Eighth Edition

Methods for
Effective Teaching
Meeting the Needs of All Students

Paul R. Burden | **David M. Byrd**

Methods for Effective Teaching

MEETING THE NEEDS OF ALL STUDENTS

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PREFACE

The eighth edition of *Methods for Effective Teaching* provides research-based coverage of general teaching methods while emphasizing contemporary topics such as culturally responsive teaching, differentiated instruction, and data-driven decision making. The numerous features, tables, and lists of recommendations ensure that the text is reader friendly and practically oriented. Its unique content includes strategies to promote student understanding, differentiate instruction, manage lesson delivery, apply motivational techniques for instruction and assessment, and work with colleagues and parents. In addition, thorough coverage of classroom management and discipline is provided, along with ways to create a positive learning environment.

Intended Audience

This book is designed primarily as the core textbook for courses in K–12 general teaching methods, secondary/middle teaching methods, or elementary school teaching methods. The content is applicable for teachers at all levels—elementary, middle level, and high school. Additionally, it may be used as a supplementary book for other teaching methods courses. This book is also appropriate for courses and staff development programs for in-service teachers and as a handbook for teacher reference due to its comprehensive coverage of current classroom issues and practical teaching applications.

New to this Edition

There are a number of significant changes in this eighth edition:

- Major restructuring and updating of Chapter 1 on Teaching Students in Today's World
- Major restructuring and the addition of significant new content in Chapter 2 on Knowing and Connecting with Your Students
- New sections in several chapters:
  - The changing teaching environment (in Chapter 1)
  - Teaching special populations in general education classrooms (in Chapter 2)
  - Teaching in urban schools (in Chapter 2)
  - Underachieving students in poverty (in Chapter 2)
  - Motivating black males (in Chapter 2)
  - Seriously disengaged students (in Chapter 2)
  - Students who are troubled (in Chapter 2)
  - Teaching students who are different from you (in Chapter 2)
  - Planning to integrate technology into instruction (in Chapter 3)
  - Planning for assessments (in Chapter 3)
  - Planning for motivation (in Chapter 3)
  - Additional instructional approaches (in Chapter 5)
  - Flipped classrooms (in Chapter 5)
  - Blended learning (in Chapter 5)
  - Engaging students in the learning process (in Chapter 7)

- Motivating students to learn (in Chapter 7)
- Guiding behavior (in Chapter 8)
- Making adjustments for student diversity (in Chapter 9)
- Assessment technologies (in Chapter 11)
- Differentiating instruction with assessments (in Chapter 11)
- Electronic gradebooks (in Chapter 12)
- New and expanded content in existing chapter sections:
  - Getting to know your students (in Chapter 1)
  - Every Student Succeeds Act (in Chapter 1)
  - The linear-rational approach to planning (in Chapter 3)
  - Planning units (in Chapter 4)
  - Demonstrations (in Chapter 5)
- Updating of over 60 references to new editions
- Addition of over 90 new references to update content

Special Features

To maintain the reader's interest and to accommodate different learning styles and instructional settings, *Methods for Effective Teaching* contains a variety of pedagogical features.

- **Standards Tables.** Two tables of professional standards can be found on pages xvi–xviii. These tables feature references to the chapters in this book that address each part of the standards.
- **Objectives.** Each chapter begins with a list of objectives that identify expected reader outcomes.
- **Chapter Outline.** Each chapter begins with a graphic organizer displaying chapter headings and subheadings to provide an advance organizer for the reader.
- **Voices from the Classroom.** These features are included in each chapter to provide descriptions of ways that actual elementary, middle school, and high school teachers deal with particular topics addressed in the chapter. These teachers come from all parts of the country and different community sizes. There are over 50 Voices from the Classroom features, evenly balanced among elementary and middle/high school levels, including many from urban districts.
- **Sample Standards.** Each chapter has a Sample Standards feature that lists representative performances, essential knowledge, and critical dispositions from InTASC standards that relate to the chapter in an effort to direct the reader's attention to important content and characteristics.
- **Classroom Case Studies.** Each chapter includes a case study describing a situation that a teacher may need to confront. Two or three questions following each case study require the reader to reflect on and apply chapter concepts.
- **What Would You Decide?** Several features are placed in each chapter to help readers consider the application of the content. Each feature includes several sentences describing a classroom situation related to an issue in the chapter followed by a few questions asking the reader to make decisions about the application of the concepts.
- **Key Terms.** A list of key terms at the end of each chapter draws the reader's attention to significant terms. Each term is also highlighted in the text.
- **Major Concepts.** At the end of each chapter, a list of major concepts serves as a summary of the significant chapter ideas.

