

**“TREES” May 1, 2024**  
**Professional Development Workshop**

**“Teaching All Students:  
Perkins and Special Populations”**

Presented by:

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# Objectives:



**The goals of this session are as follows:**

Attendees will:

1. Examine personal biases, and how to be aware of them in the classroom
2. Understanding student differences, including special needs, ethnic/racial diversity, economic differences, CTE Special Populations, etc.
3. Apply strategies for planning lessons and classroom use that promote the teaching and learning of all students.

# Welcome!!!!

Quick Introductions: Name tents and you!

Write your first name and two things about you to share with the group! Since we are online, I am demonstrating this for the purpose of getting to know your class.

<https://www.youtube.com/watch?v=f9H6E9eoWio>

Think and discuss responses to the following questions.

(5 minutes)

1. What are the characteristics of an Effective Teacher?
2. What two things do you do that might be making you a less effective teacher?
3. What two things can you do now to become a more effective teacher?



**The name tents  
helped foster community  
among students  
as well as between  
instructor and student**

# **Effective Teachers Teach to ALL Students!**

**So... who are ALL students?**

**Let's name some types.**

**Take turns describing a “type” of student.**

# CTE Special Populations

Which students are considered CTE Special Populations?

“PERKINS V - Special Populations in Perkins V At A Glance Overview of key points related to the definitions, support and implications for special populations. PURPOSE (Sec. 1) Specifies one of the purposes of the Act is to develop more fully the academic knowledge and technical employability skills by increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.”

- ▶ Academically challenged (Students at-risk Ds & Fs) etc.
- ▶ Economically Disadvantaged including low-income youth and adults
- ▶ Nontraditional Student
- ▶ Students with Disabilities
- ▶ Single parents, including single pregnant women

# Diversity Types:

<https://www.goguardian.com/resources/teachers/diversity-in-the-classroom/>

## Diversity in the classroom may include:

- Students from diverse Racial and Ethnic Backgrounds
- English Language Learners
- Students coming from diverse Socio-Economic Backgrounds.
- Lesbian, gay, bisexual or transgender (LGBT) students.
- Students with IEPs and 504 Accommodation Plans.
- Students with different learning styles.
- Gifted students.
- Religious Diversity



# Students from Diverse Racial and Ethnic Backgrounds

**It is increasingly more difficult to define Ethnicity and Race!**

Student Groups may include:

- New Immigrants
- Multi-racial groups
- Groups from where there is homeland conflicts
- Other?

**Q?- What are strategies to employ in your classroom when ethnicity and race issues arise?**



# English Language Learners (ELL)

- **If you are a mainstream teacher trying to figure out how to offer language support to ELLs, you are not alone!**
- **Fortunately, there are a number of ways to support ELLs' language acquisition by adapting strategies already in use.**

**Here are some ideas to get you started.**

**Create a language-rich environment**

- a) use of a word wall for technical terms**
- b) Study guides with simplified terminology**
- c) Reduce written assignments – grade for content only**
- d) Have students verbalize lesson with you**





# English Language Learners cont.

## ELL strategies cont.

- **Be aware of the relationship between a student's native language and English.**
  - a) Respect cultural boundaries and traditions
  - b) Show interest in learning a few words
- **Simplify your language without "dumbing it down."**
  - a) Avoid slang and idiomatic expressions
  - b) Speak clearly and naturally, without going too quickly or slowly
  - c) Encourage students to raise their hand if they don't understand a word
- **Support academic language development.**
  - a) Preview text
  - b) Teach grammar
- Discuss word families English learners podcast:
- <https://www.cultofpedagogy.com/supporting-esl-students-mainstream-classroom/>



# Students coming from Diverse Socio-Economic Backgrounds

Is this debatable?

