

Chapter 1 : Lesson Plan Modifications for Diverse Learners

Students respond to learning based on readiness, interests, and learning profile. In this post, we'll explore the teacher's role for effective planning of DI, and in the next three posts, we'll look at how students respond.

Teaching Diverse Learners in Your Classroom By Monica Fuglei Special education teachers are well-trained in managing students with individualized education plans and documentation, but general classroom teachers may wonder how to modify curriculum to adapt to the needs of all of their learners. Whether or not students are on IEPs, they deserve individualized attention that helps them achieve the best possible learning. Teachers know how the personalities, challenges, and strengths of their students can fundamentally change the flow of a classroom. Adapting to this diverse body of learners is both challenging and rewarding. Helping all learners in the classroom: Here are several ideas for adaptations based on common student needs. Modifying lessons for literacy challenges For developing readers, doing the same work as the rest of the class can be difficult. Offering complimentary materials that include step-by-step pictures associated with the directions helps developing readers establish reading security. Other ways to offer students opportunities for literacy success include: Different learning objectives for lessons, such as making inferences based on pictures Reading material multiple times to increase comfort Practice holding a book the right way and turning pages during reading time Keeping in mind the difficulties of those struggling with literacy while creating lesson plans can help teachers establish support structures that allow and encourage them to succeed. Lesson plan accommodations for sensory students or kinesthetic learners Students with attention deficit disorder or sensory integration disorder can benefit greatly from movement and physical action during lessons. Teachers can modify lessons to allow for this movement by having them work in a small group in the hallway or adding kinesthetic learning techniques. Younger students can practice the alphabet by playing ABC musical chairs. Slightly older students can play reading catch by decoding ping pong balls printed with sight words or spelling words their partners toss to them. Later-grade learners can be given a variety of tasks that combine work with the lesson at hand, including combining science with gardening or math by installing small bricks or paving stones on the schoolyard. Even something as simple as sitting on a yoga ball instead of a chair can help sensory students or kinesthetic learners focus during lessons. Accounting for this physical need can make all lessons run more smoothly. Peer assistance lesson plan modifications Some students require physical assistance to participate in classroom behaviors. Keeping in mind the principle of partial participation, it can be extremely positive for a student and their peers to develop peer-support relationships that allow for in-class assistance from fellow students to help some particularly challenged learners adapt in the general education classroom. Students who help their peers should be given training from special education on how to provide aid to their classmate, but it is helpful to articulate for both the learner and their peers what your specific goals are for that student during each lesson time. These interventions might include turning on equipment, helping a student with a tripod grasp and basic writing, or completing the majority of steps in a task but allowing the student to complete the last few. Whatever the goal, identify your peer supports and identify for them and the student your specific, individualized goals for that learning time. There are nine major types of adaptations for lessons: Input, output, time, difficulty, level of support, size, degree of participation, alternate goal, or substitute curriculum. Being familiar with potential opportunities for lesson plan adaptations can help teachers stick to their intended curricular goals while still honoring and acknowledging a diverse classroom of students. Monica Fuglei is a graduate of the University of Nebraska in Omaha and a current adjunct faculty member of Arapahoe Community College in Colorado, where she teaches composition and creative writing.

Chapter 2 : NEA - Diverse Student Populations Are in the Classroom

Diverse student learners include students from racially, ethnically, culturally, and linguistically diverse families and communities of lower socioeconomic status. If educators act on the knowledge research offers, we can realize the educational excellence we desire for all children.