- **Discussion/Reflective Questions.** Questions at the end of each chapter promote discussion and reflection in a classroom or seminar in which a number of people are considering the chapter's content.
- **Suggested Activities.** These activities are listed at the end of each chapter both for clinical (on-campus) settings and for field (school-based) settings to enable the reader to investigate and apply issues addressed.
- **Further Reading.** An annotated list of recommended readings at the end of each chapter suggests readings for further enrichment.
- **References.** The references cited in the chapters to document the research base of the content are all listed at the end of the book.

Relating This Book to Standards

A variety of professional standards are listed, correlated to the book, and referenced throughout. Standards are used to guide the development of new teachers, help in-service teachers improve their performance, and assess both teacher preparation and teacher performance. Many teacher education programs are designed around the Interstate New Teacher Assessment and Support Consortium (InTASC) standards. Many states require a passing score on the Principles of Learning and Teaching test (a Praxis Subjects Assessment test) before granting a teaching license. The Praxis Classroom Performance Assessments (which are consistent with Danielson's Framework for Teaching domains) are used to assess and improve the teaching of in-service teachers. A brief description of these standards is provided here, and tables of these standards can be found on pages xvi–xviii.

INTASC STANDARDS

The Interstate New Teacher Assessment and Support Consortium (INTASC) was formed as a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and ongoing professional development of teachers. Created in 1987, INTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: *An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to ensure that all students learn and perform at high levels.* With the 2011 updating of the standards, it removed the word *new* from its title and made a lowercase *n* in the acronym (now it is InTASC). More information can be found on the Council of Chief State School Officers, CCSSO, website.

PRAXIS TESTS

The Praxis tests have been developed and disseminated by the Educational Testing Service (ETS) for assessing skills and knowledge at each stage of a beginning teacher's career, from entry into teacher education to actual classroom performance. More information about the Praxis tests can be found at the Educational Testing Service, ETS, website. There are several types of Praxis tests:

- **Praxis Core Academic Skills for Educators (CORE).** These academic skills tests are designed to be taken early in a student's college career to measure reading, writing, and mathematics skills.
- **Praxis Subject Assessments.** There are several Praxis Subject Assessments, and they measure a teacher candidate's knowledge of the subjects he or she will teach, as well as general and subject-specific pedagogical skills and knowledge. One of these assessments is the *Principles of Learning and Teaching* (PLT) test, which many states require teachers to pass for their licensure.

- **Praxis Classroom Performance Assessments.** These assessments are conducted for beginning teachers in classroom settings. Assessment of teaching practice is through direct observation of classroom practice, a review of documentation prepared by the teacher, and semistructured interviews. The framework for knowledge and skills for these assessments consists of 19 assessment criteria organized within four categories: planning and preparation, the classroom environment, instruction, and professional responsibilities. Charlotte Danielson's (2007) *Enhancing Professional Practice: A Framework for Teaching* is based on the categories of the Praxis Classroom Performance Assessments.

Methods for Effective Teaching is not intended to address the preprofessional skills of reading, writing, and mathematics in Praxis CORE. However, it is designed to address the Praxis Subject Assessments test on Principles of Learning and Teaching and the Praxis classroom performance criteria areas, based on Danielson's *Framework for Teaching*.

Supplements

INSTRUCTOR'S RESOURCE MANUAL WITH TEST BANK AND POWERPOINT SLIDES

An instructor's resource manual with test bank to accompany this textbook has been developed by the authors to guide teacher educators as they use this book for their courses. This manual includes multiple-choice, true–false, short-answer, and essay/discussion questions for each chapter. It also includes a sample course syllabus that is aligned to this book and teaching suggestions to introduce content for each major section of each chapter. Additionally, about 20 PowerPoint slides are provided for each chapter.

The instructor's resource manual with test bank may be downloaded in PDF from the Instructor Resource Center at the Pearson Higher Education website (http://www.pearson-highered.com). Your local Pearson sales representative can help you set up a password for the Instructor Resource Center.

Acknowledgments

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We also appreciate the help from the staff at Pearson who provided editorial guidance, facilitated the preparation of the manuscript, and coordinated the production.

A number of classroom teachers provided descriptions of their professional practice, which are included in the Voices from the Classroom features. Their experiences help illustrate the issues and bring life to the content.

