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### ITL 606 ASSIGNMENT 4.1

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**Part I. Questions 1-8 (Q 1-4 Michelle, Q 5-8 Melissa)**

1. **Data: Given the information from the case study profile for Ray, provided over the span of Weeks 1 – 3, identify the following: Strengths, Needs, Interests, and preferred Way of Learning (SNIWL). Using the table below list all relevant data in appropriate columns, including the student’s name/grade and disability designation. List as modeled during your Collaborate Session.**

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| --- | --- | --- | --- | --- |
| **Student** | **Strengths** | **Needs** | **Interests** | **Preferred way of Learning** |
| **Ray:** 7th/8th grader, has an IEP, considered ELL | \*1. Does fairly well on homework.  \*2. Polite and respectful.  3. Good attendance. | #1. Needs strategies to improve memory after brain injury.  2. Needs to feel more comfortable asking questions.  3. Needs to improve peer/social relations.  #4. Needs to become more fluent in English.  5. Needs to master Algebra I content to improve ‘D’ grade. | \*1. Enjoys working on his motorcycle and hopes to ride it one day. | 1. Visual Learner  2. Kinesthetic Learner |
| **Marta:** 7th/8th grader, considered ELL | 1. Was top of her math class in Mexico.  2. Masters the content in Mr. Jones’s Algebra class.  3. Hard worker (takes care of younger siblings and cousins).  4. Has friend, Aracely  5. Speaks Spanish/English (a little) | 1. Needs to improve English fluency.  2. Needs to express her need for a translator (Aracely) to Mr. Jones.  3. Needs to follow directions in class. | 1. Dances Folklorico.  2. Enjoys school, especially math. | 1. Visual Learner |
| **Bill**: 7th/8th grader | 1. Masters Algebra content (straight As).  2. Natural born leader.  3. Knows many trivia facts from travels.  4. Strong work ethic.  5. Outgoing.  6. Mother is a math teacher. | 1. Needs to continue current instructional approach.  2. Needs instruction presented visually. | 1. On the school’s swimming team.  2. Wants to become a Navy Seal.  3. Enjoys camping and hunting.  4. Enjoys working on cars. | 1. Visual Learner  2. Kinesthetic Learner |
| **Dillon:** 7th/8th grader | 1. Does fairly well at Algebra. (typically gets Bs)  2. Listens in class.  3. Takes notes.  4. Asks questions.  5. Completes homework.  6. Friendly with others.  7. Parents help with homework.  8. Mom is a teacher/ values education.. | 1. Needs material reviewed before moving on to new information.  2. Needs to see how school will help him with his future goals (has a mediocre attitude toward school). | 1. Is on a youth wrestling team.  2. Enjoys computer/technology stuff.  3. Desires to get a job with Pixar.  4. Likes to visit his friends. | 1. Scored equally across Auditory, Visual and Kinesthetic |
| **Gina**: 7th/8th grader | 1. Masters Algebra content (B grades).  2. Finds school easy.  3. Mother works. | 1. Needs to learn to respect other students.  2. Needs to seek help for the sexual abuse she is encountering at home.  3. Needs support with issues impacting her attitude.  4. Needs to develop age appropriate social skills and behavior. | 1. Desires to be an esthetician and hair stylist. | 1. Visual Learner  2. Kinesthetic Learner |
| **Rukhsana:** 7th/8th grader | 1. Good attendance.  2. Always turns in homework.  3. Has fairly good English speaking abilities.  4. Polite, and quiet.  5. Has a concerned mother.  6. Speaks Greek and Arabic as well. | 1. Needs to improve her understanding of Algebra content.  2. Needs to ask more questions about the math content she doesn’t understand.  3. May need emotional support due to traumatic experience of being a refugee. | 1. Desires to return to her home in the Middle East.  2. Interested in art and draws in her spare time. | 1. Visual Learner |
| **Steven:** 7th/8th grader, has an IEP, has Cerebral Palsy | 1. Exceptional math abilities.  2. Good with computers.  3. Gifted.  4. Parents are advocates for him. | 1. Needs assistance with basic self-care skills.  2. Needs and electric wheelchair.  3. Needs other students to see him as a human with feelings- needs to work on making and keeping friends.  4. Needs love from his school community and anti bullying work/curriculum | 1. Loves technology.  2. Loves science and astronomy.  3. Desires to become and astronaut.  4. Idolizes Stephen Hawking. | 1. Visual Learner  2. Auditory Learner |