**“It’s Not Race That’s The Big Divide, It’s Wealth” (Forbes May 31, 2016)**

- a) The economic gap is growing larger
- b) Schools/school districts are more unequal than one thinks
- c) Resources/Technology/SAT scores and college acceptance

<https://www.forbes.com/sites/nickmorrison/2016/05/31/its-not-race-thats-the-big-divide-its-wealth/#255dd03f7639>

**Q? - What are some ways to reduce the Socio-Economic Background barriers?**

# Lesbian, Gay, Bisexual or Transgender (LGBT) students.

“90% of LGBT students experience verbal harassment related to sexual orientation”

1. Disallow discrimination based on sexual orientation
2. Expand “inclusion” policies
3. Support LGBT student groups

**Q? What do you believe are some additional steps that can be taken to improve the school environment for LGBT?**

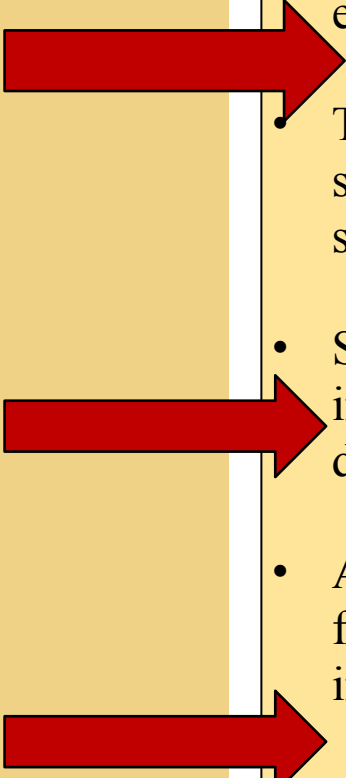
<https://www.glsen.org/>



# Students with IEPs and 504 Accommodation Plans.

There are 13 categories of special education as defined by the Individuals with Disabilities Education Act (IDEA). In order to qualify for special education, the IEP team must determine that a child has one of the following:

- Autism
- Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired (OHI)
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

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- Special Education Law dictates the use of specific accommodations and modifications in the special and general education classroom.
  - The student's IEP will indicate a list of appropriate and team selected accommodations that are to be employed for the student's use in the general education classroom.
  - Students have the right to refuse accommodations but the instructor must offer the accommodations discreetly and then document the refusal.
  - Accommodations are implemented to “level the academic field” and are not intended to change the curriculum and instructional objective.
  - Students with special needs can be successful in CTE courses when given appropriate supports and guidance.



<https://www.cec.sped.org/Policy-and-Advocacy/Current-Sped-Gifted-Issues/Individuals-with-Disabilities-Education-Act>

In order for the IEP team to QUALIFY a child for services, the student must be found to have one of the 13 categories of special education and it must adversely affect their educational performance.

504 Accommodation Plans must comply with federal law regarding Americans with Disability Act and are part of the General Education program.

### **WHAT IS THE GOAL of SPECIAL EDUCATION?**

Special education makes it possible for your child to achieve academic success in the least restrictive environment despite their disability. The federal law governing the system is called the Individuals with Disabilities Education Act or IDEA. IDEA entitles all children with learning disabilities to a Free and Appropriate Public Education (FAPE). Examples of "appropriate" programs include:

- A specific program or class for your child.
- Access to education specialists.
- Accommodations and Modifications in the educational program such as curriculum and teaching methods.

# Students with Different Learning Styles.

## The VARK Modalities

The acronym VARK stands for Visual, Aural, Read/write, and Kinesthetic sensory modalities that are used for learning information. Fleming and Mills (1992) suggested four modalities that seemed to reflect the experiences of the students and teachers. Although there is some overlap between them they are defined as follows:

- Visual (V)
- Aural/Auditory (A)
- Read/Write (R)
- Kinesthetic (K)
- Multimodality (MM)

<https://www.youtube.com/watch?v=7EyDfoAgpHs>

<http://vark-learn.com/the-vark-questionnaire/>

**Religious Diversity:** *“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”* First Amendment, U.S. Constitution

- Religious sensitivity to religious practices
- Zero tolerance for religious discrimination or “bullying”
- Model respect for all religions and people



## Gifted: What is Giftedness?

- Children are gifted when their ability is significantly above
- Giftedness may manifest in one or more domains such as; in a specific academic field such as language arts, mathematics or science
- These students should be challenged with assignments that keep them engaged and interested.

