

# Introduction

## *Goals of Schoolwide Education Reform*

- *Challenging standards for all students*
- *Resources targeted to students with the greatest academic needs, in amounts sufficient to make a difference*
- *A focus on teaching and learning, with components aligned and working together to help every student meet the standards*
- *Partnerships among families, communities, and schools to support student attainment of high standards*
- *Administrative flexibility to stimulate school-based initiatives, coupled with accountability for student performance*

—U.S. Department of  
Education, September 1997

*These reforms express my deep belief in our public schools and their mission to build the mind and character of every child, from every background, in every part of America.*

—President George W. Bush on  
the No Child Left Behind Legislation

## xii Special Learners

Anyone who studies the history of education knows that, where there are education issues, reform cannot be far behind. As educators, we are constantly seeking ways to improve upon our methodology and on the final product—our students. We will not be content until every child is successful.

I have never been an administrator in a school that had less than 100% mastery as its goal. The problem with setting a goal that is anything less than 100% is that it assumes there will be failures. Even a mastery level of 85% assumes that 15% of the students will not be successful. The question becomes, “Who are the students in the 15%—is it my child? Is it yours?” As a former administrator once told me, “Casualties are light unless you are one of them.”

Throughout this book, you will find ideas for making students more successful in the classroom. All of the teaching and learning practices offered have a strong research base and have the power to make a difference in children’s lives.

One of the most important things that we can do to prepare students for success on tests is to teach the vocabulary of the test. Form 0.1, below, provides the vocabulary that will be examined throughout this book. Look at the words to see which ones are familiar and which are not. Write your own definitions in the middle column, and adjust your thinking as you read through this book.

I have also provided a pre-test on the vocabulary that will be used throughout this book. The Vocabulary Summary at the end of the book contains the terms and their definitions. Once you have finished the book, you will be given a second chance to show what you know on a vocabulary test.

**Form 0.1** Vocabulary List for Special Learners

<b>Vocabulary Word</b>	<b>Your Definition</b>	<b>Your Revised Definition</b>
<i>Achievement test</i>		
<i>Assessment</i>		
<i>At-risk</i>		
<i>Auditory impairment</i>		
<i>Autism</i>		
<i>Battery of tests</i>		
<i>Bloom's taxonomy</i>		
<i>Consent</i>		
<i>Content</i>		
<i>Creative and productive thinking</i>		
<i>Criteria</i>		
<i>Cumulative record</i>		
<i>Curriculum compacting</i>		
<i>Deaf/blind</i>		
<i>Differentiation</i>		
<i>Due process</i>		
<i>Early childhood</i>		
<i>Emotional disturbance (ED)</i>		
<i>Gifted education</i>		
<i>Guardian</i>		
<i>Homebound program</i>		
<i>Inclusion</i>		
<i>Individual Education Plan (IEP)</i>		
<i>Individual Education Plan (IEP) Committee</i>		

(Continued)

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**Form 0.1 Continued**

<i>Intelligence quotient (IQ)</i>		
<i>Learning disability (LD)</i>		
<i>Least restrictive environment (LRE)</i>		
<i>Mainstream</i>		
<i>Mental age</i>		
<i>Mental retardation (MR)</i>		
<i>Modality</i>		
<i>Multiple disability</i>		
<i>Occupational therapy (OT)</i>		
<i>Orthopedic impairment</i>		
<i>Physical therapy (PT)</i>		
<i>Process</i>		
<i>Product</i>		
<i>Public Law 94-142</i>		
<i>Reinforcement</i>		
<i>Related service</i>		
<i>Self-contained classroom</i>		
<i>Special education</i>		
<i>Speech and language therapy</i>		
<i>Speech impairment</i>		
<i>Surrogate parent</i>		
<i>Traumatic brain injury</i>		
<i>Visual impairment</i>		

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