

iCEV Instructional Practices SBOE Editorial Edits

Change Type	Current Location	Original Text	Updated Text
Editorial Change	Creating a Successful Learning Environment Slide 14	Include various principles and theories from well-known theorists Jean Piaget David Kolb Lev Vygotsky Erik Erikson	Include various principles and theories from well-known theorists Jean Piaget Lev Vygotsky Erik Erikson
Editorial Change	Creating a Successful Learning Environment Slide 18	Kolb's Theory States learning is the process in which new ideas or concepts are created through prior experiences and knowledge learning is a continuous process obtained through experiences learning requires the resolution of conflicts learning involves adapting to the world and interacting with the environment learning is the process of creating knowledge as a result of the interaction between social and personal knowledge	Deleted slide
Editorial Change	Creating a Successful Learning Environment Slide 19	Kolb's Theory Is represented by a four-stage learning cycle concrete experience reflective observation abstract conceptualization active experimentation Suggests effective learning occurs when an individual progresses through a cycle of all four stages Development Element: Learners may enter the learning cycle at any point and will learn best if they practice all four cycles.	Deleted slide
Editorial Change	Creating a Successful Learning Environment Slide 20	Based on Kolb's theory include: allowing for collaborative learning or group work incorporating research projects or case studies using simulations providing discovery learning activities	Deleted slide
Editorial Change	Creating a Successful Learning Environment Action Plan	Class 1 and 2 Essential Question Number 3-What are the educational practices within Kolb's theory?	3. What are the educational practices within Piaget's theory?

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<p>Editorial Change</p>	<p>Creating a Successful Learning Environment Final Assessment- Answer Key and Student Version Question 9, Question 15 and Question 20</p>	<p>9. Gender of teacher 15. Kolb's theory states learning is the process in which new ideas or concepts are created through prior knowledge and experiences. Select the correct answer from the choices provided in the underlined sections. 20. Piaget's / Kolb's theory explains how a child constructs a mental model of the world. While Vygotsky's / Erikson's theory places a significant emphasis on culture and social factors contributing to cognitive development.</p>	<p>9. Teacher's personality 15. Erikson's theory proposes individual's experience social and emotional development in eight distinct stages. 20. Select the correct answer from the choices provided in the underlined sections. Piaget's / Pascal's theory explains how a child constructs a mental model of the world. While Vygotsky's / Erikson's theory places a significant emphasis on culture and social factors contributing to cognitive development.</p>
<p>Editorial Change</p>	<p>Creating a Successful Learning Environment Key Concepts Answer Key Learning and Human Development Segment</p>	<p>Kolb's Theory (Part 1) Is the learning process which new ideas of concepts are created through prior knowledge and experiences learning is a continuous process obtained through experiences learning requires the resolution of conflicts learning involves adapting to the world and interacting with the environment learning is the process of creating knowledge from the interaction between social and personal knowledge Is represented by four stages: concrete experience reflective observation abstract conceptualization active experimentation Suggests effective learning occurs when the individual progresses through all stages</p> <p>Kolb's Theory (Part 2) Educational practices include: allowing for collaborative learning or groups incorporating research projects or case studies using simulations providing discovery learning activities</p>	<p>Deleted</p>

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Editorial Change	<p>Creating a Successful Learning Environment Key Concepts Student Version Learning and Human Development Segment</p>	<p>Kolb's Theory (Part 1) Is the learning process which new ideas of _____ are created through prior knowledge and experiences learning is a continuous process obtained through _____ learning requires the _____ of conflicts learning involves _____ to the world and interacting with the environment learning is the process of creating knowledge from the interaction between _____ and personal knowledge Is represented by _____ stages: concrete experience _____ observation abstract conceptualization active _____ Suggests effective learning occurs when the individual progresses through _____</p> <p>Kolb's Theory (Part 2) Educational practices include: allowing for collaborative learning or _____ incorporating _____ projects or case studies using _____ providing _____ learning activities</p>	Deleted
Editorial Change	<p>Creating a Successful Learning Environment Key Concepts Answer Key and Student Version Learning and Human Development Segment</p>	<p>Class 1 and 2 Essential Question Number 3-What are the educational practices within Kolb's theory?</p>	<p>3. What are the educational practices within Piaget's theory?</p>

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Editorial Change	Creating a Successful Learning Environment Student Handout-Theories	<p>Kolb's Theory:</p> <ol style="list-style-type: none"> 1. Concrete Experience - Learning from specific experiences and relating to others 2. Reflective Observation - Observing before making a judgement by viewing the environment from different perspectives 3. Abstract conceptualization - Logical analysis of ideas and acting on intellectual understanding of a situation 4. Active experimentation - Ability to get things done by influencing people and events through action 	Deleted
Editorial Change	Diversity in the Classroom Slide 4	<p>Can be divided into:</p> <ul style="list-style-type: none"> primary dimensions cannot be changed includes race, ethnicity, gender, sexuality and physical ability secondary dimension can change over time includes religion, education level, work experience, military experience, geographic location, socio-economic status, relational status 	<p>Can be divided into:</p> <ul style="list-style-type: none"> primary dimensions cannot be changed includes race, ethnicity, gender and physical ability secondary dimension can change over time includes religion, education level, work experience, military experience, geographic location, socio-economic status, relational status
Editorial Change	Diversity in the Classroom Slide 5	<p>Consist of identity markers such as:</p> <ul style="list-style-type: none"> race ethnicity age gender sexuality ability religion nationality educational background 	Deleted

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Editorial Change	Diversity in the Classroom Slide 7	<p>National Education Association Believes: a diverse society enriches all individuals similarities and differences among race, ethnicity, national origin, language, geographic location, religion, gender, sexual orientation, gender identification, age, physical ability, size, occupation, and marital, parental or economic status form the fabric of a society education should foster a vibrant, pluralistic society that authentically reflects diverse populations and cultural perspectives</p>	Deleted
Editorial Change	Diversity in the Classroom Previously Slide 8, now 6 with deletions mentioned above	<p>Are more diverse than any other time in history students represent different races, ethnicities, cultures and socioeconomic backgrounds and speak many different languages students have a wide range of academic, physical and social abilities or skills students come from backgrounds which include a range of family situations</p>	<p>Are more diverse than any other time in history students represent different races, ethnicities, cultures and socioeconomic backgrounds and speak many different languages students have a wide range of academic, physical and social abilities or skills</p>

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<p>Editorial Change</p>	<p>Diversity in the Classroom Key Concepts Answer Key</p>	<p>Dimensions of Diversity •Are divided into: primary dimensions •cannot be changed •race, ethnicity, gender, sexuality and physical ability secondary dimensions •change over time •religion, education level, work and military experience, geographic location, socio-economic status, relational status</p> <p>Cultural Locations •Consist of: race ethnicity age gender sexuality ability religion nationality educational background •Influence how fixed an individual is in their society at the center is mainstream society located on the margins is part of a hidden group</p>	<p>Deleted</p>
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<p>Editorial Change</p>	<p>Diversity in the Classroom Key Concepts Student Version</p>	<p>Dimensions of Diversity •Are divided into: _____ dimensions •cannot be _____ •race, ethnicity, _____, sexuality and physical ability _____ dimensions •change over _____ •_____, education level, work and military experience, geographic location, socio-economic status, relational status</p> <p>Cultural Locations •Consist of: race ethnicity _____ gender sexuality ability religion nationality _____ background</p> <p>•Influence how _____ an individual is in their _____ at the _____ is mainstream society located on the margins is part of a _____ group</p>	<p>Dimensions of Diversity •Are divided into: _____ dimensions •cannot be _____ •race, ethnicity, _____ and physical ability _____ dimensions •change over _____ •_____, education level, work and military experience, geographic location, socio-economic status, relational status</p> <p>Deleted</p>
<p>Editorial Change</p>	<p>Diversity in the Classroom Key Concepts Student Version</p>	<p>Today's Classrooms •Are the most _____ students have different _____ and speak different languages students can have a _____ range of abilities students can come from different family _____</p>	<p>Today's Classrooms •Are the most _____ students have different _____ and speak different languages students can have a _____ range of abilities</p>
<p>Editorial Change</p>	<p>Diversity in the Classroom Key Concepts Answer Key</p>	<p>National Education Association •Believes: diverse societies enrich all individuals •similarities and differences education should foster a vibrant, pluralistic society that authentically reflects diverse populations and cultural perspectives</p>	<p>Deleted</p>

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Editorial Change	Diversity in the Classroom Key Concepts Student Version	<p>National Education Association</p> <ul style="list-style-type: none"> •Believes: _____ societies enrich all individuals •similarities and differences <p>education should _____ a vibrant, pluralistic society that authentically reflects diverse populations and _____ perspectives</p>	Deleted
Editorial Change	Diversity in the Classroom Key Concepts Student Version	<p>Today's Classrooms</p> <ul style="list-style-type: none"> •Are the most diverse <p>students have different backgrounds and speak different languages</p> <p>students can have a wide range of abilities</p> <p>students can come from different family situations</p>	<p>Today's Classrooms</p> <ul style="list-style-type: none"> •Are the most diverse <p>students have different backgrounds and speak different languages</p> <p>students can have a wide range of abilities</p>

Developmental Theories

- Include various principles and theories from well-known theorists
 - Jean Piaget
 - Lev Vygotsky
 - Erik Erikson



Creating a Successful Learning Environment

Lesson Overview

Objectives:

1. To outline the principles and theories of human development and the learning process.
2. To identify qualities of effective schools and teachers.
3. To describe classroom management through providing a safe and effective learning environment.

Class 1

Essential Questions:

1. What is a professional philosophy of education?
2. What are the four common concepts used in developmental theories?
3. What are the educational practices within Piaget's theory?

