



Janay Peeler

SPED 200 Section 3

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Dear Principal Watts,

I understand you are concerned about the needs of the 27 diverse students and **exceptional children**, such as the ESL students that speak languages other than English, SPED students that have Aspergers or speech and language disorders, GT students who are gifted and talented in ways above the average, and at risk students who might have hard circumstances at home in my 6th grade class this year. I know in my classroom there are students that are represented in the 13 categories of the **IDEA from 2004**. It will be challenging this year to have a range of disabilities, including **high incidence disabilities**, such as a learning disability and students with **low incidence disabilities** such as speech and language difficulties. I assure you that I will do everything possible to provide lesson plans that are based on the principles of Universal Design for Learning and will use the process of Response to Intervention. I will prepare my classroom lessons through effective planning and academic and behavioral accommodations to facilitate the students. Through this, the students will be able to use **metacognition** to think about the way they learn, and they will pass their exams and excel in their next grade level to come.

With the **Universal Design for Learning** principles I will make sure each lesson has elements of the strategic network, affective network and recognition network. In the **Recognition network**, which is the “what” part of my lesson, every day I will have them recall what they have previously learned to activate their background knowledge. I will provide **multiple means of representation** such as visuals or video clips to facilitate learning in those students who learn best spatially or visually according to **Gardner’s Multiple Intelligences**. For the **strategic network**, this is the “how” aspect of my lesson, I will integrate assistive technologies such as being able to use the computer, and using manipulatives or models. Through the **affective network** I will foster collaboration and communication by having students do work in groups or talk to their neighbors about what they learned. Through the principles of UDL overall the students will be able to be more attentive, involved, and focused so they can learn the content and process the information to recall what they learned for a future assessment.

In my classroom I will also use the process of **Response to Intervention** to predict at risk students, to intervene with students who have academic and behavioral difficulties, and to determine if any of my students have other disabilities we are not aware of. This will especially be effective if we don’t know the **etiology**, or cause of their disabilities. RTI is an effective component to the **NCLB from 2001** I will use the **3 tiers of intervention** to eliminate what will and will not work with the students and if they need further progress. I will use **different types of data collection** such as in class

worksheets or journals, homework, and informal and formal assessments. I will involve **members of the RTI team** such as you and the Assistant Principle, the school reading specialist, school psychologist, speech therapist, and Special Education teachers that help.

Another important aspect to helping the students succeed is based on **the Least Restrictive Environment**. We must provide environments for the students that can facilitate their progress in the best way possible. I believe we are doing a good job with that by using **inclusion**, bringing the students that might usually be in a special education class into the general education class. I believe this is especially effective with the students who have **Individual Education Plans** as well. We can work with them on their long term and short term goals, which will in turn help them succeed in their end of the year tests.

I promise to use the principles of **effective planning** in preparing for the class each day. I will start my specific lessons off with an anticipatory set, which will gain the student's attention and recall any information they might need to apply. I will continue and **introduce and model new information** through many **academic accommodations**. Some academic accommodations include different ways of presenting information such as with a power point and visuals, or videos, or providing organizers and materials. I will use a **guided practice** where I assist the students in what they have learned in the new information. I will definitely need to include **behavioral accommodations** like assigned seating where a GT student is sitting next to an LD student, or collaborative interaction and **cooperative learning** between the students. After the guided practice I will use an **independent practice** where on their own they can apply the facts or knowledge they have learned. I will make sure I include and a **wrap up**, because reviewing information multiple times in one of the most effective ways students learn, and of course I will make sure and provide **assessments** of what they have learned through informal ways by calling on them in class or formal ways such as written tests.

Through all these processes and principles the students will be able to excel and progress and pass the end of the year exams!

Sincerely,

Ms. Janay Peeler