Download While there are a handful of studies that challenge the link between school desegregation policy and positive academic outcomes, they represent only a small slice of the literature. Furthermore, these positive academic outcomes, particularly the closing of the achievement gap, make sense given that integrating schools leads to more equitable access to important resources such as structural facilities, highly qualified teachers, challenging courses, private and public funding, and social and cultural capital. The gap in SAT scores between black and white students is larger in segregated districts, and one study showed that change from complete segregation to complete integration in a district would reduce as much as one quarter of the SAT score disparity. This can be largely connected to an overall improved school climate in racially integrated schools. There has been no distinction drawn as to how different student outcomes were related to the various ways in which students experienced desegregation in their schools and communities. Thus, the degree to which all students were treated equally or had teachers with high expectations for them was not a factor, despite the impact of such factors on student achievement data. Further, this early literature failed to calculate the prevalence of segregation within individual schools via tracking, or the extent to which black and white students were exposed to the same curriculum. A growing body of research suggests that the benefits of K-12 school diversity indeed flow in all directions—to white and middle-class students as well as to minority and low-income pupils. For instance, we know that diverse classrooms, in which students learn cooperatively alongside those whose perspectives and backgrounds are different from their own, are beneficial to all students, including middle-class white students, because they promote creativity, motivation, deeper learning, critical thinking, and problem-solving skills. It allows for positive academic outcomes for all students exposed to these diverse viewpoints. For instance, evidence on how the persistence of implicit bias toward members of minority racial groups can interfere with the educational process by disrupting cognitive functioning for members of both the majority and minority could certainly apply to elementary and secondary students as well. In short, the better overall learning outcomes that take place in diverse classrooms—for example, critical thinking, perspective-taking—would no doubt apply in high schools as well. It showed that while racial segregation and isolation can perpetuate racial fear, prejudice, and stereotypes, intergroup contact and critical cross-racial dialogue can help to ameliorate these problems. Still, as with the higher education research, we need to more fully explore not only the what of K-12 school diversity, but also the how—how do elementary and secondary school educators create classrooms that facilitate the development of these educational benefits of diversity for all students? To answer this critical question, we need to look at yet another body of K-12 research from the desegregation era and beyond. How Public Schools Can Help Foster the Educational Benefit of Diversity Perhaps the ultimate irony of the current lack of focus on the educational benefits of diversity within racially and ethnically diverse public schools is that prior to the rise of the accountability movement in K-12 education, there had been an intentional focus on multicultural education that explored curricular improvements and teaching issues within racially diverse schools. They raised important issues about how school desegregation policies should be implemented to create successful desegregated schools. This research was also methodologically distinct—consisting mainly of qualitative, in-depth case studies that focused on the process of school desegregation and the context in which it unfolded. Public schools, therefore, are the natural setting in which such contact can occur. Few other institutions have the potential to bring students together across racial, ethnic, and social class lines to facilitate active learning to reduce prejudice. They tend to be inconclusive, because they imply a relationship between the particular conditions established within racially mixed schools and the ways in which children come to see themselves vis-a-vis students of other racial groups. Tracking and ability grouping in desegregated schools often perpetuated within-school segregation across race and class lines. Again, identified as second-generation

desegregation issues, this was starting to be addressed in schools across the country and drawing more attention from researchers by the 1970s and early 1980s. That came from yet another body of related work in the area of multicultural education. *Multicultural Education and Culturally Relevant Pedagogy: Critical work on the democratic goals of education* echoes not only the concept of multicultural education, but also issues of democracy and pedagogy on racially diverse college campuses. Research documents positive academic outcomes for students exposed to these diverse viewpoints. While CRP does focus on the importance of culture in schooling, it always focuses directly on race, in part, perhaps, because it is so often adapted in all-black, one-race schools and classrooms. Another critique of CRP is that its more recent application is far from what was theorized early at its inception. In fact, some scholars have advocated for different pedagogical models since the inception of CRP that seek to address social and cultural factors in classrooms. Many of these models focus on the home-to-school connection as CRP does, while others expand on the application of even earlier concepts of critical pedagogy aimed at promoting concepts such as civic consciousness and identity formation. The next step in utilizing these more culturally based understandings of schools and curricula is to apply this thinking to diverse schools and classrooms more specifically. Educators in schools across the country—some isolated in single classrooms and some working on a school-wide set of pedagogical reforms—are starting to grapple with these issues in racially and ethnically diverse classrooms. But as we highlight in Figure 1, there are several reasons why issues related to the educational benefits of diversity appear to have fallen off the K-12 research radar screen in the last twenty-five years. This includes, most notably, a highly fragmented and segregated K-12 educational system of entrenched between-district segregation that cannot be easily addressed after *Milliken v. Bradley*. Meanwhile, this fragmented and segregated educational system is governed by accountability and legal mandates that give no credence to the educational benefits of learning in diverse contexts. As noted above, several areas of research on the sociocultural issues related to teaching students of different racial and ethnic backgrounds that could help inform our understanding of the pedagogical approaches that foster educational benefits of diversity in the K-12 system are disconnected, often designed to address the needs of students in the racially segregated school system they attend. In this section, we highlight the demographic, educational, and political forces that we think may have the potential to shift the system in that direction. Even more notably, this transition is happening much more quickly amid our younger population. Rapid growth in the Hispanic and Asian populations, coupled with a black population that has remained constant and a decline in the percentage of whites, has led to a total K-12 enrollment of 49 percent white, 26 percent Hispanic, 15 percent black; and 5 percent Asian for the 2015 school year. Download Coinciding with the changing racial makeup of the country and our public schools is a profound shift in who lives where. In many contexts, our post-World War II paradigm of all-white suburbs and cities as the places where blacks and Hispanics live has been turned on its head. Black suburbanization rates were even lower—about 12%—in the Northeast. Beginning slowly in the 1950s and increasing in the 1960s and 1970s, when federal policies and regulations or lack thereof promoted home ownership among moderate-income families, growing numbers of black, Latino, and Asian families were moving to suburbs such as Ferguson, Missouri see Figure 5. By 1990, nearly 40 percent of blacks were living in the suburbs. Suburbanization has also increased among immigrant families—mostly Latino and Asian—and by 2000, 48 percent of immigrants were residing in suburban areas. Download In the 1990s, journalists and researchers were increasingly reporting on the growing number of distressed suburbs that were coming to resemble poor inner-city communities. But the author was quick to note that declining suburban neighborhoods did not begin with the mortgage crisis, and they would not end with it as more people with high incomes move into the cities. The percentage of whites in Manhattan increased 28 percent between 1990 and 2000, while it declined in nearby suburban Nassau County. During the same six-year period, the Hispanic population declined by 2 percent in Manhattan, but increased by 20 percent in Nassau. In fact, today, in the fifty-largest metropolitan areas, 44 percent of residents live in racially and ethnically diverse suburbs, defined as between 20 and 60 percent non-white. Indeed, it is increasingly clear that contemporary urban and suburban communities each contain pockets of both poverty and affluence, often functioning as racially and ethnically distinct spaces. In fact, by 2000, one million more poor people lived in suburban compared to urban areas. In

