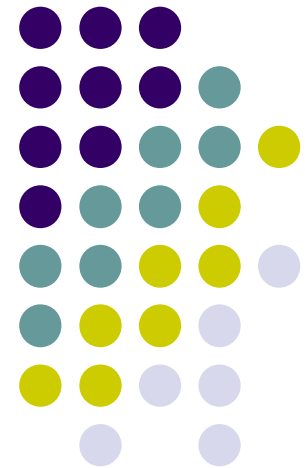
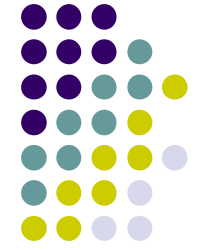


Reflection on Teacher Training in Indiana

By Virginia Chen
Juguang Elementary School



Adems Central Community School (1)



Adems Central Community School(2)



- In ACCS, teachers and staff members work together to provide students with a **positive learning environment**.
- In particular, teachers and staff in Adems Central Elementary School (ACES) arrange many exciting activities to create a fun environment for learning such as **elementary track meet** and **summer camps**.
- In my opinion, it is the positive learning environment which encourages students' learning and accomplishes ACCS as a **2009-2010 Indiana Four Star School!**

Adems Central Community School(3)



- In ACES, the most impressive observation is **reading instruction**.
- Therefore, I would like to introduce these impressive reading instruction and activities as follows: **reading recovery**, **guided reading**, **read-aloud**, and **book club**.

Reading Recovery (1)



- Reading Recovery, an effective remedial instruction of **one-to-one** tutoring for lowest-achieving **first graders**, aims at reducing the number of first graders who have extreme difficulty learning to read and write.
- Students receive a **30-minute** pull-out lesson each school day focusing on **phonemic awareness**, **vocabulary**, **phonics**, **reading comprehension**, and **reading and writing fluency**.
- After a full **12- to 20-week** series of lessons, more than **75%** students will achieve grade-level expectation and are able to perform well in classroom without extra individual support.

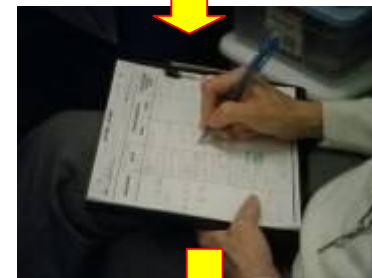
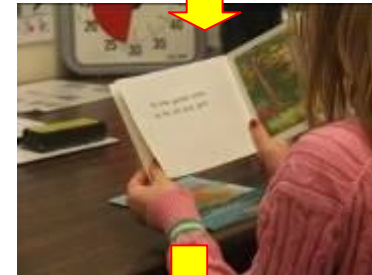
Reading Recovery (2)



- To achieve this significant success, **professional teachers** and **supporting systems** play crucial roles in Reading Recovery.
- **Teachers** in local schools, **teacher leaders** in districts and **teacher trainers** in Universities work together to develop this effective program.
- Teachers of Reading Recovery are highly trained in **a full academic year** and also receive ongoing development sessions in subsequent years.
- Teachers are trained in how to **analyze each student's strengths and needs**, **select procedures** and make teaching decisions on the run, and **assess the results** to inform their next teaching moves.

Reading Recovery (3)

- 1. Fluent Writing Practice
- 2. Rereading Familiar Books
- 3. Taking a Running Record
- 4. Word Work



Reading Recovery (4)

- 5. Writing a Story
- 6. Cut-up Sentence
- 7. New Book Introduced
- 8. New Book Attempted



Reading Recovery (5)



- These supporting systems facilitate the effect of this remedial instruction.
- However, in New Taipei City, remedial instruction seems **lack of these supporting systems**.
- Although the government keeps advocating the importance of remedial instruction, appropriate teaching materials, holistic curriculum and teacher training programs are not developed.

