



Classical Learning for All Students

with Dr. Amy Richards

Lecture 4: Building Blocks: Helpful Concepts and Categories for Welcoming All Learners

Outline:

The Two Lenses:

- The distance lens
- The near lens

Two Guiding Principles

- Order, beauty
- Love

Two Rules of Application

- Expect excellence.
 - Our standards are set by our telos. We are all striving towards Truth, Goodness, and Beauty through mastery of the liberal arts.
 - Lowering expectations far too often deprive students from achievements they might otherwise have obtained.
- Be flexible.
 - Our expectations need to be tailored to each learner.
 - Three questions:
 - Questions 1: Is there another way to access particular materials or skills that would put those skills in reach for a particular student?
 - Question 2: Is this student capable of the excellence I am trying to lead him towards right now?
 - Question 3: Is there space for praise? Focus on their strengths.

Three Key Terms

- Accommodation
 - A change to the way an individual student is expected to learn or how the student is assessed.
 - The content does not change.
 - Types:



- Instructional methods/materials (audio book, math chart, template for note taking)
- Assignments or assessments (oral exam)
- Learning environment (noise cancelling headphones, fidget)
- Time demands/scheduling (break cards, extended testing)
- Special communicative systems
 - The same material is being accessed in a different way.
- Modification
 - A change to what a student is expected to learn.
 - Modify curriculum goals or assessments.
 - Modifications would need to be noted on a transcript.
- Remediation
 - Remediation provides missing background knowledge or skills in order for students to be able to access the curriculum.

The need for documentation

- Response to Intervention Plans (RTIs)
 - These track the success of a particular accommodation for a particular student.

Assessment

- The modes in which we assess students can have a particular impact on students with disabilities and learning differences.
- Can the student ever have access to the honor roll?
- What is the purpose of assessment in light of our goal as an educational community?
- What do our grading systems teach our students about their worth?
- Are these systems conducive to genuine growth in knowledge?
- Do our systems of assessment resist the seeking of extrinsic rewards like grades and foster the seeking of intrinsic rewards that are natural to growth in the liberal arts?
- What do our systems of assessment tell our students about the nature of failure?
- We want to keep in mind the difference between formative assessment and summative assessment.
- What role do grades serve in our school and does it help or hinder student learning?