1. **What about these data points will be salient in the selection of the methodology? (150 words)**

When considering what type of methodology to use when reaching each student, it is important to first look at their strengths and preferred learning style(s), as these are the areas we can build on to help improve their areas of need (Ferguson, 2018, p.7). For example, Ray is a visual learner and does the best when he sees a problem being worked out for him. Mr. Jones can build off of this strength and learning style when addressing his needs, which include needing a better understanding of the Algebra I content. We then need to prioritize the student's needs and determine which is most important to address first (Ferguson, 2018, p.7). If there is an emotional or behavioral need that is impairing their academic learning, this needs to be addressed first. Lastly, knowing a student’s interest, “provides teachers the opportunity to connect the content with the student’s life” (Ferguson, 2018, p. 7). If a student is having a difficult time feeling motivated, their interests would be of particular salience when addressing their needs.

**2. Model of Teaching: Match student needs to theory and instruction. You have been provided information about various theories of learning and models of teaching: (Maximum 75 words)**

1. **Briefly describe each of these 4 models highlighting the salient features of each which it different from the other three models. Note the page number from your text (Slavin) as well as any additional information presentations (such as video or PowerPoint) from which you are getting your information.** 
   1. Behavioral Family of Models of Teaching (Behavioral Psychology): This family of models of teaching focuses on increasing desired academic and behavioral responses through reinforcers (Ferguson, 2011, slide 8). Techniques to increase desired performance in the classroom include mastery learning, direct instruction and simulations (Ferguson, 2011, slide 8).
   2. Information Processing Family of Models of Teaching (Cognitive Psychology): Models in this family, “focus on ways we can improve a person’s drive to make sense of the world, including how they acquire information, organize data, frame problems, and generate solutions” (Ferguson, 2011, slide 5). The goal with this framework is to “help individuals understand, remember, and make connections among ideas and thoughts” (Ferguson, 2011, slide 5).
   3. Personal Family of Models of Teaching (Humanistic Psychology): In this model, the goal is to increase students’ self-esteem, “empowering the student to maximize his/her potential” and recognize the power they have over their own lives (Ferguson, 2011, slide 7). Rather than providing direct instruction, teachers who implement this model in their classrooms, encourage the students to play a primary role in “directing their own education,” coaching students through their progress and helping them troubleshoot any problems they are having (Ferguson, 2011, slide 7).
   4. Social Family of Models of Teaching (Social Psychology): Models in this family focus on “large group and small group dynamics,” prioritizing the teacher to student and student to student relationships (Ferguson, 2011, slide 6). By fostering positive interdependence, students should have improved academics, character, attitudes, and self-concepts (Ferguson, 2011, slide 6).

**b. Given the data provided about Ray, which you summarized in the table in the first prompt, which of the 4 family of models of teaching would you primarily draw upon for Ray’s instruction? Why did you select this model? Why did you not select the other models? Support your ideas with citations from your text, Class Packet, and from other videos and lectures for SPD604. Be sure to select only from the Models of Teaching introduced in the PowerPoints**

Ray would benefit most from the Social Family Models of Teaching. Ray is very isolated at school, not having many social relations with peers or a trusted relationship built up with his teacher. This hinders his ability to ask questions on content he doesn’t understand, leaving him with a negative self-concept, low motivation in school, and below average grades in Algebra I. The goals of the Social Family of Models of Teaching address Ray’s needs, since they focus on not only improved academics, but also on improved character, attitudes and self-concepts (Ferguson, 2011, slide 6). We did not select the behavioral approach, with its use of reinforcers and punishments, because it does not focus on students’ inner thoughts, feelings and motivations, which is an important growth area for Ray (Ferguson, 2011, slide 8). The Information Processing Family of Models of Teaching was not selected because while its goal is to improve student understanding and memory, which Ray needs, it also lacked an emphasis on improving student self-esteem and motivation (Ferguson, 2011, slide 5). Lastly, we did not select the Personal Family of Models of Teaching because it did not seem structured enough for Ray, who is not at a point where he can direct his own learning (Ferguson, 2011, slide 7). He seems to learn best when watching others complete problems as examples, therefore needing a more interpersonal approach to learning.