Step 1: Answer the **Essential Question**, "what is a professional philosophy of education". Save your response for future use.

Step 2: Access the **Action Plan**, **Vocabulary Handout** and **Key Concepts**.

- The **Action Plan** lays out a list of tasks for you to complete during the lesson.
- The **Vocabulary Handout** is a list of terms used throughout the lesson.
- The **Key Concepts** is an outline which identifies the main ideas presented in the lesson which you can fill in to aid in note taking during the lesson.

Step 3: View slides 1 to 12 of the **Learning & Human Development** PowerPoint® segment.

- This portion of the segment is 12 slides long.
- Be sure to utilize the **Key Concepts** for this segment of the lesson.

Step 4: Begin the **Implement It! Activity**.

- In groups, research principles and theories about human development and the learning process, relate them to a specific teaching or training situation using a skit, then also create a professional philosophy of education based on your beliefs.

Step 5: Compare your answers from the beginning of class to the presentation information. Then create a list of items you think a teacher would include within their teaching philosophy.

Class 2

Essential Questions:

1. What is a professional philosophy of education?
2. What are the four common concepts used in developmental theories?
3. What are the educational practices within Piaget's theory?

Step 1: Your instructor will write the four general developmental theories then call on you to define each.

Step 2: View slides 13 to 27 of the **Learning & Human Development** PowerPoint® segment.

- This portion of the segment is 15 slides long.
- Be sure to utilize the **Key Concepts** for this segment of the lesson.

Step 3: Complete the **Learning & Human Development Check for Understanding**.

- This Check for Understanding is a short review of the content presented in the segment.

Step 4: Complete the **Implement It! Activity**.

- In groups, research principles and theories about human development and the learning process, relate them to a specific teaching or training situation using a skit, then also create a professional philosophy of education based on your beliefs.

Step 5: Share your skit and philosophy with the class.

Class 3

Essential Questions:

1. How does a safe and effective learning environment incorporate the principle of universal design?
2. Why is strong leadership a demanding role?
3. Why is providing goals and direction important for learner success?

Step 1: Your instructor will write down three statements about effective schools and teachers but will include something which is wrong within these statements. Point out what is wrong and correct it.

Step 2: View slides 28 to 40 of the *Learning & Human Development* PowerPoint® segment.

- This portion of the segment is 13 slides long.
- Be sure to utilize the **Key Concepts** for this segment of the lesson.

Step 3: Begin the **Qualities Project**.

- Write an essay over the effective qualities of your school and teacher.

Step 4: Provide an update on your project.

Class 4

Essential Questions:

1. How does a safe and effective learning environment incorporate the principle of universal design?
2. Why is strong leadership a demanding role?
3. Why is providing goals and direction important for learner success?

Step 1: Imagine you are a teacher and are brainstorming techniques which could be implemented for effectiveness. Create a list detailing techniques which effective schools and teachers use. Turn it in after completing.

Step 2: View slides 41 to 54 of the *Effective Schools & Teachers* PowerPoint® segment.

- This portion of the segment is 14 slides long.
- Be sure to utilize the **Key Concepts** for this segment of the lesson.

Step 3: View the *School & Teacher Traits* video segment.

- This video is nine minutes long.

Step 4: Complete the **Effective Schools & Teachers Check for Understanding**.

- This Check for Understanding is a short review of the content presented in the segment.

Step 5: Complete the **Qualities Project**.

- Write an essay over the effective qualities of your school and teacher.

Step 6: Turn in your project.

Class 5

Essential Questions:

1. What are some examples of effective relationships?
2. How can feedback be demonstrated?
3. What are some effective classroom procedures?
4. What are the mediation steps for conflict management?

Step 1: Your instructor will ask why you think classroom management is important. Get into pairs and discuss.

Step 2: View the *Classroom Management* PowerPoint® segment.

- This segment is 22 slides long.
- Be sure to utilize the **Key Concepts** for this segment of the lesson.

Step 3: View the *Managing a Classroom* video segment.

- This video is five minutes long.

Step 4: Complete the **Classroom Management Check for Understanding**.

- This Check for Understanding is a short review of the content presented in the segment.

Step 5: Begin the **Implementing Classroom Management Project**.

- Work with a partner to create a classroom management plan for a particular grade level and subject area.

Step 6: Provide an update on your project.

Class 6

Step 1: On a sticky note, answer, “what stuck with you,” and post your sticky notes in one area.

Step 2: Complete the **Creating a Successful Learning Environment Final Assessment**.

- The Final Assessment is a comprehensive assessment covering material throughout the entire lesson.

Step 3: Complete the **Implementing Classroom Management Project**.

- Work with a partner to create a classroom management plan for a particular grade level and subject area.

Step 4: Share your management plan with the class.



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Creating a Successful Learning Environment

Final Assessment

Directions:

Answer the following questions.

1. Which of the following should be a consideration when establishing effective classroom rules?
 - A. Lesson plans
 - B. Late assignments
 - C. Assessment type
 - D. Lesson goals and objectives
2. Which of the following classroom layout types encourages student collaboration?
 - A. Traditional row by row
 - B. Lecture rows
 - C. Desk clusters
 - D. Computer based

3. Fill in the blanks using the word bank provided below.

_____ is a demanding role requiring _____ to demonstrate numerous essential skills, such as helping teachers develop classroom _____ and management plans, using multiple sources of _____ to apply instructional improvement, and providing relevant professional _____.

data development	leadership motivation	principals
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4. Which of the following is NOT a general developmental principle?
 - A. Growth and development is a gradual and continuous process
 - B. Growth and development remains constant over the life span
 - C. Children progress through a sequence of stages which can be predicted
 - D. Rates of growth and development are the same from person to person
5. Professional development should be geared towards improving which of the following?
 - A. Instructional quality
 - B. Family relationships
 - C. Lesson planning
 - D. Resource location
6. Match each concept used in developmental theories with the correct descriptions.

Description	Term
Development based on the environment and relationships	
Development based on growth of the body	
Development of feelings about oneself and others as well as confidence and independence	
Development of thinking and reasoning ability	

Cognitive	Emotional	Physical	Social
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7. Vygotsky's theory placed a significant emphasis on _____ and social factors contributing to cognitive development.
- Culture
 - Environment
 - Behavior
 - Education
8. Which of the following gives students vision and motivation?
- Monitoring student progress
 - Providing goals and direction
 - Allocating standardized testing
 - None of these are correct
9. Which of the following should be considered when constructing an effective classroom layout?
- Other teachers styles
 - Student age and size
 - Type of flooring
 - Teacher's personality
10. Classroom procedures should NOT create consistency.
- True
 - False
11. Piaget's theory addresses the changes in children's thought process from infancy through adolescence in _____ stages.
- Three
 - Four
 - Five
 - Six
12. Select the correct answer from the choices provided in the underlined sections. Principle one / three involves implementing materials which can be used by various students depending on their abilities or beliefs. Principle seven / five include the materials can be used no matter the student's mobility, posture or size.

13. _____ is a statement detailing a set of beliefs about pedagogy and the learning process.

- A. Developmental pedagogy
- B. Cognitive development
- C. Teacher philosophy
- D. Learning philosophy

14. Match the following general developmental theories to their descriptions.

Description	Term
Environment is the primary sources of development factors and development patterns which can be altered by environmental experiences	
Personality is the result of instinctive biological drives; conscious choices determine behavior as much as the unconscious instinctual drives	
Learning occurs through internal processing of information which leads to understanding and retention	
New behaviors are learned primarily through observing the behaviors of others within their environment	

Biological	Cognitive	Learning	Psychoanalytic
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15. Erikson's theory proposes individual's experience social and emotional development in eight distinct stages.

- A. True
- B. False

16. Which of the following is NOT a technique schools and teachers should demonstrate to support an effective learning environment?

- A. Communication
- B. Problem-solving
- C. Leadership
- D. Indecisiveness

17. Which of the following describes how feedback should be demonstrated?

- A. Written documentation
- B. Classroom processes
- C. Checklists
- D. All of these are correct

18. _____ layouts should revolve around teacher-based instruction and presentations.

- A. Teacher-centered

- B. Direct instruction
- C. Student-centered
- D. Presentation-centered

19. Mrs. Jaquelin is an agricultural science teacher at Bell High School. She has noticed one student misbehaving a lot while she is teaching. She wants to redirect this student's behavior without disturbing the entire class. Which of the following describes a way she can accomplish this?

- A. Asking directed questions at the misbehaving student
- B. Calling the student's name out in front of the class
- C. Sending the student to the principal's office
- D. Having the student sit in the hallway for the remainder of the lesson

20. Select the correct answer from the choices provided in the underlined sections. Piaget's / Pascal's theory explains how a child constructs a mental model of the world. While Vygotsky's / Erikson's theory places a significant emphasis on culture and social factors contributing to cognitive development.

Creating a Successful Learning Environment

Final Assessment Answer Key

Directions:

Answer the following questions.

