Key Concept Assignments EDSP 433

Key Concept #1
EDSP 433 challenges us to recognize the needs of all learners. In so doing, we hold the belief that all people are capable of learning. In this activity, I would like you to consider one of the movies listed below. Each presents a situation with an individual who has exceptional needs. Please view at least one of the movies and respond to the following questions:

- What disabilities are presented in the movie? Please give a brief overview of the disabling condition(s) and some background on the condition's etiology, prognosis, and treatment.

- What challenges do the characters with disabilities face in your movie? Challenges may include physical mobility, communication with others, interpersonal relationships, self awareness, etc.

- How does the person with disabilities affect other characters in the movie? How does the person with disabilities transform others in the movie to support the movie's theme/main idea?

- What challenges would a teacher face in dealing with the character(s) who has disabilities in your movie (you may need to use your imagination to place the person in a 6-12 classroom setting)? What types of support services would be beneficial?

- How did viewing this movie affect your perception of persons with disabilities?

Due:_____________

I Am Sam (2001)  
The Mighty (1998)  
Mask (1985)  
Avatar (2009)  
Rain Man (1988)  
My Left Foot (1989)  
Children of a Lesser God (1986)  
The Other Sister (1999)  
One Flew Over the Cuckoo's Nest (1975)  
A Beautiful Mind (2001)  
Charly (1968)  

Other movies in which one of the central characters is a person with disabilities are acceptable.
Key Concept # 2
California K-12 achievement data tells us that as students move through the grades there can be problems in “learning fragmentation.” Some students progress and do well, while others do not and fall behind academically. Secondary schools are increasingly challenged to identify students with achievement gaps, provide intervention, and also offer grade level content instruction from a variety of disciplines. Our second Key Concept paper has two parts. Part 1 asks you to examine a case study school’s performance using California’s Standardized Testing and Reporting data (the school you choose should be the same one you’re using for your field study project). Part 2 asks you to offer a description of intervention programs the school is using to address student needs in either language arts or mathematics.

To carry out Part 1 of this investigation, use the California STAR website (http://star.cde.ca.gov) examining data for 09-10 to look at either 7th or 9th grade students. Replicate the following table and enter data from your work:

<table>
<thead>
<tr>
<th>School Population</th>
<th>Number of Students / % of Total</th>
<th>Language Arts Mean Scaled Score (0-600)</th>
<th>Language Arts Performance Band*</th>
<th>Mathematics Mean Scaled Score (0-600)</th>
<th>Mathematics / Algebra 1 Performance Band*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White (Not Hispanic)</td>
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<td>Hispanic/Latino</td>
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<td>Economically Disadvantaged</td>
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<tr>
<td>Students with Disabilities</td>
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</tbody>
</table>

* What performance band is expressed by the scaled score: Advanced, Proficient, Basic, Below Basic, Far Below Basic?

Based on the 09-10 STAR data for the school you examined, please respond to the following questions:

What are three objective statements that you can make from examining the 09-10 STAR data from the school you examined? Given the data, what area has the highest priority warranting additional time and resource deployment? Why?

Part 2, asks you to reflect on information from case study speakers concerning your selected school and intervention programs they are using to address either language arts or mathematics needs. For students with intensive needs (achievement two or more grade levels below current placement; needs not able to met through intervention in the regular class), what specific intervention programs are being used? How are regular education
teachers helping the rest of the students? What challenges do teachers and student face? Describe how regular education faculty are meeting the challenge (i.e. professional learning communities, new curriculum, flexible grouping, special tutoring arrangements, other)? In your opinion, how are programs working?

Due: ______________

Key Concept # 3
Independent Inquiry - Content Area

This final Key Concept paper is a synthesis of the information, knowledge and skills you have acquired in EDSP 433. Given that each of you will eventually teach within a specific content or subject area, it is important you examine your intended subject area (math, science, social sciences, foreign languages, arts, physical education) within the context of this course. The remaining chapters of our textbook (Chapters 13-16) focus on these areas. For this next Key Concept paper:

Step 1. Please select and read one chapter that best represents your subject area or an area of interest if none relate specifically to your discipline.

Step 2. Identify an educational issue (see below) that you wish to explore further as you prepare to meet the needs of individuals with disabilities in your classroom.

Step 3. Using information gained during your fieldwork observations, textbook, class discussions or assignments, provide a summary of how you would support individuals with disabilities in your classroom in two or more of the following areas: (1) Social Integration, (2) Lesson Plan Development, (3) Accommodations/Modifications, (4) Instructional Approaches, (5) Behavior Management, etc.

Due: ______________________