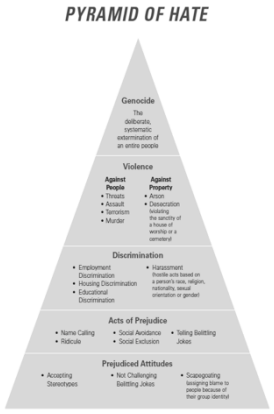
Learners with Exceptionalities GED 501

Dr. Jeff Sapp

Learner Diversity



From The Museum of Tolerance

- Hate language
- Hate symbols
- Hate gatherings
- Disturbing the peace
- Threats
- Vandalism
- Assault
- Civil Rights violations
- Arson
- Murder
- Terrorism

Conscious Racial Bias

- Conscious racial bias is the bias we know we have and we will admit to. For instance, a majority of white people (58%) admit that they believe at least one stereotype about Blacks (that Blacks are generally aggressive or violent).

Unconscious Racial Bias

- But racial bias isn't just about the things we'll admit to, the things we know we believe. Researchers now know that bias can lurk in our subconscious. Even if we believe in equality and that racism is wrong, we can still have unconscious racial bias.

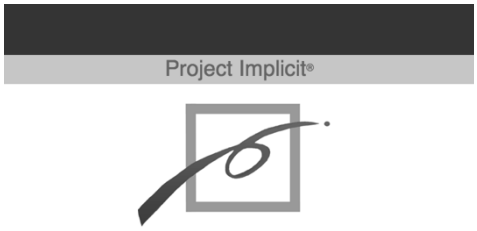
Unconscious Racial Bias

- Psychologists at Harvard, the University of Virginia and the University of Washington created "Project Implicit" to develop Hidden Bias Tests - called Implicit Association Tests, or IATs in the academic world - to measure unconscious bias.

Unconscious Racial Bias

- 75% of whites show an unconscious preference for white people over Black people. And 48% of African-Americans show a pro-white bias too.
- These kinds of hidden biases may live in our unconsciousness, but they have real-world implications.

Project Implicit



Unconscious Racial Bias

- Health care - Doctors' hidden biases affect the way they treat patients and help create health disparities between Black and white patients.
- Employment - Hiring officers show an unconscious preference for white candidates when making decisions about whom they should interview.
- Legal System - Hidden biases can lead judges and jurors to remember the facts of a case in racially biased ways.

Unconscious Racial Bias

- Educational Opportunities - Racial and ethnic bias can affect teachers' expectations of students and contribute to the achievement gap between white children and students of color.
- Last year 7 out of every 10 African-American high school juniors in LAUSD scored below average in Language Arts.

Much remains to be done

- We've come a long way in healing our nations wounds, but we have a lot more work to do before racial bias can be a thing of the past.

- How will you respond?

Learning Styles

- We all have one!
- Knowing yours can show you the strengths and weaknesses of how you learn.
- Research indicates that we have a tendency towards one, but we can learn to operate in others as well. A learning style can fluctuate, but you'll still have a dominant style of learning.
- The more learning styles you can use, the higher your retention rate and the higher your mastery of material (i.e. grades).

Cautions About Learning Styles

- It's best to focus on a specific task when you take a learning style inventory.
- Each inventory is **A** piece of data, not **THE** piece of data about you!
- Each inventory is **this moment** and is open to growth and change.

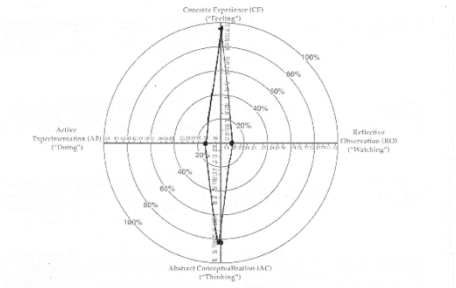
Cautions About Learning Styles

- Each of these inventories is a **SELF**-assessment and is **not meant to label** you or for you to label anyone else. Use it as a piece of reflection.
- All learning styles are valid. None is better than the others. They are simply different ways to take in and process information.
- Certainly school culture validates some learning styles over others.

