Transcript – Meeting the Needs of All Students

The following exercise will refresh our knowledge of the documents reviewed in The Revised Math TEKS (2012) with Supporting Documents module and define additional or new vocabulary related to meeting the needs of all students.

As you review the documents, consider how they could be used to help us meet the needs of our students.

Transcript – Meeting the Needs of All Students (continued)

Now that we have reviewed the documents, how do the documents and their descriptions provide insight into ways to help us meet the needs of our students?

Some of your responses may include the following:

- The ELPS provide strategies to support the English language learner with the language of mathematics through reading, speaking, writing, and listening.
- Cross-disciplinary instruction provides students with opportunities to learn the mathematics in a relevant manner—by making connections to the real world and across additional content areas.
- Providing multiple entry points is one way to scaffold the instruction based on the needs of the student, which could include the use of real objects, manipulatives, paper/pencil tasks, technology, and graphic organizers.
- Levels of cognitive demand support creating tasks that not only meet the needs of students, but also engage and challenge students. In addition, they provide students with different opportunities to make the connections and demonstrate their understanding of the mathematics.

Transcript – Meeting the Needs of All Students (continued)

Consider your level of understanding of the previously defined ideas that relate to meeting the needs of all students.

- What is your comfort level with the ELPS?
- What is your comfort level with designing instruction that is cross-disciplinary?
- What is your comfort level with designing instruction that allows for multiple entry points?
- Does your comfort level indicate an opportunity for further professional learning?
- Does your comfort level indicate an area of strength upon which to build amplified instructional tasks?