

Algebra Special Education

ABSTRACT: For students with learning disabilities, positive academic achievement outcomes are a chief area of concern for educators across the country. This achievement emphasis has become particularly important over the last several years because of the No Child Left Behind legislation. The content area of mathematics, especially in the higher order thinking arena of algebra, has been of particular concern for student progress. While most educational research in algebra has been targeted towards remedial efforts at the high school level, early intervention in the foundational skills of algebraic thinking at the elementary level needs consideration for students who would benefit from early exposure to algebraic ideas. A key aspect of students' instruction with algebraic concepts at any level is the degree and type of preparation their teachers have received with this content. Using a mixed methods design, the current researcher investigated the usage of the Developing Algebraic Literacy (DAL) framework with preservice special education teacher candidates in an integrated practicum and coursework experience. Multiple survey measures were given at pre-, mid-, and post- junctures to assess teacher candidates' attitudes about mathematics, feelings of efficacy when teaching mathematics, and content knowledge surrounding mathematics. An instructional knowledge exam and fidelity checks were completed to evaluate teacher candidates' acquisition and application of algebraic instructional skills. Focus groups, case studies, and final project analyses were used to discern descriptive information about teacher candidates' experience while engaging in work with the DAL framework. Results indicated an increase in preservice teachers' attitudes towards mathematics instruction, feelings of efficacy in teaching mathematics, and in the content knowledge surrounding mathematics instruction. Instructional knowledge also increased across preservice teacher candidates, but abilities to apply this knowledge varied across teacher candidates', based on their number of sessions working with students within their practicum site. Further findings indicate the desire of preservice teachers to increase the length and number of student sessions within the DAL experience, as well as the need for increased levels of instructional support to enhance their own experience. This study provides preliminary support for utilizing the DAL instructional framework within preservice teacher preparation experiences for future special educators.

Includes 100 algebraic exercises as well as essential teaching tips.

Banish math anxiety and give students of all ages a clear roadmap to success Mathematical Mindsets provides practical strategies and activities to help teachers and parents show all children, even those who are convinced that they are bad at math, that they can enjoy and succeed in math. Jo Boaler—Stanford researcher, professor of math education, and expert on math learning—has studied why students don't like math and often fail in math classes. She's followed thousands of students through middle and high schools to study how they learn and to find the most effective ways to unleash the math potential in all students. There is a clear gap between what research has shown to work in teaching math and what happens in schools and at home. This book bridges that gap by turning research findings into practical activities and advice. Boaler translates Carol Dweck's concept of 'mindset' into math teaching and parenting strategies, showing how students can go from self-doubt to strong self-confidence, which is so important to math learning. Boaler reveals the steps that must be taken by schools and parents to improve math education for all.

Mathematical Mindsets Explains how the brain processes mathematics learning Reveals how to turn mistakes and struggles into valuable learning experiences Provides examples of rich mathematical activities to replace rote learning Explains ways to give students a positive math mindset Gives examples of how assessment and grading policies need to change to support real understanding Scores of students hate and fear math, so they end up leaving school without an understanding of basic mathematical concepts. Their evasion and departure hinders math-related pathways and STEM career opportunities. Research has shown very clear methods to change this phenomena, but the information has been confined to research journals—until now.

Mathematical Mindsets

Response to Intervention in Math

Algebra Workouts: Radicals

Mathematics Framework for California Public Schools

When Instruction Doesn't Add Up

An Algebra Intervention

A highly practical resource for special educators and classroom teachers, this book provides specific instructional guidance illustrated with vignettes, examples, and sample lesson plans. Every chapter is grounded in research and addresses the nuts and bolts of teaching math to students who are not adequately prepared for the challenging middle school curriculum. Presented are a range of methods for helping struggling learners build their understanding of foundational concepts, master basic skills, and develop self-directed problem-solving strategies. While focusing on classroom instruction, the book also includes guidelines for developing high-quality middle school mathematics programs and evaluating their effectiveness.

Bridging the Gap Between Arithmetic & Algebra/Council For Exceptional Children

Success in general education settings is an increasingly important goal for all students, including those identified as having mild disabilities (Cobb Morocco, 2001). The No Child Left Behind Act (NCLB) of 2001 introduces higher performance standards for all students in the general education curriculum. This situation has become especially critical at the high school level as students must succeed in their courses in order to earn a standard diploma, which is required to access most forms of postsecondary education. Meanwhile, the majority of students with learning disabilities continue to spend most or all of their time in the general education classroom at the secondary level (Office of Special Education Programs, 2004). A similar though less pronounced pattern is true for students with other mild impairments, including those with emotional or behavior disorders and those receiving services under Section 504 of the Rehabilitation Act of 1973 (Office of Special Education Programs, 2004). Finally, the evolving labor market has fewer career options for individuals lacking a college education or a standard high school diploma. The concept of universal design for learning (UDL) has been emphasized to improve how students with mild disabilities perform in general education. This brief describes a study focused on the broader definition of UDL. This study's findings illustrate how students perceive individual interventions anchored by three key UDL principles—multiple ways of representing course content, multiple options for student expression and control, and multiple options for engagement and motivation. These individual interventions were used in standard-diploma track high school algebra and biology classes. (Contains 2 tables.).

100 Algebra Workouts

Algebra Workouts: Equations

The Math Myth

Instructional Strategies for Algebra Success Involving Students with Learning Disabilities in Mathematics

Making Math Accessible for the At-Risk Student

Math Instruction for Students with Learning Difficulties

This invaluable collection of activities and strategies will empower teachers to help students who are struggling with math. * Provides 73 reproducible student activities covering critical topics in prealgebra, algebra, and geometry * Offers more than 20 strategies for keeping at-risk students engaged in the classroom * Includes a valuable CD containing all the reproducibles in the book * Contains a full complement of learning tools for educators, including instructional games, math songs, student tool pages, "first week of school" activities, and 33 teacher pages * Includes charts, graphs, and tables to help at-risk students achieve standards in math

This dissertation examined the impact of inclusion on the academic achievement outcome of high school special education students as measured by English 1, biology, and algebra 1 as a function of gender, ethnicity, and years of inclusion. The study also examined the generalizations with confidence that could be made about the use of inclusion methodology in high schools within an urban North Carolina school district as measured by end-of-course test scale scores. Data from three traditional high schools within the Charlotte-Mecklenburg School District were used in this study. High school special education students lagged behind several other subgroups on end-of-course tests proficiency. A quantitative study was conducted. End-of-course test data were collected from 2002-2005 for resource school years and from 2006-2009 for inclusion school years. The mean end-of-course test scale scores for special education students who experienced inclusion teaching methodology and those students who experienced resource-only teaching methodology were examined over a 6-year period of time.—An analysis of variance found statistically significant differences between the three schools. The use of 95% confidence intervals helped to make inferences about mean scale scores from a sample statistic toward a population parameter. English 1 special education students did not benefit from inclusion and the years in the inclusion program did not impact students' academic achievement. Male and female students produced their highest percent proficient during resource years. Both Black and White English 1 students also produced their highest percent proficient during resource years. Biology special education students showed increases in percent proficient during inclusion years. They experienced a pattern of positive gaps when the years in the inclusion program were examined. Male and female biology students benefitted academically from inclusion. Both Black and White biology students showed academic gains during the years of inclusive practices.

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