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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 demonstrat 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 assignmer

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.
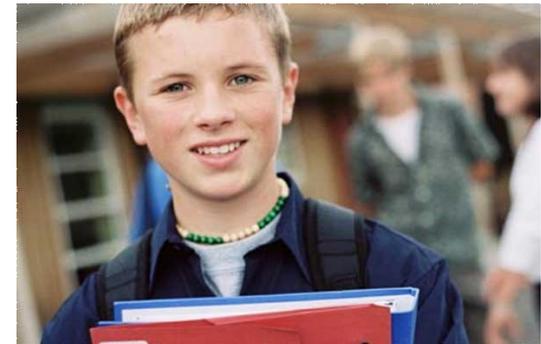
Learning Styles

- What are some common student learning styles?

Visual

Aural
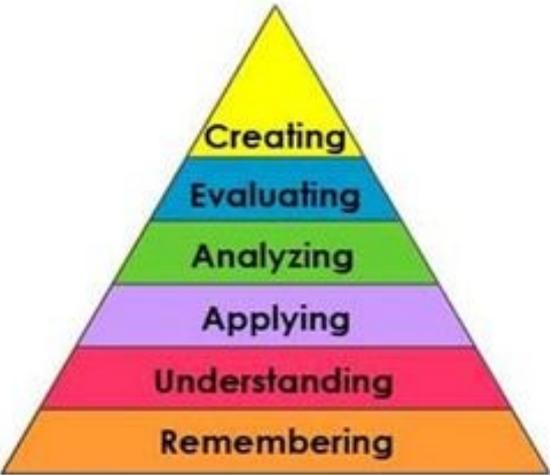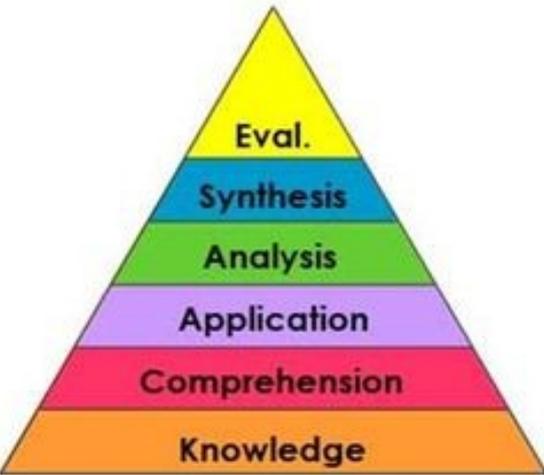
Verbal

Physical

Logical

Social

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

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologists, led by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st century work. The two graphics show the revised and original Taxonomy. Note the change from nouns to verbs associated with each level.

Note that the top two levels are essentially exchanged from the traditional to the new version.

New Version (top to bottom): Creating, Evaluating, Analyzing, Applying, Understanding, Remembering

Old Version (top to bottom): Eval., Synthesis, Analysis, Application, Comprehension, Knowledge

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.

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

Graphic Organizers/Concept Maps

- Why are these important to use with diverse learners?
  - Graphic Organizers:
    - Highlight essential informat
    - Organize ideas
    - Ease information processing
    - Help students to see connections between concepts
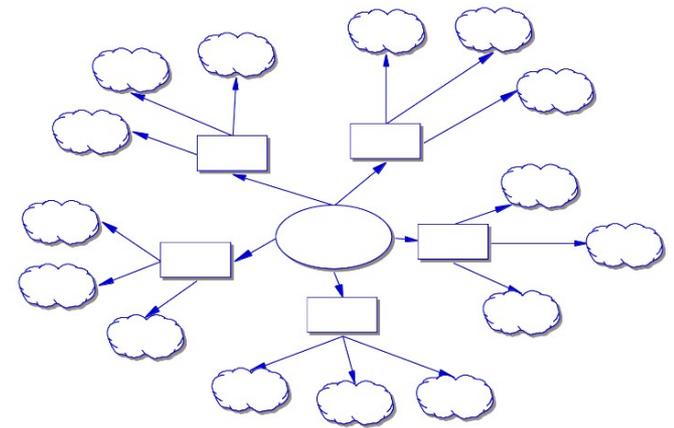
Assessment

- 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
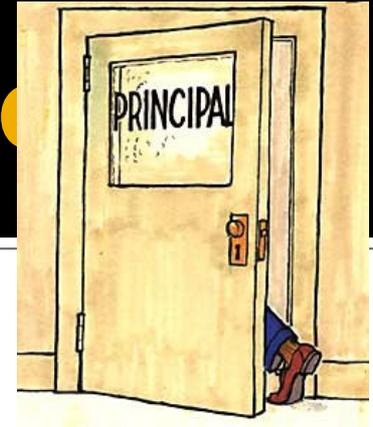 - Essays
  - Lab Reports

Field Trips

- What are some strategies you can use to help students learn on field trips?
  - Pre-trip activities
  - During trip focus questi
  - Post trip reflection activ

School Administrato

- 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
- http://www.asha.org/Publications/leader/2011/110830/Universal-Design-for-Learning--Meeting-the-Needs-of-All-Students/
- Role of the Administrator
- http://www.p12.nysed.gov/specialed/publications/persprep/qualityteachers/administrator.htm
- 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

Additional References

- Good overview on addressing diversity in schools: http://www.nccrest.org/Briefs/Diversity_Brief.pdf
- 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