1. Which of the following should be a consideration when establishing effective classroom rules?
 - A. Lesson plans
 - B. Late assignments**
 - C. Assessment type
 - D. Lesson goals and objectives
2. Which of the following classroom layout types encourages student collaboration?
 - A. Traditional row by row
 - B. Lecture rows
 - C. Desk clusters**
 - D. Computer based

3. Fill in the blanks using the word bank provided below.

Leadership is a demanding role requiring **principals** to demonstrate numerous essential skills, such as helping teachers develop classroom **motivation** and management plans, using multiple sources of **data** to apply instructional improvement, and providing relevant professional **development**.

data development	leadership motivation	principals
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4. Which of the following is NOT a general developmental principle?
 - A. Growth and development is a gradual and continuous process
 - B. Growth and development remains constant over the life span
 - C. Children progress through a sequence of stages which can be predicted
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 - A. Instructional quality**
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 - C. Lesson planning
 - D. Resource location

6. Match each concept used in developmental theories with the correct descriptions.

Description	Term
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Development based on the environment and relationships	Social
Development based on growth of the body	Physical
Development of feelings about oneself and others as well as confidence and independence	Emotional
Development of thinking and reasoning ability	Cognitive

Cognitive	Emotional	Physical	Social
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7. Vygotsky's theory placed a significant emphasis on _____ and social factors contributing to cognitive development.
- A. Culture**
 - B. Environment
 - C. Behavior
 - D. Education
8. Which of the following gives students vision and motivation?
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 - B. Providing goals and direction**
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- A. Other teachers styles
 - B. Student age and size**
 - C. Type of flooring
 - D. Teacher's personality
10. Classroom procedures should NOT create consistency.
- A. True
 - B. False**
11. Piaget's theory addresses the changes in children's thought process from infancy through adolescence in _____ stages.
- A. Three
 - B. Four**
 - C. Five
 - D. Six
12. Select the correct answer from the choices provided in the underlined sections. Principle one / three involves implementing materials which can be used by various students depending on their abilities or beliefs. Principle seven / five include the materials can be used no matter the student's mobility, posture or size.

13. _____ is a statement detailing a set of beliefs about pedagogy and the learning process.
- A. Developmental pedagogy
 - B. Cognitive development
 - C. Teacher philosophy**
 - D. Learning philosophy

14. Match the following general developmental theories to their descriptions.

Description	Term
Environment is the primary sources of development factors and development patterns which can be altered by environmental experiences	Biological
Personality is the result of instinctive biological drives; conscious choices determine behavior as much as the unconscious instinctual drives	Psychoanalytic
Learning occurs through internal processing of information which leads to understanding and retention	Cognitive
New behaviors are learned primarily through observing the behaviors of others within their environment	Learning

Biological	Cognitive	Learning	Psychoanalytic
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15. Erikson's theory proposes individual's experience social and emotional development in eight distinct stages.
- A. True**
 - B. False

16. Which of the following is NOT a technique schools and teachers should demonstrate to support an effective learning environment?
- A. Communication
 - B. Problem-solving
 - C. Leadership
 - D. Indecisiveness**

17. Which of the following describes how feedback should be demonstrated?
- A. Written documentation
 - B. Classroom processes
 - C. Checklists
 - D. All of these are correct**

18. _____ layouts should revolve around teacher-based instruction and presentations.
- A. Teacher-centered**
 - B. Direct instruction

- C. Student-centered
- D. Presentation-centered

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- B. Calling the student's name out in front of the class
- C. Sending the student to the principal's office
- D. Having the student sit in the hallway for the remainder of the lesson

20. Select the correct answer from the choices provided in the underlined sections.

Piaget's / Pascal's theory explains how a child constructs a mental model of the world. While Vygotsky's / Erikson's theory places a significant emphasis on culture and social factors contributing to cognitive development.



Creating a Successful Learning Environment

Key Concepts

Learning & Human Development

Essential Questions

1. What is a professional philosophy of education?
2. What are the four common concepts used in developmental theories?
3. What are the educational practices within Piaget's theory?

Professional Philosophy of Education

- Is a summary about an individual's _____ regarding the education industry, _____ and their co-workers
- _____ which is a statement about _____ and learning process beliefs

Learning & Human Development

- Is important to understand to create a successful _____
 - obtaining a basic understanding of children's learning and _____ aids in understanding what students are doing and why
 - understanding _____ can help identify discrepancies
 - may signal _____ **delays**

Common Concepts

- Used in _____ theories:
 - _____
 - development of thinking and _____ ability
 - physical
 - development based on _____ of the body
 - _____
 - development based on the environment and _____
 - _____
 - development of _____ about oneself and other people as well as confidence and independence

General Developmental Principles (Part 1)

- Include _____ and development:
 - is a gradual and _____ process
 - remains _____ over the life span
 - _____ vary from each person
 - children progressing through a _____ of stages
 - characteristics being _____ and influencing each other

General Developmental Principles (Part 2)

- Include biological:
 - _____ is the primary sources of developmental factors and development patterns which can be altered by environmental experiences
- Include _____:
 - new behaviors are learned primarily through _____ the behaviors of others within their environment
 - known as _____
- Includes _____
 - personality is the result of instinctive _____; conscious choices determine behavior as much as the unconscious instinctual drives
- Includes _____
 - learning occurs through internal processing of information which leads to understanding and _____

Piaget's Theory

- Explains how a child constructs a _____ model of the world
- Proposes children first develop _____ abilities and then learn to manipulate those
- Addresses the changes in children's _____ process from infancy through adolescence in four stages
 - _____
 - preoperational
 - _____ operational
 - formal operational

Piaget's Theory (Part 2)

- _____ practices include:
 - focusing on the _____ of learning, rather than the end product
 - using _____
 - using collaborative and _____ activities
 - presenting problems requiring logical, _____ thinking
 - evaluating the level of the child's development, so _____ can be set

Vygotsky's Theory

- Places an emphasis on _____ and social factors contributing to cognitive development
 - social interaction leads to ongoing changes in thoughts and _____
 - development depends on _____
- States children's social interaction with more knowledgeable _____ and peers is essential to their cognitive development

- Educational practices include:
 - allowing students to grow in _____
 - making sure students have access to _____ tools
 - building on the students' _____
 - capitalizing on _____ and group learning

Erikson's Theory

- Proposes individual's experience _____ and emotional development in eight distinct stages
 - birth to _____
- Suggests a _____ occurs at each stage
 - crises are of a psychosocial nature which involve the _____ needs of the individual, which conflict with the needs of society
- States a successful _____ of each stage must occur before moving on to the next
 - _____ to complete a stage will result in not being able to complete the other stages
- Educational practices include:
 - allowing students to show their _____ and responsibility
 - providing _____ to discouraged students
 - making sure students have _____ to set and work towards goals

Teachers

- Can encourage development by providing _____ and opportunities for learning
- Should understand all students bring class unique values, _____ and beliefs
- Who recognize the influences of family, _____ and community understand and _____ students in the classroom

Effective Schools & Teachers

Essential Questions

1. How does a safe and effective learning environment incorporate the principles of universal design?
2. Why is strong leadership a demanding role?
3. Why is providing goals and direction important for learner success?

Effective Schools & Teachers

- Include characteristics serving as a foundation for _____ and promote an effective learning environment
 - motivation, _____, parent engagement, teacher efficacy and consistency facilitate the learning process

- a climate which fosters value, _____, decency and success for students and _____

Safe & Effective Learning Environment (Part 1)

- Should be _____
 - students will feel safe when their _____ and concerns are being heard
- Incorporate the principles of _____:
 - principle one is _____ use
 - implementing materials which can be used by various students depending on _____ or beliefs
 - principle two is _____ in use
 - implementing materials which _____ many students with different preferences and abilities

Safe & Effective Learning Environment (Part 2)

- principle three is _____ and intuitive use
 - entails the materials are easy to understand, regardless of the student's _____, knowledge or skill
- principle four is _____ information
 - implies the materials demonstrate the information _____, regardless of the student's abilities
- principle five is tolerance for _____
 - the materials reduce _____ of unintended actions
- principle six is low physical effort
 - the materials are used efficiently and _____
- principle seven is size and _____ for approach and use
 - the materials can be used no matter the student's _____, posture or size

Effective Schools & Teachers

- Start with strong _____
 - the principal and other school administrators should act as _____
- Include:
 - teachers being responsible for _____
 - school leaders being responsible for managing teacher development and _____

Strong Leadership (Part 1)

- Is a demanding role requiring _____ and school officials to demonstrate essential skills
 - promoting and sustaining an _____ program

- _____ the development and implementation of a vision of learning
- _____ and building support
- actively engaging the _____ to create and share responsibilities
- helping teachers develop, _____ and implement classroom plans
- using multiple sources of _____ to assess, identify and apply instructional improvement
- providing relevant, high-quality teacher _____

Strong Leadership (Part 2)

- Is crucial for teachers to demonstrate for _____ to complete a task successfully
 - providing _____, encouragement and motivation for learners
 - providing a _____ environment
 - building _____ and developing rapport
 - promoting the _____ of all students

Strong Leadership (Part 3)

- Allows for accepting and _____ on feedback to determine plans for improvement
 - a teacher can _____ this by:
 - correcting _____
 - editing their _____
 - _____ their teaching style
 - a _____ can demonstrate this by:
 - listening to teachers, parents and _____
 - implementing techniques for _____
 - _____

Effective Schools & Teachers

- Should demonstrate techniques to support an effective _____:
 - communication
 - conflict-management
 - _____
 - problem-solving
 - decision-making
 - teamwork
 - leadership
- Take responsibility of _____
- Should demonstrate and implement behaviors and skills _____ the learning process

Setting High Expectations

- Is necessary for _____
- Involves teachers _____ and demonstrating all students can succeed
- Also is necessary for _____
 - expected to _____ at a high level
 - evaluations and professional development should be geared towards _____

Monitoring Student Progress

- Should be frequent and _____ to improve student performance
- also improves _____ Allows the use of data to identify _____ learning areas
 - teachers can find _____
- Allows teachers to provide _____

Providing Goals & Direction

- Is vital for _____ success
 - schools must construct _____ and effectively communicate them
 - schools should be open to incorporating new _____ and ideas into goals
- Gives _____ and motivation
 - increases students' pride and _____ from performance
- Has the ability to _____ student performance

Providing a Secure & Organized Environment

- Allows for effective teaching and _____
 - students need to feel _____ to focus on learning
- Can enhance _____
- Includes creating a _____ learning environment
 - building a strong classroom _____
 - choosing appropriate _____ and materials
 - building self-esteem and _____
 - _____ students

Effective Schools & Teachers (Part 1)

- Include _____:
 - acting with integrity, _____ and in an ethical manner
 - ensuring student achievement by utilizing academic _____ and resources
 - implementing _____ instructional activities
 - maintaining effective relationships with students, parents and the _____

- evaluating backgrounds, _____ and skills when planning instruction

Effective Schools & Teachers (Part 2)

- establishing _____
- _____ consistency
- dealing with behavior
- providing _____
 - helps students understand the subject
 - strengths _____
 - improves student's academic confidence
 - develops _____ toward learning
 - motivates student's behavior and _____

Classroom Management

Essential Questions

1. What are some examples of effective relationships?
2. How can feedback be demonstrated?
3. What are some effective classroom procedures?
4. What are the mediation steps for conflict management?