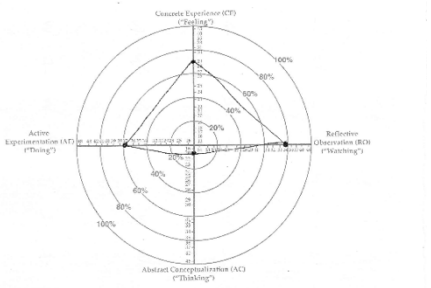
1 LSI, 3 Learning Experiences, Multiple Years

- Concrete Experience (**Feeling**)
- Reflective Observation (**Watching**)
- Abstract Conceptualization (**Thinking**)
- Active Experimentation (**Doing**)

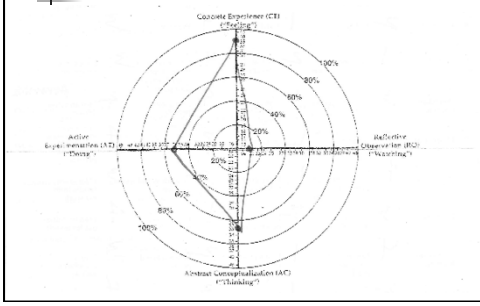
Processing Text Content



Training at the Gym



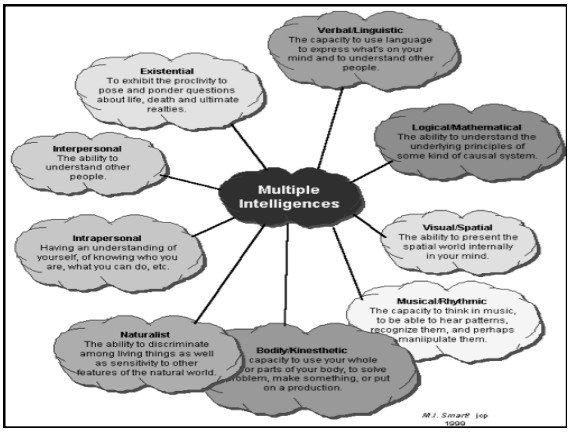
Writing a Book



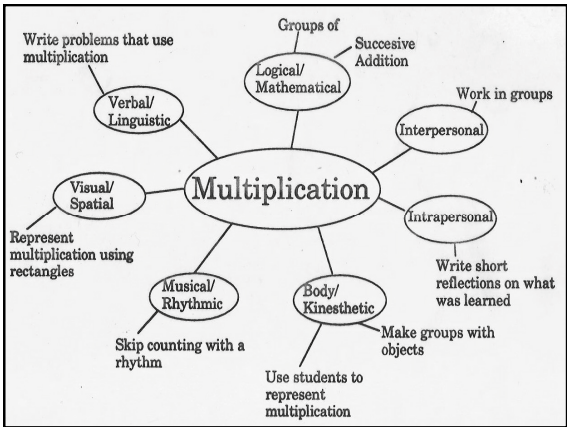
For next week!

1. Take the 4 online inventories.
2. Bring your inventory results to class.
3. Write a one-page reflection on the following questions:
   1. How do you learn best?
   2. Research suggests that we teach the way we learn. How will you accommodate students that learn differently from you?

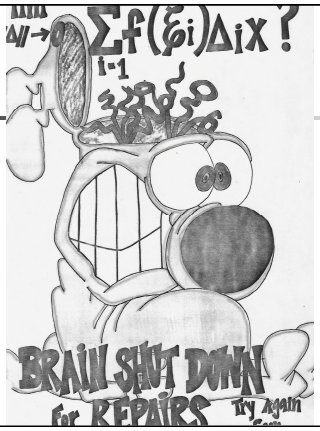
If students can't learn the way we teach then we'd better teach them the way they learn.



NATURE SMART
BODY SMART
SELF SMART
PICTURE SMART
WORD SMART
PEOPLE SMART
MUSIC SMART
NUMBER SMART
SPIRIT SMART



AP Calculus



An Overview of My Portfolio

This particular portfolio contains the essentials to determining one's progress and deserving grade mark (A+!!!); from the cover, to the work completed in and out of class. The illustrated cover presents an artistic interpretation of a mathematical/ educational concept. The illustration depicts the difficulties of mathematics in a comical way (Cute huh?). Included on the inside cover is a quotation from the famous Albert Einstein, which also corresponds to the cover. Both the cover and quotation reinforce the statistic that there exists a wide population of those who have difficulties when it comes the concept of mathematics. The test and quiz included shows one's understanding of the material covered in class. This understanding is the result of dedication and devotion, not only toward the particular class, but toward one's education in general. The perfect scores alone demonstrates the hard work and effort which were placed into the preparation of understanding and applying the material learned. (Luck on your side wouldn't hurt either. Ha!)