Finally, we would like to extend our gratitude to the following reviewers who provided constructive feedback for this edition: Dr. Sonia K. Boone, Prairie View A&M University; Joseph Cosgriff, Lincoln Memorial University; Bonnie J. Cummings, College of Education, The University of Memphis; R. Stewart Mayers, Ed.D., Southeastern Oklahoma State University; Kirk A. Swortzel, Mississippi State University.

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InTASC Model Core Teaching Standards

The following table indicates how the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards are addressed in this book.

STANDARDS	CHAPTER COVERAGE
THE LEARNER AND LEARNING	
1. **Learner Development** Understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	**2–7**
2. **Learning Differences** Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**2–7**
3. **Learning Environments** Works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**7–10**
CONTENT KNOWLEDGE	
4. **Content Knowledge** Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to ensure mastery of the content.	**3**
5. **Application of Content** Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**4–7**
INSTRUCTIONAL PRACTICE	
6. **Assessment** Understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**2, 11–12**
7. **Planning for Instruction** Plans instruction that supports every student in meeting rigorous learning goals by drawing on knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**3–7**
8. **Instructional Strategies** Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**5–7**

STANDARDS	CHAPTER COVERAGE
PROFESSIONAL RESPONSIBILITY	
9. **Professional Learning and Ethical Practice** Engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (Learners, Families, Other Professionals, and the Community), and adapts practice to meet the needs of each learner.	1
10. **Leadership and Collaboration** Seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	13

From Council of Chief State School Officers. (2011, April). Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue. Washington, DC: Author.

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Teaching Students in Today's World

1

Track5/Getty Images

This Chapter Provides Information That Will Help You To:

1.1 Describe the basic teaching functions and the key characteristics of effective teachers.

1.2 Recognize the professional teaching standards and understand the purposes they serve.

1.3 Formulate a plan to use reflection to enhance teacher decision making.

1.4 Identify ways the teaching environment is changing due to student characteristics and other conditions.

1.5 Describe ways that instruction of English language learners can be enhanced in all classrooms.

Your journey to become a teacher continues. You want to be an effective teacher, but what are the characteristics of effective teachers? What do they need to know and do? To a large extent, effective teaching involves making good decisions to help students learn.

Even before instruction takes place, teachers think about and make decisions concerning content, instructional strategies, the use of instructional materials and technology, delivery techniques, classroom management and discipline, assessment of student learning, and a host of other related issues. During instruction, teachers must implement these decisions as they interact with students in a dynamic way.

Decision making involves giving consideration to a matter, identifying the desired end result, determining the options to get to the end result, and then selecting the most suitable option to achieve the desired purpose. Teacher decisions about the issues just mentioned ultimately will influence student learning.

To examine teacher decision making and its relationship to teaching methods, the discussion in this chapter centers on several questions: What is effective teaching? What are the standards used to guide the professional development of teachers? How can a teacher be a reflective decision maker? What are the conditions that are changing the teaching environment? How can instruction of English language learners (ELLs) be enhanced in all classrooms?

Effective Teaching

What are teachers' responsibilities, and what makes teachers effective in meeting these responsibilities? To answer these questions, it is useful to examine the basic teaching functions, essential teacher characteristics, and expectations for effectiveness.

DECISIONS ABOUT BASIC TEACHING FUNCTIONS

Teachers make countless decisions all day long in an effort to promote student learning. When you break the decisions down, they fall into three categories: planning, implementing, and assessing. Some decisions are made at the desk when preparing lesson or unit plans, designing an instructional activity, or grading papers. Other decisions are made on the spot during the dynamic interactions with students when delivering a lesson. Let's briefly examine these three basic teaching functions. Each will be considered in more detail in later chapters.

Planning. **Planning** involves teacher decisions about student needs, the most appropriate goals and objectives, the content to be taught, instructional strategies, lesson delivery techniques, instructional media, classroom climate, and student assessment. These decisions are made before actual instruction takes place. The goal of planning is to ensure student learning. Planning occurs when teachers are alone and have time to reflect and consider issues such as short-range and long-range plans, student progress, time available, and instructional materials. Planning helps arrange the appropriate flow and sequence of instructional content and events.Planning is considered in more detail in Chapters 3 and 4.

Implementing. **Implementing** involves the actual enactment of the instructional plans concerning lesson delivery and assessment. Implementation occurs when interacting with students. Teaching skills that support implementation include presenting and explaining,

questioning, listening, monitoring, giving feedback, and demonstrating. Additional skills are needed to monitor student behavior, enforce rules and procedures, use instructional technology, exhibit caring and respect, and create a positive learning environment.