Classroom Management

- Is the procedures a teacher uses to organize students, _____, time and materials
 - effective _____
- Is crucial and _____ in the classroom
 - well-managed classroom has set _____ and routines
- Involves:
 - creating a _____ environment
 - preparing desks, books, papers, _____ and materials prior to class
 - maintaining a _____ and organized classroom
 - portraying a _____ and positive attitude
 - expressing _____
 - protecting students from _____
 - providing _____

Developing Effective Relationships

- Should foster mutual respect and _____
- Examples include the teacher:
 - applying _____ to relate to the students
 - showing _____ in the student's life outside of school

- treating the students with kindness and _____

Feedback

- Should be _____ by:
 - _____ and targeted
 - individual needs _____
- Can be demonstrated by:
 - checklists
 - _____
 - written documentation
 - verbal _____

Facilitating Student Discussion

- _____ students
 - builds upon knowledge
- Can include _____ strategies:
 - encouraging _____
 - implementing problem solving
 - encouraging _____
 - motivating students to find _____ on their own

Classroom Layout (Part 1)

- Impacts _____
- Encourages learning and _____
 - students should be able to hear all _____
 - the teacher should be able to _____
- Depends on _____
 - _____ layouts should revolve around teacher-based instruction and presentations
 - traditional rows and _____
 - _____ layouts should encourage student collaboration
 - desks arranged in clusters or in a _____

Classroom Layout (Part 2)

- Considerations:
 - classroom _____ and shape
 - student _____ and size
 - teaching style and objectives
 - _____
- Tips:
 - making sure the students can see the _____ or presentation
 - eliminating distractions

- determining comfortable _____
- Which are effective should focus on learning
 - key to keeping students on _____
 - prioritize _____ and arrange the classroom accordingly

Classroom Management

- Involves giving clear directions
 - can affect _____ or failure
 - tell how to complete a _____
- Includes classroom rules and procedures:
 - should be established first few days of school
 - involve students setting _____ and procedure
 - keep the list _____
 - state them in _____
 - _____ the terms

Classroom Procedures

- Are to help students _____ in an organized manner
- Describes how a teacher wants something _____ by telling the students how things work
- Should create _____
- Which are effective:
 - involves explaining what is expected then practicing and _____ it
 - includes steps
 - entering
 - _____
 - asking a question
 - transitioning from activities
 - being in the _____
 - when to sharpen a pencil
 - collecting _____

Classroom Rules

- Are created and _____ to maintain behavior
- Should be established and clearly explained on _____
- Include _____ and rewards
- Which are effective involve:
 - setting _____
 - _____ for appropriate behavior
 - steps to take for _____ behavior
 - considerations
 - tardies, hall passes, _____, computer use, and food and drink

Classroom Behavior

- Can cause _____ making it difficult for a successful learning environment
- May be caused by:
 - _____ expectations
 - desire for attention
 - _____
 - embarrassment
 - lack of _____
- Includes redirecting misbehavior:
 - moving _____ a student who is off task or misbehaving
 - establishing _____ with a student who is off task or misbehaving
 - _____ the lights
 - asking _____ questions

Conflict Management Strategies

- Are necessary for teachers to implement to maintain successful _____
- Include the following _____ steps:
 - defining the _____
 - having each side explain their perspective
 - uncovering _____ or concerns
 - brainstorming options for action
 - developing _____ to select options for action
 - making a _____

Classroom Management Tips

- Which promote a _____ and effective learning environment include:
 - being _____ when presenting information
 - expressing learning goals and _____
 - utilizing _____
 - reminding students of acceptable behavior
 - handling _____ or behavior problems quickly and consistently
 - being consistent and _____
 - breaking the class period into two or three different _____
 - keeping students _____
 - _____ and differentiating conditions for learning
 - asking for _____ when needed

Creating a Successful Learning Environment

Key Concepts Answer Key

Learning & Human Development

Essential Questions

1. What is a professional philosophy of education?
2. What are the four common concepts used in developmental theories?
3. What are the educational practices within Piaget's theory?

Professional Philosophy of Education

- Is a summary about an individual's **beliefs** regarding the education industry, **themselves** and their co-workers
- **teacher philosophy** which is a statement about **pedagogy** and learning process beliefs

Learning & Human Development

- Is important to understand to create a successful **learning environment**
 - obtaining a basic understanding of children's learning and **behavior** aids in understanding what students are doing and why
 - understanding **growth patterns** can help identify discrepancies
 - may signal **developmental delays**

Common Concepts

- Used in **developmental** theories:
 - **cognitive**
 - development of thinking and **reasoning** ability
 - physical
 - development based on **growth** of the body
 - **social**
 - development based on the environment and **relationships**
 - **emotional**
 - development of **feelings** about oneself and other people as well as confidence and independence

General Developmental Principles (Part 1)

- Include **growth** and development:
 - is a gradual and **continuous** process
 - remains **constant** over the life span
 - **rates** vary from each person
 - children progressing through a **sequence** of stages
 - characteristics being **interrelated** and influencing each other

General Developmental Principles (Part 2)

- Include biological:
 - **environment** is the primary sources of developmental factors and development patterns which can be altered by environmental experiences
- Include **learning**:
 - new behaviors are learned primarily through **observing** the behaviors of others within their environment
 - known as **observational learning**
- Includes **psychoanalytic**
 - personality is the result of instinctive **biological drives**; conscious choices determine behavior as much as the unconscious instinctual drives
- Includes **cognitive**
 - learning occurs through internal processing of information which leads to understanding and **retention**

Piaget's Theory

- Explains how a child constructs a **mental** model of the world
- Proposes children first develop **representational** abilities and then learn to manipulate those
- Addresses the changes in children's **thought** process from infancy through adolescence in four stages
 - **sensorimotor**
 - preoperational
 - **concrete** operational
 - formal operational

Piaget's Theory (Part 2)

- **Educational** practices include:
 - focusing on the **process** of learning, rather than the end product
 - using **active methods**
 - using collaborative and **individual** activities
 - presenting problems requiring logical, **analytical** thinking
 - evaluating the level of the child's development, so **tasks** can be set

Vygotsky's Theory

- Places an emphasis on **culture** and social factors contributing to cognitive development
 - social interaction leads to ongoing changes in thoughts and **behavior**
 - development depends on **interaction**
- States children's social interaction with more knowledgeable **adults** and peers is essential to their cognitive development
- Educational practices include:
 - allowing students to grow in **competence**

- making sure students have access to **powerful** tools
- building on the students' **knowledge**
- capitalizing on **dialogue** and group learning

Erikson's Theory

- Proposes individual's experience **social** and emotional development in eight distinct stages
 - birth to **death**
- Suggests a **crisis** occurs at each stage
 - crises are of a psychosocial nature which involve the **psychological** needs of the individual, which conflict with the needs of society
- States a successful **completion** of each stage must occur before moving on to the next
 - **failure** to complete a stage will result in not being able to complete the other stages
- Educational practices include:
 - allowing students to show their **independence** and responsibility
 - providing **support** to discouraged students
 - making sure students have **opportunities** to set and work towards goals

Teachers

- Can encourage development by providing **enriched environments** and opportunities for learning
- Should understand all students bring class unique values, **practices** and beliefs
- Who recognize the influences of family, **culture** and community understand and **accommodate** students in the classroom

Effective Schools & Teachers

Essential Questions

1. How does a safe and effective learning environment incorporate the principles of universal design?
2. Why is strong leadership a demanding role?
3. Why is providing goals and direction important for learner success?

