

MYLABSCHOOL SAMPLE INTEGRATION GUIDE *for* Introduction to the Foundations of American Education, 14th Edition

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WHAT THESE ACTIVITIES ARE

Professors choose from among the material on MyLabSchool for use in their courses all the time. Many are even required by their schools to use technology to teach, and find MyLabSchool to be a lifesaver.

But many professors don't have time to explore MyLabSchool to select materials before their course begins.

This Sample Integration Guide is a solution to that problem.

What follows is a series of assignable activities found on MyLabSchool, hand-picked to correspond with a course that requires this textbook. We hope you'll try them out. And if you find them useful, remember there's more where they came from.

If you do incorporate MyLabSchool activities other than these into your course, and you'd like to share them with us so that we can pass them along to other professors, please send them to us at mlsactivities@ablongman.com. Be sure to name your school and course, include the instructions you provide to your students, and grant us permission to publish them!

GETTING STARTED

If you have not already created an account, go to www.mylabschool.com and do so, using a passcode from your Allyn & Bacon campus rep.

If your students have not already created their accounts, direct them to www.mylabschool.com to do so, using the access code that came with their texts.

Instruct your students to email you to verify that they've created their accounts.

CHAPTER 1: TEACHING IN A CHANGING WORLD

VIDEO—"Becoming a Teacher"

In this clip, Penny Brandenburg is a first year teacher. She talks about why she became a teacher, and what she thinks are the characteristics of a good teacher. Her philosophy of teaching is to encourage her students to set educational goals and take ownership of their own learning.

Access the video here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - Videos
 - The Profession of Teaching
 - "Becoming a Teacher"

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email you their responses for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

- How did Penny's high school language arts teacher influence her decision to teach?
- Did you have an experience like this that made you consider teaching as a career? (Encourage students to share their experiences with a classmate and ask for volunteers to share their experiences with the class.)

If you show the video in class, you may follow up with these activities:

- Discussion. What does Penny do to make the students take responsibility for their own learning? Jot student answers on the board and create a "web" or "mindmap" to aid student understanding.

- Individual journaling. Explain how you first became interested in the profession of teaching. Has your perspective changed on what it means to be a teacher as a result of reading your text or classroom discussion? Explain.
- Small group or individual writing assignment. Develop an advertisement for a “Teacher for Today’s Classroom”. Use your knowledge gained from the text to demonstrate your understanding of the skills and attitudes required for a successful teacher in today’s classroom. Present your ideas in the form of a “help wanted” ad. Be sure to provide descriptive adjectives of the ideal candidate and a clear, specific job description.
- Personal Reflection. Reflect on your reasons for choosing education as a future career. Write a brief essay to include in your portfolio that states your reasons for wanting to become a teacher and demonstrates your understanding of the multiple roles of today’s teacher.

RESEARCH NAVIGATOR—“Becoming a Teacher”

Research Navigator helps students do research by providing access to three exclusive databases of credible and reliable source material including EBSCO’s ContentSelect Academic Journal Database, *The New York Times* Search by Subject Archive, and “Best of the Web” Link Library.

Access the Research Navigator here:

- MyLabSchool
 - Courses
 - Content Area Reading
 - Research Navigator

Instruct your students to do a key word search of EBSCO’s Content Select on “becoming a teacher,” choose an article that is relevant and interesting, and write a 3–5 page response to the article, and guided by the following:

- Provide the article’s title, author, and name of the journal in which it appeared.
- Write a few paragraphs summarizing the article.
- What interested you about this article?
- How is the article relevant to the things you are learning in this course?
- Conclude by explaining how you might apply something you’ve learned from this article in your own classroom.

CHAPTER 2: DIVERSITY IN SOCIETY

VIDEO—“The Inclusive Classroom”

With inclusion, students of all abilities are educated together in the general education classroom. Children with special needs are not isolated, but are involved in all aspects of the classroom, curriculum, and learning activities. The classroom diversity that results requires that the teacher function as part of a cooperative team that includes specialists that offer special services.

Access the video here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - Videos
 - Diversity and Multicultural Education
 - “The Inclusive Classroom”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email you their responses for credit.

