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IMPLEMENTING USEFUL APPROACHES IN TECHING SECONDARY SCHOOL

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Annotation:
This article describes how to implement useful approaches in teaching foreign language, especially English language. In this case, some types of useful approaches are presented and how to use them in teaching secondary school learners.

Keywords: improve, approach, progress, special educator, skills, strategies, responsibilities.

Secondary special education teachers teach content, skills, and strategies, modify curriculum, assess students, coordinate work experiences, write IEPs, collaborate with parents and community members, serve on committees, consult with general education teachers, collect and analyze behavioral and academic data, plan for paraprofessionals, and help students meet common core state standards. Clearly, the roles and responsibilities of the secondary special educator are varied and challenging.

Implementing innovative teaching approaches at scale, as an instance of instructional improvement, does not work when they framed in terms of the transmission of knowledge from researchers or policymakers to teachers. Teachers considered as crucial agents of change and critical implementers of innovative teaching approaches. If we regard students as inquiry based learners, then teachers who have the appropriate academic background and practical experience also need to be seen as such [1]. However, improving teaching at scale does not work as sporadic efforts by teachers to improve their teaching entirely on their own in isolation from other stakeholders. Instructional improvement involves substantial teacher learning and requires systematic support, based on clear goals, scientific knowledge, and the monitoring and analysis of progress based on evidence.

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Implementing innovations in one classroom can be a challenging endeavor, and it is even more demanding across a whole school. However, it becomes exponentially more challenging when scaling up an innovation aims to reach many schools, a district, or even a state or nation. It is therefore understandable that scaling up has become a concern for mathematics education research during the last 10 years [2]. This focus on scaling up is, in part, an effort to address results of international studies

An important dimension of variation concerns the level of scaling up. This can be at a micro-level with a few teachers from one school, at a meso-level with tens of teachers from different schools in a region, or at a macro-level with hundreds or even thousands of teachers, supporting a reform effort in a district, state, or nation. There is not a strict linearity of these levels: a professional development activity at the micro-level might have a broader influence in the macro-level if the participating teachers shared what they have learned with colleagues. At each of these levels, it is important to take account of different relevant aspects of the context of implementation. These might include students and parents at the micro-level, principals and teacher leaders at the meso-level, and superintendents and policymakers at the macro-level. In addition, relevant aspects of context when scaling up at the national level include to the size of the country. Scaling up, for example, in Spain means something very different to scaling up in Malta. Furthermore, relevant aspects at all three levels include whether there is a national curriculum as in the Uzbekistan or not as in Germany, the content of the curriculum, the availability of teachers, and the current types of support on which teachers can draw to improve their teaching.

There are many regulations during implementing useful approaches:

1. Role-play with student□s appropriate ways to approach teachers to remind them of or request accommodations.
2. Ensure that students know why they receive special services and understand the content in their IEP. Encourage them to be active members of their IEP meeting. If they did not attend their IEP meeting, share their IEP with them, and request their signature showing their understanding of their goals and objectives.
3. Proactively communicate a clear vision for your special education program; otherwise students, teachers, administrators, and parents may assume your

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primary role is to help students with homework. Post your mission statement on your website and refer to it often.

4. Plan opportunities for students to research various career options by having them interview community members; make college campus visits; complete transition, interest, and aptitude inventories; and research military requirements.

5. Get to know each student, and note behavior or personality changes that may signal serious issues such as drug or alcohol use, depression, or thoughts of suicide. Suicide is the third leading cause of death for 15- to 24-year-olds, and one of the most serious emotional issues facing young adults is depression (American Academy of Child and Adolescent Psychiatry, 2008).

Use instructional materials developed for younger children, even if your students have skills considerably below grade level. Rely on the one-teach one-assist approach as your primary co-teaching model. Use the resource room as a modified study hall. Succumb to pressure from others to just tutor students or just help them pass their classes. Assume that students with mild disabilities cannot understand complex material. Assume that general educators fully understand the unique characteristics and needs of students with disabilities. Assume that you and only you can meet all of your student□s needs. Encourage students to become overly dependent on you.

Functional Approach

The functional approach emphasizes everyday survival skills that students need to be independent in society and tends to use more frequently with students with more moderate disabilities. Examples of functional skills include shopping, cooking, cleaning, reading and following recipes, completing job applications and other forms, using public transportation, and paying bills. Many teachers use the community as the core curriculum by taking students shopping, practicing using transportation systems, and gathering application forms from local businesses for student practice. The functional approach may also include social skills instruction in such areas as getting along with employers and coworkers.

Some limitations or concerns include

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(a) outcomes, activities, and standards are much different from those in the general education curriculum, which is an issue if students take state and district tests;
(b) teachers can incur extra expenses associated with taking students into the community;
(c) teachers may be unsure which skills to emphasize with each student; and
(d) developing authentic assessments that indicates student growth may be more challenging.

This approach prepares students for some of their adult responsibilities. The special education teacher carefully selects and teaches functional skills. As Mrs. Green reviews student files, she notices that David has a functional math goal associated with determining the best value when given two shopping items, and Rael has a functional writing goal of independently and accurately completing job application forms (Conderman & Katsiyannis, 2002).

Compensatory Approach

The compensatory approach accommodates for student weaknesses by providing support or technology to help students access the curriculum or assessment. In other words, this method bypasses a student□s weakness. For example, students may use spell or grammar checkers, cue cards, calculators, multiplication cards, audio tapes, and assistive technologies that provide access to the general education curriculum or an assessment. Consequently, this approach allows students to be included in general education classes and meet general education standards. Students also learn how to become proficient with various technologies.

Disadvantages are that students do not learn new skills, some compensatory tools are expensive, students often need training, and students might be embarrassed using their tools in front of others.

Using this approach, the teacher□s role is to develop compensatory tools for students or advocate for the purchase of them. Some assistive technologies appropriate especially for secondary learners include:
(a) Thinking Reader (Tom Snyder Productions),
(b) Kurzweil 3000 (Kurzweil Educational Systems),
(c) Start-to-Finish books (Don Johnston),
(d) Read:Outloud (Don Johnston),

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(e) Draft:Builder (Don Johnston),
(f) Inspiration (Inspiration, Inc.) (Conderman & Katsiyannis, 2002)

Most students who benefit from the use of compensatory tools also have necessary accommodations noted on their IEP. *Accommodations* are techniques that provide student access to the curriculum or assessment without changing the standard. They do not give the student an advantage, but rather they even the playing field. This article overviewed secondary special education and described two approaches special educators use at this level. Secondary special teachers assume numerous and varied roles and responsibilities. Secondary special educators is much different from that of their elementary counterparts due to the characteristics of adolescents, curricular expectations, the organization and structure of secondary schools, and the way secondary general education teachers are prepared. Many approaches used in secondary special education programs. Each has its own purpose, advantages, and concerns.

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