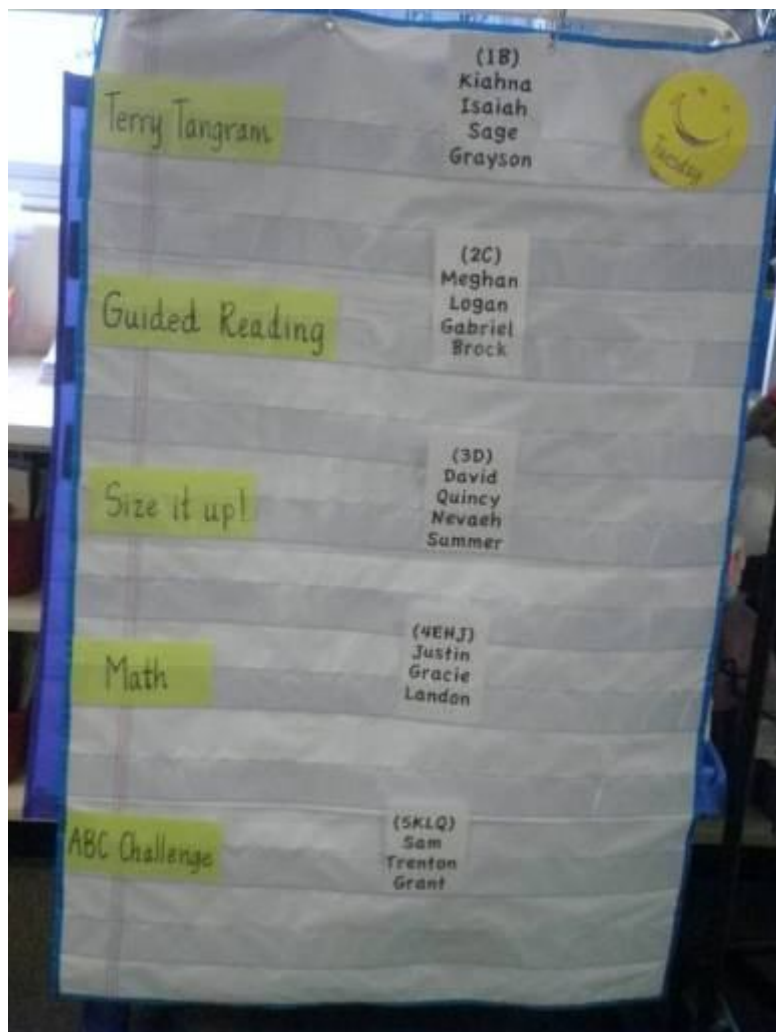
Guided Reading (1)



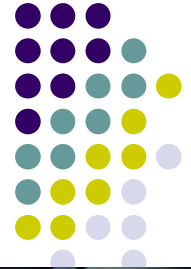
- Guided reading is a strategy that **helps students become good readers**. The teacher provides support for **small groups** of readers when they learn to use various **reading strategies**. Although guided reading has been traditionally associated with primary grades, it can be modified and used successfully in **all grade levels**.



Guided Reading (2)



- In **Circle Time**, Mrs. Mishler separated kindergarten kids into five groups with different assignments, guided reading, size it up, math, ABC challenge and Terry Tangram.
- These assignments rotate from Monday to Friday. Therefore, while Mrs. Mishler was doing guided reading with one of the groups, other groups were doing their own assignment.



Guided Reading (3)

- When Mrs. Mishler was going to do guided reading, she put on a blue scarf called “the quiet scarf” in order to inform her students that they were not allowed to disturb her.
- Before reading, Mrs. Mishler asked some questions to elicit students’ background knowledge or to clarify some unfamiliar words.
- During reading, she read the story for students and sometimes stopped to ask questions to assess students’ understanding.
- After reading, she led students to review some important words in the story.





