

CHAPTER TWO OUTLINE WITH NOTES

The Nature of the Challenge: What Do I Need to Know about Elementary Learners?

VISUAL CHAPTER ORGANIZER AND OVERVIEW

LOOKING AT TEACHERS I: Integrated Technology, Internet

CHAPTER OBJECTIVES

At the completion of this chapter, your students should be able to

1. Explain one or more examples of children's diversity, their learning styles, learning modalities, and learning capacities (multiple intelligences).
2. Explain importance of multicultural education and providing for student differences.
3. Give one or more examples of developmental characteristics of children in different age groups, some implications for instruction, and how positive character development could impact the classroom.
4. Give examples of working with special-needs students i.e., English language learners, gifted students, children who take more time but are willing to try, recalcitrant learners, and abused children (and identify one or more key characteristics of productive teaching for them).
5. Generate thoughts about the grade or age level at which the student might prefer to teach.

DIMENSIONS OF THE CHALLENGE

The Classroom in a Nation of Diversity

SUPPORTING THE CHALLENGE: LEARNING MODALITIES, LEARNING STYLES, LEARNING CAPACITIES, AND IMPLICATIONS FOR TEACHING

Learning Modalities

Learning Styles

Classifications of Learning Styles

The Three-Phase Learning Cycle

Learning Capacities: The Theory of Multiple Intelligences

Note 2-1: Sources of learning style assessment instruments include:

A.A. Canfield and J.S. Canfield. *Learning Styles Inventory*. Humanics Media, (Liberty Drawer) 7970, Ann Arbor, MI 48107.

A.Y. Kalb & D.A. Kolb., *Learning Style Inventory Version 3.1 Manual* (Boston, MA: Hay Resource Direct, 2005).

P. Malcom et al., *Learning Style Identification Scale*, Publishers Test Service (CTB/McGraw-Hill), 2500 Garden Road, Monterey, CA 93940.

I.B. Myers and K.C. Briggs, *Myers-Briggs Type Indicator*, Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, CA 94306.

H.F. Silver, R.W. Strong, and M.J. Perini, *So Each May Learn: Integrating Learning Styles and Multiple Intelligences* (Alexandria, VA: Association for Supervision and Curriculum Development, 2000).

B.A. Soloman & R.M. Felder. *Index of Learning Styles Questionnaire*. Available at:

<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>

M.B. Sprengler. (2008). *Differentiation Through Learning Styles and Memory*. Thousand Oaks, CA: Corwin.

MEETING THE CHALLENGE: RECOGNIZING AND PROVIDING FOR STUDENT DIFFERENCES

Instructional Practices That Provide for Student Differences: General Guidelines

Developmental Characteristics of Children of Particular Age Groups

Application Exercise 2.1 Obtaining Personal Insight Regarding the Age or Grade Level That I Might Prefer to Teach

Application Exercise 2.2 Conversation with a Classroom Teacher

Recognizing and Working With English Language Learners

Note 2-2: Consider the following for class discussion: The number of English Language Learners (ELLs) has grown in the United States by approximately 60% in the period from 1996 to 2006. (See G. Thompson's article, "Where Education and Assimilation Collide," in *The New York Times* [March 14, 2009]). During the 2004-2005 school year, approximately 5.1 million or 10.5 percent of the U.S. student population were English-language learners. While English learners reside throughout the United States, they are heavily concentrated in the six states of Arizona, California, Texas, New York,

Florida, and Illinois. Other states have experienced a high growth of ELLs as well including Alabama, Indiana, Kentucky, Nebraska, North Carolina, South Carolina and Tennessee. Many schools are ill-prepared to handle this influx of immigrants.

Recognizing and Working with Other Students with Special Needs

Note 2-3: As schools shoulder more of the tasks that historically have been the responsibility of parents, interest in character education grows, in some respects similar to the interest in values education in the 1960s. Because today's schools are trying to teach young people the difference between right and wrong, promoting civility over brutality, and showing children how to cope with difficult situations confronting them, your students need to know about the pros and cons of an explicit values curriculum (including the fears of creating conflict with religious or ethnic groups). See the Character Education Partnership (www.character.org) and The Character Ed Network (<http://charactered.net/>).

LOOKING AT TEACHERS II: Integrated Technology, Multitasking SUMMARY

EXTENDING MY PROFESSIONAL COMPETENCY

WITH DISCUSSION

WITH VIDEO

WITH PORTFOLIO

WITH TARGET TOPICS FOR TEACHER TESTS (TTTT)

WITH READING

Note 2-4: Additional readings of interest to the content of Chapter 2 include

J. A. Banks & C.A. McGee Banks. (2010). *Multicultural Education: Issues and Perspectives* (7th ed.). Hoboken, NJ: John Wiley & Sons.

C. C. de Cohen, J. Murray & B. Chu Clewell. (2007). *Promise or Peril? NCLB and the Education of ELL Students*. **Urban Institute**.

