Competency 0001:
Diverse Student Populations
Diverse Student Populations

- Diversity includes:
  - family situations
  - cultural backgrounds
  - individual needs
  - gifts and talents
  - personal interests
  - gender
  - sexual orientations
  - economic situations
  - students from homes where English is not the primary language or where a variant form of English is used
  - students who are homeless
  - students who are in foster care
  - students with interrupted, limited, or no formal education
How do we reach diverse student populations?

- Promote a sense of community among diverse individuals and groups in the classroom
- Adapt fair, equitable, and appropriate classroom assessment practices to inform instruction
- Promote students' understanding and appreciation of diversity
- Use the diversity that exists in the classroom and the community to enhance all students' learning
- Value and respect diversity in promoting student achievement and positive student experiences
- Work collaboratively within the school environment and identify and incorporate additional school-based and community-based resources to enhance learning
- Create a safe, supportive, and positive classroom environment for all students
- Ensure that all students are an integral part of the classroom and participate to the greatest extent possible in all classroom activities
Universal Design for Learning

- UDL offers options for
  - how information is presented
  - how students respond or demonstrate their knowledge and skills
  - and how students are engaged in learning

- UDL implementation provides the opportunity for all students to access, participate in, and progress in the general-education curriculum by reducing barriers to instruction.
Adapting Lessons to Accommodate Students’ Needs

What parts of a lesson can be modified?
- Specific Scaffolding Techniques
- Lesson Materials
- Teaching Strategies
- Assessments
- Homework assignments
Gifted and Talented Students

What are the best strategies to use with gifted students in your classroom?

- Create learning experiences characterized by increased depth and complexity
- Allow opportunities for gifted students to analyze information
- Push them to develop well-reasoned arguments
- Use a diversity of learning materials that challenge students
- Provide additional learning opportunities through field trips, technology, interviews, student portfolios, science fairs, etc.
What are some common student learning styles?

- **Visual** (spatial): You prefer using pictures, images, and spatial understanding.
- **Aural** (auditory-musical): You prefer using sound and music.
- **Verbal** (linguistic): You prefer using words, both in speech and writing.
- **Physical** (kinesthetic): You prefer using your body, hands and sense of touch.
- **Logical** (mathematical): You prefer using logic, reasoning and systems.
- **Social** (interpersonal): You prefer to learn in groups or with other people.
- **Solitary** (intrapersonal): You prefer to work alone and use self-study.
Learning Styles

What are some instructional strategies we can use to be fit these learning styles?

- **Visual**: movie clips, images, maps, flash cards, diagrams
- **Aural**: read aloud to students, group presentations, use sound recordings
- **Verbal**: role-playing, group discussion, use mnemonics
- **Physical**: science experiments, building models, art projects, interactive games
- **Logical**: experiments, solving puzzles, classifying and grouping information
- **Social**: cooperative learning, chat groups/discussion boards
- **Solitary**: journal writing
**Bloom’s Taxonomy**

**New Version**

- **Remembering**: can the student recall or remember the information?  
  - define, duplicate, list, memorize, recall, repeat, reproduce state

- **Understanding**: can the student explain ideas or concepts?  
  - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

- **Applying**: can the student use the information in a new way?  
  - choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.

- **Analyzing**: can the student distinguish between the different parts?  
  - appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

- **Evaluating**: can the student justify a stand or decision?  
  - appraise, argue, defend, judge, select, support, value, evaluate

- **Creating**: can the student create new product or point of view?  
  - assemble, construct, create, design, develop, formulate, write.

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**Old Version**

- **Knowledge**: can the student know specific facts or information?  
  - know, name, note, recognize, report, read, reproduce state

- **Comprehension**: can the student understand ideas or concepts?  
  - comprehend, define, describe, differentiate, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

- **Application**: can the student use the information in a new way?  
  - apply, apply, arrange, apply, compute, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use

- **Analysis**: can the student distinguish between the different parts?  
  - analyze, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test

- **Evaluation**: can the student justify a stand or decision?  
  - appraise, argue, defend, judge, select, support, value, evaluate

- **Creating**: can the student create new product or point of view?  
  - assemble, construct, create, design, develop, formulate, write.
What do we need to know about students before we begin a lesson?

- Background knowledge
- Culture
- Language
- Skills
- Strengths
- Weaknesses

- This can all be analyzed through pre-assessment data.
Culturally Responsive Pedagogy

What is it?
- A student-centered approach to teaching in which the students' unique cultural knowledge and prior experiences are identified and nurtured to make learning more appropriate and effective.

Characteristics
- exploring one's own culture
- learning about other cultures
- learning about students' cultures

Why is it important?
- Offers equitable access to education for students from all cultures.
Involving Families

Why is this important?
- Families are an essential source of information about students’ lives, routines, backgrounds, etc.
- Activities that are grounded in students’ lives will be more relevant and interesting to them

How can you do this?
- Informal conversations
- Surveys
- Inviting families into classroom activities
- Being present at evening functions
Activating Background Knowledge/Schema

Why is this important?
- Pre-existing knowledge acts as a foundation on which they can build new knowledge and helps them connect what they are learning to what they know already. These kinds of connections are what makes new learning make sense.

What are some strategies we can use?
- KWL
- Brainstorm
- Anticipation Guide
Engaging Students in Learning

Teacher-Directed vs.

Students:
- work to meet objectives set by the teacher
- complete activities designed by the teacher to achieve goals determined by the teacher
- respond to directions and step by step instruction from the teacher
- are given extrinsic motivators
- work is evaluated solely by the teacher

Student-Centered Students:
- are active participants in their learning
- make decisions about what they will learn and how
- construct new knowledge and skills by building on their current knowledge and skills
- understand expectations
- monitor their own learning
- work in collaboration with other learners
- are intrinsically motivated
Why are these important to use with diverse learners?

**Graphic Organizers:**
- Highlight essential information
- Organize ideas
- Ease information processing
- Help students to see connections between concepts
Assessment

- Formal vs. Informal

- What are some ways to informally assess students?
  - Observations
  - Interviews
  - Checklists
  - Running Records
  - Student Work Samples

- What are some ways to formally assess them?
  - Tests
  - Quizzes
  - Projects
  - Essays
  - Lab Reports
Field Trips

What are some strategies you can use to help students learn on field trips?

- Pre-trip activities
- During trip focus questions
- Post trip reflection activities
School Administrators

- What knowledge do school administrators have that can help teachers in their lessons?
  - Best instructional practices
  - Available resources to support the diverse needs of students, families and staff
  - How to access additional support in order to ensure appropriate education for all students and support for teachers
References

- Universal Design Principles
- Role of the Administrator
- Culturally Responsive Teaching
  [http://www.culturallyresponsiveteachingresources.org/index.html]
- Teaching Gifted and Talented Students
  [http://www.davidsongifted.org/db/Articles_id_10342.aspx]
  [http://www.davidsongifted.org/db/Articles_id_10513.aspx]
- Activating Prior Knowledge
Good overview on addressing diversity in schools:

A few research based practices to address diversity:
http://crede.berkeley.edu/research/crede/products/print/pract_briefs/pb5.shtml

Teaching in diverse standards-based classrooms:
http://www.ascd.org/publications/books/109011/chapters/Introduction@_Teaching_in_Diverse_Standards-Based_Classrooms.aspx