If you show the video in class, you may use the following questions as a basis for discussion

- How has the education of children with special needs changed?
- What are the elements of an effective inclusive classroom?
- What is the general education teacher’s role in the inclusive classroom?
- The inclusion of student with special needs adds to the diversity of the classroom. Evaluate the rewards and challenges of the inclusive model, and explain your answer.

As a follow-up activity, ask your students to observe a classroom that includes students with special needs. Ask them to take notes, so they you can discuss what they observe. Did the students need any special adaptations or teacher aides? Did the regular education students interact with these students, and if so, in what way? Who seemed to benefit from the inclusion. Was anyone disadvantaged by it? Who? How?

RESEARCH NAVIGATOR—Inclusion

Access Research Navigator here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - Research Navigator

The keyword “inclusion” the search will yield over 600 articles. Students will need to narrow the focus of their search in Research Navigator.

Instruct students to search for Article Number 3859565, “What are Parent-School Organizations for? Some Views from Inner-London LEA”. Assign a one page summary of this full text article as homework.

Other Research Navigator Keywords to try:

- inclusion
- diversity
- special needs

CHAPTER 3: SOCIAL PERSPECTIVES ON STUDENTS AND FAMILIES

Case Study—On the Frontlines: Connecting with Families

In this one-page case study, Mr. Rocha, a well-regarded educator who has taught third grade for over thirty years, explains his strategy for connecting with students and their families.

Access the case study here:

- MyLabSchool
 - Resources
 - Case Studies
 - “On the Frontlines: Connecting with Families”

Instruct yours students to print and read the case study, write responses to the two exploratory questions that follow, and hand them it to you for credit.

VIDEO - “Involving Parents”

In this video clip, a teacher discusses how she communicates with parents, and why she feels it is important to involve them in the educational process. A parent volunteers to help with a lesson in vocabulary.

Access the video here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - Videos
 - School and Society
 - “Involving Parents”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email you their responses for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

- How does this teacher involve parents in the educational process?
- How do the students, the teacher and the parent each benefit from this kind of classroom interaction?
- How can/do teachers involve parents in the K-12 classroom?
- What are some potential concerns when parents become involved in the classroom?

Or try any of these alternative activities:

- **Small group.** Have students work in small groups that are set up based on content area or grade level they intend to teach. Show or assign the “Involving Parents” video and ask students to provide a list of suggestions and guidelines for parent interaction with students within the classroom. Suggestions should be age and subject area appropriate.
- **Large group.** Assign students to one of several groups or have a class brainstorming session. Ask students to think of all the ways they can involve parents in their future classrooms. Require them to take notes. Show or assign the “Involving Parents” video and ask students to compare the list of ways to promote parent involvement that was compiled in class to what they see in the video. Students should provide a brief written reflection to bring to the next class meeting.
- **Individual journaling.** What are your thoughts on parent involvement in the K-12 classroom? What are your concerns? What goals do you have for parent communication? Do you have any unique plans for reaching these goals?
- **Essay.** In 1994, the Goals 2000: Educate America Act was signed into law. One of the goals was the following: Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children. The “Involving Parents” video demonstrates one way to achieve this goal. Name five more, and be creative with your response. Clearly explain each of the strategies you provide and how each of these methods addresses the goal above?

RESEARCH NAVIGATOR—Standards

Access Research Navigator here:

- ➔ MyLabSchool
 - ➔ Courses
 - ➔ Foundations/Intro to Teaching
 - ➔ Research Navigator

Ask students can search for Article Number 3859565, “What are Parent-School Organizations for? Some Views from Inner-London LEA”. Assign as homework a one-page summary of / response to this full text article.

CHAPTER 4: MULTICULTURAL PERSPECTIVES IN EDUCATION

VIDEO—“Ethnic Diversity and Standards Planning”

Two teachers are planning lessons around Kwanza and Chinese New Year. They determine which educational standards can be met through the lessons. The “holidays around the world” theme allows children to experience how others live while meeting the educational objectives of the curriculum.