# So, How to teach to all students if they are all so different?

To be an Effective teacher means that you teach all students.

**To recap, what does it mean to be an effective teacher? Has your response changed since we reviewed some of the many differences in our student bodies!**

The key is to teach your lessons in a variety of ways. This is called **DIFFERENTIATION!!!!**

<https://www.youtube.com/watch?v=UkIQ6KiyA5U>

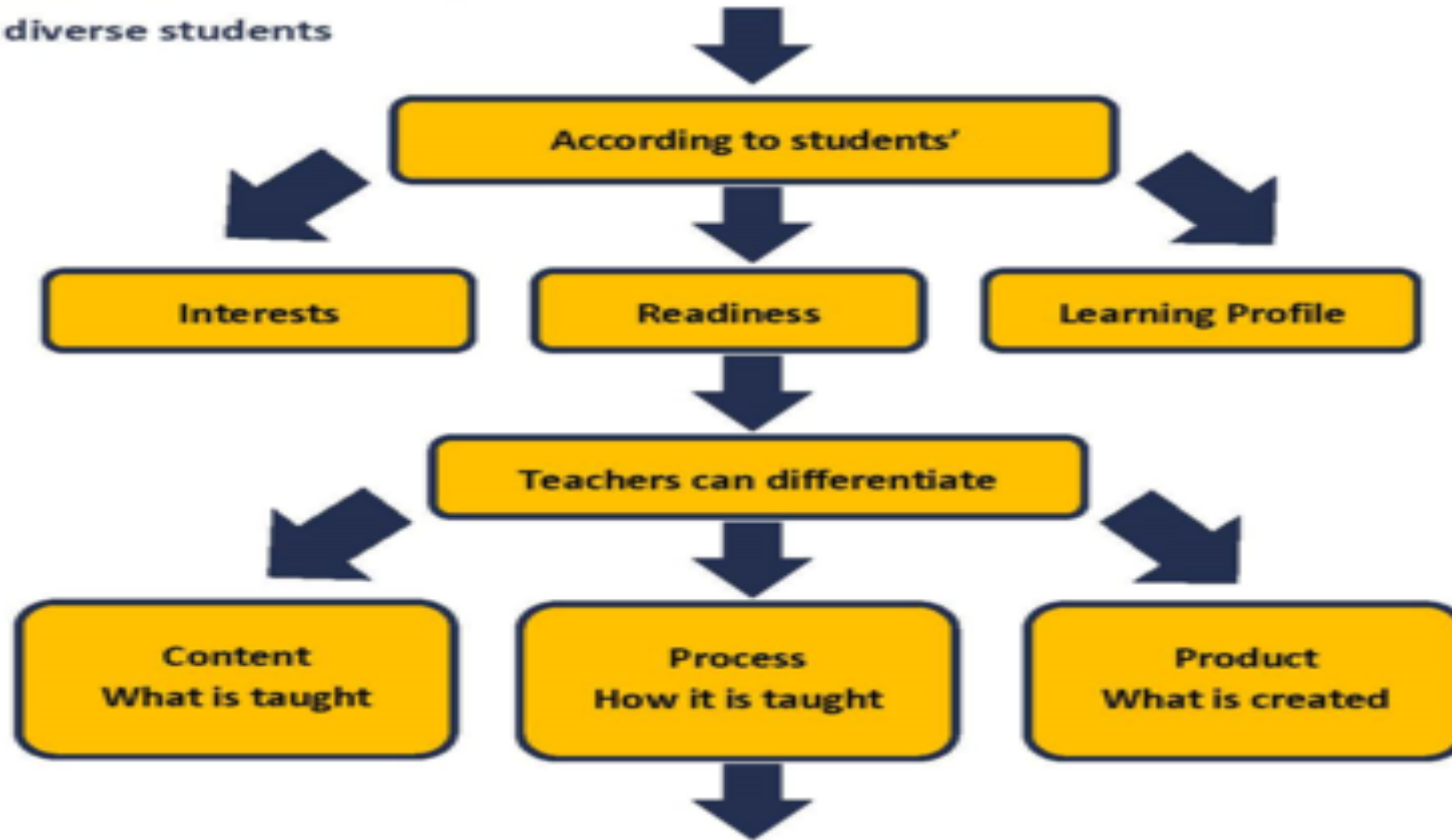
<https://www.youtube.com/watch?v=075aWDdZUIM>