**3. Methodology: You have had the opportunity to examine some representative methodologies from each model. You may want to read about others noted below. (Maximum 75 words)**

**Once you have selected a model of teaching, read about and then discuss with your work group, the various teaching methodologies presented within this model that might be effective for Ray. Now come to consensus and select the one you think is the BEST for Ray. (Be sure the methodology you select is from the Model of Teaching you noted in the previous response.) Which methodology would you select? Why? Why did you not select other methodologies from this model? Support your ideas with citations from your text, Class Packet and from other videos and lectures for ITL406/606, and other sources you identify.**

From the methodologies under the Social Family of Models of Teaching, we selected the Partners in Learning (Cooperative Learning) method as most effective for Ray. This method fosters, “positive interdependence,” which promotes helpful interactions that lead to improved learning and retention of knowledge (Ferguson, 2011, slide 4). These goals match Ray’s needs and preferred learning styles, as he learns best by seeing others’ work and needs to improve his social relations with peers in his class. We did not select the Teams, Games, Tournaments or the Jigsaw methodologies, as their structure is more individualistic and competitive, in which students try to do better than one another (Ferguson, 2011, slide 4). Seeing as Ray already believes all the other students to be smarter than him, these methodologies might exacerbate these negative mentalities, rather than improve his self-confidence.

**4. Objectives: Identify both social and academic goals for Ray. Given that we want students to improve in their area of need and that we also structure our teaching around state standards, analyze the needs of the student, Ray. (Maximum 150 words). Examine the content of the column from Step 1 above, under “Needs”. Discuss with your work group, come to consensus and select one item from the “needs” you believe to be most important for improving student social behavior. Identify that need. Based on this identified NEED, write one thing you want Ray to know or be able to do that he did not know or was not able to do before your instruction, related to his social behavior. Examine the column from Step 1 above, under “Needs”. Discuss, come to consensus and select another one of the “needs” you believe to be the most important for improving academic acquisition. Identify that need. Based on this identified NEED, write one thing you want Ray to know or be able to do that he did not know or was not able to do before your instruction, related to academics for algebra and identified in the Common Core Standards, that would be relevant and essential. Think of each of these two as being informal learning objectives. List each informal learning objective and tell why you selected it.**

1. Social: Ray needs to improve his relationships with peers in his classroom. Currently, he feels isolated from and inferior to his classmates, which makes him embarrassed to ask questions and express his lack of understanding with the Algebra content being presented. We would like Ray to be able to make at least 2-3 friends in the class, whom he feels connected with interest wise, and comfortable asking questions to. By feeling connected to peers, he might feel safer asking questions and find someone who he can feel equal with at a social level to increase his self-esteem.
2. Academic: Ray needs to improve his grade from a D to at least a C, preferably a B, in order to pass the class, and move on more successfully to the next level of math. According to the Common Core Standards for 7th grade Algebra, one standard that would be essential for Ray to master is:[**CCSS.MATH.CONTENT.7.EE.B.4**](http://www.corestandards.org/Math/Content/7/EE/B/4/)**- Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities** (Common Core, 2018, para.2). This standard encompasses a focus on both reasoning abilities, a brain function Ray needs to improve after his accident, and a focus on real-world applications, an area that might increase Ray’s motivation to learn the Algebra content.

**5. Assessment & Evaluation: Apply assessment knowledge. For each informal learning objective you identified in #4 above for Ray, how would you determine if that objective was achieved or not? In other words, for each objective, what type of assessment measurement(s) would you employ to determine if your objective was met? (Maximum 150 words each).**

1. Social: Our goal for Ray in this dimension was to make at least 2-3 friends/peer connections to improve his social relations and subsequent academic performance. In order to determine if this objective was achieved, we would help Ray set up a progress monitoring system. Progress monitoring involves the student “monitoring and regulating their own behavior,” asking the questions, “What is my problem? What is my plan? Am I using my plan? How did I do?” (Slavin, 2017, p.114). Ray’s social dilemma is that he stays isolated from others and feels inferior to his peers. Mr. Jones can help create a plan with Ray where Ray sets a goal of checking his homework with at least 2 peers per homework assignment. He could create a chart for the week and have peers sign on the day that they assisted Ray so that Ray can monitor his implementation of this plan. The hope would be that Ray makes connections with peers in his class and subsequently might get needed academic assistance in his understanding of the Algebra content.
2. Academic: Similar to his social goal, Ray can monitor his academic goal through progress monitoring. Ray can create a chart with every upcoming quiz and unit test so that he can input his grade/score when he receives it. Currently, Ray is obtaining D grades. Ray’s first goal should be to obtain consistent C grades on the next assessments. Once Ray consistently meets this goal, he can create a new goal of obtaining B grades on assessments.

