

Who's in your classroom

- At your table look at the roster provided
- These are your students for the year
- Based on the following information design lesson plans that will best enhance your students abilities

This is your class for the upcoming semester, all the students have been screened and assessed for planning instructional programming purposes

Introduction of speakers

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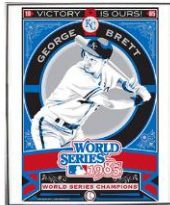
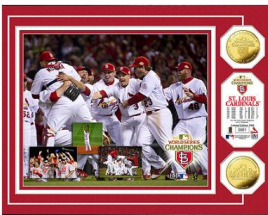
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Strongest influence on pre-adolescent years

	Males	Females	
My father	38.7%	31.3%	Average= 35%
My mother	4.8	2.7	
My grandfathers	1.9	0.7	
My grandmothers	0.4	0.4	
My husbands	0.0	1.7	
My wives	0.0	0.0	
My son(s)	0.0	0.6	
My daughter(s)	0.0	0.2	
My brother(s)	10.7	5.0	Average= 7.85%
My sister(s)	0.8	1.9	
My uncle(s)	1.9	1.5	
My aunt(s)	0.0	0.2	
My friends (no gender noted)	10.1	7.1	Average= 8.6%
My boyfriend(s)	0.0	6.9	
My girlfriend(s)	0.0	0.0	
My school	8.0	14.6	Average= 11.3%
My coach	2.5	0.7	
Media	6.9	4.1	

Sports/ Culture



Try to name as many Cardinal players as you can.
 Try to name as many K.C Royals players as you can.
 Try to Name as many Cubs players as you can.

Were you born a fan?
 After you moved to the area?
 After you married a fan?

Teacher influence

#1 Career Aspirations

Many children have an idea of what they want to become when they get older. These career aspirations may change overtime. Future career goals are one example of great influences that a teacher can have on children. This is especially effective in schools where some children have emotional problems. They may not be focused on what they want to do in the future.

#2 Parental Guidance

Unfortunately, all children do not have great parents. Teachers can help to fill in the gaps for students who need parental guidance. It can have a positive impact on children who are in need of attention. Some children just need someone to talk to and confide in.

#3 Good Self-Esteem

Many children lack self-esteem. This can be a minimal occurrence that vanishes in time. If it is serious, low self-esteem can cause major problems for children as they get older. High self-esteem helps children to become much happier individuals.

#4 Interest in Education

Teachers play an important part in education when it comes to a child's interest. Many children tend to put off difficult subjects. Teachers who are able to help a child better understand these subjects can increase the level of interest in education.

#5 Academic Achievement

Children's desire for academic achievement usually begins in the classroom. It can then grow from there. Through incentives and encouragement, teachers influence a child's desire to reach higher academic goals. This enables them to receive future awards, scholarships and more advanced opportunities.

Teacher influence Motivation

Make it real

In order to foster intrinsic motivation, try to create learning activities that are based on topics that are relevant to your students' lives. ([Brozo, 2005](#) ; McMahon and Kelly, 1996)

Provide choices

Students can have increased motivation when they feel some sense of autonomy in the learning process, and that motivation declines when students have no voice in the class structure. ([Kurvink, 1993](#) [Reeve and Hyungshin, 2006](#) (Perkins 2002, [GSA Abstracts](#)))

Balance the challenge

Students perform best when the level of difficulty is slightly above their current ability level. ([Wang and Han](#)) ([more info](#)) , ([Margolis and McCabe, 2006](#)) ([Adams, 1998](#))

Seek role models

If students can identify with role models they may be more likely to see the relevance in the subject matter. Weins et al (2003)

Use peer models

Students can learn by watching a peer succeed at a task. ([Margolis and McCabe, 2006](#))

Adopt a supportive style

In an academic environment, research shows that students who feel they 'belong' have a higher degree of intrinsic motivation and academic confidence. ([Freeman, Anderman and Jensen, 2007](#))

Strategize with struggling students

When students are struggling with poor academic performance, low self-efficacy or low motivation, one strategy that may help is to teach them *how* to learn. ([Margolis and McCabe, 2006](#))



Cultures in the classroom

Culture refers to the following Ways of Life, including but not limited to: **Language**

The oldest human institution and the most sophisticated medium of expression.