Brooklyn, New York, for instance, a growing number of communities that were, only ten years ago, almost entirely minority and low-income are now becoming or have already become predominantly white and affluent. Ironically, in in-depth interviews we are conducting, white gentrifiers state that one reason they moved into the city was to live in neighborhoods more diverse than the homogeneous suburbs where many grew up. Similarly, they note that they want their children to attend public schools with other children of different backgrounds. There is much hard work to be done at the school level to assure that all students enrolled have the opportunity to achieve to high levels. In public schools with a growing population of more affluent students, educators often seek assistance in meeting the needs of a wide range of students. In the last decade, a small but growing body of literature has documented the impact of urban gentrification on the enrollment and culture in public schools. There is also an emerging focus on the impact of changing demographics on suburban public schools. In other suburbs, further from the New York City boundary, the white, non-Hispanic population has stabilized at about 50 percent. In both contexts, educators and students are grappling with racial, ethnic, and cultural differences that many of them had not encountered before. When we think of education policies and practices to support and sustain the increasingly diverse public schools in both urban and suburban contexts, it is clear that K educators and educational researchers have much to learn from the higher education research on the educational benefits of diversity in efforts to both close racial and socioeconomic achievement gaps while helping all students succeed. And just as fair-housing advocacy has increasingly prioritized the stabilization and sustainability of diverse communities, education policy needs to follow suit. Unfortunately, too few policy makers see the need for such programs, even as a growing number of educators in diverse schools are clamoring for help to close those gaps and teach diverse groups of students. The current mismatch between the policies and the needs of an increasingly racially and ethnically diverse society inspire us to fill the void with compelling success stories of public schools working toward a greater public good.

Chapter 3 : Examples of Different Learning Styles to Guide Instruction

Diverse Learners in the Mainstream Classroom: Strategies for Supporting ALL Students Across Content Areas--English Language Learners, Students with Disabilities, Gifted/Talented Students Mar 18, by Yvonne S Freeman and David E Freeman.