Ideally, however, Mr. Jones would change his testing strategies to use Curriculum Based Measurement (CBM), rather than Mastery Measurement (MM). In CBM, all skills in the instructional curriculum are assessed by each and every test throughout the year, rather than being assessed separately until mastery has been achieved (The Iris Center, 2017, p. 2). In CBM, students’ success is based on individual goals, rather than on a pre-set group criterion (The Iris Center, 2017, p. 2). Individual students set personal goals to get more and more of the questions correct on each probe throughout the year, plotting each of their assessment scores on a graph to visually see their progress (The Iris Center, 2017, p. 4). This strategy helps students feel more responsible for their learning, helps teachers identify the skills which students are having the greatest difficulty with, and is especially beneficial for at-risk students to get their areas of difficulty addressed in a timely manner (The Iris Center, 2017, p. 4). This strategy seems like it would be beneficial for Mr. Jones’ entire class, especially Ray, who could set goals to get more and more questions correct on every probe, thus improving his overall grade and measuring his success against his own abilities, versus the other students in the class.

**6. Classroom management: Apply classroom management knowledge. Think about the class as a whole. Based on the strengths, needs, interests and preferred ways of learning of the class, Mr. Jones’ information about his class, and what you have studied regarding classroom management, identify 3-5 ideas you would implement to improve Mr. Jones’ classroom management, and provide a valid rationale for each. (Maximum 300 words)**

1. One key way that Mr.Jones can improve his classroom management is to structure the way he teaches around the idea of “equity pedagogy.” “Equity pedagogy” is the idea that the teacher changes the way they teach, their teaching methods, “to enable kids from diverse racial groups and both genders to achieve” (Banks, 1998, p.2). Some groups learn better with cooperative learning, others with independent work time, others visually and others auditorily. If Mr. Jones were implementing different teaching methods, he would no longer just lecture during his class period. Rather, he would also add in time for group/partner work, knowing that some students value this time, such as Marta. This would probably decrease the disruptive side conversations during his lectures, as students would know that later in the class period, they would have this time to converse and discuss the content together.
2. Secondly, Mr. Jones needs to engage in “prejudice reduction,” which involves addressing prejudice when it arises in the classroom and working to “help kids develop more positive racial attitudes” (Banks, 1998, p.2). Gina and other students have been bullying Steven, a student who has Cerebral Palsy, calling him a “crip,” or “electric chair,” among other insults. This prejudice towards disabled students needs to be addressed when noticed by Mr. Jones, or brought to the attention of Mr. Jones, in order to to create an environment where students from all backgrounds feel valued and welcomed in class. A student’s sense of love and belonging greatly impacts their ability to reach their highest potential, so Mr. Jones needs to be sensitive to what environment is being fostered in his class and strive to create a more positive, accepting and emotionally safe space (Slavin, 2017, p. 250).
3. A third way that Mr. Jones could improve his classroom management is by improving the effectiveness of his instruction. According to Slavin, “students who are participating in well-structured activities that engage their interests, who are highly motivated to learn, and who are working on tasks that are challenging yet within their capabilities rarely pose any serious management problems” (Slavin, 2017, p.272). A primary way to “engage students’ minds and imaginations” is to connect the learning to their personal contexts and interests. Mr. Jones could make every other Friday a project based learning day, where he sets up dilemmas in the classroom for students to figure out using algebra. He has several students interested in cars and could possibly use cars as the basis for one Friday’s project based learning activity. By using students’ interests as the basis for algebra problems, their imaginations might be peaked and they might have more motivation to learn the content, knowing they will be working on real-life applications with the content every other Friday.

**7. Communication and collaboration: Apply knowledge of collaboration. When teachers have concerns about students and want to improve the interventions they implement, it is important to include relevant individuals in the discussion and planning. For this case study, with which individuals would you want to conference, in relation to Ray, as you are planning, and why would you want to conference with each? Provide a rationale for each. (Maximum 150 words)**

1. One of the first people I would want to conference with is the special education teacher responsible for implementing services outlined in Ray’s IEP. Mr. Jones needs to familiarize himself with Ray’s IEP to see if the special education teacher should be coming by more and if so, he needs to keep the special education teacher accountable for visiting Ray more. He should meet with this teacher to learn more about Ray, what goals are outlined in Ray’s IEP, and what techniques he/she uses to help Ray that have been beneficial. This might help Mr. Jones understand more about the limitations Ray has with his brain injury and what he can expect Ray to achieve.
2. Additionally, Mr. Jones should meet with another current teacher of Ray and a teacher who taught Ray before the accident, in order to identify previous and current capabilities. Collaborating with other teachers about what strengths Ray had before and has after the accident, and what strategies they have found effective to motivate and teach Ray would provide valuable insight to shape Mr. Jones’s approach to working with Ray.
3. Lastly, Mr. Jones should meet with Ray’s parents to find out what their perceptions are of Ray’s former and current strengths and growth edges, and what goals they have for Ray. Valuing the parents’ perspectives, as will be elaborated on below, would go a long way towards forming a cohesive partnership between stakeholders in Ray’s school and home life.

