

SPED 200 Final

(Sources available for use during the final: your wiki, notebook, textbook)

You will have approximately the next hour and 50 minutes to answer the following question. Remember, this is expository writing, so including your personal thoughts and feelings aren't what I'm looking for for this particular assessment. The intent of this particular exam is to academically ascertain your understanding and ability to articulate that understanding in the most concise, accurate manner possible. For the record, I have every confidence each of you has the ability to do this ☺

Write one 5-7 paragraph essay incorporating ALL 30 of the terms in the box below to answer the following case study question.



You've just accepted a 6th grade teaching position and you were assigned 27 amazingly diverse students:

7 are ESL(CLD) students – Sonia is from Morocco, Tamar is from Russia, Reebha is from India, Li Fen is from China, Jong is from Korea, Jaliel is from Pakistan, and Mert is from Turkey and he reads on a 2nd grade level.

6 have IEP's (Asif is LD, Angel has ADHD, John has Aspersers, Jessica is ED/BD and Dalton and Michele are classified as having speech and language difficulties)

5 qualify for GT services (Tom, Nick, Teddy, Brittney, Jessica, and Peter) – but that is only 2 hours, once a week

4 didn't pass their 5th grade end of the year assessments last year because they are below in both reading and math.

The remaining **5** students in your class are on grade level but have various challenges in their home life (single parent homes, low socio-economic status, various religious expectations) ☺

The school you work for doesn't provide pull-out services for either ESL or SPED because they believe in full inclusion for all students ☺ (For SPED, they push in – in other words the SPED teacher comes in to support you in whatever manner you think would be of greatest support 1-4 hours a week).

Remember, your principal **expects** you to prepare ALL 27 students– regardless of their language, race, culture, learning ability, home life, etc....to pass their Reading, Writing, Math, Social Studies, and Science end of the year exams so that your school meets AYP (adequate yearly progress – No Child Left Behind).

So, the big question is....**what are you going to do to successful include and ultimately prepare all 27 wonderful 11-year old students to pass their end of the year academic exams?**

All the following academic terms must be used in your response, and correctly if you want full points ☺

1. Universal Design for Learning (list specific examples for each)
 2. Strategic network (how)
 3. Affective network (why)
 4. Recognition network (what)
 5. Multiple means of (representation, action and expression, engagement)
6. Response to Intervention
 7. RTI team members: such as...
 8. 3 tiers of intervention
 9. types of data collection (i.e.: student work samples – be specific)
10. Etiology
11. IDEA 2004
12. NCLB 2001
13. IEP
14. Least Restrictive Environment
15. Gardner's Multiple Intelligences
16. Effective Planning
 17. anticipatory set
 18. introduce/model new information
 19. guided practice
 20. independent practice
 21. wrap up
 22. assessment (pre/post, formative, summative)
23. Academic accommodations (give specific examples of each)
24. Behavioral accommodations (give specific examples)
25. High incidence disabilities (give specific examples)
26. Low incidence disabilities (give specific examples)
27. Cooperative learning
28. Metacognitive student strategies
29. Inclusion
30. Exceptional children (SPED, ESL, GT, AT Risk, etc) (give specific examples)☺

Remember, after you've written your essay – or as you're writing it – **highlight** and/or **underline** each of the 30 terms listed above in your essay. If you still have questions, raise your hand and I'll come and clarify ☺

GOOD LUCK ☺