Access the video here:

- ➔ MyLabSchool
 - ➔ Courses
 - ➔ Foundations/Intro to Teaching
 - ➔ Videos
 - ➔ Diversity and Multicultural Education
 - ➔ “Ethnic Diversity and Standards Planning”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email you their responses for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

- What are the goals of the “holidays around the world” theme? How does this activity allow children to integrate cultural diversity into their learning outcomes?
- What are these teachers doing to insure that the lesson meets the educational standards on which their curriculum is based?
- How do the students, the teacher and the parent each benefit from this kind of classroom interaction?
- Write your definition here. Compare your definition with those of your classmates and the definition in your textbook.

One good assignment is to show or assign the video and ask your students to write their own definition of multicultural education, and then ask them to share their definitions with the class. How are student definitions alike? How do they differ?

Another possibility if you show or assign the video is to ask your students to write down some potential concerns when parents become involved in the classroom. Ask them to share them with the class individually. Each time a student reads a concern out loud, ask the rest of the class to brainstorm, discuss, and suggest solutions.

CHAPTER 5: ORGANIZING AND PAYING FOR AMERICAN EDUCATION IN A CHANGING WORLD

New York Times Education News Feed

The New York Times Education News Feed is a collection of education-related stories from the New York Times, updated hourly.

Access the New York Times Education News Feed here:

- MyLabSchool
 - Resources
 - New York Times Education News Feed

Instruct your students to search the News Feed for an article related to the financing of education. (If they do not find a suitable article on the New York Times Education News Feed, direct them to search the Internet.) Require a 2–3 page response to the article based on the following:

- Cite the article and author.
- Summarize the article in a few paragraphs.
- What education finance issues are raised in the article & what is your personal opinion on these issues?

CHAPTER 6: LEGAL PERSPECTIVES OF EDUCATION

VIDEO—“Brown vs. Board of Education”

This video clip includes historical news footage of public reaction to education laws that shaped current educational practices.

Access the video here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - Videos
 - Legal Foundations
 - “Brown vs. Board of Education”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email you their responses for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

- What was the result of Plessy vs. Ferguson? What was the result of Brown vs. Board of Education?
- Explain the following terms and practices, and describe how they impacted education in the 1950s and beyond: segregation, separate-but-equal, busing and integration, resegregation, de facto segregation.

A good, small-group activity for after you view the video:

- Ask students to form small groups.
- Students should discuss the reasons some individuals and groups object to mainstreaming and inclusion programs in public.
- Ask students to develop statements to counter these objections.

RESEARCH NAVIGATOR—Brown 50 Years Later . . .

Access Research Navigator here:

- ➔ MyLabSchool
 - ➔ Courses
 - ➔ Foundations/Intro to Teaching
 - ➔ Research Navigator

Have students search for Article Number 16738080, “Brown 50 Years Later-Exclusion, Segregation, and Inclusion”. Assign a position paper on the author’s assertion of cultural bias surrounding assessment and due process.

Other good Research Navigator keywords:

- Desegregation
- Plessy vs. Ferguson
- Brown vs. Board of Education

CHAPTER 7: THE EARLY HISTORY OF EDUCATION IN A CHANGING WORLD

RESEARCH NAVIGATOR

Access Research Navigator here:

- ➔ MyLabSchool
 - ➔ Courses
 - ➔ Foundations/Intro to Teaching
 - ➔ Research Navigator

Have students perform a keyword search for “education history.” Direct them to print the article, read it, and write a 2–3 page response based on the following:

- Cite the article and author.
- Summarize the article in a few paragraphs.
- What did you learn from this article about the history of education that you did not already know.
- Comment on the value this new knowledge holds for you as you train to become a teacher.

CHAPTER 8: HISTORICAL PERSPECTIVES OF EDUCATION

RESEARCH NAVIGATOR—Education Trends

Access Research Navigator here:

- ➔ MyLabSchool
 - ➔ Courses
 - ➔ Foundations/Intro to Teaching
 - ➔ Research Navigator

Have students perform a keyword search for “education trends.” Direct them to print the article, read it, and write a 2–3 page response based on the following:

- Cite the article and author.
- Summarize the article in a few paragraphs.
- What did you learn from this article about educational trends that you did not already know.
- Comment on the value this new knowledge holds for you as you train to become a teacher.