In addition, there is also a spiral notebook which includes the modules on all of the material that was covered. The modules consist of journals, notes, classwork, and homework. This spiral displays organizational skills which definitely contributed to the individual success which was achieved in the class. Last, but certainly not least, the extra credit. Extra credit exhibits the personal aspect that one is willing to go above and beyond what is called for, to do extra work in order to get the most out of education (not to mention a good grade in the class. Hee! Hee!)

Anna
AP Calculus
Period 3

Smart

My dad gave me one dollar bill
'Cause I'm his smartest son,
And I swapped it for two shiny quarters
'Cause two is more than one!

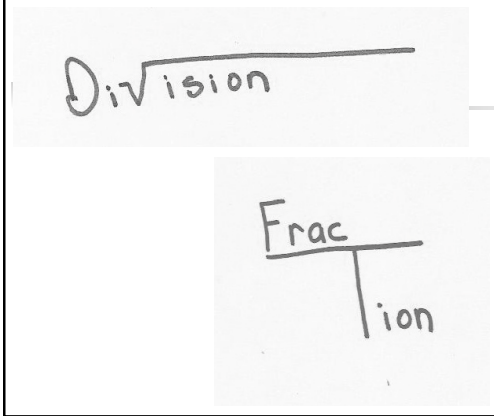
And then I took the quarters
And traded them to Lou
For three dimes - I guess he don't know
That three is more than two!

Just then, along came old blind Bates
And just 'cause he can't see
He gave me four nickels for my three dimes,
And four is more than three!

And I took the nickels to Hiram Coombs
Down at the seed-feed store,
And the fool gave me five pennies for them,
And five is more than four!

And then I went and showed my dad,
And he got red in the cheecks
And closed his eyes and shook his head -
Too proud of me to speek!

By: Shel Silverstein



Rhyming

+25 30 A+

1. Adding: If they are equal, there is a sequel.
2. Subtracting: Different signs, different lines
3. Multiplying: dividing: If they're the same, positive remains.
4. Distributing: If there is nothing in between (()), then your multiply-ing.
5. Factoring: Find a common variable or number, then divide & conquer.

ALBERT EINSTEIN

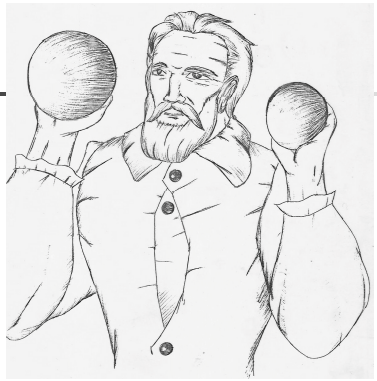
by

Christian Ramos

Period 4

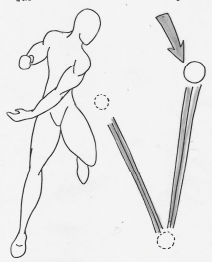
Galileo Galilei

Galileo Galilei was the first scientist to truly understand the concept of acceleration. His experiments showed that the final velocity of an object released from rest and accelerating at a uniform rate equals the product of the acceleration and the elapsed time. Galileo is ~~prepot~~ probably most famous for his dropping of two spheres of different sizes and weights from a tower. His trial showed that the spheres landed on the ground at the same time. This changed the accepted belief that a larger, heavier object would land first.



$E = mc^2$

When the ball is bounced, it is given extra energy. C remains constant, and the ball's mass is increased due to the extra energy.



Tenaz, Melanie

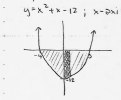
25pts

Journal Entry #4

In order to solve the area of a region bounded by any curve and the x-axis, we must first know the equation of the function and its limits. We draw the function according to the equation then we then can start getting the area of the function. See example for step needed to take in order to solve for the area of a region bounded by any curve and the x-axis.

Example:

$y = x^2 + x - 12$; x-axis } given



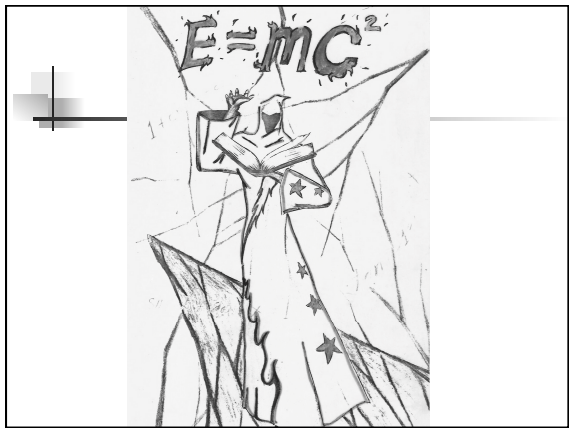
The area needed is the shaded region, we then draw a bar to use as a reference point. We take the area top to bottom.