Yet for a teacher, this image is an outmoded mindset. Every student has strengths and weaknesses. Every student has her own way of learning. Most importantly, every student has her own way of best expressing what she has learned. At first, differentiating instruction to engage every student seems like an impossible task. Yet there are small changes every teacher can make to help students become successful learners. In this article are advice and examples teachers of all subjects and grade levels can use. Engage All Learning Styles in Every Lesson Before discussing an example, let us review the three main learning styles. Now let us explore a sample lesson that engages all three learning styles. The goal of this lesson is to teach students about what immigrants experienced arriving at Ellis Island. The oral introduction engages auditory learners. Holding the card engages kinesthetic learners, while reading engages visual learners. The class goes into the hall where stations are set up. Other teachers or parent volunteers act as the customs agent and medical doctor. The agent asks the immigrants questions while the doctor checks the eyes, mouth, and hair for signs of disease. The conversation engages auditory learners. The physical set up of the activity engages visual learners. Finally, the movement engages kinesthetic learners. Writing engages visual learners. Finally, the class returns to the classroom where there is a discussion about the activity. Students sharing their reflections aloud reinforces the learning for auditory learners, while standing up to speak does the same for kinesthetic learners. In summary, as long as a lesson has a visual component, and auditory component, and a kinesthetic component, a teacher is likely to engage a greater percentage of her students than just by lecturing. Sometimes these roadblocks are things which a teacher can do little about. A student has a poor home life. In a nutshell, scaffolding is giving students just a little bit of hidden help to teach them both the material and academic skills. To go in-depth with scaffolding, let us discuss note taking. Imagine a motivated student who knows nothing about taking good notes. She will likely write down everything the teacher says, but will not be able to determine the importance of what she has written down. Also, the notes will have no organization to help her study later. One scaffolding solution is guided notes. Here is an example the author used while teaching high school government. This example does a number of things at once: Teaches students a new graphic organizer. Provides a small amount of information to show students how the graphic organizer works. Guided notes are much more than graphic organizers. They can also include the following components: A warm-up that students complete once they sit at their desks. Space to complete in-class activities after the lecture has finished. For any teacher who uses scaffolding, the end goal is to take the scaffolding away. No matter what, if a teacher commits herself to scaffolding, she will see engagement increase among the majority of her students. Final Thoughts The advice in this article is only the tip of the iceberg when it comes to raising student engagement. Never forget that more experienced teachers are a great resource, too! Thomas Broderick lives in Northern California. After teaching at an alternative high school for four years, he now works full-time as a freelance writer in the educational field.

Chapter 4 : Diversity & Inclusive Teaching (Archived) | Center for Teaching | Vanderbilt University

Strategies that have worked in meeting the needs of diverse learners. One teacher shares 10 effective strategies that are easy to implement into your classroom. 10 Tips For Meeting The Needs Of Diverse Learners.

Instruction for Diverse Learners In the early stages of inclusive education, many educators and parents focused on the social opportunities for students with disabilities and other struggling students that were increased by sharing the same classrooms with general education peers. Within just a few years, socialization, as it was referred to, was not the only recognized benefit that was sought. Academic progress became an equally valued outcome of inclusive practices. Inclusive practices are an integral characteristic of schools that achieve strong measures of academic success. Because in inclusive schools, the following characteristics are in place: Students are educated whenever appropriate in the general education classroom with teachers skilled in the content taught. Access and opportunities to progress in the general education curriculum is greatly facilitated through inclusive practices. High expectations for all students are the norm. Instruction is differentiated to engage students on the basis of the skill sets, interests, and learning styles. Teachers use flexible grouping that includes varied small group instruction, large group, and paired instruction. Students are actively engaged in instruction and in their own learning. Instructional accommodations and scaffolding are used to increase access to learning and academic success. This resource page features a variety of instructional strategies that are effective for diverse learners. In addition, we bring you a special section that introduces strategies, software, and hardware that increase access, participation, and academic success for all learners. He recently gave a TEDx talk at Iowa State University outlining the personal impact that inclusive design has had on him. Students now have access to such a huge range of options to assist them. What if your students had to perform every Friday night in a stadium of cheering fans? Tomlinson Classroom Instruction That Works: Differentiate Teaching and Learning with Web 2. Differentiating Instruction Using Web 2. This handout is perfect for children ages 3 to teenagers. It has several ten minute strategies that focus on how to refocus tired, hyper or restless students without leaving the classroom.

Chapter 5 : Diverse Learners in the Mainstream Classroom by Yvonne S Freeman,

For some people, the term 'diverse learners' conjures the image of students who are learning disabled. Yet for a teacher, this image is an outmoded mindset. Every student has strengths and weaknesses.