Effective Schools & Teachers

- Include characteristics serving as a foundation for **student success** and promote an effective learning environment
 - motivation, **planning**, parent engagement, teacher efficacy and consistency facilitate the learning process
 - a climate which fosters value, **respect**, decency and success for students and **staff members**

Safe & Effective Learning Environment (Part 1)

- Should be **prioritized**
 - students will feel safe when their **questions** and concerns are being heard
- Incorporate the principles of **universal design**:
 - principle one is **equitable** use
 - implementing materials which can be used by various students depending on **abilities** or beliefs
 - principle two is **flexibility** in use
 - implementing materials which **accommodates** many students with different preferences and abilities

Safe & Effective Learning Environment (Part 2)

- principle three is **simple** and intuitive use
 - entails the materials are easy to understand, regardless of the student's **experience**, knowledge or skill
- principle four is **perceptible** information
 - implies the materials demonstrate the information **effectively**, regardless of the student's abilities
- principle five is tolerance for **error**
 - the materials reduce **adverse consequences** of unintended actions
- principle six is low physical effort
 - the materials are used efficiently and **comfortably**
- principle seven is size and **space** for approach and use
 - the materials can be used no matter the student's **mobility**, posture or size

Effective Schools & Teachers

- Start with strong **leadership**
 - the principal and other school administrators should act as **instructional leaders**
- Include:
 - teachers being responsible for **student learning**
 - school leaders being responsible for managing teacher development and **instruction**

Strong Leadership (Part 1)

- Is a demanding role requiring **principals** and school officials to demonstrate essential skills
 - promoting and sustaining an **instructional** program
 - **facilitating** the development and implementation of a vision of learning
 - **promoting** and building support
 - actively engaging the **community** to create and share responsibilities
 - helping teachers develop, **communicate** and implement classroom plans

- using multiple sources of **data** to assess, identify and apply instructional improvement
- providing relevant, high-quality teacher **professional development**

Strong Leadership (Part 2)

- Is crucial for teachers to demonstrate for **students** to complete a task successfully
 - providing **support**, encouragement and motivation for learners
 - providing a **24-hour learning** environment
 - building **trust** and developing rapport
 - promoting the **success** of all students

Strong Leadership (Part 3)

- Allows for accepting and **reflecting** on feedback to determine plans for improvement
 - a teacher can **demonstrate** this by:
 - correcting **mistakes**
 - editing their **lesson plan**
 - **changing** their teaching style
 - a **school** can demonstrate this by:
 - listening to teachers, parents and **guardians**
 - implementing techniques for **improvement**
 - **setting goals**

Effective Schools & Teachers

- Should demonstrate techniques to support an effective **learning environment**:
 - communication
 - conflict-management
 - **mediation**
 - problem-solving
 - decision-making
 - teamwork
 - leadership
- Take responsibility of **student success**
- Should demonstrate and implement behaviors and skills **facilitating** the learning process

Setting High Expectations

- Is necessary for **student success**
- Involves teachers **communicating** and demonstrating all students can succeed
- Also is necessary for **teacher success**

- expected to **teach** at a high level
- evaluations and professional development should be geared towards **improving instruction**

Monitoring Student Progress

- Should be frequent and **ongoing** to improve student performance
 - also improves **instructional practices**
- Allows the use of data to identify **problematic** learning areas
 - teachers can find **solutions**
- Allows teachers to provide **additional support**

Providing Goals & Direction

- Is vital for **learning** success
 - schools must construct **goals** and effectively communicate them
 - schools should be open to incorporating new **methods** and ideas into goals
- Gives **vision** and motivation
 - increases students' pride and **satisfaction** from performance
- Has the ability to **affect** student performance

Providing a Secure & Organized Environment

- Allows for effective teaching and **maximum learning**
 - students need to feel **comfortable** to focus on learning
- Can enhance **productivity**
- Includes creating a **supportive** learning environment
 - building a strong classroom **community**
 - choosing appropriate **content** and materials
 - building self-esteem and **self-efficacy**
 - **motivating** students

Effective Schools & Teachers (Part 1)

- Include **characteristics**:
 - acting with integrity, **fairness** and in an ethical manner
 - ensuring student achievement by utilizing academic **standards** and resources
 - implementing **engaging** instructional activities
 - maintaining effective relationships with students, parents and the **community**
 - evaluating backgrounds, **strengths** and skills when planning instruction

Effective Schools & Teachers (Part 2)

- establishing **grading practices**
- **exhibiting** consistency

- dealing with behavior
- providing **feedback**
 - helps students understand the subject
 - strengthens **classroom communication**
 - improves student's academic confidence
 - develops **enthusiasm** toward learning
 - motivates student's behavior and **learning**

Classroom Management

Essential Questions

1. What are some examples of effective relationships?
2. How can feedback be demonstrated?
3. What are some effective classroom procedures?
4. What are the mediation steps for conflict management?

Classroom Management

- Is the procedures a teacher uses to organize students, **space**, time and materials
 - effective **learning environment**
- Is crucial and **fundamental** in the classroom
 - well-managed classroom has set **procedures** and routines
- Involves:
 - creating a **positive** environment
 - preparing desks, books, papers, **assignments** and materials prior to class
 - maintaining a **clean** and organized classroom
 - portraying a **warm** and positive attitude
 - expressing **expectations**
 - protecting students from **misbehavior**
 - providing **constructive feedback**

Developing Effective Relationships

- Should foster mutual respect and **rapport**
- Examples include the teacher:
 - applying **personal stories** to relate to the students
 - showing **interest** in the student's life outside of school
 - treating the students with kindness and **respect**

Feedback

- Should be **implemented** by:
 - **instructional** and targeted
 - individual needs **considered**
- Can be demonstrated by:

- checklists
- **classroom processes**
- written documentation
- verbal **communication**

Facilitating Student Discussion

- **Challenges** students
 - builds upon knowledge
- Can include **questioning** strategies:
 - encouraging **critical thinking**
 - implementing problem solving
 - encouraging **discussion**
 - motivating students to find **information** on their own

Classroom Layout (Part 1)

- Impacts **learning abilities**
- Encourages learning and **participation**
 - students should be able to hear all **information**
 - the teacher should be able to **manage classroom**
- Depends on **instruction**
 - **teacher-centered** layouts should revolve around teacher-based instruction and presentations
 - traditional rows and **columns**
 - **student-centered** layouts should encourage student collaboration
 - desks arranged in clusters or in a **horseshoe**

Classroom Layout (Part 2)

- Considerations:
 - classroom **size** and shape
 - student **age** and size
 - teaching style and objectives
 - **distractions**
- Tips:
 - making sure the students can see the **board** or presentation
 - eliminating distractions
 - determining comfortable **temperature**
- Which are effective should focus on learning
 - key to keeping students on **track**
 - prioritize **delivery instructions** and arrange the classroom accordingly

Classroom Management

- Involves giving clear directions

- can affect **success** or failure
- tell how to complete a **task**
- Includes classroom rules and procedures:
 - should be established first few days of school
 - involve students setting **rules** and procedure
 - keep the list **short**
 - state them in **positive terms**
 - **define** the terms

Classroom Procedures

- Are to help students **function** in an organized manner
- Describes how a teacher wants something **accomplished** by telling the students how things work
- Should create **consistency**
- Which are effective:
 - involves explaining what is expected then practicing and **reinforcing** it
 - includes steps
 - entering
 - **leaving**
 - asking a question
 - transitioning from activities
 - being in the **hallway**
 - when to sharpen a pencil
 - collecting **papers**

Classroom Rules

- Are created and **enforced** to maintain behavior
- Should be established and clearly explained on **day one**
- Include **consequences** and rewards
- Which are effective involve:
 - setting **expectations**
 - **rewards** for appropriate behavior
 - steps to take for **inappropriate** behavior
 - considerations
 - tardies, hall passes, **late assignments**, computer use, and food and drink

Classroom Behavior

- Can cause **disturbances** making it difficult for a successful learning environment
- May be caused by:
 - **unclear** expectations

- desire for attention
- **fear**
- embarrassment
- lack of **basic needs**
- Includes redirecting misbehavior:
 - moving **near** a student who is off task or misbehaving
 - establishing **eye contact** with a student who is off task or misbehaving
 - **dimming** the lights
 - asking **directed** questions

Conflict Management Strategies

- Are necessary for teachers to implement to maintain successful **student learning**
- Include the following **mediation** steps:
 - defining the **problem**
 - having each side explain their perspective
 - uncovering **interests** or concerns
 - brainstorming options for action
 - developing **joint standards** to select options for action
 - making a **decision**

Classroom Management Tips

- Which promote a **safe** and effective learning environment include:
 - being **organized** when presenting information
 - expressing learning goals and **directions**
 - utilizing **routines**
 - reminding students of acceptable behavior
 - handling **disruptions** or behavior problems quickly and consistently
 - being consistent and **patient**
 - breaking the class period into two or three different **activities**
 - keeping students **actively involved**
 - **modifying** and differentiating conditions for learning
 - asking for **help** when needed



Creating a Successful Learning Environment

Lesson Overview

Media: Hybrid (76 slides/14 minutes)

Seat Time: 6 Classes | 300 minutes teaching

Goal:

To identify qualities of effective schools and teachers.

Description:

This lesson outlines the qualities of effective schools and teachers which facilitate the learning process. Learning and human development theories are discussed, as well as classroom management.

Objectives:

1. To outline the principles and theories of human development and the learning process.
2. To identify qualities of effective schools and teachers.
3. To describe classroom management through providing a safe and effective learning environment.

Class 1

Class Overview:

Learning & Human Development Microsoft® PowerPoint® Segment

Action Plan

Vocabulary Handout

Key Concepts

Implement It! Activity

Essential Questions:

1. What is a professional philosophy of education?
2. What are the four common concepts used in developmental theories?
3. What are the educational practices within Piaget's theory?

Step 1: Bell Ringer:

- Ask students the **Essential Question**, "what is a professional philosophy of education". Have students save their response for future use.

Step 2: Distribute the **Action Plan**, **Vocabulary Handout** and **Key Concepts**.

- The **Action Plan** lays out a list of tasks for students to complete during the lesson.
- The **Vocabulary Handout** is a list of terms used throughout the lesson.
- The **Key Concepts** is an outline which identifies the main ideas presented in the lesson which students can fill in to aid in note taking during the lesson.

Step 3: Show slides 1 to 12 of the *Learning & Human Development* PowerPoint® segment.

- This portion of the segment is 12 slides long.
- Be sure to utilize the **Key Concepts** for this segment of the lesson.

Step 4: Students should begin the **Implement It! Activity**.

- In groups, students will research principles and theories about human development and the learning process, relate them to a specific teaching or training situation using a skit, then also create a professional philosophy of education based on their beliefs.

Step 5: Exit Ticket:

- Have students compare their answers from the beginning of class to the presentation

information. Then they should create a list of items they think a teacher would include within their teaching philosophy.

Class 2

Class Overview:

Learning & Human Development Microsoft® PowerPoint® Segment

Action Plan

Vocabulary Handout

Key Concepts

Learning & Human Development Check for Understanding

Implement It! Activity

Essential Questions:

1. What is a professional philosophy of education?
2. What are the four common concepts used in developmental theories?
3. What are the educational practices within Piaget's theory?