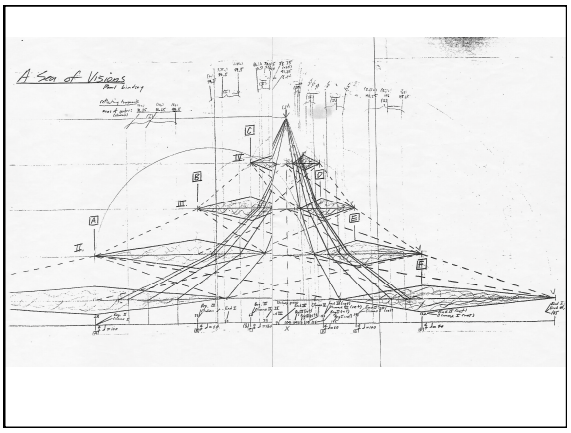
$A = \int_{-4}^{3} 0 - (x^2 + x - 12)\,dx$ } 0 = x-axis, minus the function which is $x^2 + x - 12$

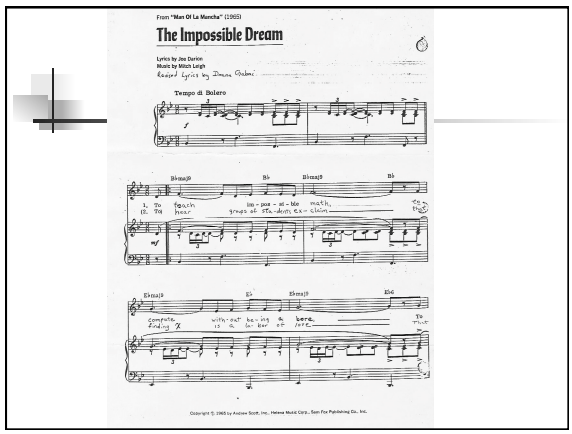
$= \left(-\frac{x^3}{3} - \frac{x^2}{2} + 12x\right)\Big|_{-4}^{3}$ } plain rule

$= \left(-9 - \frac{9}{2} + 36\right) - \left[\frac{64}{3} - 8 - 48\right]$ } solve

$= \frac{343}{6} \approx 57.2$



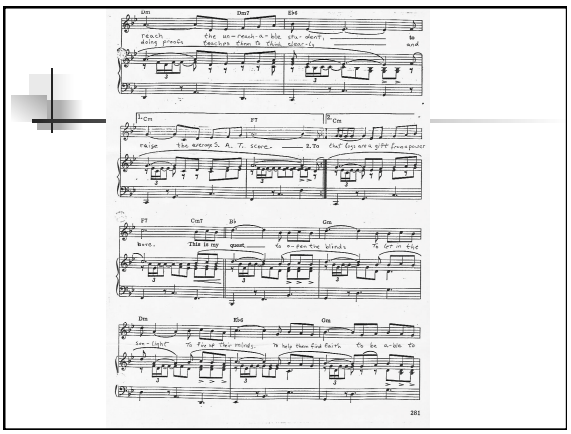


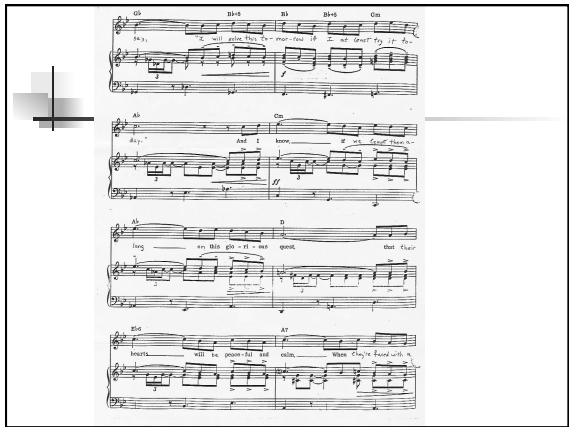

From "Man Of La Mancha" (1965)