CHAPTER 9: PHILOSOPHY: REFLECTIONS ON THE ESSENCE OF EDUCATION

VIDEO—“Developing a Philosophy of Education”

In this video clip, several teachers discuss their own philosophies of education. It is pointed out that teachers should be revisiting and refining their philosophies of education throughout their careers.

Access the video here:

- ➔ MyLabSchool
 - ➔ Courses
 - ➔ Foundations/Intro to Teaching
 - ➔ Video
 - ➔ Philosophical Foundations
 - ➔ “Developing a Philosophy of Education”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email you their responses for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

- In what ways do teachers’ philosophies affect students’ learning?
- In the video Penny describes the impact one of her teachers had on her. Give examples of teachers you have had who either positively or negatively affected your ability to learn from that person.
- Can you identify components of those teachers’ philosophies that may have led to the impact you experienced?

Alternate Activities:

- Writing. Ask students to take out a sheet of paper and “stop, think and write” using the following prompts: Summarize Joyce Madsen’s philosophy of education in one sentence. Summarize Leonia Townsend’s philosophy of education in one sentence. Summarize Lynda Hootman’s philosophy of education in one sentence. Summarize Trent Eaton’s philosophy of education in one sentence.
- Small group. Ask students to share responses to above “stop, think and write” activity in small groups, noting any significant differences in responses.
- Large group. Ask for four volunteers to each summarize one of the teacher’s philosophies. Ask another volunteer from each small group to report on their discussion.
- Individual journaling. Use the following prompts: Name similarities among the philosophies of these four teachers. Name differences. How do you explain the differences?
- Essay. Write your own philosophy of education. Drawing on your own beliefs and personal experience, create a personal philosophy of education. How do your reasons for teaching relate to your overall philosophy of education?

RESEARCH NAVIGATOR—Philosophy of Education

Access Research Navigator here:

- ➔ MyLabSchool
 - ➔ Courses
 - ➔ Foundations/Intro to Teaching
 - ➔ Research Navigator

Using the keywords “philosophy of education” will result in over 150 articles, so the search should be narrowed considerably.

Ask students to search for article number 16712153, “Older Order Amish Philosophy of Education”. This four page full text article discusses a philosophy of education that is unique and worthy of study. Ask students to write a brief reaction paper comparing this philosophy of education to their own.

Another Research Navigator Keyword phrase:

- developing a philosophy of education

CHAPTER 10: BUILDING AN EDUCATIONAL PHILOSOPHY FOR A CHANGING WORLD

RESEARCH NAVIGATOR—Ability Grouping

Access Research Navigator here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - Research Navigator

Have students perform a keyword search for “ability grouping.” Direct them to print the article, read it, and write a 2–3 page response based on the following:

- Offer a definition of ability grouping.
- Cite the article and author you chose.
- Summarize the article in a few paragraphs.
- What educational issues are raised in the article & what is your personal opinion on these issues?

CHAPTER 11: STANDARDS-BASED EDUCATION AND THE ASSESSMENT OF STUDENT LEARNING

VIDEOS—“Standardized Tests”

In this video, norm-referenced measurement is compared to criterion-referenced measurement of standardized tests. The high-stakes nature of standardized tests may lead many teachers to “teach to the test.” Students should be taught how to take a standardized test, but not taught the actual material directly.

Access the video here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - Videos
 - Assessment
 - “Standardized Tests”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email you their responses for credit.

If you show the video in class, you may use the following questions as a basis for discussion:

- Ask students to share with a neighbor their experiences as a student with standardized testing.
- Ask students to share some of their comments with the class.
- Share with the class your own point of view on the concerns of teachers regarding standardized assessment.
- Discuss how the concerns of teachers and students might be best integrated for a successful approach to standardized testing.

Follow-up class activity:

- Ask students to clear their desks, leaving out only a blank piece of paper and pencil. Ask them to put their name on the top of the paper as they will be taking a brief quiz.
- After a few seconds, tell students that they will not really be taking a quiz. Discuss student reaction to this exercise.

Alternative activities:

- Position Paper. Do you believe the emphasis on standardized test taking and the resultant pressure it places on children and teachers helps or hinders genuine learning?
- Research Paper. How has the current push for state and national testing impacted curriculum and the ways in which teachers teach?
- Position Paper. What do you feel is the most important function of evaluation: feedback, information or incentive? Explain.