Step 1: Bell Ringer:

- Write the four general developmental theories where students can see. Then call on students to define each.

Step 2: Show slides 13 to 27 of the *Learning & Human Development* PowerPoint® segment.

- This portion of the segment is 15 slides long.
- Be sure to utilize the **Key Concepts** for this segment of the lesson.

Step 3: Administer the **Learning & Human Development Check for Understanding**.

- The Check for Understanding is a short review of the content presented in the segment.

Step 4: Students should complete the **Implement It! Activity**.

- In groups, students will research principles and theories about human development and the learning process, relate them to a specific teaching or training situation using a skit, then also create a professional philosophy of education based on their beliefs.

Step 5: Exit Ticket:

- Students should share their skit and philosophy with the class.

Class 3

Class Overview:

Effective Schools & Teachers Microsoft® PowerPoint® Segment

Action Plan

Key Concepts

Qualities Project

Essential Questions:

1. How does a safe and effective learning environment incorporate the principle of universal design?
2. Why is strong leadership a demanding role?
3. Why is providing goals and direction important for learner success?

Step 1: Bell Ringer:

- Write down three statements about effective schools and teachers, but within these statements, include something which is wrong. Have students point out what is wrong and correct it.

Step 2: Show slides 28 to 40 of the *Learning Human Development* PowerPoint® segment.

- This portion of the segment is 13 slides long.
- Be sure to utilize the **Key Concepts** for this segment of the lesson.

Step 3: Students should begin the **Qualities Project**.

- Students will write an essay over the effective qualities of their school and teacher.

Step 4: Exit Ticket:

- Students should provide an update on their project.

Class 4

Class Overview:

Effective Schools & Teachers Microsoft® PowerPoint® Segment

School & Teacher Traits Video Segment

Action Plan

Key Concepts

Effective Schools & Teachers Check for Understanding

Qualities Project

Essential Questions:

1. How does a safe and effective learning environment incorporate the principle of universal design?
2. Why is strong leadership a demanding role?
3. Why is providing goals and direction important for learner success?

Step 1: Bell Ringer:

- Have students imagine they are a teacher and are brainstorming techniques which could be implemented for effectiveness. Students should create a list detailing techniques which effective schools and teachers use. They should turn this list in upon completion.

Step 2: Show slides 41 to 54 of the ***Effective Schools & Teachers*** PowerPoint® segment.

- This portion of the segment is 14 slides long.
- Be sure to utilize the **Key Concepts** for this segment of the lesson.

Step 3: Show the ***Schools & Teacher Traits*** video segment.

- This video is nine minutes long.

Step 4: Administer the **Effective Schools & Teachers Check for Understanding**.

- The Check for Understanding is a short review of the content presented in the segment.

Step 5: Students should complete the **Qualities Project**.

- Students will write an essay over the effective qualities of their school and teacher.

Step 6: Exit Ticket:

- Students should turn in their project.

Class 5

Class Overview:

Classroom Management Microsoft® PowerPoint® Segment

School & Teacher Traits Video Segment

Action Plan

Key Concepts

Classroom Management Check for Understanding

Implementing Classroom Management Project

Essential Questions:

1. What are some examples of effective relationships?
2. How can feedback be demonstrated?
3. What are some effective classroom procedures?
4. What are the mediation steps for conflict management?

Step 1: Bell Ringer:

- Ask students why they think classroom management is important. Have them get into pairs and discuss.

Step 2: Show the *Classroom Management* PowerPoint® segment.

- This segment is 22 slides long.
- Be sure to utilize the **Key Concepts** for this segment of the lesson.

Step 3: Show the *Managing a Classroom* video segment.

- This video is five minutes long.

Step 4: Administer the **Classroom Management Check for Understanding**.

- The Check for Understanding is a short review of the content presented in the segment.

Step 5: Students should begin the **Implementing Classroom Management Project**.

- Students will work with a partner to create a classroom management plan for a particular grade level and subject area.

Step 6: Exit Ticket:

- Students should provide an update on their project.

Class 6

Class Overview:

Action Plan

Creating a Successful Learning Environment Final Assessment

Implementing Classroom Management Project

Step 1: Bell Ringer:

- As students enter the classroom hand them a sticky note. Ask the question, “what stuck with you”. Have students post their sticky notes in one area. Quickly read through them and answer any questions.

Step 2: Administer the **Creating a Successful Learning Environment Final Assessment**.

- The Final Assessment is a comprehensive assessment covering material throughout the entire lesson.

Step 3: Students should complete the **Implementing Classroom Management Project**.

- Students will work with a partner to create a classroom management plan for a particular grade level and subject area.

Step 4: Exit Ticket:

- Students should share their management plan with the class.

Activity Overview

Implement It!

In groups, research principles and theories about human development and the learning process, relate them to a specific teaching or training situation using a skit, then also create a professional philosophy of education based on your beliefs.

Accommodations:

Provide students with credible links for their research.

Modifications:

Allow students to just write a summary instead of creating a skit.

Extension:

Have students create an infographic about their chosen principle.

Project Overview

Qualities

Students will write an essay over the effective qualities of their school and an inspirational teacher they have or have had in the past.

Accommodations:

Allow students to work in pairs.

Modifications:

Allow students to create a presentation instead of writing an essay.

Extension:

Have students create a brochure over the effective qualities of their school and teacher.

Implementing Classroom Management

Students will work with a partner to create a classroom management plan for a particular grade level and subject area. Students' plan must include all bullets outlined within the project directions. After completion, students will share their plan with the class and answer questions.

Accommodations:

Provide students more time.

Modifications:

Allow students to turn in their plan instead of sharing with the class.

Extension:

Allow students to present their plan to a panel of teachers.

Career & Technical Student Organizations

FCCLA

Teach and Train

Future Educators Association

Lesson Planning & Delivery

Career Connections

Using the **Career Connections Activity** allows students to explore careers associated with this lesson by viewing career interviews with various industry professionals. The career interviews are located on the Select Playlist drop down menu on the lesson page. See the **Career Connections Activity** for more details.

John Ricketts, Ph.D., Assistant Professor & Coordinator of Teacher Education, University of Georgia

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Theories

Piaget's Theory

Stage (Age)	Outcome
Sensorimotor (zero to two years old)	Infants and toddlers acquire knowledge through sensory experiences and manipulating objects. Children go through a period of dramatic growth and learning.
Preoperational (two to seven years old)	Children become more skilled at pretend play, yet still think very concretely about the world around them, struggling with logic and the point of view of others.
Concrete Operational (seven to eleven years old)	Children become more logical and begin to understand the thoughts and feelings of others but tend to struggle with abstract and hypothetical concepts.
Formal Operational (eleven years and older)	Children experience an increase in logic, the ability to use deductive reasoning and an understanding of abstract ideas as well as become capable of seeing multiple solutions to problems and thinking more scientifically about the world around them.

Erikson's Theory Stages of Development:

Stage (Age)	Crisis	Outcome
Infancy (zero to one and a half years old)	Trust vs. Mistrust	Children develop a sense of trust when caregivers provide reliability, care and affection. A lack of this will lead to the development of mistrust.
Early Childhood (one and a half to three years old)	Autonomy vs. Shame	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, while failure leads to feelings of shame and doubt.

Preschool (three to five years old)	Initiative vs. Guilt	Children need to begin asserting control and power over the environment. Success leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (five to twelve years old)	Industry vs. Inferiority	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.

Erikson's Theory Stages of Development:

Stage (Age)	Crisis	Outcome
Adolescence (12 to 18 years old)	Ego Identity vs. Role Confusion	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.
Young Adulthood (18 to 40 years old)	Intimacy vs. Isolation	Young adults need to form intimate, loving relationships with others. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65 years old)	Generativity vs. Stagnation	Adults need to create or nurture things which will outlast them, often by having children or creating positive change which benefits others. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.

Maturity (65 years and older)	Ego Integrity vs. Despair	Older adults need to look back on life and feel a sense of fulfillment. Success leads to feelings of wisdom, while failure results in regret, bitterness and despair.
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Dimensions of Diversity

- Can be divided into:
 - primary dimensions
 - cannot be changed
 - includes race, ethnicity, gender and physical ability
 - secondary dimension
 - can change over time
 - includes religion, education level, work experience, military experience, geographic location, socio-economic status, relational status

Today's Classrooms

- Are more diverse than any other time in history
 - students represent different races, ethnicities, cultures and socioeconomic backgrounds and speak many different languages
 - students have a wide range of academic, physical and social abilities or skills

Diversity in the Classroom Key Concepts

Diversity in the Classroom

Essential Questions

1. What is diversity in the educational setting?
2. How does diversity influence educator expectations and student achievement?
3. What is the role of diversity in the classroom?