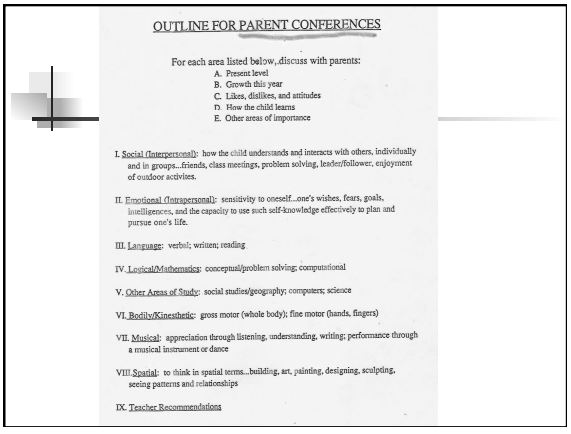
The Impossible Dream

Lyrics by Joe Darion
Music by Mitch Leigh
Recast lyrics by Jimmy Rabbitt

Tempo di Bolero







OUTLINE FOR PARENT CONFERENCES

For each area listed below, discuss with parents:

A. Present level
B. Growth this year
C. Likes, dislikes, and attitudes
D. How the child learns
E. Other areas of importance

I. Social (Interpersonal): how the child understands and interacts with others, individually and in groups...friends, class meetings, problem solving, leader/follower, enjoyment of outdoor activites.

II. Emotional (Intrapersonal): sensitivity to oneself...one's wishes, fears, goals, intelligences, and the capacity to use such self-knowledge effectively to plan and pursue one's life.

III. Language: verbal; written; reading

IV. Logical/Mathematics: conceptual/problem solving; computational

V. Other Areas of Study: social studies/geography; computers; science

VI. Bodily/Kinesthetic: gross motor (whole body); fine motor (hands, fingers)

VII. Musical: appreciation through listening, understanding, writing; performance through a musical instrument or dance

VIII. Spatial: to think in spatial terms...building, art, painting, designing, sculpting, seeing patterns and relationships

IX. Teacher Recommendations

NCLB and other high-stakes testing mandates encourage students to master basic skills and standards in order to achieve proficient marks, often at the expense of authentic learning. For many teachers the drive to help students succeed on these tests has led to the further standardization of mandated curriculum and a focus on "teaching to the test."

Home > News : Story

Amarillo teacher leaked TAKS questions

ADVERTISEMENT

The allegations are the latest cast on the Texas Assessment of Knowledge and Skills

State uncovers cheating on WASL

At least seven schools might see their test scores invalidated

THE ASSOCIATED PRESS

TACOMA -- The state school superintendent's office has investigated nearly two dozen reports this year of improperly administered standardized tests at public schools across Washington.

Newspaper: Texas schools may have cheated

Analysis uncovered evidence of organized, educator-led cheating

For students, particularly those on the bottom cusp of academic proficiency and those in schools with marginal ratings, often lower income and populated by students of color, will be subjected to endless drills and boring worksheets.

Educational research suggest that children learn more when they're exposed to a rich, engaging curriculum that is differentiated so that all students can access the material and excel. Such findings can leave teachers wondering how to differentiate a standardized, often mandated curriculum.

Even teachers not beset by the pressure to perform on the test may struggle to present their curriculum to students in a way that makes it accessible to all and affords each the opportunity to excel, particularly with regard to ethnicity and linguistically diverse students.

If educators have learned anything in the last decade of school reform initiatives it is that **one size does not fit all.**

Ohanian asks us to consider a sane, powerful alternative to the insanity of streamlined, sanitized, standard Standards for all: listen to and trust teachers and kids! -- *Stephen Krashen*

Differentiated Instruction (DI) is an approach where teachers proactively plan varied approaches to what students need to learn, how they will learn it and how they express what they' ve learned.

Differentiated Instruction is teaching with the child in mind rather than adopting a standardized approach to teaching and learning that seems to *presume* that all students of a given age are at the exact same place academically. DI is responsive teaching.

Here's to the kids who are different;
The kids who don't always get "A's,"
The kids who have ears
twice the size of their peers,
or have noses that go on for days.

Here's to the kids who are different;
The kids who are just out of step,
The kids they all tease,
Who have cuts on their knees,
And whose sneakers are constantly wet.

Here's to the kids who are different;
The kids with a mischievous streak,
For when they have grown,
As history has shown,
It's their differences that make them unique.

(Recited by Goldie Hawn, written by Digby Wolfe)