Web Exercise

# Chapter 3: Cultural and Linguistic Diversity and Exceptionality

* Log onto the Teaching Tolerance website at: <http://www.tolerance.org/activity/test-yourself-hidden-bias> Read the information about the “Project Implicit” hidden bias tests. Then, click on the Project Implicit link to access the tests. You can create an account if you wish, or you can access the tests as a guest. Take at least two of the available tests. Once you have received your results, prepare a written reflection that addresses the following:
  1. Prior to taking each test, what did you anticipate your test results would indicate about you?
  2. What, if anything, did you learn about yourself? Be specific.
  3. How might you use the information from your test results in your classroom?

Chapter 3 Learning Objective

Explain how cultural and linguistic diversity is affecting America’s classrooms.

CEC Standard(s): Standard 1–Learner Development and Individual Learning Differences

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic II: Legal and Societal Issues

1. the school’s connections with the families, prospective and actual employers, and communities of students with disabilities
2. cultural and community influences on public attitudes toward individuals with disabilities

2. Effective classroom teachers understand the importance of both formal and informal assessments to determine student need as well as student progress. Response to Intervention is one method of using assessment results to drive instruction at Tiers I, II and III. Appropriate assessment of all learners, including English learners is essential if instruction is to be designed appropriately.

Watch the podcast located at:

<http://www.rtinetwork.org/professional/videos/podcasts/janette-klingner-what-do-we-need-to-consider-when-implementing-response-to-intervention-with-english-language-learners>

Respond to the following:

What insights does Dr. Janette Klinger offer with regard to the testing of students who are English learners?

Identify and explain some of the recommendations made by Dr. Klinger.

What role does Response to Intervention play in the assessment of English learners?

Chapter 3 Learning Objective

Explain how cultural and linguistic diversity is affecting America’s classrooms.

CEC Standard(s): Standard 1–Learner Development and Individual Learning Differences

1.2 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic III: Delivery of Services to Students with Disabilities

1. Assessment
2. procedures and test materials, both formal and informal, typically used for prereferral, referral, eligibility, placement and ongoing program monitoring

3. Download and read the ERIC document, “Assessment of Culturally and Linguistically Diverse Students for Special Education Eligibility.”

<http://files.eric.ed.gov/fulltext/ED449637.pdf>

Based on the information from the document, identify the four principles that provide a basis for best practices when assessing culturally and linguistically diverse students. Explain the significance of each.

Chapter 3 Learning Objective

Describe the challenges confronting educators when assessing students from culturally and linguistically diverse groups.

CEC Standard(s):

Standard 1-Learner Development and Individual Learning Differences

1.1: Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

Standard 4-Assessment

4.1: Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic III: Delivery of Services to Students with Disabilities

C. Assessment

* + - 1. use of assessment for screening, diagnosis, placement, and the making of instructional decisions