

Mission College

DSPS



- How Many Students Do We Serve ?
- Students with Disabilities are on our Campus? **Estimate 1600**
- Most recent count of students being served daily = **614**
- Using data mining, the number of DSPS students on campus but not all accessing services = **822**

Mission College Disability Support Services

What Are We Doing to Support Students in
Transfer-Level and one Level Below in
English and Math

STRATEGIES FOR SUCCESS

Responding to AB705 and Guided Pathways

Transfer-Level and Major Academic
Coursework toward Degree
Completed in One Year

Implemented

- Increased Tutor Training in Multi-Sensory Learning
- Hired Additional One-on-One Tutors specific to Transfer-Level Courses
- Increased Professional Development for Faculty toward the use of Universal Design and other Multi-Sensory Strategies for Success

Implemented Continued

- Counseling Phone Calls and Phone Appts for Struggling Students
- Add more Skill/Ability Levels of LSR Courses to assist Transfer-Level
- Add Workshops for Students struggling in Math and ELA
- Hire Additional LSR Faculty – *In the Works!*

Guided Pathways

- Case Management Approach
- Careers and Lifestyles Courses
- Earlier Determination of Career Path
- Earlier Education Plans
- Greater Student Contact to Determine Course Progress

DSPS Learning Services Courses

LSR940 – *Expressive Language*

**LSR900, LSR942A/B – *Math Learning
Strategies***

LSR941- *Learning and Study Strategies*

LS943 – *Adapted Technology Strategies*

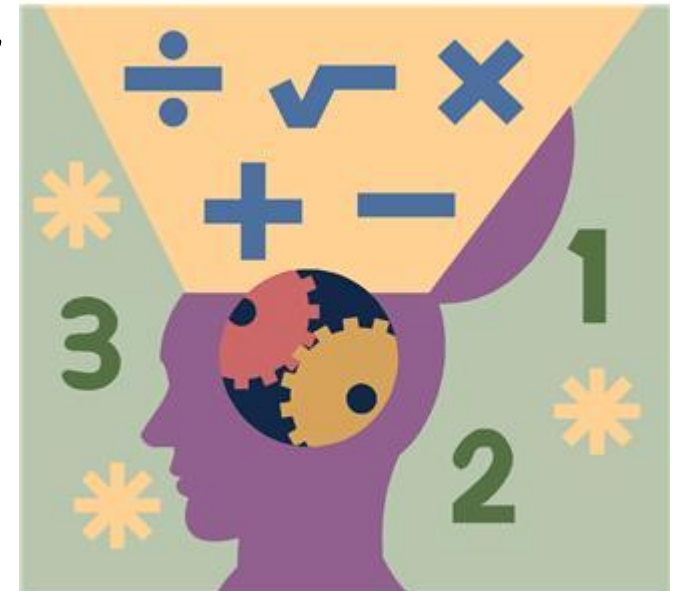
Expressive Language

- **LS 940 – Strategies for College Writing** , developing skills necessary to build college-level papers, in preparation for Transfer-Level English Language Arts



Math Strategies

- **LSR900** – *Re-Teaching Arithmetic in preparation for Vocational Career/Certificates*
- **LSR942A** – *A longer arithmetic review of multiplication tables, fractions, decimal system before teaching Algebra Concepts*



Math Strategies Continued

LSR942B – Shorter Arithmetic Review
before Basic Algebra

LSR942C – Beginning Fall 2020,
Transfer-Level Math Strategies

Adapted Computer Basics

- **LS943 - How Can I Use Technology To Help Myself?**

Learn how to **navigate CANVAS**, Mission College's Course Management System

Learn what **type of Software** is available to best suit your specific learning needs, **Speech to Text, Text to Speech**

Practice Keyboarding Skills

Learn how to conduct College-Level Power Point



Continued Math Strategies Courses

- **LSR942 B** – *A shorter Arithmetic review before Teaching basic Algebra concepts and Touch on Elem Algebra*
- **LSR942C** – *Waiting For Approval. This course will teach strategies specific to Transfer-Level Math*