**8. Parent notification: Demonstrate understanding and consideration. Parent perspective and feelings should be considered when we communicate and in making decisions. Parents of children in special education may be cycling through grief at the loss of the child they had or had dreamed about. Parents need to be kept informed of progress and needs of their child, and about plans to address concerns.**

**a. Given Ray’s brain damage, what feelings might his parents be experiencing? Why do you think so? What considerations should be given to the parent(s)’ / guardians’ perspective and feelings? (Maximum 75 words)**

Given the fact that Ray’s accident was a recent incident, Ray’s parents could be anywhere within the five stages of grief, as identified by Elisabeth Kubler-Ross. They most likely are not still in denial, but could have mixed feelings of anger, self-blame or depression, struggle, or new hope (National University, slide 3). A goal of Mr. Jones should be to figure out where Ray’s parents are in the grief cycle so he can address them appropriately considering their emotional state and preferences they have about receiving updates on Ray.

**b. When, when and why would you communicate with Ray’s parent(s)? (Maximum 150 words)**

It is important to establish an initial meeting with Ray’s parents early on in the school year to understand their perspectives towards Ray, their emotional state, their goals and values for Ray and their expectations of Mr. Jones himself. Differing expectations “can cause parents and teachers to work at cross-purposes” so it is important for Mr. Jones to align his goals with the goals of Ray’s parents. Mr. Jones should share the positive attributes he sees in Ray to “sandwich” the concerns he has for Ray, as well as ask them for their perspective on identified concerns, to “engage the parent as a partner and learn from them” (National University, slide 16). He should be in regular conversations with them to keep the updates frequent and consistent so that Ray and his family can be served most effectively.

**c. Identify multiple ways you would communicate with Ray’s parent(s). (Maximum 50 words)**

For the initial meeting, an in-person meeting would be the best to establish a rapport and relationship with each other. A translator would be needed to assist Ray’s parents and Mr. Jones with language barriers. However, for more ongoing updates, Mr. Jones could make a goal to send home a short note or make a phone call bi-weekly to Ray’s parents including a “glow” and a “grow” for Ray to update them on his progress.

**Part II, Questions 1-4 (Tyler)**

**1. Given the Needs identified for Marta, which need to do think should be addressed first by Mr. Jones? Why do you think so? (Maximum 75 words)**

The first need to be addressed for Marta should be improving her fluency and understanding of English. She needs to have a better fluency in English to help her understand her teachers. Not only for Mr. Jones class, but being more fluent in English would greatly help her in all her classes. If she could understand Mr. Jones, she would be excellent in math since she already has a natural talent for the subject.

**Which teaching Model and Methodology would most help Marta with this need within Mr. Jones’ class? What is your rationale for this answer? (Use citations to support your answer.) (Maximum 75 words)**

The teaching model and methodology that would benefit Marta the most in Mr. Jones’ class is the Social Family of Models. “Teacher to student and student to student interaction patterns have implications for learning. The teacher structures interactions to maximize learning and other desired educational outcomes” (Ferguson, 2011, slide 6). Marta would benefit greatly from more interaction with Mr. Jones so he can get to know her better. Mr. Jones could learn that Marta is talented in math and come to a better understanding on how to assist her in lectures. Marta would also benefit greatly from collaboration with other students as this could help her in her English fluency skills. She could help struggling students with their math skills and in return, they can help her with her English fluency.

**If you were to have Marta work with a partner, who would you select and why? (Maximum 50 words)**

I would select Ray for Marta. I picked Ray because English is a second language for both of them. They would feel comfortable with each other and Marta could help Ray out tremendously in Math since he struggles.