D. J. Francis, M. Rivera, N. Lesaux, M. Kieffer, & H. Rivera. (2006). *Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions*. Portsmouth, NH: Center on Instruction.

S. B. Neuman. "Use the Science of What Works to Change the Odds for Children at Risk." *Phi Delta Kappan*, 90(8), 582-587 (April 2009).

K. Rigby. (2007). *Bullying in schools: and what to do about it*. Victoria: ACER Press.

M. Sapon-Shevin, "Schools Fit for All," *Educational Leadership* 58(4):34-39 (December 2000/January 2001).

M. Schulz. "Understanding the Literacy Lives of English Language Learners. *The California Reader*, 43(2), 12-18 (Winter 2010).

R.A. Villa, & J. S. Thousand (Eds.). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

WITH NOTES

CHAPTER TWO EXAMINATION QUESTIONS

I. Multiple choice

1. An LRE, or "least restrictive environment," refers to
 - (a) a classrooms without walls
 - (b) special education classrooms for disabled students
 - (c) including disabled children in a regular education classroom
 - (d) providing a learning environment that is best suited for the individual needs of all children
2. Public Law 94-142
 - (a) provides federal funds for lengthening the school day
 - (b) protects children against sexual discrimination and abuse
 - (c) mandates the empowerment of teachers for school decision making
 - (d) provides for the placement of special-needs children in the regular classroom for a designated period of time
3. Your way of knowing and processing information is called your
 - (a) learning style
 - (b) learning capacity
 - (c) learning modality
 - (d) personality inventory
 - (e) none of the above
4. The term *inclusion* has largely replaced the earlier term of
 - (a) looping
 - (b) tracking
 - (c) multitasking
 - (d) metacognition
 - (e) mainstreaming
5. Learning by touch is using the ____ modality
 - (a) visual
 - (b) tactile
 - (c) auditory
 - (d) kinesthetic
 - (e) metacognitive
6. The instruction of special education students must be based on a written
 - (a) ELL
 - (b) IEP
 - (c) LRE
 - (d) LEP
 - (e) 4MAT
7. Students identified as _____ are not covered by PL 94-142.
 - (a) mentally retarded
 - (b) gifted and talented
 - (c) visually handicapped
 - (d) orthopedically impaired
8. Which of the following is less likely to be an at-risk student?
 - (a) dynamic learner
 - (b) commonsense learner
 - (c) analytic learner
 - (d) imaginative learner

9. Your classroom policy is for students to work cooperatively on lessons. What would create cognitive dissonance for your students?
- (a) Only giving one copy of the assignment sheet to each group
 - (b) Keeping their desks in rows
 - (c) Having the students work with peer partners
 - (d) Discussing group behaviors after the lesson
10. Which of the following statements is true?
- (a) A child's modality preference may change over time.
 - (b) Cognitive dissonance helps young children learn faster.
 - (c) Most children learn best if a lesson is started with an abstract concept.
 - (d) A teacher should design lessons which employ his/her own modality strength for effective instruction.
11. The teaching strategy where different students are working at different tasks to accomplish the same objective or are working at different tasks to accomplish different objectives is
- (a) illegal
 - (b) looping
 - (c) inclusive instruction
 - (d) multilevel instruction
 - (e) teacher-centered instruction
12. Historically, teaching and learning in the U.S. favored
- (a) verbal learning
 - (b) deductive learning
 - (c) logical and rational thinking
 - (d) all of the above
13. The commitment to educate each special needs learner in the school, and when appropriate in the class that student would have attended had the student not had a disability, is termed ____.
- (a) looping
 - (b) inclusion
 - (c) multitasking
 - (d) sheltered English instruction
14. Which one of the following is NOT a sensory channel by which learners receive information?
- (a) eyes
 - (b) ears
 - (c) skin
 - (d) cerebral hemispheres
15. Which of the following four types of learners is most likely to do well in a traditional teacher-centered classroom?
- (a) analytic learner
 - (b) dynamic learner
 - (c) imaginative learner
 - (d) common sense learner
16. With regard to the *three-phase learning cycle*, which of the following is LEAST like the others?
- (a) direct learning
 - (b) exploratory phase
 - (c) hands-on learning
 - (d) expository teaching
17. A constructivist view of teaching and learning
- (a) emphasizes the importance of covering the content
 - (b) emphasizes the importance of preassessing the learner's knowledge
 - (c) is irrelevant for teaching the diversity of children in today's schools
 - (d) relies less on using manipulatives and more on the facts of the subject matter

18. Which of the following ways of knowing is LEAST consistent with traditional teaching?
- (a) intrapersonal
 - (b) verbal/linguistic
 - (c) bodily/kinesthetic
 - (d) logical/mathematical
19. If you want to assist your English Learners, the following would be good instructional strategies EXCEPT
- (a) use small groups
 - (b) build upon students' prior knowledge or experiences
 - (c) use mainly auditory instruction
 - (d) use simplified vocabulary
20. The Triarchic Theory of metaphors of the mind and intelligence is attributed to the work of
- (a) Jean Piaget
 - (b) R. J. Sternberg
 - (c) Howard Gardner
 - (d) Bernice McCarthy