# Differentiated Instruction

Addressing differences among students

**Context:** Responding to the needs of differentiated instruction  
diverse students



Students are valued for their unique strengths and are able to maximize their learning potential.

<b>Traditional Instruction</b>	<i>Example</i>	<b>Differentiated Instruction</b>	<i>Example</i>
<b>A single teaching approach for the entire class</b>	<i>The math teacher works sample word problems on the overhead.</i>	<b>A variety of approaches of lesson delivery</b>	<i>Math teacher works the first step then instructs students to discuss the next steps with a partner.</i>
<b>Student practice looks the same for the entire class.</b>	<i>Students work the odd problems from their textbook on their own with the teacher answering questions.</i>	<b>Students have access to the content through a variety of learning styles.</b>	<i>Students in small groups cycle through centers to tackle word problems visually, with math manipulatives and through journal writing.</i>
<b>Students who have already mastered the material wait until the rest of the class catches up.</b>	<i>A student who worked ahead in the textbook spends the next half of class reading an off-topic book to kill time.</i>	<b>Students who have mastered the material are given "challenge assignments" which deepen their understanding of the content.</b>	<i>These students fill in a graphic organizer which promotes higher level thinking while the rest of the class does basic skill practice of the new concept.</i>
<b>Students have little choice in what they study.</b>	<i>Students who are learning to write research papers are assigned topics randomly by the teacher.</i>	<b>Students are given choice in their areas of study whenever possible.</b>	<i>Students choose a topic for their papers which is of interest to them from within guidelines established by the teacher.</i>
<b>Students are all expected to have the same outcomes and progress is judged using the same guidelines for everyone.</b>	<i>Students are assigned a five-paragraph essay, and those who do not perform up to the set standard fail.</i>	<b>The teacher modifies the grading rubric to take into account varying levels of readiness for this assignment among students.</b>	<i>A student struggling with writing would be given a modified version of the assignment which would still be challenging but more appropriate for his current skill set.</i>

# Differentiated Instruction

“Differentiation is a way of teaching; it’s not a program or package of worksheets. It asks teachers to know their students well so they can provide each one with experiences and tasks that will improve learning.

As Carol Ann Tomlinson has said, differentiation means giving students multiple options for taking in information (1999). Differentiating instruction means that you observe and understand the differences and similarities among students and use this information to plan instruction. Here is a list of some key principles that form the foundation of differentiating instruction.”

- **Ongoing, formative assessment**
- **Recognition of diverse learners**
- **Group Work**
- **Problem Solving**
- **Choice**



## 20 Differentiated Instruction Strategies and Examples

- <https://www.prodigygame.com/blog/differentiated-instruction-strategies-examples-download/>

## 100+ Tools for Differentiating Instruction Through Social Media

- <https://www.edutopia.org/blog/differentiated-instruction-social-media-tools-john-mccarthy>
- **Using Differentiated Instruction to Support All Learners**
- [https://www.youtube.com/watch?v=EOPe\\_cJ67No](https://www.youtube.com/watch?v=EOPe_cJ67No)

# Thank You

## Final Video

<https://www.youtube.com/watch?v=585HsiXjpNk>

‘The Pain and Joy of Teaching’

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