Arts & Sciences

The most advanced and refined forms of human expression.

Thought

The ways in which people perceive, interpret, and understand the world around them.

Spirituality

The value system transmitted through generations for the inner well-being of human beings, expressed through language and actions.

Social activity

The shared pursuits within a cultural community, demonstrated in a variety of festivities and life-celebrating events.

Interaction

The social aspects of human contact, including the give-and-take of socialization, negotiation, protocol, and conventions.

Culture activity

Oral culture	Print culture	Digital culture
<p>Spontaneous: Strong desire for variety; great abilities to "go with the flow" or jump from subject to subject with ease. (1) It is normal to interrupt and to have multiple conversations at once. Interrupting is seen as adding information. Likes to focus on bits of ideas at once.</p> <p>Relationships: Relationships are at the heart of everything and are first priority; they are more important than anything. When you need information, you ask those around you who you identify with.</p> <p>Holistic: Focus on the "BIG picture", but not the details; tendency to take in everything that is going on around them. (10) Highly in tune with environment. Often go to school or appointments not by a clock, but by what is on television or what is happening around them.</p> <p>Repetitive: Repetitive storytelling and repeating the same thing over and over are important for maintaining knowledge. (11) Telling the same stories over and over helps in understanding and with moving information from short-term memory to long-term memory.</p>	<p>Future Oriented: Focus on the future, and feel a strong sense of control over what it is going to be like. (2) Ability to strategize, organize and delay gratification. Can execute plans for the future.</p> <p>Ability to strategize: Plan ahead, set goals, and focus on the future, ability to break things into parts, promote ability to connect small efforts to end desires. (4) Believe a plan is essential and the goal is to stay on task. Ability to organize efforts according to predetermined goals.</p> <p>Analytic/Abstract: Knowledge is outside of self. Demonstrates an ability to step back from a situation and separate and disconnect self from what is going on. (7) It is important to think abstractly about situations and analyze them carefully, detail by detail before reacting. Do not show emotions or physical affection unless they know the person really well, and do not share personal stories. Facial expressions are limited. When information is needed, they look for a book on the subject.</p> <p>Linear: Organizes thoughts and actions by (6) "first this, then this" thought process.</p>	<p>Interactive: Engaging content and course material that motivates them to learn through challenging pedagogy, contextual review, and learning style adaptation. (1) Students expect to pick and use various types of media and create a personalized "mash-up" of content. Students also use social media as a way to express their identity and creativity through creation of user-generated content.</p> <p>Collaborative: Learning is a social activity, and students learn best through observation, collaboration, intrinsic motivation and from self-organizing social systems comprised of peers. This can take place in either a virtual or in-person environment. (5) Collaborative work and peer feedback supports motivation by giving students a sense of active involvement within the learning community.</p> <p>Authentic: (6) Learning and knowledge acquisition takes place only when situated in a social and authentic context. Teachers should find ways to reconcile classroom use of social media to the authentic way teens are using outside of the classroom. The use of technology use should be tied to a specific learning goal or activity.</p> <p>Student-Centered: (12) Shifts the learning responsibility to the student, and emphasizes teacher-guided instruction and modeling. The role of the teacher is to help novices clear cognitive roadblocks by providing them with the resources needed to develop a better understanding of the topic. This requires the student to take a more active role in their own learning process.</p>

Oral Culture/Print Culture/Digital Culture

Oral culture (orality) is a natural state in which we are highly attuned to our senses (touch, smell, sight, sound, and taste) and devote a great deal of attention to sensory information. Orality emphasizes our interconnection with the environment and the people in it. An oral tradition is the manner in which information is passed from one generation to the next in the absence of writing or a recording medium.

Print Culture (literacy) is a learned way of relating to the world, where people learn to process and analyze (breaking things down according to parts) information collected through sight, sound, hearing, touch, and smell according to categories, classifications, and styles of reasoning developed by reading (Ong, 1982). Currently, the majority of our institutions are set up in a way that honors, validates, and serves people with print culture skills. We send important information in flyers, handouts and letters. We write notes on student's papers instead of talking with them.