As you can see, a multitude of skills are required for implementation of the instructional plans, and teachers make decisions constantly during the delivery of instruction to enact those plans and to promote student learning. Several chapters in this book relate to implementation, including topics such as differentiating instruction for diverse learners, instructional strategies, motivating students, strategies to promote student understanding, managing lesson delivery, and classroom management and discipline.

Assessing. **Assessing** involves determining the level of student learning. Actually, many aspects of assessment are determined during the planning phase when instructional goals and content are identified. The means to measure student learning include paper-and-pencil tests, portfolios, work samples, projects, reports, journals, models, presentations, demonstrations, and various other types of product and performance assessments. Once assessment data has been gathered, the information is recorded and judgments are made. Assessment is considered in more detail in Chapters 11 and 12.

Teacher decisions about planning, implementing, and assessing matter a great deal. As attempts are made to improve schools and increase student achievement, one constant has remained: Teachers are the most important factor in improving schools. Attempts to reform or improve education depend on the knowledge, skills, and commitment of teachers. This point is made emphatically in *A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve* (Darling-Hammond and Baratz-Snowden, 2007). Teachers need to know how to implement new practices concerning the basic teaching functions, but they must also take ownership or the innovation will not succeed.

ESSENTIAL TEACHER CHARACTERISTICS

When you reflect about the most effective teachers you have had, you may think about their warmth and caring, their creative instructional strategies, their strong command of the content, or their unique presentation skills. When examining effective teachers, the essential teacher characteristics fall into three categories: knowledge, skills, and dispositions. Let's briefly examine each of these.

Knowledge. Effective teachers must know the facts about the content they are teaching. That is vital, but it is not sufficient. Teachers also must have at least three other types of knowledge.

First, they must have professional knowledge related to teaching in general. This includes information about the historical, economic, sociological, philosophical, and psychological understanding of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching.

Second, teachers must have pedagogical knowledge, which includes the general concepts, theories, and research about effective teaching, regardless of the content area. Thus, it involves general teaching methods.

Finally, teachers must have pedagogical content knowledge. This involves teaching methods that are unique to a particular subject or the application of certain strategies in a manner particular to a subject. For example, there may be some unique ways to teach map reading skills in a social studies class. You must have a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of the students.

Thus, teachers must possess rich knowledge about the content, foundational information about teaching and learning, information about teaching methods in general, and information about teaching techniques unique to particular subjects.

w h a t *WOULD YOU DECIDE?*

DEMONSTRATING YOUR EFFECTIVE TEACHING

Teachers need to have the necessary knowledge, skills, and dispositions to be effective in the classroom. Throughout your teacher preparation program, you will learn and acquire many of these characteristics. Imagine that you are teaching a lesson in your first year of teaching.

1. How would it be evident in your lesson that you have the necessary knowledge, skills, and dispositions to be an effective teacher? What would the students observe in your teaching to identify these qualities?
2. What could you do during your teacher preparation program to acquire these qualities?

Skills. Teachers also must possess the necessary skills to use their knowledge effectively in the four areas just described to ensure that all students are learning. Teachers must be able to apply these skills as they plan, implement, and assess in diverse teaching settings. In listings of professional standards, the term *performances* is sometimes used instead of the term *skills*.

Dispositions. Teachers also must have appropriate dispositions to promote learning for all students. **Dispositions** include the necessary values, commitments, and professional ethics that influence teacher behaviors. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. Dispositions are affective, thus in the mind of teachers. But dispositions show up in teacher behaviors. For example, a teacher might be willing to use a variety of instructional strategies to promote learning for all students. This disposition could be evidenced by written plans indicating the use of cooperative learning groups, demonstrations, and a role-playing activity, and by the actual use of those approaches when instruction took place.

When making decisions, you must have the necessary knowledge, skills, and dispositions to help promote learning for all students. Research has shown that teacher expertise is one of the most important factors that influences student growth and achievement. There is interest in the educational community to develop criteria for the knowledge, skills, and dispositions that teachers need to promote student achievement.

As a prospective teacher, it is important that you identify these essential teacher characteristics (knowledge, skills, dispositions) when you examine the main teaching functions of planning, implementing, and assessing. As the teaching functions are discussed in this book, several chapters have a boxed feature to indicate the knowledge, skills, and dispositions related to the chapter topic using the descriptions in the InTASC standards. For example, Chapter 3 on planning will include a box of information about representative knowledge, skills, and dispositions related to planning.

