

## Additional Slides

(If there is time)

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## Characteristics of our Best Math Classes

- Sufficient wait time
  - Questions/Answers
  - Switching between technologies/visuals
- Appropriate visuals
- Examples (general to specific, specific to general)
- Use of technology for doing math
  - Calculators, computers
  - Emphasizing connections

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## Effective use of Technology and Visual Materials

- Use of technology and visuals not sufficient to guarantee access to deaf students
- A story about use of technology with deaf professionals

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### Effective use of Technology and Visual Materials

- Wait time and eye gaze
- Taking notes
- Visibility of writing surfaces
- Acoustical distractions minimized
- Visual distractions minimized; deaf students may be more easily distracted
- Furniture arranged for visibility

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### Issues: Teaching and Learning Mathematics

- Mathematics is not generally an area of strength for our entering deaf students
  - As a group, deaf students have not performed as well as their hearing peers
- Many students prefer the computational aspects of mathematics
- Problem solving and conceptual understanding is more difficult

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### Issues (continued)

- Student's educational backgrounds are varied:
  - Former teachers may not be trained mathematicians
  - Former teachers may not be able to communicate well
  - Emphasis often given to computation and manipulation
  - Academic advising and encouragement is often missing

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### Issues (continued)

- Math instruction may be given lower priority than English
- Spoken and written language can be barriers to mathematics learning
- Student sketches don't always capture the essence of a problem

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### Issues (continued)

- Incidental learning and interaction with others may be lacking
- Experiential diversity critical for learning may be lacking
- Students may lack persistence and resilience, especially related to problem solving

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### Optimism

- Despite these issues, we remain optimistic; deaf students can learn mathematics
- We see tremendous growth in our students over time
- Rarely is mathematics the sole barrier to graduation
- Teacher attitude is critical

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