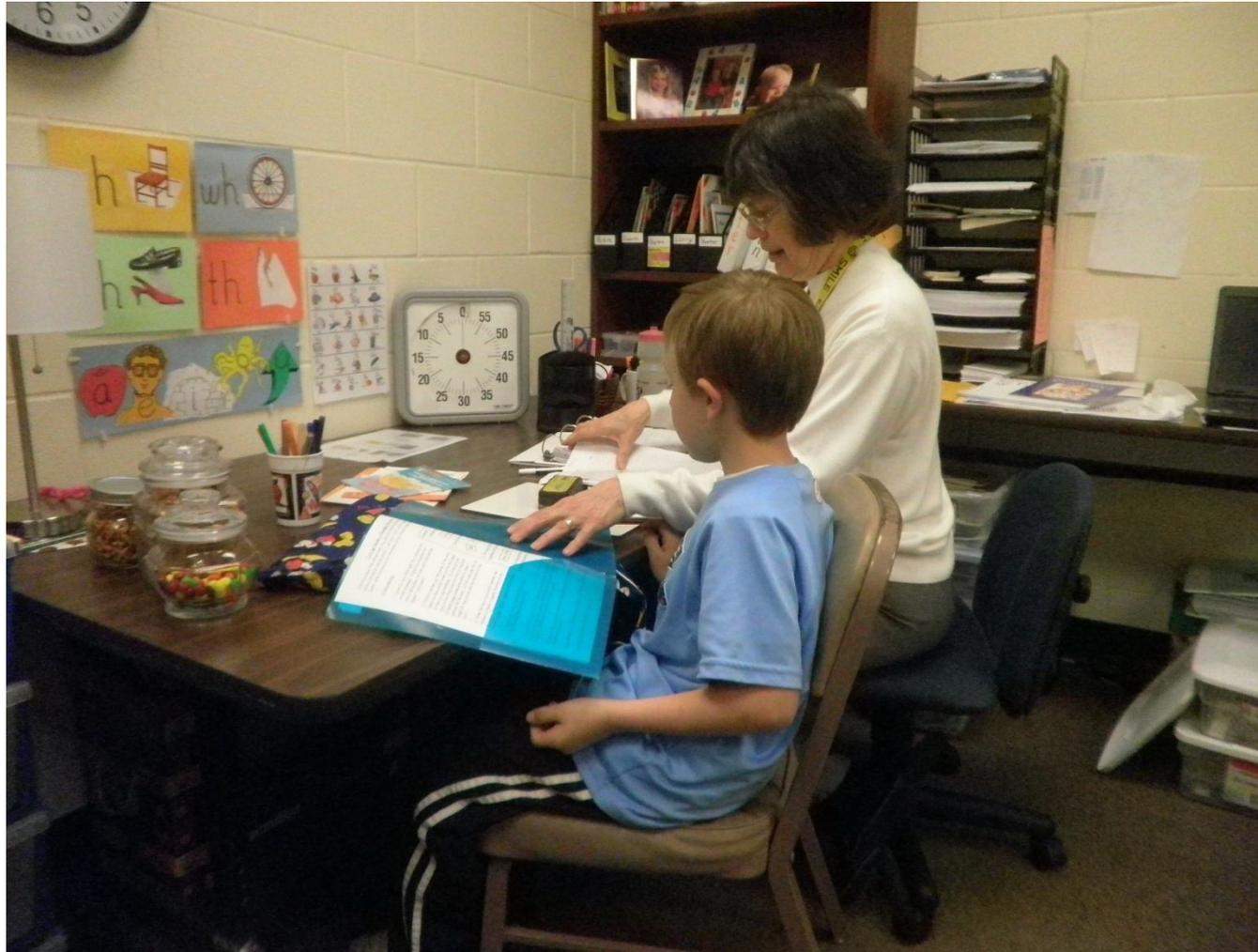
Introduction of ACCS



Introduction of ACCS



Reading Recovery and Title I



Reading Recovery teacher---Mrs. Frey

Reading Recovery and Title I



Reading Recovery and Title I



Anna Spalding--The Title I Administrator

Classroom Observation



BioLit project---(Biology-Literature)

