

Contextual Factors Analysis

Daegu International School

Grades 8, 9, 11, 12 – Mathematics



DIS DAEGU
INTERNATIONAL
SCHOOL

22, Palgong-ro 50-gil, Dong-gu

Daegu, Korea 41021

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Community, district and school factors

Daegu International School was founded in 2010 as an affiliate with Maine school, Lee Academy that is located in Lee, Maine. The school was founded as the first foreign education institution by the ministry of Education, Republic of Korea. A school that offers kindergarten through 12th grade and is an independent, co-educational school with a boarding program.¹ Through DIS, students have an opportunity to graduate with a DIS diploma and a Lee Academy diploma, along with the Korean students being able to take supplementary Korean language and history courses to receive their Korean diploma (this is not available to international students).

As of 2016 Daegu international School has an enrollment of 305 students. The total student population is about 49% male and 51% female with international students, as defined by passports presented during the application process, are from Canada, Australia, China, Hong Kong, India, Japan, Nepal, New Zealand, Philippines, Pakistan, Taiwan, and the United States of America. By division, DIS has 147 elementary students, 67 middle school students, and 91 high school students.¹ This year DIS will proudly graduate the fourth senior class. Graduating seniors have gone on to attend multiple colleges including Stanford University, Duke University, Brown University, Berklee College of Music, and Boston College among many others.

Daegu International School has Memos of Understanding with some of the surrounding local high schools and two of the surrounding local universities. This partnered with the fact

¹ Daegu International School ACS WASC Self-Study Report

that they are three parent organizations one for the elementary, middle, and high school students. Has fostered a supportive environment as well as created a place for school wide concerns and promotes innovation among the faculty and students.²

The school's mission statement is, "to help students become successful contributing members of a global society by providing a safe nurturing environment in which students can reach their maximum potential; socially, emotionally, and intellectually." This is supported by the staff and faculty living in the dorm having students that they "parent" and frequently check up on in to make sure they are succeeding here at DIS. In addition the school wide learner outcomes are narrowed down to determined, intellectual, and successful (D.I.S). These were put into effect the 2016-2017 school year.³

As for the city of Daegu itself, it is the third largest city in Korea with a population of around 2.5 million people. Divided into eight regions, Daegu international school is located in the Dong-mu Region and as of 2014 it has a population of around 300,000 people. As for our students, most of them come from Suseong-gu region that has a population of around 450,000 people.⁴ When Daegu international School was developing, a deal was made with the town that it would hopefully bring around it much more foreign businesses. While this has not necessarily been the case, Dong-mu (known colloquially as Esiapolis) has very much expanded with high-rise apartment buildings, numerous coffee shops, and even a textile university.

² Daegu International School ACS WASC Self-Study Report

³ Ibid.

⁴ Colorful Daegu (2016) Retrieved from <http://english.daegu.go.kr/cms>

Surrounding the school there is an empty lot where the community grows vegetables. There is no one around to designate who gets what portion of the lot and what to grow on it. This massive community garden, among the concrete high-rise apartments, and Bong-mu Lake just around the corner from the school creates a warm community. These factors play into the new community that is Esiapolis and rapidly growing around the school.

Facts, Figures, and Maps

South Korea⁵

Population: 49,115,196 (July 2015 est.)

Area: 99,720 sq km

Language: Korean, English (widely taught in junior high and high school)

Ethnic Groups: Homogeneous

GDP (per Capita): \$36,500 (2015 est.)



Daegu, South Korea⁶

Population: 2,524,890

Area: 341.35 square miles

Development: Suburban

Daegu International School⁷

Type of School: Private k-12

Number of Students (K-11): 305 (2016)

Cost of Attendance:

Middle School (6-8): \$23,000 USD

High School: \$27,000 USD

Duration of School Day: 8:00 AM - 2:30PM



⁵ Central Intelligence Agency. (2016). Korea, South. *The World Factbook*. Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/geos/ks.html>.

⁶ Colorful Daegu (2016) Retrieved from <http://english.daegu.go.kr/cms>

⁷ Daegu International School. (2015) Retrieved from http://www.dis.sc.kr/03_admissions

Classroom factors

The school, built in 2009, contains over 30 classrooms, administrative offices, a 120 seat auditorium, 2 outdoor playgrounds, multiple futsal fields (including one on the roof of the early childhood center), a library, dining hall, gymnasium, outdoor tennis and basketball courts, and a residence hall. There is also a full-time nurse for the students, and an on-staff librarian. Inside the residence halls you will find a full kitchen, multiple laundry rooms, a game room, and two beautiful Ping-Pong tables. ⁸

The schedule is a block schedule with blue days and green days. Each day has four periods where each period is 90 minutes long. From 8:00AM – 8:15AM is a time for homeroom where students attend their first class of the day and they listen to the announcements while preparing for the school day ahead of them. There is a 5-minute break between classes for students to get to their next class while going to their lockers to retrieve their materials. The 2016-2017 school year started on August 9th and will end on June 2nd.