Digital Culture is an idea that the current age will be characterized by the ability of individuals to transfer information freely, and to have instant access to knowledge that would have been difficult or impossible to find previously. Bringing about a fast evolution of technology in daily life, as well as of educational life style, the Information Age has allowed rapid global communications and networking to shape modern society.

Digital Natives are people who have grown up in the digital world using technology as a way to communicate, record, educate, and understand society. Today's tweens and teens are digital natives as they have had access to computers, cell phones, email, and other forms of technology since birth.

Thomas

Thomas, who answers to "Tom", is a 12 year old who lives with his aunt, a half brother, and an older cousin, his aunt's daughter. Tom is the son of his Aunt's sister who is deceased. There is no information regarding his father. It is reported that he has occasional and imagined illness and sleep disturbance along with inconsistent and unpredictable behavior. He has erratic work-pay patterns. He appears highly ambivalent towards his teacher and guardian. He is hostile towards authority and has been verbally aggressive. He shows strong moral and ethical perceptions.

Interventions:

1. A regular public or private educational program.
2. Parents/guardians may need some help in understanding their child's behavior.

-with apologies to Mark Twain (Tom Sawyer) and Dr. Harry Harlow (Developmental Aspects of Emotional Behavior, 1970).

1. Students expect to pick and use various types of media and create a personalized "mash-up" of content.

2. Ability to strategize, organize and delay gratification

3. It is normal to interrupt and to have multiple conversations at once.

4. Believe a plan is essential and the goal is to stay on task.

5. Collaborative work and peer feedback supports motivation by giving students a sense of [active involvement](#) within the learning community.

6. Learning and knowledge acquisition takes place only when situated in a social and authentic context.

12. Shifts the learning responsibility to the student, and emphasizes teacher-guided instruction and modeling.

11. Telling the same stories over and over helps in understanding

10. Highly in tune with environment.

9. Relationships are at the heart of everything and are first priority;

8. "first this, then this" thought process.

7. It is important to think abstractly about situations and analyze them carefully



Differentiating Instruction

Laying the Foundation for Differentiated Instruction

1. Get to know your students.

1. Identify the level at which individual students are working in your subject area.
2. Administer a [learning style inventory](#) to determine how your students best learn.
3. Determine student interests

2. Identify areas of your curriculum that could be adapted to differentiated instruction.

1. Identify the major concepts, principles, and skills students should learn.
2. Choose one or two broad concepts or skills that lend themselves to being taught at different degrees of complexity.
3. Brainstorm ideas for activities, tasks, and assessments that address a specific concept or skill.

3. Examine your role as teacher in the differentiated classroom.

1. Brainstorm ways to vary your instructional delivery methods. Target auditory, visual, and kinesthetic learners in your approaches.
2. Develop a general plan for facilitating time, space, and materials in your classroom. On any given day, not all students will be working on the same assignment at the same time.
3. Identify alternative methods of assessing student performance and understanding. Assessment results should increase teacher understanding of students' abilities, interests, and needs, and should be incorporated into future planning.

Lily

Lily is a 1st grader who was adopted from China at the age of 3 by American parents. She enrolled in Kindergarten in your district, and was identified as an ESL student in both Kindergarten and 1st grade.

Toward the beginning of her Kindergarten year, her teacher expressed concern that she was not progressing in her reading skills. By the end of kindergarten, she had still not made much progress on probes testing her letter naming, sounds, and sight words; however, her typical behavior during these tests was to act silly, giggling and falling out of her chair or telling silly stories. Her performance in first grade has not improved.

In ESOL and in her 1st grade class, she speaks fluently and readily, staying on topic and incorporating new vocabulary. However, when asked to read or write, she avoids the task or invents a story based on the pictures or writes a stream of letters. Lily scored a 1 on the Kindergarten ACCESS test, and showed repeated avoidance behaviors while taking that test, and her teachers don't feel the score is truly reflective of her ability.

Lily works in a small group with a ESOL tutor for 30 minutes a day. The ESL teacher collaborates with Lily's classroom teacher to develop consistent visual directions and sentence starters with pictures for her writing; however, she is still not progressing.