Examples of Diverse Learning Styles written by: Read on for examples of different learning styles. For instance, I know that I learn visually; I need to see things in order to understand. You, however, may need to hear things in order to comprehend. By providing examples of different learning styles, you can see what types of learners you may have in your classroom. There are three different styles of learning: The visual learners need to see things in order to understand. They can do this by reading, seeing information on a chalkboard or white board, looking at pictures, graphs, or illustrations. Visual learners like to take notes, and tend to be very organized. These students like to sit in the front of the room where they can see the information the best. They can also visualize information in their head in order to remember something. A great way to explain the visual type of learner is that they like to see what they are learning. To address this type of learner in a classroom, use a lot of visual stimuli. Most teachers like to write on the board; this will help the visual learner a lot. Note taking, illustrations, and handouts are also some things that you can do to help the visual learner succeed in your classroom. Auditory Learners Auditory learners learn best by hearing information. These students may often read aloud to themselves in order to process and understand information. Sometimes they also talk to themselves because saying something out loud helps them remember it and process it. If teachers write information on the board, they should also say it out loud to address the auditory learner in the classroom, as well. Teachers can ask these students to read information back to them, such as directions or notes. Lectures and discussions are also very beneficial for the auditory learner. Books on tape or auditory programs also assist them; whenever they can listen and read along it is more likely that they will retain information. They tend to be very active and need to take frequent breaks. When talking they talk with their hands. They need to move around a lot; the bodily movement helps stimulate their brains and allows them to focus and concentrate. They need to be able to move around a lot in order for them to learn as well, so providing a chance to move around the classroom during instruction is beneficial. Using learning centers accomplishes this while also maintaining structure in the classroom. Another option is to allow students to move to a new seat for collaborative learning projects. This type of learner needs to do as many hands-on activities as possible. Teachers need to let this type of learner experience as much as possible with their sense of touch in order to learn well. As teachers, we need to use these examples of different learning styles to create lesson plans that address all of the learners in our classrooms. The best way to start is to evaluate how you teach. Think about your teaching style and what type of learner you already address. Once that is figured out, you can then work on incorporating the other types of learning styles into your daily lessons. The key is to balance all three learning styles into every lesson that you teach. It will not be easy, but the success of your students depends on it.

Chapter 6 : How to Engage a Classroom of Diverse Learners - Blog

How to meet culturally-diverse students where they are Prepare to teach the culturally diverse students you may have in your classroom using these guidelines and strategies for teaching your lessons to meet the needs of these students.

Additional Web Resources Overview Both students and faculty at American colleges and universities are becoming increasingly varied in their backgrounds and experiences, reflecting the diversity witnessed in our broader society. The Center for Teaching is committed to supporting diversity at Vanderbilt, particularly as it intersects with the wide range of teaching and learning contexts that occur across the University. We recommend that you read her full text to learn more about the issues and ideas listed below in this broad overview. Perhaps the overriding principle is to be thoughtful and sensitive. Recognize any biases or stereotypes you may have absorbed. Treat each student as an individual, and respect each student for who he or she is. Rectify any language patterns or case examples that exclude or demean any groups. Do your best to be sensitive to terminology that refers to specific ethnic and cultural groups as it changes. Get a sense of how students feel about the cultural climate in your classroom. Tell them that you want to hear from them if any aspect of the course is making them uncomfortable. Introduce discussions of diversity at department meetings. Become more informed about the history and culture of groups other than your own. Convey the same level of respect and confidence in the abilities of all your students. Whenever possible, select texts and readings whose language is gender-neutral and free of stereotypes, or cite the shortcomings of material that does not meet these criteria. Aim for an inclusive curriculum that reflects the perspectives and experiences of a pluralistic society. Do not assume that all students will recognize cultural, literary or historical references familiar to you. Bring in guest lecturers to foster diversity in your class. Resources to help you achieve an inclusive classroom that fosters diversity are provided below. The resources in this section offer concrete strategies to address these factors and improve the learning climate for all students. Creating Inclusive College Classrooms: An article from the Center for Research on Learning and Teaching at the University of Michigan which addresses five aspects of teaching that influence the inclusivity of a classroom: Diversity in the College Classroom: Written and designed by the staff of the Center for Teaching and Learning at UNC, Chapel Hill, this book offers a range of strategies, including quotes from students representing a range of minority groups. Managing Hot Moments in the Classroom, from the Derek Bok Center at Harvard University, describes how to turn difficult discussions into learning opportunities. The essays in this volume include, among others: Fostering Diversity in the Classroom: Ron Billingsley English offers 14 practical suggestions for teaching discussion courses with students and creating an atmosphere in the classroom that embraces diversity. Fostering Diversity in a Medium-Sized Classroom: Brenda Allen Communications outlines seven ways to create an interactive environment in larger classes with students and thus promote diversity in the classroom. Developing and Teaching an Inclusive Curriculum: Deborah Flick Women Studies uses the scholarship of Peggy McIntosh and Patricia Hill Collins to support a useful syllabus checklist and teaching tips that include techniques to provoke discussion about privilege and stereotypes among students. Lerita Coleman Psychology encourages instructors to examine their own identity development and self-concept to determine how they feel diversity and bias affect their teaching. She also shares 14 specific teaching tips. Racial, Ethnic and Cultural Diversity.

Chapter 7 : Introduction: Teaching in Diverse, Standards-Based Classrooms

Diverse Learners in Mainstream Classrooms is the first comprehensive book to bring together information about a wide range of diverse learners from PreK through high school, offering strategies and practices teachers can use to ensure that all learners succeed.