The classroom rules consist of being respectful, being on time, and working hard. These are traditional and in line with most American classrooms. The one rule that one does not say frequently in an American classroom is that students may only speak English during school hours. A large sign hanging up on the wall enforces this rule and for the most part students follow it. Occasionally when we have some ESL students that are in need of talking with a friend for understanding the content, it is not only allowed but it is encouraged.

⁸ Daegu International School. (2009). *Our Campus*. Retrieved from http://www.dis.sc.kr/01_about/05_campus.php.

Technology also plays a large role here at DIS, with every teacher receiving a new Macbook Air at the start of the 2016-2017 school year. In addition, each classroom comes equipped with its own WiFi router and a smartboard. The smartboard has been the biggest adaption of technology with a strong learning curve and many different ways to utilize it at the redefinition level on the SAMR model. While outside of the classroom there is a fully equipped Mac desktop computer lab on the third floor of the school, which is accessible by students at most times during the school day.



2016-2017	Period 1 8:00-9:35	Period 2 9:40-11:00	Period 3 11:05-12:25	Period 4 13:10-14:30	Period 5 8:00-9:35	Period 6 9:40-11:00	Period 7 11:05-12:25	Period 8 13:10-14:30
Math Greg Cross	Calc AB 11/12	Calc BC 12	Prep	Geom-8B	Alg II-9-10	Geom-8A	Prep	LL-8B
Math/Dorm Nancy Cross	Pre-Calc 11/12	LL: (11-12)	Alg 1-7B	Dorm	Pre-Calc-10	Alg 1-7A	Dorm	Dorm
Math/PE Steve Liss	PE-10	PE-7	PE-8	Pre-Alg-6B	Prep	PE-9	Pre-Alg-6A	LL-6B
Math/Science Nicole Scala	Prep	Physical Sci-8A	LL: (11-12)	AP Stats 11/12	Physical Sci-8B	Prep	AP Physics-12	Physics 11/12
Science Annette Lualhati	Life Sci-7A	Chemistry-10A	Prep	Prep	AP Chem 11	Life Sci-7B	Chemistry-10B	LL: 7A
Science Sheryl Francisco	Earth Sci-6A	Prep	Prep	Biology-9	Envt. Sci-11	LL: (11-12)	Earth Sci-6B	AP Biology 10-12
Social Studies Amanda Stark	SS 7B	USH 10B	AP USH 11-12	SS 7A	Prep	USH 10A	AP World	Prep
Social Studies Jeff Lipsky	LL: (11-12)	Digital Media	Prep (APEcon-Joe Park)	SS 6A	Prep	SS 6B	AP Psychology	Video Prod I and II
SS/ELA Nick Kaschub	ELA 6B	SS 8B	AP US Govern. And Politics	Prep	SS 8A	ELA 6A	World Cultures 9	Prep
ELA Phil Hinkle	Prep	ELA 11	ELA 7A	ELA 7B	AP Lit-12	ELA 10B	ELA 10A	Prep
ELA Angela Lee	Prep	AP Lang 11	ELA 9	ELA 8A	Creative Writing 12	ELA 8B	Prep	LL: 9
Tech/Math Rich Pierog	Adv. Top Calc 11-12	Tech 6	Prep	Elem	Tech 7	Elem/Prep	Tech 8	Elem
Music -Conrad Hutchings	Music 9/12	Music 6	Music 10-12	Music 11-12	Music 7/P	Prep	Music 8/P	LL: 8A in Library
Art-Jessica Panicola	Art 9/12	Art 12	Art 10-12	Art 11-12	Art 7	Prep	LL: (11-12) (ArtPort-1)	LL: 7B
Art-Susan Tuberville	Elem	Art 6	Prep	Elem	Elem/P	Elem/P	Art 8	Elem
Chinese April Li	Chinese 8	Chinese 9	Prep	Chinese 10	Prep	Chinese 4 & AP 11-12	Chinese 7	LL:10-12
Chinese Janet Huang	Elem	Elem	Prep	Chinese 10	Chinese 6	Chinese 3 11-12	Prep	Elem
Spanish MichaelPrincer	Spanish 8	Spanish 9	Prep	Spanish 10 (II)	Spanish 6	Spanish AP & II 11-12	Prep	LL-6A
Spanish Deborazerner	Elem	Elem/P	Prep	Spanish 10 (III)	Prep	Spanish III & IV 11-12	Spanish 7	Elem
PE Sarah Jolly	Elem/P	Elem/P	PE-6	Elem	Elem/P	Elem/P	Prep	Elem