Research Navigator—Assessment

Access Research Navigator here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - Research Navigator

The keyword “assessment” will yield over 2400 articles, however, “authentic assessment” will yield only 11.

Instruct students to search for Article Number 1723358, “Testing One, Two, Three” Assign a one page summary of this full text article as homework.

Instruct students to search for Article Number 15546343, “SUPPORTIVE PRACTICES IN TEACHER EDUCATION: FINDING OUT WHAT PRESERVICE TEACHERS KNOW ABOUT TEACHING, LEARNING, AND COMMUNITY, THROUGH PURPOSEFUL AND CREATIVE ASSESSMENT.” Assign a one page summary of this full text article as homework.

Other Research Navigator Keywords to try:

- standardized testing
- norm-referenced tests
- criterion-referenced tests

VIDEOS—“Forms of Assessment”

In this video, an eighth grade teacher uses a project to teach students about the scientific method. The end product is graded with a rubric. Experts discuss various forms of assessment, and the interdependence of assessment and instruction.

Access the video here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - Videos
 - Assessment
 - “Forms of Assessment”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email you their responses for credit.

Alternative activities:

- Essay. Describe the four types of assessment that were mentioned in this video clip. Under what circumstances might a teacher use each method?
- Position Paper. How has the perception of assessment changed? What does the speaker say the relationship is between assessment and instruction?

Research Navigator—Reflections on Technology Assessment

Access Research Navigator here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - Research Navigator

Assign Article Number 11984971, “Reflections on technology-enhanced assessment.” Ask students to comment in writing on the pace of change in technology or to discuss models for technology design and assessment.

Other Research Navigator Keywords to try:

- Classroom assessment
- rubrics

CHAPTER 12: DESIGNING PROGRAMS FOR LEARNERS: CURRICULUM AND INSTRUCTION

VIDEO—“Classroom Management”

In this video, experts explain the role of active learning in classroom management. A teacher discusses how implementing active learning strategies engages his students while reducing classroom management problems.

Access the video here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - Videos
 - Curriculum Development and Classroom Management
 - “Classroom Management”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email you their responses for credit.

If you assign the students to watch the videos on their own, you might ask them to follow up by visiting <http://education.indiana.edu/cas/tt/v1i2/what.html> and answering the questions to determine their classroom management profile. Ask them to write a 1–2 page follow-up based on the following prompts:

- What did you learn about yourself?
- Were you surprised by your score?
- In which areas do you think you need to improve?
- How would you need to adjust your style given various populations of students: inner city, suburban, multicultural, special needs, etc.?

If you show the video in class, precede it with a brainstorming activity. Ask students to name concerns they have about teaching and substitute teaching. Write all responses on the chalkboard. Show the video, and then circle those responses that relate to the principles of classroom management you encountered as you watched it. Use these as the basis for a discussion.

RESEARCH NAVIGATOR—Reflections on Technology Assessment

Access Research Navigator here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - Research Navigator

Assign Article Number 17583146, “A Climate for Learning”. Ask students to react in writing to the general approaches to managing behavior and discipline as outline in the article.

Assign Article Number 17577914, “Smile-You’re on Stage.” Ask students to write a one page reaction.

Other Research Navigator Keywords to try:

- Active learning
- classroom management

CHAPTER 13: TECHNOLOGY IN A CHANGING WORLD

VIDEO—“Managing Technology in the Classroom”

The value of technology in the classroom is related directly to how it supports the curriculum. This clip discusses the benefits of computers in classrooms and also points out the potential for misuse.)

Access the video here:

- ➔ MyLabSchool
 - ➔ Courses
 - ➔ Foundations/Intro to Teaching
 - ➔ Videos
 - ➔ Technology
 - ➔ “Managing Technology in the Classroom”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email you their responses for credit.

Follow up activities to the video:

- Write an acceptable use policy for an elementary school that uses kid-friendly language. The Virginia Department of Education provides a handbook with useful information on acceptable use policies at its website:<http://www.pen.k12.va.us/go/VDOE/Technology/AUP/home.shtml>
- Visit the website WWW 4 Teachers, <http://4teachers.org/>, and click on Lessons and Webquests. Choose a subject, theme and topic. Choose a lesson and explain why you chose it, how and when you would use it.