Read-Aloud (1)

- Beginning learners may encounter some difficulties while reading independently, since both **word recognition** and **reading comprehension skills** are limited.
- Read-aloud event opens worlds of new and interesting experiences and provides a wonderful model to children of how good readers read with intonation and fluency.
- Read-aloud by teachers also helps learners discover **units of meaning** that should be read as phrases rather than word by word. Moreover, listening to stories facilitates literacy growth.



Read-Aloud (2)

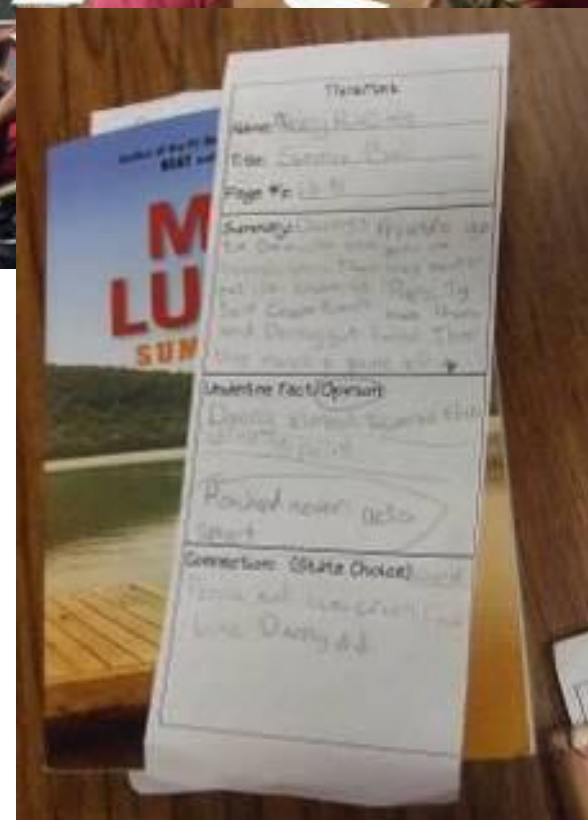


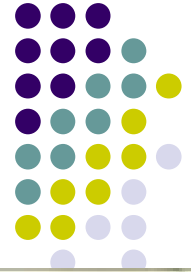
- Before Mrs. Bluhm did read-aloud in class, students were allowed to choose their favorite puppets and pillow and to lean on a pillow or sit on carpet.
- In a **warm-up activity**, Mrs. Bluhm and students sang a song to express the importance of reading with some movement, and this activity also enhanced students' interests in read-aloud event.
- During the read-aloud activity, each student enjoyed and paid attention to Mrs. Bluhms' fantastic story-telling, facial expression and body language. They also had a brief interaction with Mrs. Bluhm by asking and answering some questions.



Book Club

- Mrs. Buchan arranged Book Club for 4th graders. In the Book Club, students chose one from three assigned books. They had to read about 20-30 pages and completed a **Thinkmark** before each meeting.
- In Thinkmark, students were required to write about **setting**, **main characters**, **summary**, **underline cause/effect**, **vocabulary**, **solution/conclusion**, **5 star rating** and **connection**.





Independent Reading (1)

- In ACES, a variety of books are available in the library. A comfortable reading environment is also provided.
- Most important of all, students really enjoy reading, spend a lot of time on reading and borrow many books home.





Independent Reading (2)





Conclusion (1)

- After this inspiring Teacher Cultural Exchange Program, I acquire a lot of teaching techniques, perceive different schooling system, and have different perspective on teaching.
- I would like to take what I learned into practice in Taiwan and discuss the effect with teachers in Indiana.



Conclusion (2)

- Additionally, I observed many **cultural differences** between Indiana and Taiwan.
- Take food for example.



Conclusion (3)



- After this trip, I made a PowerPoint file introducing my observation in ACES and reflection on this trip to my students. They also **read letters written by Mrs. Bluhm's second graders.**
- They began to sense that learning English is not for gaining high scores but for **making connection with people around the world.** Therefore, most of my students decided to work harder and speak English every day!