Types of Accommodations

- Learning Disability Assessment
- Extended time for exams
- Reduced Distraction Test Environment
- Note taking services
- Alternate media
- Liaison with Faculty/College/Community agencies
- Captioned videos
- Web-Accessibility
- Priority registration based on Functional Limitation
- Special Help Courses, Writing, Math, Sensory Learning Strategies
- One-on-one Sensory-Based Tutoring
- Use of a Basic Calculator in Higher Math



Closing the Achievement Gap through **Universal Design**

Designing Instruction for both Traditional
& Non-Traditional Adult Learners
facing a wide range of challenges and Cultural
Differences

<http://www.udlcenter.org/aboutudl/udlguidelines/>

How Is It Different?

MULTIPLE MEANS OF REPRESENTATION –

Using Multiple Methods to Present Information

MULTIPLE MEANS OF ACTION/EXPRESSION –

Provides Learners with *Alternative Ways*
to Act Skillfully

AND

Provides Learners with *Alternative Ways*
to Show What They Know

http://www.ncaonline.org/resources/articles/universal_design.shtml

What is meant by Multiple Means of Representation ?

Material is Presented by *Multiple Methods*, Sources and Media



Include a Wide Variety of Visuals, Pictures, Slides, Add Sound, Speech from Multiple Sources Including Video, Peers, Written, Instructor Moves While Presenting and While Facilitating

What is Meant by Multiple Means of Action/Expression?

Students Express Themselves in Different Ways

Offer Opportunities for Expression

And

Different Means of Navigation

Think Aloud

Think and Write

Think and Text

Small Group Discussion

Whole Class Discussion

Think, Walk, Look, Discuss

What are Alternative Ways to Show What Students Know?

Most of us Learned to give Traditional Quizzes and Tests

How About Group Tests? Not Always Written but Through Discussion and Action

Students Tell What They know and Show What They Know



Student Centered Approach

Students See

Students Hear

Students Think Aloud

Students Discuss

Students Move

Student **ENGAGEMENT**

Student **ACTION**

An Example Used in MAPS Math

$$\frac{\partial}{\partial a} \ln f_{a, \sigma^2}(\xi_1) = \frac{(\xi_1 - a)}{\sigma^2} f_{a, \sigma^2}(\xi_1) = \frac{1}{\sqrt{2\pi\sigma^2}} \exp\left\{-\frac{(\xi_1 - a)^2}{2\sigma^2}\right\}$$

$$\int T(x) \cdot \frac{\partial}{\partial \theta} f(x, \theta) dx = M\left(T(\xi) \cdot \frac{\partial}{\partial \theta} \ln L(\xi, \theta)\right) \int_{-\infty}^{\infty} T(x) \cdot \frac{\partial}{\partial \theta} f(x, \theta) dx = \int_{-\infty}^{\infty} T(x) \cdot \left(\frac{\partial}{\partial \theta} \ln L(x, \theta)\right) \cdot f(x, \theta) dx = \int_{-\infty}^{\infty} \frac{\partial}{\partial \theta} T(x) f(x, \theta) dx = \int_{-\infty}^{\infty} \frac{\partial}{\partial \theta} T(x) f(x, \theta) dx$$