LL: 11-12 (Lib-1) LL: 11-12 (Lib-8)

After School Activities and Extracurricular Activities

Here at DIS, After School activities (ASAs) and extracurricular activities play a major role in the school. Students starting in first grade have the opportunity to sign up for an ASA and the ASA program is a comprehensive athletic, artistic, co-curricular group of activities that students can participate in for free from 2:45PM – 4:15PM Monday through Friday. Students are encouraged to participate in ASAs and if you are a dorm student who is not in an ASA then you are required to attend a mandatory study hall in the library from 2:45PM – 4:15PM instead. There are new ASAs offered every quarter and overall around 87% - 94% of students are active participants in these after school offerings.⁹

A list of some of the ASAs that are offered here are as follows, middle school one-act plays, Chinese calligraphy, 3D printing, rock bands (elementary, middle, high), stop motion movie making, journalism, Jet Stream (video making), dance, beginning orchestra, yearbook, Korean Studies, cooking, cross country, futsal, Model UN, cheerleading, golf and basketball to name a few.¹⁰ Also, students who participate in Korean Studies all 4 years of their high school career will not only graduate with a Lee Academy diploma, but also with a Korean high school diploma. Even though there are many more than what is listed, it is apparent that students have many opportunities here at DIS to explore new activities that they may not have elsewhere.

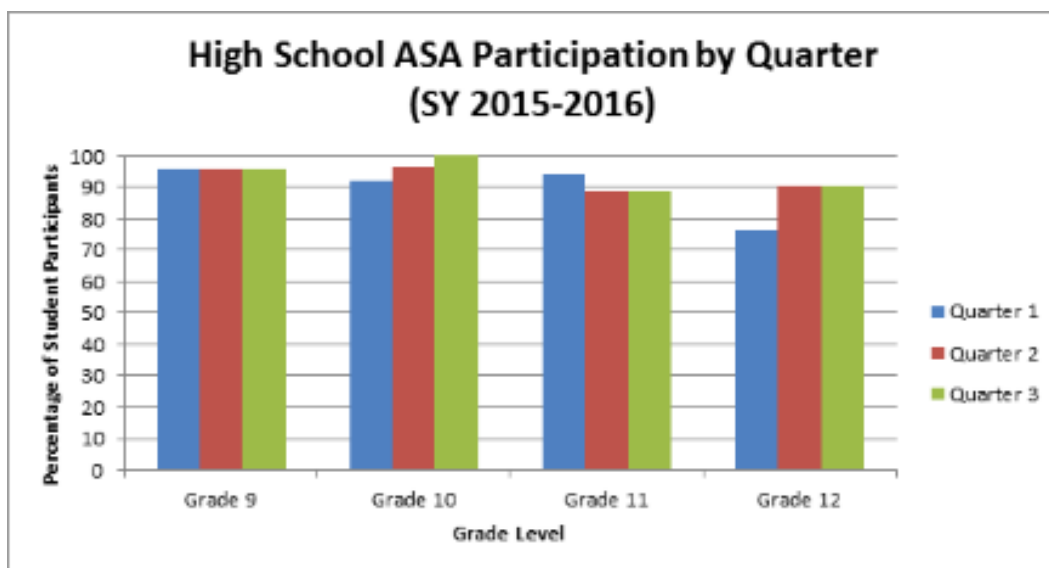
⁹ Daegu International School ACS WASC Self-Study Report

¹⁰ Daegu International School. (2009). *Our Campus*. Retrieved from http://www.dis.sc.kr/01_about/05_campus.php.

One ASA in particular that holds a lot of weight here at DIS is [Jet stream TV](#). The reason that I believe this one stands out is due to the fact that they have a strong Internet presence. Since everything is becoming more technologically focused, having strong and positive social media exposure is really important. Along with being big on YouTube, most mornings there is a small video that students will have made that will be shown to every class. This is a really neat way to create school unity and keep everybody informed while highlighting certain students and teachers. Not to mention that it is fantastically amusing as well.