**2. Given Dillon’s interests in computers, how could Mr. Jones incorporate Dillon’s interests in computers into his instructional plan for the class? Why do you think so? (Maximum 50 words)**

Mr. Jones should first see if a set of laptops is available to the class. If it is then Mr. Jones can incorporate a lesson using those laptops. If there are no laptops available, then Mr. Jones should reserve a day for his class to use the library computers or a computer lab where Mr. Jones would set up a lesson on the computers.

**If you were to have Dillon work with a partner, who would you select and why? (Maximum 50 words)**

I would select Dillon to work with Steven. They both have a love for computers and technology in general. This would also allow Dillon to work with a student with disabilities and get him out of his comfort zone. Steven also has a goal of “making friends” on his IEP and I think this could help him achieve that goal because Dillon seems like a nice kid.

**3. Given that one of the Strengths identified for Bill is that he is social and makes friends easily, how could Mr. Jones capitalize on this to support others in the class? What is your rationale? (Maximum 75 words)**

Since Bill makes friends easily and school seems to come easy for him, Mr. Jones should use Bill as an aide and tutor for the class. For example, when the class is doing independent work Mr. Jones should have Bill walk around the class to assist other students. Students would feel comfortable sharing their work with him since he gets along with everybody. This would also help Bill tremendously on his leadership skills since that is a major key in becoming a Navy Seal.

**If you were to utilize one of Bill’s strengths to help others in the class, do you think this would have a negative impact on Bill? What is your rationale for your statement?(Maximum 75 words)**

I would utilize Bill’s ability in math and his leadership skills to help others in class. I do not believe that this would have a negative impact on him at all. I believe the opposite, this would help Bill tremendously in preparation of becoming a Navy Seal. He can practice his leadership skills and teach others in Mr. Jones’s class. Both of those attributes are necessary in becoming a Navy Seal.

**If you were to have Bill work with a partner, who would you select and why? (Maximum 50 words)**

I would select Bill to work with Rukhsana. I pick Rukhsana because they have both traveled and seen many parts of the world. Rukhsana has always had trouble getting comfortable and fitting in because her family is constantly moving. Bill does the same but seems to have no trouble fitting into his new school. Bill could possibly give Rukhsana advice on making friends and getting adjusted.

**4. What must Mr. Jones do, now that one of the students has told him Gina is being molested by her mother’s boyfriend? When should he do this? Why? Identify at least 2 things that would likely happen if he does not do this? (Maximum 75 words)**

Mr. Jones must immediately inform administration that Gina is being molested. After that he will most likely have to report his information to authorities. He needs to do this immediately to protect himself as well as protecting Gina because we do not want her situation to get any worse or any more violent. If Mr. Jones does not immediately report this information Gina can be hurt, hurt herself, and Mr. Jones could be held responsible for withholding information that he was made aware of.

**Do you think Gina’s molest has any impact on her attitude? Discuss. (Maximum 125 words)**

I do think that Gina’s molest has impact on her attitude. I feel it makes her resent men. She probably feels all men are “pigs” because of what she has been through and she has never had a positive male role model in her life. Her father is not in the picture, her mother constantly has new boyfriends, and the new boyfriend is molesting her! Gina needs a positive male role model in her life that genuinely believes in her and her well-being.

**If you were to have Gina work with a partner, who would you select and why? (Maximum 50 words)**

I would select Gina to work with Steven. I select Steven because it has been noted that Gina has made fun of him. By making them work together Gina may find compassionate empathy for Steven and others with disabilities. (I know the student pairings are supposed to be reciprocal but there is an odd amount of students, so Gina, Steve, and Dillon could form a group of three.)

**Part II, Questions 5-6 (Elizabeth)**

**5. What are some of the experiences that set Rukhsana apart from others in the class? How do you think they set her apart? How might these experiences be ameliorated in Mr. Jones’ class? (Maximum 150 words)**

Rukhsana comes from a Chaldean family, who escaped persecution in the Middle East and now live in the United States under refugee status. When Rukhsana described her experiences, she mentioned that her family first lived in Greece after leaving their country of origin, and that she learned Greek during her time there. However, most notable are her experiences of violence, trauma, and instability due to the political situation in her home country. She describes lack of access to education, seeing family members killed, and exposure to the dangers of human trafficking. In general, it seems likely that her primary education was heavily disrupted. Given of all of this, Rukhsana seems to have adapted fairly well to life in the United States. Her English skills are fairly strong, but she is struggling in some of her academic classes, including algebra. She is currently earning a low “C” or high “D” grade.