Nestor

Nestor is a 14 year old student that has come to you half way during the second semester of school. You notice that he does not look directly at you or the Principal when you speak to him. He seems to always look down or away. After receiving his Access scores from his previous district, you find his overall proficiency level is a 3.6, and none of his scores are over 4.2. However on further research you find that the last state Nestor was in the exiting score was 4.2. When ever you confront him he smiles or nods, seeming to indicate that he understands what is being said, but does not alter his behavior. In class you notice he is apprehensive about speaking out in a group, But in the halls he seems to enjoy joking with the other students.

In the teachers lounge the P.E teacher has stopped you and asked if you noticed any physical problems with Nestor, because in P.E he resists participating in different activities. Other teachers joined in and commented that he seems uncomfortable when they or students get to close and sometimes assumes an aggressive posture.

You also notice that when doing in-class assignments and assessments he is frequently looking at what other students are doing.

He arrives at school late on a consistent basis. He is also absent quite often, and always gives the excuse that he was taking care of family matters. He carries several magazines with him, one a Soccer magazine, another Car Magazine, and a third a magazine about stereo equipment.

Things to consider

Myths regarding ELLs and Special Education

Myth 1

If we label an ELL as learning disabled, at least he will get some help.

Myth 2

We have to wait five to seven years for ELLs to develop their English language skills before we can rule out language as a cause for the student's difficulty.

Myth 3

When an ELL is identified as having a disability, instruction should be only in English, so as not to confuse the student.

What Every Educator Should Know: Separating Difference from Disability

Asking the Right Questions

"She has been here over two years, so isn't his lack of academic achievement a sign of a possible disability?"

"Is this communication problem a language difference or is it a language disability?"

"She was born here, so can't we rule out culture shock and language development issues?"

(Hamayan,Marlee,Sanchez-Lopez,Damico,2007

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Active learning

Think-pair-share is a simple activity you can use in any classroom format. Give students time to think about a topic, turn to their neighbor for a short discussion, and then share the results with the rest of the class.

Minute Papers provide students with the opportunity to synthesize their knowledge and to ask unanswered questions. Give students a few minutes at the end of class to answer the following questions in writing: What was the most important thing you learned today? What important question remains unanswered? Variations of these questions, and the student questions and answers they generate, enhance your students' learning process and provide you with feedback on students' understanding of the subject material.

Writing activities of many kinds offer students the opportunity to think about and process information. For example, in addition to minute papers, you could pose a question and then give student's time to free write their answers. You could also give students time to free write about topics.

Brainstorming is another simple technique that can involve the whole class in a discussion. Introduce a topic or problem and then ask for student input, which you record on the board.

Games related to the subject can easily be incorporated into the classroom to foster active learning and participation. Games can include matching, mysteries, group competitions, solving puzzles, Pictionary, etc. Debates staged in class can be effective tools for encouraging students to think about several sides of an issue.

Group work allows every participant the chance to speak, share personal views, and develop the skill of working with others. Cooperative group work requires all group members to work together to complete a given task. Break the class into groups of 2-5 students. Give each group articles to read, questions to answer and discuss, information to share, subjects to teach to other groups, etc.

Case studies use real-life stories that describe what happened to a community, family, school, or individual to prompt students to integrate their classroom knowledge with their knowledge of real-world situations, actions, and consequences.

Things to consider

What information do we need?

Education: Has the student been in school before? Are there gaps in the student's education experiences? Sufficient intensity of instruction?

Home language: Are languages other than English spoken in the student's home? What languages other than English does the student speak? Is the student maintaining an ability to communicate with his/her family members?

Language proficiency: What is the student's language proficiency and literacy? Is the student developing the home language at a normal rate?

English: Does the student need assistance with learning English? Is the student acquiring English at a normal rate?

Achievement: What is the student's level and rate of academic achievement? Is this normal for the general student population in your district/school? Specific population of the student?

Behavior: Is the student's emotional stability developmentally and culturally appropriate? Are there individual or family circumstances that may explain the observed behavior?

Adaptation: What is the student's level of acculturation? Is the student at risk for culture shock? Is the student adapting to our school at a normal rate?

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