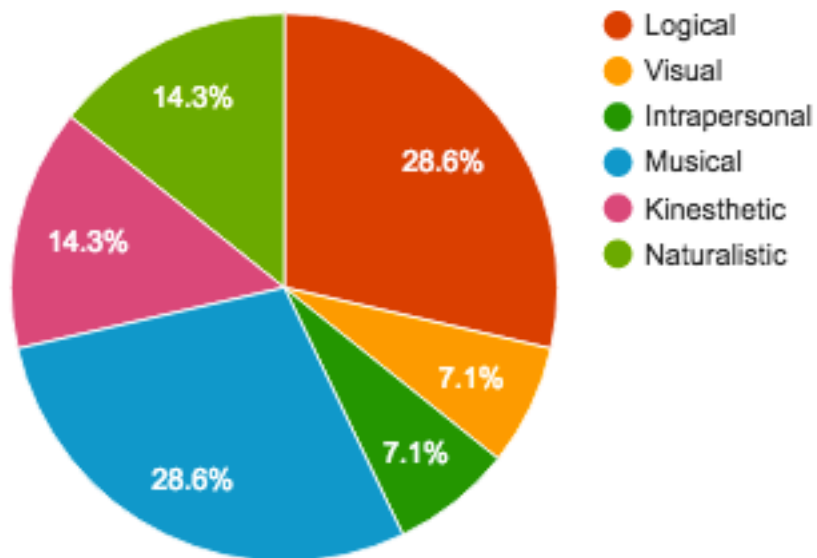
In addition to the offerings for things to do after school by DIS, some students will stay in school until well in the evening attending what is called academy. This is an interesting concept and it is very unique to Asian cultures. In the states, some students may attend tutors for supplemental instruction to better understand the material they are learning in class. Although here, the students who attend academies are usually very advanced and rather than perfecting what they are learning in the classroom they are moving ahead in the material. This creates an interesting dynamic in the classroom, since some of the time I can find myself teaching kids concepts they have seen before. This places a huge emphasis on differentiated instruction.

Graphs



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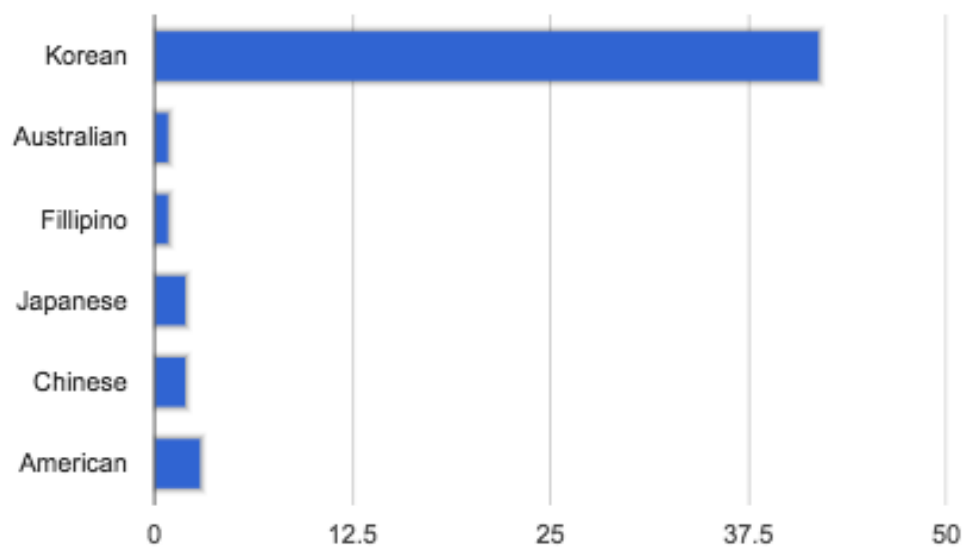
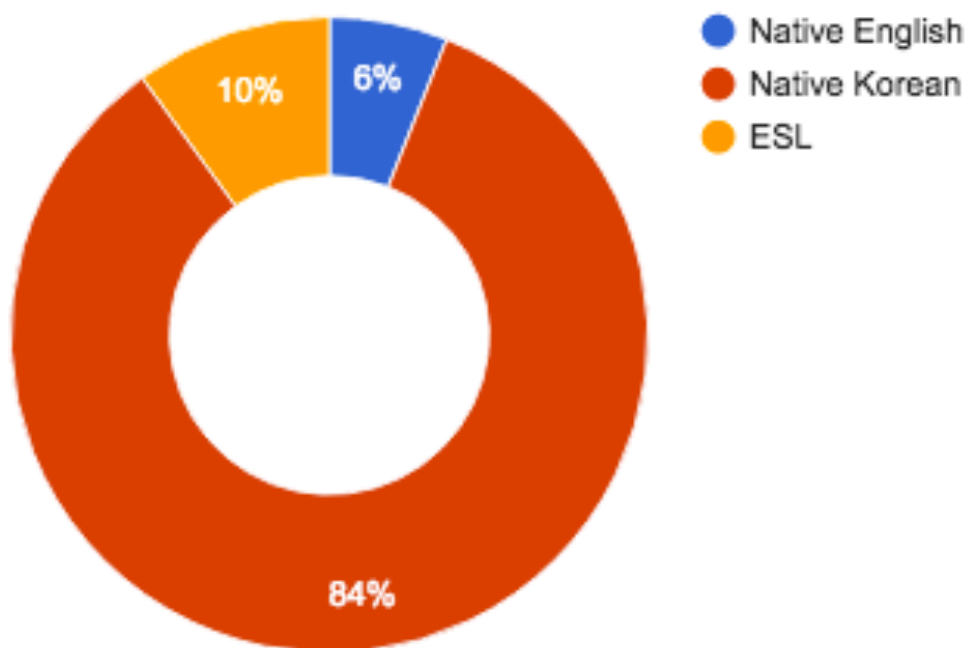
Multiple Intelligences of 8A