I was at the time one of the many post-war baby boomers, attending a suburban Detroit elementary school with eight kindergartens in one building. I had little understanding of what it would have been like to attend a one-room school in Kansas. I was most interested in how my mom walked to school early every morning to stoke up the wood stove before the children arrived. And I also liked hearing about how my four-foot-ten-inch mother managed those big, rough farm boys. I do not remember being terribly interested in how she taught a multi-age, multi-gender, multi-ability, and multi-interest group of very diverse students. Today, as I begin my 29th year of teaching, my greatest teaching challenge is meeting the needs of my very diverse students, even though I teach in a setting that is far more homogeneous than that of my mother and a whole generation of one-room schoolhouse teachers. I wonder if they debated whether or not all of their students deserved equal attention, resources, and quality of teaching. However, it would be only fair to admit that teaching today is a bit more complicated. And now we are faced with the specter of more and more high-stakes state and national standardized testing responsibilities and accountabilities. What are we and our children supposed to do? I believe those early one-room schoolhouse teachers would tell us to simply to teach the children. Ah! We can breathe a sigh of relief. All we really have to do is teach our children. All of our children. That is the ethical, and moral, and in some cases legal, imperative. Teach all of our children. Once the imperative is lodged in your heart, that all children deserve to have a good education, the rest is just logistics, but logistics that are complicated and often difficult to manage. **DIVERSE LEARNERS** If you teach in a progressive elementary or middle school, it is likely that you already differentiate your instructionâ€”working to teach a heterogeneous mix of students that includes mainstreamed special education students, a mixture of "average" kids, and a sprinkling of what we sometimes refer to as "the gifted. And the choice of labels goes on and on. Tracking There are many ways that schools designate what "track" a student should be in while attaining a high school education. But there are some significant basic truths about schools that practice tracking, including the elementary and middle schools or junior highs where this is still practiced. One basic truth is that once a student is placed in one of the tracks, he or she seldom moves to another one. If movement does occur, it is traditionally down. The highest track of students is often assigned the most adept and experienced teachers. And as a teacher in a complex and often volatile world, I fearfully acknowledge what studies are telling us about our past tracking of our children. Tracking has had a tendency to create alienation, elitism, and intolerance. These works are written in a manner that makes them easy to read and refer to. Every one of them raised my pulse rate and made my heart beat faster. What more could you ask for in a good read? They made me excited about teaching and encouraged me to do better. For me, the practical applications and justification for de-tracking all come from this bibliography, my years of teaching experience, and my mother. It is a very limited bibliography that does not include the many articles that I have read from the professional journals that we all subscribe to. My point is that there is absolutely no shortage of material to support differentiation of instruction, just a shortage of time to read it all. It is far more difficult to say how we will do this. Elementary teachers often wonder what secondary teachers find so difficult about doing this. From the beginning, they expect wide diversity in their student population. They have been dealing with it forever. At the secondary level, once we could say that students "should know how to read and write by now;" we often shifted the responsibility to the student. We believed that some would just need to work harder than others. We were seeing our curriculum as knowledge acquisition, not as developmental skill acquisition. We also tried to help the process by grouping together kids who were, we thought, more alike than unlike. That lessened some of the diversity. Today, we know that such groupings created only a facade of homogeneity. The tracked groups still included students with wide ranges of abilities, interests, past educational experiences, and curriculums. So it is wrong to suggest that we NOW have to differentiate our instruction. Good teachers have always been