Diversity

- Is the plurality of _____ along various cultural _____ or locations
 - social and cultural _____ markers impact a person's view
- Includes _____ and similarities among people

Dimensions of Diversity

- Are divided into:
 - _____ dimensions
 - cannot be _____
 - race, ethnicity, _____ and physical ability
 - _____ dimensions
 - change over _____
 - _____, education level, work and military experience, geographic location, socio-economic status, relational status

Cultural Locations

- Influence how _____ an individual is in their _____
 - at the _____ is mainstream society
 - located on the margins is part of a _____ group

Today's Classrooms

- Are the most _____
 - students have different _____ and speak different languages
 - students can have a _____ range of abilities
 - students can come from different family _____

Educators

- Will _____ many types of diversity:
 - _____ diversity
 - linguistic diversity
 - special _____ populations
 - gifted and _____ populations
 - learning styles

- _____ intelligences
- socioeconomic factors

Culture

- Is the beliefs, values, _____ and social behaviors of a group showing in _____ life
 - cultural _____ can be learned and _____ down
- Can be tied to a _____ racial or ethnic group
 - or even to individuals in a _____ region

Cultural Norms

- Impact a student's _____ of:
 - _____ and punctuality
 - group work
 - importance of _____
 - _____ and authority figures
 - competition
- Can be present in _____ communication techniques
 - _____ expressions
 - hand gestures or eye contact
 - _____ space

Cultural Dissonance

- Occurs when individuals participate in _____ cultures and perceives _____ between the _____ of both cultures
 - _____ communication plays a role since many languages are not able to be directly translated
 - _____ can be different

Educators

- Can _____ cultural diversity by:
 - acknowledging and _____ different cultures
 - teaching students to _____ their culture
 - recognizing strengths and contributions of _____ groups
 - using different _____ techniques to match how students are taught in their culture
 - including diverse perspectives in their _____

Linguistic Diversity

- Occurs when educators have students who may be _____ in English or learning it as another language or _____
 - English Language Learners (ELL) are students who are _____ English

- English to Speakers of Other Languages (ESOL) and English as a Second Language (ESL) are individuals who are learning English in an _____ country
- English for Special Purposes (ESP) includes students learning English for a _____ reason

English Language Learners (ELLs)

- Have different _____ and comfort levels with English
 - little to no _____ of English
 - some knowledge of English skills
 - _____ bilinguals
 - learning two languages at once
 - _____ bilinguals
 - strong first language and learning English as a second
- Can receive _____ from a bilingual or ESOL/ESL teacher

Language Skills

- Include:
 - _____
 - Basic Interpersonal Communication Skills (BICS)
 - students can _____ themselves and communicate with their peers and adults
 - academic
 - Competency in Academic Language Proficiency (CALP)
 - contains _____ vocabulary and grammar
 - develops _____ if the student has learned it in their first language

Educators

- Can promote the success of _____ students by:
 - adding to their knowledge about language _____
 - using effective supports and _____
 - speaking _____ and slow
 - using visual cues
 - using _____ knowledge
 - utilizing vocabulary
 - utilizing _____ language text or bilingual software programs
 - teaching English speaking student's _____ words, phrases or gestures

Special Needs Populations (Part 1)

- Are identified by the Individuals with Disabilities Education Act (IDEA), a national law _____ appropriate education to students with _____
- Are divided into _____ disability categories by IDEA:
 - autism
 - deaf-blindness
 - _____
 - developmental delay
 - emotional disturbance
 - hearing _____
 - intellectual disability
 - multiple disabilities

Special Needs Populations (Part 2)

- Are divided into 14 disability categories by _____:
 - _____ impairment
 - other health impairment
 - specific _____ disability
 - speech or language impairment
 - traumatic _____ injury
 - _____ impairment, including blindness

IDEA

- Declares students with disabilities have a right to a _____ appropriate public education (FAPE) in the least-restrictive _____ (LRE)
 - FAPE is a provision ensure students receive _____ education and services _____ financial cost
 - LRE requires students learn with non-disabled peers to an _____ extent

Special Education Services & Supports (Part 1)

- Can include services, _____ and modifications in the student's individualized _____ program (IEP)
 - services include professional services from a variety of _____ designed to meet the student's needs
- Includes accommodations which do not _____ the content or expectations
 - examples include:
 - providing _____ time
 - using assistive technology when available
 - constantly _____ and clarifying instructions
 - giving continuous _____

Special Education Services & Supports (Part 2)

- Includes _____ which alters the content or expectation
 - examples include:
 - _____ the language
 - changing the _____
 - allowing _____ responses

Individualized Education Program (IEP) (Part 1)

- Is a written plan formulated for every student who _____ special education services
- Has the goal of documenting the student's needs and _____ learning
- Components include:
 - abilities
 - _____, social and emotional needs
 - developmental level
 - academic _____
 - behavior expectations
 - _____ modifications and accommodations

Individualized Education Program (IEP) (Part 2)

- Structure includes:
 - general _____ of students
 - academic, developmental and functional needs
 - _____ or guardian concerns
 - special instructional factors
 - _____ goals
 - accommodation and modification needs
 - _____ to school
 - nonacademic and _____ activities

504 Plan

- Is how a school plans to _____ a student with a _____ in their education
- Customizes a student's _____ environment
 - meet _____ needs
 - have an _____ opportunity to learn
 - changes in instructional _____
 - accommodations and modifications

Educators

- Can help meet the student's needs by:
 - gathering information about _____ and how they impact the learning _____
 - seeking _____ from special education experts
 - utilizing the student's IEP to _____ instruction

Gifted/Talented Populations

- Are students with an _____ which is significantly _____ the norm for their age
 - there are no _____ provisions, mandates or requirements for serving this population
 - gifted education is a _____ responsibility

Common Areas of Giftedness

- Include:
 - general _____ ability
 - specific academic _____
 - _____ and productive thinking
 - leadership ability
 - visual and performing arts
 - _____ ability

Options for Gifted & Talented Education Programs

- Include:
 - _____
 - remains in _____ classes but is assigned advanced material
 - acceleration
 - _____ class
 - pull-out
 - assigned to a class with a _____ curricular focus outside of the class for a few hours a week
 - full time/self-contained
 - separate class or _____ school
 - homeschooling
 - taught curriculum at _____

Educators

- Can help meet the needs of _____ students by:
 - understanding types of giftedness
 - providing enrichment activities for challenge
 - differentiating _____
 - nominating students for _____ programs or acceleration

Learning Styles

- Refers to a student's preferred method of _____ knowledge and _____
- Acknowledge that students have _____ ways of learning information
- Can be broadly classified into _____ types:
 - visual
 - prefer the use of _____ or graphics to help understand information
 - _____
 - rely on listening, speaking and repetition to retain information
 - read and _____
 - need to see the information spelled out and take _____
 - kinesthetic
 - learn by _____

Instructional Practices

- Are techniques instructors use to _____ their lesson
- Can be effectively by teachers to _____ students in their learning process
 - helps students _____ learning objectives
 - help students focus on understanding the _____
- Effectively used:
 - allow teachers to reach student with different learning _____
 - improves:
 - _____ differences
 - learner exceptionality
 - special needs population learning

Learning Differences

- Are important to understand as an _____
 - improves overall _____
- Examples include:
 - implementing _____ and graphics within her presentation for her visual _____

Learner Exceptionality

- Includes students who cannot learn in a _____ learning environment
- Examples include:
 - observing a student as a gifted/talented learner and _____ higher-level thinking assignments

- noticing a student getting _____ during a slide presentation and implementing verbal and visual cues to keep the student on _____

Special-Needs Populations

- Are students who may require _____ consideration and attention for success in a learning _____
- Examples include:
 - having a student who has a _____ and setting aside time to _____ give assignment answers

Educators

- Can _____ multiple learning styles by:
 - designing lesson plans based on different learning styles
 - placing groups together with _____ learning styles
 - using a _____ of assessment types
 - _____ instructional methods to meet the needs in the class

Multiple Intelligences

- Refers to Howard Gardner's theory stating individuals can _____ intelligence in _____ ways
 - by identifying intelligences, students can:
 - _____ a sense of self
 - recognize their _____
 - benefit from their _____ to build self-esteem

Eight Multiple Intelligences (Part 1)

- Include:
 - _____
 - ability to use written or oral language
 - logical-mathematical
 - ability to use _____ and numbers
 - _____
 - ability to perceive the spatial world
 - bodily-kinesthetic
 - ability to use one's _____ movement

Eight Multiple Intelligences (Part 2)

- _____
 - ability to carry out musical activities
- interpersonal
 - ability to understand _____
- _____

- ability to understand oneself
- naturalist
- ability to understand _____

Educators

- Can utilize multiple _____ to meet the needs of a diverse classroom by:
 - identifying student's _____ and abilities
 - designing classroom activities which provide students with the opportunity to work in different _____ of intelligence
 - helps identify _____

Socioeconomic Factors

- Include a _____:
 - income
 - _____
 - occupation of members of the _____
- Can influence and be related to a student's educational outcomes

Students

- From low-SES households can face _____ such as:
 - not having basic _____ met
 - access to fewer educational _____ at home
 - limited access to _____
 - reduced opportunity for participation in _____
 - having more responsibilities at home due to parents working _____ jobs
 - less at home supervision
 - _____ language development
 - less access to enrichment

Educators

- Can help students from all _____ levels by:
 - creating a _____ and well-managed classroom
 - providing a safe, _____ classroom environment
 - engaging with students _____
 - _____ and encouraging students
 - involving and working with _____
- Should _____ the diversity as it can help prepare students for their future _____ and day-to-day lives in society

Diversity in the Classroom Key Concepts Answer Key

Diversity in the Classroom

Essential Questions

1. What is diversity in the educational setting?
2. How does diversity influence educator expectations and student achievement?
3. What is the role of diversity in the classroom?