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¹¹ Daegu International School ACS WASC Self-Study Report

¹² Eighth Grade class Multiple Intelligences Survey



Strength/needs analysis and student characteristics

The eighth grade class is a rowdy group of rambunctious students who are eager to learn and are willing to put forth a lot of effort into their education. Their geometry class consists of two sections of 14 students, with there being one 10th grader in 8B and two 11th graders in 8A. There are 3 international students in each section, for a combined total of six international students, and they are at all different skill levels.

As previously mentioned, some students attend academy and some of the ESL students are very far behind. This is the case in the Geometry sections, which has required me to do a lot of differentiated instruction for both classes. In addition to the varying skill levels, as demonstrated by the graph of the 8A multiple intelligences survey all the students have different preferences of learning. While the graph shows that they prefer different ways of learning, one thing that they have all responded positively to is one on one attention. None of them seem to be down to individual help when needed. So because of this, I have tried to challenge the students through individual attention as well as identify the students who need more practice and I am available to help them.

Within these 28 students, two of them are ESL students that require lots of extra attention and modification when it comes to assessment. I have been working with them extensively individually as well as giving them different quizzes and tests to take. The real challenge is that geometry is a very word heavy subject, especially with proofs, so the modifications are almost necessary. I also am allowing them to do test corrections on almost anything to get

the work. Since the end goal for me is not to pass or fail them but feel confident they know the material.

The international students have the advantage at being a more proficient in English, but their mathematical backgrounds come from all over the place. As a result of this they are missing many of the prerequisite skills needed to succeed as well as the other the other students. Not one international student identified as logical on the multiple intelligences survey. They do fit in with the Korean students though, and there doesn't seem to be much of a divide within the classroom. This is through only a month of observations though, and I expect that a lot of that is due to the English only in the classroom rule.

As for the ninth grade class, there are 19 ninth graders and 22 students enrolled in Algebra II, the ninth grade course. Within these 22 students, 5 are international and there are 3 ESL students. This class is first thing in the morning, and many of these students are very intelligent but rather reserved first thing in the morning.

The problem I'm going to have to overcome with this class is as a result of the 3 ESL students and such a large class size, many of these students may be understanding what I'm teaching them, but for the ones that do not it is an issue. Since they are so reserved it's hard for me to assess where they are. I have worked with many of them 1 on 1 during learning labs; I can only encourage this focused individual attention and hope that it continues during the semester.

In addition to these classes, some of these students if they were back in the states would have a 504 plan or an IEP. Here at DIS though there is no special education instructor. This puts it on the teacher to constantly accommodate these students, which can be challenging at times. This is partly due to us being an independent school, but more due to the Korean cultural expectation that they do not want learning disabilities on their child's record.

To help these students get all the assistance they need and help I have made myself as readily available as possible. As well as having [a class website](#) where they can find useful materials, a schedule of the unit, their homework, and other resources (even some fun math videos!). So far this has been wildly successful as now about a month in, students are asking me if something will be on the website. My real challenge here at DIS is going to be accommodating some of the smartest students I've ever worked with, while at the same time working with ESL students and making more accommodations than I have before. I'm very excited to see what the rest of the semester holds, because at the bottom line these are all great kids who are eager to learn.