II. True-false with optional explanation

1. Academic learning is the only important consequence of formal schooling.
2. *Learning modality* is a person's way of knowing and processing information.
3. The concept of multiple intelligences emerged from the work of Howard Gardner.
4. The placement of mild or moderately disabled children in the regular classroom for all or part of the school day is the concept popularly known as *overlapping*.
5. Public Law 94-142 provides federal funding for special education for students identified as academically gifted and talented.
6. A classroom teacher need only be concerned about a child's academic development, and not the child's psychosocial development.
7. A teacher who simultaneously has different groups of students doing and perhaps learning different things is using a strategy referred to as *multitasking*.
8. An analytic learner is more likely to be at risk of not completing a traditional school program than is an imaginative learner.
9. Students should NOT be laden with heavier assignments just because they are identified as academically gifted.
10. In most states, multicultural education is now illegal.
11. Curriculum compacting is the vertical acceleration of an academically gifted student through the curriculum program.
12. The type of classroom lighting (for example, artificial versus natural) has no bearing on the learning of students.
13. To be most effective, the teacher must believe that all children can learn.
14. *Looping* is the commitment to educate each special needs child in the school, and when appropriate, in the class that student would have attended had he or she not had a disability.

15. Multiage grouping is one way that some schools have altered their program from the traditional mode of operation.
16. A teacher who suspects child abuse should avoid reporting the suspicion until he or she has proof of abuse.
17. Modality preference and modality adeptness refer to the same thing.
18. There is evidence of a strong and direct relationship between a student's ethnicity and the student's modality strength.
19. It is not important that children feel welcome to your classroom, only that they learn while there.
20. The best way for a teacher to teach is the way that teacher learns best.

III. Essay

1. Explain reasons why totally direct instruction is no longer a viable option for the classroom teacher.
2. Explain why knowledge of teaching styles and student learning styles is important for a teacher.
3. For a specific grade level (identify it), describe some specific examples of how you would use multilevel instruction.
4. Explain the meaning of the term *least restrictive environment* as it relates to working with students who have special needs.
5. Explain the difference between *partial inclusion* and *full inclusion*.
6. Describe the characteristics of a special needs child and what you as teacher would do to effectively work with them.
7. Explain why you agree or disagree with this statement: An assumption of a certain number of educational casualties (or school dropouts) is not viable.
8. Explain why you agree or disagree with this statement: Intelligence is not a fixed or static reality.
9. Explain why you agree or disagree with this statement: When children do not learn the way we teach them, then we must teach them the way they learn.
10. Explain why you think you might want to teach children of a particular age or of any age. Explain which age and why.

Chapter 2 Key

I. Multiple choice

- | | | | |
|------|-------|-------|-------|
| 1. d | 6. b | 11. d | 16. d |
| 2. d | 7. b | 12. d | 17. b |
| 3. a | 8. c | 13. b | 18. c |
| 4. e | 9. b | 14. d | 19. c |
| 5. b | 10. a | 15. a | 20. b |

II. True-false

- | | | | |
|----------|-----------|-----------|-----------|
| 1. False | 6. False | 11. True | 16. False |
| 2. False | 7. True | 12. False | 17. False |
| 3. True | 8. False | 13. True | 18. False |
| 4. False | 9. True | 14. False | 19. False |
| 5. False | 10. False | 15. True | 20. False |

III. Essay

1. Answer should include: advantages: standardization of learning; better assurance of students learning minimum competencies disadvantages: teachers will teach to the test which is dishonest; students will learn only minimum competencies; tests may not be valid; tests may discriminate against certain students; tests may not be in keeping with the best of what is known about how children learn
2. It is important that the teacher recognize that students may learn differently from the teacher—that the way an individual teacher learns best may be quite different from the way that many of the students learn. If the teacher is not cognizant of this, then that teacher may only teach in the way he or she has learned, thus ineffectively attending to the learning styles and learning of many of the students.
3. Student answers should demonstrate knowledge of multilevel teaching as described in the text chapter, and should illustrate practical applications of multilevel instruction.
4. The LRE is one that offers the fewest restrictions and the greatest opportunities in the context of a particular disability or limiting condition.
5. Full inclusion = the child is included in general education classes all day; partial inclusion = the student is pulled out of general education for part of the day and placed in special education classes.
6. See pages 41-42.
7. Answers will vary, but should represent knowledge, critical thinking, and skillful written expression.
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9. Answers will vary, but should represent knowledge, critical thinking, and skillful written expression.
10. Answers will vary, but should represent knowledge, critical thinking, and skillful written expression.