Classroom Observation



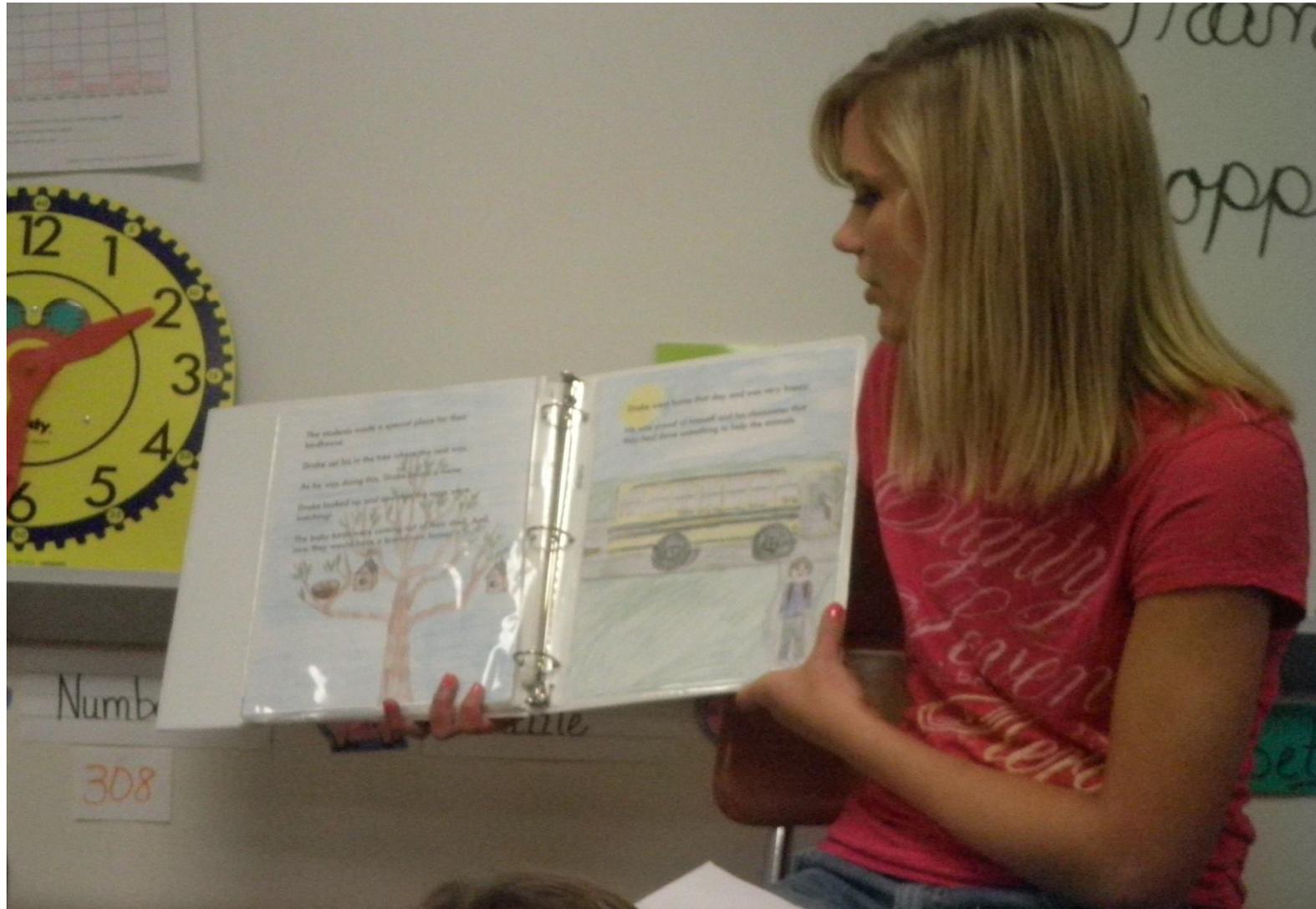
BioLit project---(Biology-Literature)

Classroom Observation



BioLit project---(Biology-Literature)

Classroom Observation



Classroom Observation



Classroom Observation



BioLit project--- After-story activity

Classroom Observation



BioLit project--- After-story activity

Classroom Observation



Mrs. Holly---
Kindergarten teacher

Mrs. Bluhm—
2nd-grade teacher



Culture Experience



From left: Virginia, Carol, Terry, Terri and Mike

Culture Experience



Dinner with Mayor Hosier (City of Portland)

Conclusion



Meeting with Dr. Tony Bennett (State Superintendent)

Conclusion

US	Taiwan
<p>~Systematic, well-designed, fundamental remedial curriculum/guidelines</p> <p>~Make them into a tradition implemented in every school.</p>	<p>~Each city/county fights alone with the struggling kids</p> <p>~Too much workload for English teachers</p>



Suggestion

~Appropriate allocation of money, teachers, environment design and teaching support, i.e. professional remedial instruction training and resources.

~Systematic, carefully-designed guidelines and materials should be put forward for nationwide remedial support and implementation.

Conclusion

US	Taiwan
<p>~Kids are given the idea of “interdisciplinary studies” in every subject learning.</p> <p>~Benefit: it helps Ss connect what they are learning to other related perspectives or skills.</p>	<p>~Knowledge is fragmentally passed on and not coordinated well into school system.</p> <p>~Problem: it will be difficult for kids to find real joy in learning as a result.</p>



Suggestion

- The US schools give us a good example of how we can improve in curriculum design.

Conclusion

US	Taiwan
<p>~“BioLit” project High school students tell biology-related stories to K-5 kids, yet, make them into picture books. ~The picture books benefit both the higher and lower graders--- mutual teaching/ learning success.</p>	<p>~Students are encouraged to make picture books as well. ~Those good picture books are usually made for the competitions / seldom used to their fullest potential.</p>



Suggestion

- The idea of “interdisciplinary teaching/learning”
- Teachers of different subjects or grades work together to help students fully make use of their kids’ “home-made” picture books and meaningfully benefit each level of learners.



Thanks for your attention
Have a nice weekend!!!