doing this to some degree. Secondary teachers have been attempting to do it with class loads of up to students a day. It sounds like an impossible task, but since many are successfully teaching in this manner, it must not be. Assessment is constant and is useful to the student and the instructor. Students are assessed in multiple ways. Student achievement is defined by individual growth rather than reliance on a single, pre-determined goal. Curriculum is developed around skill mastery and thoughtful, authentic problems to solve. Multiple resources are used in addition to textbooks. When texts are selected, teachers attempt to acquire multiple sets written at different levels, rather than just one universal text. There is a focus on instruction that is guided by an understanding of multiple forms of intelligence. Attempts are made to direct classroom time to be used as needed, rather than marching to an arbitrary bell. The teacher works to show that process is equally as important as product. The students are active, not passive. They are equally responsible for acquiring their education. Students share in the classroom and school decision-making process. They have voice and choice in their educational environment. Students help to establish grading rubrics for general and specific assessments. The classroom is student centered. Students regularly have the option of moving into areas of study that are of individual interest. Student interests are encouraged and are used to direct development of lesson plans. All students are encouraged to see themselves as capable learners and are held accountable to that belief and responsibility. Teachers should not use lecture as their primary method of instruction. Students should be given a lot of opportunity to use metacognition as a tool to improve their ability to learn. I would begin with three steps. There are several ways to quickly take stock of your students even when you might have up to of them each day. One of the best is the use of skill and interest inventories. In the first few days of school, I suggest giving several of these inventories and then cataloging the results using the computer and a good spreadsheet. I use an inventory that includes criteria such as use of mechanics punctuation, paragraph formation, verb tense, and agreement , statement of thesis or purpose, adequacy of support or defense, and level of voice found in the writing. As I quickly read through the writing samples, I can check off columns on the inventory sheet labeled "skills mastered" and "need to work on. The collective classroom information can be used to direct instruction, design reteaching groups of students, and suggest individual requirements or group requirement for the next writing assignment. The appropriate educational jargon for this type of writing would be "focus corrections. For instance, after my first writing survey, I see that most of my students understand the concept of thesis or purpose in a writing assignment. The next time I give an assignment like that, I will quickly review the concept of thesis and then move on. I can also quickly meet with students who need comma instruction, paragraph formation, etc. These can become their "focus corrections," and their assessment and grade can be determined by how well they work to correct these specific writing weaknesses. Students who have mastered rudimentary skills can have as their focus such corrections as "rich in detail" or "more use of outside defense. It is, in fact, one of the quickest skill inventories and individual interventions to do and probably one of the most important. Depending on what you are teaching and what grade s level you are teaching, you can design a skill and knowledge and concept check-sheet that is far more informative than a grade book with grades. This information should be kept in a portfolio that is accessible to both the student and the teacher. This is the beginning of individual and differential teaching. We know that children learn best when they have a familiar framework upon which to place new learning. Sometimes what we want to teach them is so far removed from anything that they are familiar with that we have to work to find a connection. Why are they still in existence? What vehicles would have been seen riding around on those roads? What was the significance of Roman roads? Plan a motocross race on one of the ancient Roman highways. What would you have needed to take on the trip? What kind of geography would you have had to maneuver around? How long would the trip have taken? How much distance could you have traveled in one day? Compare your movement with a Roman merchant and a Roman military. What would you have seen? If dirt bikes could be transported back in time, how might Roman history have been changed? And on and on.

Chapter 8 : Instruction for Diverse Learners

differentiated classroom should include areas in which students can work quietly as well as collaborate with others, materials that reflect diverse cultures, and routines that allow students to get help when the teacher isn't available.

Teaching to Diverse Learning Styles in the Classroom written by: The primary three learning styles are auditory, visual and kinesthetic. This article provides concrete examples of how to teach each style effectively. Teachers should be trained to take into consideration a variety of learning styles and make efforts to teach in ways that make true learning available to all students. Once teachers are familiar with these learning styles, classroom activities and study habits can be adjusted to accommodate the styles of any group of students. Learning styles are most often divided into three basic groups. There are the auditory learners, visual learners and kinesthetic or tactile learners. In addition to these basic groups, some educational theorists also recognize verbal, logical, social and solitary as additional styles. Here is a systematic breakdown of each learning style and some suggestions for addressing these styles in the classroom. Students who are auditory learners respond well to lectures and verbal instructions. They may also be interested in books on tape or listening to review material. Some auditory learners have greater success with oral exams due to the fact that they are able to process verbally, hear the questions, and hear their own responses. Teachers auditory learners requires the teacher to use rhythmic memory aids such as acronyms, short songs, or rhymes. For studying, auditory learners do best when they are able to read their material aloud. Flip cards which can be read aloud may also be useful. When teaching visual learners , their seating position should be in the front of the room to help them avoid external visual distractions. Illustrations, diagrams, and charts are very helpful when working with visual learners. Students who are visual learners are often the best note-takers because they need to see the information being presented. Flip cards can be very helpful for visual learners as it isolates an image of the material they are studying. Teachers trying to reach kinesthetic learners should incorporate hands-on projects, multi-media assignments, skits, movement, and physical artifacts as examples. Assigning a diorama or skit is a great example of how to reach a kinesthetic learner. These students also respond well to object lessons if they are able to touch the object involved. Hands-on experiments are another great tool for teaching kinesthetic learners. This is easily done with science material, but can also be incorporated into social studies and even language arts, if teachers keep a close eye on the environment of the history lesson or the story being studied. Information about geography, customs, and food can often be reworked into a hands-on experience. Examples of this include mummifying a chicken in association with a social studies unit on ancient Egypt or preparing an ethnic food in conjunction with a culture-based language arts story. These sorts of ideas attract and engage the kinesthetic learners in the classroom. Logical learners are those students who most enjoy problem solving, logic games and reasoning. These students love riddles, word problems, and problem solving games or worksheets, so provide many when teaching them. The categories of social and solitary describe how the students prefer to study, either in groups or individually. This can be a very different process for various age groups. With middle school students, teachers should incorporate a variety of learning styles in an effort to reach all students as testing this age group can be particularly difficult due to shyness, reading readiness and social pressures. For kindergarten and early elementary teachers, the use of an object lesson, such as an unusual pet or particularly old item, can help identify the students primary learning styles. Auditory learners are the ones who talk about the lesson the whole rest of the day. To observe students, it is best to have the object lesson taught by a co-worker or have a co-worker observe the students. While incorporating such a variety of techniques into curriculum and teaching can be difficult, the reward of reaching every student is well-worth the effort.