RESEARCH NAVIGATOR—Technology in the Classroom

Access Research Navigator here:

- ➔ MyLabSchool
 - ➔ Courses
 - ➔ Foundations/Intro to Teaching
 - ➔ Research Navigator

The keyword “technology” will yield 3549 articles, however the keywords “technology in the classroom” result in only 13 articles found on Research Navigator.

Assign Article Number 11984971, “Reflections on technology-enhanced assessment.” Ask students to comment in writing on the pace of change in technology or to discuss models for technology design and assessment.

Other Research Navigator Keywords to try:

- Educational technology
- acceptable use policy

CHAPTER 14: EDUCATION IN THE TWENTY-FIRST CENTURY

VIDEO—“Teaching the Fifth Grade”

Lori Dorn is a middle school teacher. She talks with an interviewer about why she chose to become a teacher, and why she prefers 5th grade.

Access the video here:

- ➔ MyLabSchool

- Courses
 - Foundations/Intro to Teaching
 - Videos
 - Finding a Job
 - “Teaching the Fifth Grade”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email you their responses for credit.

Alternate activities:

- Position Paper. If you had to choose right now, what grade would you choose to teach? Why?
- Journaling. What characteristics does Lori bring to her job that make her an effective teacher? What characteristics do you believe you have that would make you an effective teacher?
- Group Discussion. Ask students to form small groups based on the grade level or subject they hope to teach. Have small groups share the reasons they are considering these types of teaching positions. Ask students to discuss the grade level or subject matter they would least like to teach.

RESEARCH NAVIGATOR—Technology in the Classroom

Access Research Navigator here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - Research Navigator

Assign Article Number 12670802, “From Student Teacher to Teacher: Making the First Cut (Part I)” and Article Number 16802904, “From Student to Teacher: Making the First Cut (Part II)”. Instruct your students:

- After reading this article, develop your own professional resume to include in your portfolio. If your college or university has a placement office or career services, have a copy reviewed by someone with expertise in resume development.
- Develop a professional placement file complete with letters of recommendation. Former employers, practicum supervisors, and university professors are good choices for references. Be sure to find out if a specific form is required for recommendations in your placement file.

VIDEO—“Why Work With Special Needs Children”

Intervention Specialist Lavonne Dursch discusses why she chose to work with students with special needs, and what she likes most about it. She also details what skills are desirable for this job.

Access the video here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - Videos
 - Finding a Job
 - “Why Work with Special Needs Children”

The simplest assignment is to instruct your students to watch this short video as homework, answer the questions that follow it, and email you their responses for credit.

If you show the video in class, ask the students to journal for ten minutes based on the following prompt, after which they will share their writing with their peers: If you were told that your only chance of getting a teaching job upon graduating was in Special Education. What special education careers sound the most interesting to you? Why? What concerns do you have about a career in special education?

RESEARCH NAVIGATOR—Special Education

Access Research Navigator here:

- MyLabSchool
 - Courses
 - Foundations/Intro to Teaching
 - Research Navigator

Use Research Navigator to help your students learn more about the field of special education. Ask students to type in the keywords “special education careers”. Ask students to review the articles available and select one for an article summary. An alternative assignment could be a position paper answering the question, “Is Special Education for Me?”

PORTFOLIO IDEAS

Instruct your students to go to MyLabSchool, access the Allyn & Bacon Lesson & Portfolio Builder, and complete the following:

Create a graphic organizer for your future students that you could include as an artifact in your portfolio. It should relate to your chosen content area and the various types of reading materials and resources that students will use in content area reading for your classroom. Be sure to include a rationale and reflection on this portfolio artifact. Why did you create this organizer? In what ways will it benefit students? How might you improve your graphic organizer? How will you evaluate its effectiveness?

Create a handout for students that you can include in your portfolio as an artifact. This handout should discuss the steps in the writing process with special emphasis on the process of revising. The handout should be clear, easy to read and understand. Create a rubric you can use to self-assess your handout. In your reflection, discuss your rationale for the steps of the writing process. Which steps will you emphasize with students? Can any steps be omitted? Reflect on how you will know if your handout is beneficial to students.