Diversity

- Is the plurality of **culture** along various cultural **dimensions** or locations
 - social and cultural **identity** markers impact a person's view
- Includes **differences** and similarities among people

Dimensions of Diversity

- Are divided into:
 - **primary** dimensions
 - cannot be **changed**
 - race, ethnicity, **gender** and physical ability
 - **secondary** dimensions
 - change over **time**
 - **religion**, education level, work and military experience, geographic location, socio-economic status, relational status

Cultural Locations

- Influence how **fixed** an individual is in their **society**
 - at the **center** is mainstream society
 - located on the margins is part of a **hidden** group

Today's Classrooms

- Are the most **diverse**
 - students have different **backgrounds** and speak different languages
 - students can have a **wide** range of abilities
 - students can come from different family **situations**

Educators

- Will **experience** many types of diversity:
 - **cultural** diversity
 - linguistic diversity
 - special **needs** populations
 - gifted and **talented** populations

- learning styles
- **multiple** intelligences
- socioeconomic factors

Culture

- Is the beliefs, values, **customs** and social behaviors of a group showing in **everyday** life
 - cultural **norms** can be learned and **passed** down
- Can be tied to a **specific** racial or ethnic group
 - or even to individuals in a **geographic** region

Cultural Norms

- Impact a student's **perceptions** of:
 - **time** and punctuality
 - group work
 - importance of **education**
 - **authority** and authority figures
 - competition
- Can be present in **nonverbal** communication techniques
 - **facial** expressions
 - hand gestures or eye contact
 - **personal** space

Cultural Dissonance

- Occurs when individuals participate in **multiple** cultures and perceives **conflicts** between the **rules** of both cultures
 - **verbal** communication plays a role since many languages are not able to be directly translated
 - **meanings** can be different

Educators

- Can **manage** cultural diversity by:
 - acknowledging and **respecting** different cultures
 - teaching students to **appreciate** their culture
 - recognizing strengths and contributions of **underrepresented** groups
 - using different **instructional** techniques to match how students are taught in their culture
 - including diverse perspectives in their **curriculum**

Linguistic Diversity

- Occurs when educators have students who may be **fluent** in English or learning it as another language or **bilingual**
 - English Language Learners (ELL) are students who are **learning** English

- English to Speakers of Other Languages (ESOL) and English as a Second Language (ESL) are individuals who are learning English in an **English-speaking** country
- English for Special Purposes (ESP) includes students learning English for a **specific** reason

English Language Learners (ELLs)

- Have different **familiarity** and comfort levels with English
 - little to no **knowledge** of English
 - some knowledge of English skills
 - **simultaneous** bilinguals
 - learning two languages at once
 - **sequential** bilinguals
 - strong first language and learning English as a second
- Can receive **services** from a bilingual or ESOL/ESL teacher

Language Skills

- Include:
 - **social**
 - Basic Interpersonal Communication Skills (BICS)
 - students can **express** themselves and communicate with their peers and adults
 - academic
 - Competency in Academic Language Proficiency (CALP)
 - contains **advanced** vocabulary and grammar
 - develops **faster** if the student has learned it in their first language

Educators

- Can promote the success of **ELL** students by:
 - adding to their knowledge about language **acquisition**
 - using effective supports and **strategies**
 - speaking **clear** and slow
 - using visual cues
 - using **background** knowledge
 - utilizing vocabulary
 - utilizing **dual** language text or bilingual software programs
 - teaching English speaking student's **key** words, phrases or gestures

Special Needs Populations (Part 1)

- Are identified by the Individuals with Disabilities Education Act (IDEA), a national law **guaranteeing** appropriate education to students with **disabilities**
- Are divided into **14** disability categories by IDEA:

- autism
- deaf-blindness
- **deafness**
- developmental delay
- emotional disturbance
- hearing **impairment**
- intellectual disability
- multiple disabilities

Special Needs Populations (Part 2)

- Are divided into 14 disability categories by **IDEA**:
 - **orthopedic** impairment
 - other health impairment
 - specific **learning** disability
 - speech or language impairment
 - traumatic **brain** injury
 - **visual** impairment, including blindness

IDEA

- Declares students with disabilities have a right to a **free** appropriate public education (FAPE) in the least-restrictive **environment** (LRE)
 - FAPE is a provision ensure students receive **proper** education and services **without** financial cost
 - LRE requires students learn with non-disabled peers to an **appropriate** extent

Special Education Services & Supports (Part 1)

- Can include services, **accommodations** and modifications in the student's individualized **education** program (IEP)
 - services include professional services from a variety of **disciplines** designed to meet the student's needs
- Includes accommodations which do not **change** the content or expectations
 - examples include:
 - providing **extra** time
 - using assistive technology when available
 - constantly **repeating** and clarifying instructions
 - giving continuous **feedback**

Special Education Services & Supports (Part 2)

- Includes **modifications** which alters the content or expectation
 - examples include:
 - **simplifying** the language

- changing the **format**
- allowing **alternative** responses

Individualized Education Program (IEP) (Part 1)

- Is a written plan formulated for every student who **utilizes** special education services
- Has the goal of documenting the student's needs and **maximize** learning
- Components include:
 - abilities
 - **educational**, social and emotional needs
 - developmental level
 - academic **goals**
 - behavior expectations
 - **instructional** modifications and accommodations

Individualized Education Program (IEP) (Part 2)

- Structure includes:
 - general **information** of students
 - academic, developmental and functional needs
 - **parental** or guardian concerns
 - special instructional factors
 - **annual** goals
 - accommodation and modification needs
 - **transportation** to school
 - nonacademic and **extracurricular** activities

504 Plan

- Is how a school plans to **support** a student with a **disability** in their education
- Customizes a student's **learning** environment
 - meet **certain** needs
 - have an **equal** opportunity to learn
 - changes in instructional **practices**
 - accommodations and modifications

Educators

- Can help meet the student's needs by:
 - gathering information about **differences** and how they impact the learning **process**
 - seeking **assistance** from special education experts
 - utilizing the student's IEP to **differentiate** instruction

Gifted/Talented Populations

- Are students with an **ability** which is significantly **above** the norm for their age
 - there are no **specific** provisions, mandates or requirements for serving this population
 - gifted education is a **local** responsibility

Common Areas of Giftedness

- Include:
 - general **intellectual** ability
 - specific academic **aptitude**
 - **creative** and productive thinking
 - leadership ability
 - visual and performing arts
 - **psychomotor** ability

Options for Gifted & Talented Education Programs

- Include:
 - **enrichment**
 - remains in **general** classes but is assigned advanced material
 - acceleration
 - **higher-level** class
 - pull-out
 - assigned to a class with a **special** curricular focus outside of the class for a few hours a week
 - full time/self-contained
 - separate class or **independent** school
 - homeschooling
 - taught curriculum at **home**

Educators

- Can help meet the needs of **gifted** students by:
 - understanding types of giftedness
 - providing enrichment activities for challenge
 - differentiating **instruction**
 - nominating students for **advanced** programs or acceleration

Learning Styles

- Refers to a student's preferred method of **obtaining** knowledge and **information**
- Acknowledge that students have **different** ways of learning information
- Can be broadly classified into **four** types:
 - visual
 - prefer the use of **images** or graphics to help understand information

- **auditory**
 - rely on listening, speaking and repetition to retain information
- read and **write**
 - need to see the information spelled out and take **notes**
- kinesthetic
 - learn by **doing**

Instructional Practices

- Are techniques instructors use to **deliver** their lesson
- Can be effectively by teachers to **encourage** students in their learning process
 - helps students **reach** learning objectives
 - help students focus on understanding the **material**
- Effectively used:
 - allow teachers to reach student with different learning **styles**
 - improves:
 - **learning** differences
 - learner exceptionality
 - special needs population learning

Learning Differences

- Are important to understand as an **instructor**
 - improves overall **comprehension**
- Examples include:
 - implementing **visuals** and graphics within her presentation for her visual **learners**

Learner Exceptionality

- Includes students who cannot learn in a **typical** learning environment
- Examples include:
 - observing a student as a gifted/talented learner and **implementing** higher-level thinking assignments
 - noticing a student getting **distracted** during a slide presentation and implementing verbal and visual cues to keep the student on **track**

Special-Needs Populations

- Are students who may require **special** consideration and attention for success in a learning **setting**
- Examples include:
 - having a student who has a **writing impairment** and setting aside time to **orally** give assignment answers

Educators

- Can **manage** multiple learning styles by:
 - designing lesson plans based on different learning styles
 - placing groups together with **similar** learning styles
 - using a **variety** of assessment types
 - **balancing** instructional methods to meet the needs in the class

Multiple Intelligences

- Refers to Howard Gardner's theory stating individuals can **exhibit** intelligence in **multiple** ways
 - by identifying intelligences, students can:
 - **develop** a sense of self
 - recognize their **strengths**
 - benefit from their **talents** to build self-esteem

Eight Multiple Intelligences (Part 1)

- Include:
 - **linguistic**
 - ability to use written or oral language
 - logical-mathematical
 - ability to use **mathematics** and numbers
 - **spatial**
 - ability to perceive the spatial world
 - bodily-kinesthetic
 - ability to use one's **body** movement

Eight Multiple Intelligences (Part 2)

- **musical**
 - ability to carry out musical activities
- interpersonal
 - ability to understand **others**
- **intrapersonal**
 - ability to understand oneself
- naturalist
 - ability to understand **nature**

Educators

- Can utilize multiple **intelligences** to meet the needs of a diverse classroom by:
 - identifying student's **strengths** and abilities
 - designing classroom activities which provide students with the opportunity to work in different **areas** of intelligence
 - helps identify **talents**

Socioeconomic Factors

- Include a **family's**:
 - income
 - **education**
 - occupation of members of the **household**
- Can influence and be related to a student's educational outcomes

Students

- From low-SES households can face **challenges** such as:
 - not having basic **needs** met
 - access to fewer educational **resources** at home
 - limited access to **transportation**
 - reduced opportunity for participation in **extracurriculars**
 - having more responsibilities at home due to parents working **multiple** jobs
 - less at home supervision
 - **delayed** language development
 - less access to enrichment

Educators

- Can help students from all **socioeconomic** levels by:
 - creating a **structured** and well-managed classroom
 - providing a safe, **nurturing** classroom environment
 - engaging with students **individually**
 - **motivating** and encouraging students
 - involving and working with **families**
- Should **embrace** the diversity as it can help prepare students for their future **workplaces** and day-to-day lives in society