Chapter 9 : How Racially Diverse Schools and Classrooms Can Benefit All Students

In fact, students come to the university classroom with different backgrounds, sets of experiences, cultural contexts, and world views. Additionally, issues of diversity play a role in how students and teachers view the importance of the classroom and what should happen there.

On this day, the former California Teachers Association-Student Program member moves nimbly about a classroom crowded with desks and equipment in jeans and a buttoned down blouse with rolled up sleeves. Beyond her youthful look and casual attire, Bingcang, who is Filipino-American, suggests that in many ways, she and her students exist a world apart. Still, Bingcang is confident in knowing that she arrived better prepared than most of her peers, to teach students from cultures other than her own. What sets her apart are the skills and experiences she pursued and gained early to help better connect with diverse and low-income students—those who often have the greatest needs and usually have the least support. Public schools are facing a surge of students from low-income and homeless families. At the same time, nearly every rural, urban, and suburban community in the U. And diverse students have become the new majority in the classroom. The year marked a milestone: According to findings from the National Center for Education Statistics, only In addition, a majority of these students come from low-income families, concluded a new analysis of federal data, a statistic that will have profound implications for education and the nation. Students there reflect a rainbow of colors, cultures, and languages; but, on most days, poverty is the tie that binds many of them, says school social worker Keith G. He connects to concerned educators, parents, clergy, and community leaders who deliver the basics, like new underwear, toothbrushes, or warm winter coats. Together, they also work to narrow the opportunity gap that can keep low-income students from accessing quality schools and teachers, resources and achieving academic success. The Essence of Cultural Competence At the school in San Francisco where Bingcang teaches, student needs are also great; more than 80 percent qualify for free or reduced-price lunch. In California, like in 20 other states, at least 50 percent of all public school students are eligible for free or reduced-price lunches, according to research released a year ago by the Southern Education Foundation. After graduating from the University of California at Los Angeles with an undergraduate major in psychology and a minor in education studies, Bingcang trained—before becoming a teacher—for more than a year in California schools that reflected demographics and cultures that were unlike hers. Before becoming a full-time teacher, Bingcang tapped into the essence of culturally responsive teaching. Cultural competence, say education experts, should be part of the training for any educator who desires to be an effective, compassionate practitioner with the skills to serve all students. Still, too many new teachers leave college unprepared to work with low-income and culturally and linguistically diverse students. That was the consensus of a Congressional roundtable discussion of teachers and teacher educators hosted by Rep. During City Year, Bingcang realized that the immigrant and underserved students she taught and mentored needed quality teachers and strong advocates. Davis entered the profession to give underserved students what she had, and what she says they deserve—a great teacher and opportunities to succeed. Davis, 28, is a White woman. I tried to immerse myself. Davis landed her first job at Williams Elementary School, where she interned. A year later, she became a fourth-grade teacher at Williams Elementary. We want them to be eager and able to teach in the schools where students need them the most. Jackson, who is Black, has spent most of her 14 years in education teaching ELL. Exposure and experience, the things that Jackson says taught her the most as a new teacher working with diverse students, are also what she wishes more colleges offered their teacher candidates. Most teacher preparation programs provide at least some coursework in diversity; a few educators even receive preservice cultural competence education; other educators are exposed to these issues through in-service training. But, these times demand that new and veteran educators know how to navigate issues of diversity, institutional racism, social justice, and culture at school and in the classroom. Gain as much experience as you can by working with this student population to make sure you want to be there. Students deserve teachers who are committed to them in the long-term. Another book is Engaging Students with Poverty in Mind: I can tell my students appreciate it when I mention something that I noticed about them.