$$M = A \cdot T + H$$

$$A = \int \frac{x^2}{4} dx$$

$$\sum_{i=2}^5 i^2$$

$$y = \frac{x^2}{4}$$

$$F = \frac{G M_1 M_2}{r^2}$$



$$X_3 = \sum_{i=1}^{n-2} X_{i1} - X_{i2} + \sum_{i=1}^{n-2} X_{i3} - X_{i4}$$

$$r = 2$$

$$\Omega(r) = \frac{T(r)}{b_{\text{min}}(r)}$$

$$P(r) = \frac{\int_0^r G(r) dr}{\int_0^r H(r) dr}$$

$$\frac{r^2}{r^2} = \frac{r^2 + 2r}{r^2} \Leftrightarrow F(r) = 2r/r^2 + 0$$

$$F(x) = \frac{3x^2}{2} + 7x^2 + k$$

$$G(x) = x^2 - \frac{3x^2}{4} + 1$$

$$H(x) = 6x^2 + \frac{3x^2}{4} - 5k$$

$$U(r) = \frac{1-X(r)}{5r}$$

$$\int \frac{A+Bx}{[a-bx]^2} = \frac{A}{[a-bx]^2}$$

$$\ln(a) = \ln(b) + \ln(a/b)$$

$$\ln(c) = \ln(b) - \ln(b/c)$$

Stand up and Cheer for Graphing

CHANT or Repeat

Absolute Value

Parabola

Line

Square Root

Cube Root

Song for Quadratic Formula

Remember Students Need to Hear and See From Different Sources

- Peers
- Pictures
- Modeling
- Outside Expert (online or in print)
- Instructor
- Tutor
- Counselor

Use Gallery Walks!

Solutions

11	20
$x = 55$	$x = 7$
18	10
$x = 34$	$x = 67$
1	40
$x = 45$	$x = 37$
16	70
$x = 32$	$x = 1$

45

Solve for the value of "x"

55

Solve for the value of "x"

Parallel Lines Cut By Transversal

Gallery Walk

© 2013 Anna Kozma. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage or retrieval system, without prior written permission from the publisher.

Test Prep Gallery Walk

Let Your Students Moving and Reviewing

Teaching to Inspire with Jennifer Findley

THE GALLERY WALK
Movement, Idea Development & Critical Thinking

1. Assign a task (author purpose, character motivation, etc.)
2. Give groups chart paper and post-its
3. When finished, each group appoints a "tour guide"
4. Group moves clockwise to next chart paper
5. The tour guide remains to explain conclusions to next group
6. New group adds more ideas, quotes, etc. to the paper
7. Repeat

MORE TIPS AT REALLEARNINGROOM213.BLOGSPOT.CA

What Can You Do To Help Every Student?

- **Post Other Student Notes!**

**Get Volunteers to Post Their Notes so
Students Can See Notetaking
from Different Perspectives and Styles**

- **Provide Slides or Bullet Points in Advance!**

**It is much easier for students
to make notations on Bullet Points**

K-W-L Chart

*"K" **What I Know** to discuss background knowledge about the day's lesson;
"W" **Want to Know** to look at what students still need to know -background sparks questions;
"L" **What I Learned** as students summarize their learning and if all their questions were answered*

KWL		
What I Know	What I Want to Know	What I Learned

www.nea.org/tools/k-w-l-know-want-to-know-learned.html

KWL for Arithmetic, improper fractions

What I Know

-I know that fractions are parts of a whole.

-I know fractions look like one # over the line and one # under the line.

-I know that Improper means Not Proper

What I want to Know

-I want to know how numbers can Not be Proper?

-I want to know if we have to flip these fractions to divide like we practiced last week.

-When you reduce an Improper fraction you get a mixed #

What I Learned

-I learned that they are called Improper fractions because the

top # is bigger than bottom #.

-They aren't reduced like we were Taught to do.

<http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html>

Mission Specialties

Fire Protection Technology

Graphic Design, Digital Illustration

Community Health Worker

Nursing Assistant

Psychiatric Technician

Home Health Aide

Vocational Nursing - LVN

Registered Nursing – LVN to RN

Hospitality Mgmt, Food Prep, Catering, Hotel Mgmt

Child Development, Assoc Teacher, Master Teacher

Other Mission Programs

Apprenticeships

- Plumbing and Pipefitting Technology
- Refrigeration and Air Condition Tech
- Coach Operator
- Overhead Line Worker
- Public Transit Leader
- Service Mechanic