Because of these disruptions in her education, Rukhsana would benefit from additional scaffolding, including well-structured tools and strategies, to help her develop her mathematical reasoning skills and engage with algebra concepts. On a psychological and emotional level, Rukhsana social-emotional or identity development might be disrupted as well, because of traumas in her early life. As such, Mr. Jones can try to create as stable and welcoming a learning environment as possible, and should try to maintain open lines of communication with Rukhsana’s parents in order to monitor her well-being and keep them informed of her progress (Slavin, 2017, 57).

**Which teaching Model and Methodology would most ameliorate the effects of Rukhsana’s experiences? What is your rationale for this answer? Would this type of instruction be inappropriate for other students in the class? Why? (Use citations to support your answer.) (Maximum 75 words)**

Academically, Rukhsana would benefit from the Information Processing Family of Models. In this model, principles of cognitive theories of learning are applied through effective organizational strategies like concept formation, concept attainment, and advance organizers (Information Processing Family of Models, 2011). The advance organizer method, developed by David Ausubel, is a scaffolding strategy that is “useful for teaching content with a well-organized structure that might not be immediately apparent to students,” and is also helpful for recalling previous concepts and applying them in new ways (Slavin, 2017, 150).

**If you were to have Rukhsana work with a partner, who would you select and why? (Maximum 50 words)**

Bill could be an effective partner for Rukhsana, because they are both familiar with other parts of the world, although for very different reasons. Bill is described by Mr. Jones as an excellent student and a “natural born leader,” and in general he seems to be socially well-adjusted given how often his family has moved. As an outgoing student, Bill could be an asset for Rukhsana in many ways, since she is still working toward English fluency and struggles with algebra concepts.

**6. Given the Needs identified for Steven, which need to do think should be addressed first by Mr. Jones? Why do you think so? How does this relate to Steven’s IEP? (Maximum 150 words)**

Since Steven is academically successful in his general education classes, Mr. Jones’s main concern should be helping Steven to feel more socially integrated into the classroom environment. Not only is this a goal of his IEP, which is a legally binding contract that all of Steven’s teachers are obligated to help him work toward, but Steven has also expressed that he feels like an outsider, experiences bullying, and has few friends at school. As part of the full inclusion model of special education, it is important that students with disabilities are not merely enrolled in general education classes, but also socially included as well (Slavin, 2017, 334). Slavin notes that teachers play a large role in achieving this goal, and that cooperative learning strategies may be useful in building social connections between students. Moreover, it may be helpful to utilize “social skills training” in order to help all students accept those with disabilities more readily (Slavin, 2017, 334).

**Which teaching Model and Methodology would most help Steven with this need, within Mr. Jones’ class? What is your rationale for this answer? Would this type of instruction be inappropriate for other students in the class? Why? (Use citations to support your answer.)**

**(Maximum 75 words)**

Given Steven’s need for social integration and interpersonal connection, Steven would benefit most from the Social Family of Models. In this model, “the teacher structures interaction to maximize learning and other desired educational outcomes,” which in Steven’s case includes developing positive peer relationships and interpersonal skills (Psychological Theory and Models of Teaching, 2011, slide 6). A deliberate effort by Mr. Jones to create a cooperative learning environment in which Steven works with a partner could have positive effects on his personal well-being, while also allowing Steven the opportunity to help his classmates develop their algebra skills. For this reason, this model would also be appropriate for other students in Mr. Jones’s class, as well-structured cooperative learning environments can lead to “academic, social, and psychological benefits” (Social-Psychological Family of Models, 2011, slide 4).

**If you were to have Steven work with a partner, who would you select and why? (Maximum 50 words)**

Dillon would be a good choice of partner for Steven, because they have similar personal interests in computers, technology, and science. Research has shown that the use of a “buddy system” in general education classes can create positive, effective relationships between students with and without disabilities. There are a wide range of possible benefits for both members of the buddy system (Slavin, 2017, 332). To make sure that the “partners in learning” strategy is effective, Mr. Jones should probably talk with Dillon about working with Steven (Social-Psychological Family of Models, 2011, slide 4). Mr. Jones needs to make sure that Dillon is sensitive to Steven’s needs and will treat him fairly and cooperatively. That will require Mr. Jones to check in with them regularly to monitor progress.

