

TEACHING SUGGESTIONS

Section I

I. Implications for Diverse Classrooms

Teaching Suggestions:

1. *Reflection and class discussion on diversity:* The instructor will ask the students to reflect about their schooling experience and identify a vivid memory when they recognized there was diversity in their classroom. The instructor will ask students to share these recollections. Next the instructor will ask students to discuss how educators must recognize and address the diversity of students in their classrooms.
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Section II

II. Getting to Know Your Students

- A. Types of Information
- B. Sources of Information
- C. Using the Information

Teaching Suggestions:

1. *Discussion about types and sources of information:* In small group discussions or as a whole class, the instructor will ask students to compare the types and sources of information about students at different grade levels (e.g., 2nd graders as compared to 10th graders).
 2. *Discussion about learning about the students and their families:* Information about students, their families, and their living environment provide “funds of knowledge” about the students’ abilities, interests, and life experiences. Ask students how they might find out about their students and the students’ families. Discuss the implications of having this information when making instructional decisions.
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Section III

III. Contextual Factors to Guide Planning

Teaching Suggestions:

1. *Whole-class discussion on using contextual factors when planning:* The instructor will ask students to reflect on the value of using the Contextual Factor Form when planning for instruction. A follow-up discussion question might include: How is student learning enhanced when a teacher examines the classroom and student contextual factors?
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Section IV

IV. Sources of Student Diversity

- A. Cultural Diversity
- B. Language
- C. Gender
- D. Exceptionalities

Teaching Suggestions:

1. *Discussions on connecting with students with culturally responsive teaching:* One way to be culturally responsive is to understand students’ cultural knowledge and experiences and select appropriate instructional materials and strategies. Discuss this concept with students in the class and ask them to give examples of how this would show up in a classroom.

2. *Reflections on second-language learners:* Ask students in class to describe what they observed about the experiences of second-language learners they had in their classes in their schooling experience. Discuss what the teachers did to assist the learner. Discuss the challenges that teachers might experience when working with second-language learners. Discuss strategies and resources for teachers in these cases.
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Section V

- V. Adverse Conditions and Student Achievement
 - A. Opportunity/Achievement Gaps
 - B. Struggling Learners
 - C. Students at Risk
 - D. Students in Poverty
 - E. Seriously Disengaged Students
 - F. Students Challenged with Other Adverse Conditions

Teaching Suggestions:

1. *Discussion about at-risk students:* In small groups or in a whole-class discussion, the instructor will ask students to identify reasons why some students might be at-risk for being successful at school. Next, discuss what teachers might do to provide needed assistance for at-risk students.
 2. *Activity and discussion about students challenged with other adverse conditions:* Ask students to first think about and list adverse conditions that P-12 students might experience at home and in their lives. Next, summarize those adverse conditions in a large-group discussion. Ask students to give examples they witnessed in their schooling experiences. Discuss what teachers might do when working with such students.
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Section VI

- VI. Creating an Inclusive Classroom
 - A. Teaching Students Who Are Different from You
 - B. Create a Supportive, Caring Environment
 - C. Offer a Responsive Curriculum
 - D. Vary Instruction
 - E. Provide Assistance When Needed

Teaching Suggestions:

1. *Reflective exercise and discussion on teaching students who are different from you.* Form small groups of about four students. Ask students to identify the different racial and cultural groups of people they have come in contact in their schooling and in their life experiences. Ask students to discuss their feelings about interacting with people who are different from them. Later, in a large group discussion, ask some groups to share the concepts from their discussions. Discuss ways that teacher can become familiar with students who are different from them and can connect with them successfully in an instructional setting.
 2. *Considering differentiating curriculum materials:* Select the topic of an instructional unit that might be taught in P-12 schools. Form small groups of about four students. Ask the students to think about the topics to be included in the unit and then identify ways that they might differentiate curriculum materials to reflect the diversity of learners in the classroom.
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Section VII

VII. Differentiating Instruction

- A. Elements that Can Be Differentiated
- B. Differentiate for Student Characteristics
- C. Differentiating with the Universal Design for Learning (UDL)