**Part III, Questions 1-2 (Elizabeth)**

**In this final section you and your partners will consider the class as a whole, given the information you have been provided.**

**1. You have been asked to read and learn about Universal Design for Learning. The three basic principles focus on multiple means of (a) representation, (b) expression, and (c) engagement. Discuss with your partners.**

**Write a brief persuasive paragraph advocating for the adoption and use of the principles of Universal Design for Learning. (Maximum 150 words)**

Universal Design for Learning (UDL) is a system designed with the intention of creating greater equity in learning; this is achieved by implementing strategies that are flexible rather than rigid, such that all learners will have opportunities to absorb, process, and demonstrate what they have learned in a variety of ways (What is UDL?, 2012). UDL asks teachers to “stimulate interest and motivation for learning” (otherwise known as the “why” of learning), offer multiple means of representing knowledge (the “what” of learning), as well as multiple means of expressing learning (About UDL, 2015). Properly implemented, UDL principles can benefit all students, including those with learning or behavioral disabilities, as well as language learners, and students who are at-risk. This is because of one of UDL’s fundamental underlying principles—equity. By making equity a central tenet of teaching models like UDL, more students will be given opportunities to engage, understand, and demonstrate their learning in ways that work best for their learning styles, backgrounds, and skill levels (Banks, 1998, 1-2).

**Write a brief persuasive paragraph advocating against the adoption and use of the principles of Universal Design for Learning. (Maximum 150 words)**

In a pragmatic sense, UDL can be difficult to implement in the actual classroom for a variety of reasons. In particular, this is true for many general education teachers in public school settings, especially at the secondary level where the curriculum is rigorous and teachers are often responsible for teaching as many as 150 students throughout the day. As such, there are significant barriers to effective implementation of UDL, including factors such as time constraints and the ability of a teacher to meet individual needs of so many students on a daily basis. Additionally, effective implementation of UDL principles requires a sufficient amount of resources, including scaffolding tools, supportive technologies, support staff (such as special education aides, tutors, or other paraprofessionals), etc. (About UDL, 2015). Another necessary element for effective UDL implementation is proper teacher training and access to professional development opportunities. If one or more of these factors is at play, it may be difficult for a teacher to individually address the needs of students with a wide variety of backgrounds, learning styles, and skill levels. Schools should make UDL a central goal by offering opportunities for collaboration and pooling of resources, so that teachers can more easily apply these principles.

**2. Discuss each of these principles in connection with each of the following Models and Methodologies. Identify ways you could structure multiple means of (a) representation, (b) expression, and (c) engagement within each model/methodology. Fill in the table. (next page) Be specific. For example, for a means of representation don’t write “provide visuals” instead write “diagram the process on the smart board”.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Model and Methodology** | **2 Ways You Could Have Multiple Means of Representation Within This Methodology** | **2 Ways You Could Have Multiple Means of Expression Within This Methodology** | **2 Ways You Could Have Multiple Means of Engagement Within This Methodology** |
| **Behavioral Family of Models of Teaching: *Elements of Effective Instruction (Hunter)*** | · Utilize regular systems of organization such as checklists, charts, mnemonic devices  · Regularly build in time to review past information and key concepts | · Use scored rubrics and assessment checklists to create flexible but clear expectations  · Provide models of projects or examples of a process to guide student work | · Utilize charts, graphs, schedules to increase organization of classroom procedures  · Ask students to participate in development of class routines and reward appropriately |
| **Information Processing Family of Models of Teaching: *Advance Organizers (Ausubel)*** | · Provide scaffolds that can be gradually removed as skills improve  · Utilize multiple forms of media and sensory modes when representing information | · Provide alternative forms of navigation and access (digital vs. paper resources; kinesthetic movement vs. oral explanation)  · Use digital concept mapping tools, sentence starters, and story webs to map concepts | · Provide choices of tools, scaffolds, and strategies during the process of completing an assignment  · Provide graphic organizers that are customizable in creative ways |
| **Personal Family of Models of Teaching: *Non-Directive Teaching (Tenenbaum)*** | · Emphasize what students already know and utilize relatable examples  · Ask students for input about the value of information | · Provide structured self-reflection questions to monitor and guide progress  · Differentiate models of self-reflection (personal interviews, role-playing) | · Allow students to participate in design of assignments, projects, or classroom rules  · Allow students to engage in personal goal-setting & regular self-reflection |
| **Social Family of Models of Teaching: *Cooperative Learning (Johnson & Johnson)*** | · Pair students with complementary skill sets  · Provide opportunities for students to teach concepts to one another | · Provide collaboration resources for dividing group work  · Model constructive feedback and constructive praise for individuals in group settings | · Create small groups that meet regularly to discuss learning topics  · Allow students to discuss, critique, debate learning topics |

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