EXPECTATIONS FOR EFFECTIVENESS

Over the years, there have been calls to improve the quality of teaching, the quality and substance of the K–12 curriculum, and the performance of students on standardized tests. School districts and teachers always feel some degree of pressure from the local school district, state and federal governments, professional organizations, legislators, and the public in general. Occasionally, there are major education reports with information about student performance, and then there are new calls for improving teacher education and the quality of teaching. Effective teaching is expected.

Measures of Effectiveness. Various approaches have been used to indicate the quality of teaching and its influence on student learning. One approach has been to examine student achievement test scores over a three-year time period in a so-called value-added comparison. This value-added concept compares the performance of a student against that same student's performance at an earlier time. The difference in the two assessments is taken as a measure of student learning growth, which can also be conceptualized as the value added by the instructional effectiveness of the teacher. Students' average annual rates of improvement are then used to estimate how much value a teacher has contributed to student achievement.

A second approach to determining the quality of teaching has involved the study of teacher test scores and their relationship to the achievement of students in their classes. A series of studies correlated teachers' basic skills tests and college entrance exams with the scores of their students on standardized tests. These studies have found that high-scoring teachers are more likely to elicit significant gains in student achievement than their lower-scoring counterparts (Card & Rothstein, 2007).

A third approach to determining the quality of teaching has involved the review of teachers' content knowledge. A teacher's deep understanding of the content he/she teaches has a positive influence on student achievement. This appears to be especially true for science and mathematics teachers. In a review of research, Michael Allen, program director for the Education Commission of the States (ECS) Teaching Quality Policy Center, found support for the necessity of teachers being knowledgeable in their subjects and on how best to teach a particular subject (Allen, 2003).

In addition, teaching experience appears to have an influence on student achievement. Teachers with less teaching experience typically produce smaller learning gains in their students compared with more seasoned teachers (Murnane & Steele, 2007). However, most of those studies have also discovered that the benefits of experience level off after the first five or so years of teaching.

Every Student Succeeds Act (ESSA). While education is often considered a local and state matter, the federal government in the past two decades has increased its involvement in how teachers are prepared and certified and how education is conducted in school districts. This effort was undertaken through the "highly qualified" teacher provisions of the No Child Left Behind Act (NCLB, 2002). A new Every Student Succeeds Act (2015) rolled back many, but not all, of the provisions for accountability embedded in NCLB.

The **Every Student Succeeds Act** is a federal law that required states to develop plans that address standards, assessments, school and district accountability, and special help for struggling schools. ESSA replaced the No Child Left Behind Act and represents a shift from broad federal oversight of primary and secondary education to greater flexibility and decision making at the state and local levels.

With ESSA, states are still required to give substantial weight to accountability plans and academic indicators. With ESSA, states will:

1. Have greater flexibility in selection of goals for testing, English-language learner proficiency measures, and graduation rates.

2. Be required to include a minimum of one indicator of school quality or student success. Examples include measures of student engagement; educator engagement; access to completion of advanced coursework; postsecondary readiness; and school climate/safety.

3. Have to identify and intervene in the bottom 5 percent of low-performing schools and high schools with graduation rates at or below 67 percent.

4. Still have to test students in reading and mathematics in grades 3-8 and once at the high school level and report data on subgroups of students (e.g., English learners, students receiving special education services, racial minorities, and those in poverty).

In 2017, further changes to the federal accountability systems were passed by Congress. For example, states will no longer be required to label all schools with a summative uniform

sample *STANDARDS*

DECISION MAKING AND REFLECTION

There are 10 InTASC standards (see pages xvi–xvii), and each standard in the original document includes a list of performances, essential knowledge, and critical dispositions to indicate more clearly what is intended in the standard.

Because this chapter deals with decision making and reflection, some representative statements from InTASC Standard #9, Professional Learning and Ethical Practice, are listed here concerning topics in this chapter.

PERFORMANCES

■ The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

■ The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

ESSENTIAL KNOWLEDGE

■ The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

■ The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school and system-wide priorities.

CRITICAL DISPOSITIONS

■ The teacher sees him-/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

■ The teacher understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy.

Council of Chief State School Officers. (2011, April). Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue. Washington, DC: Author.

rating system (high to low performing). In addition, the U.S. Department of Education updated the application that states submit as part of gaining federal approval for state accountability plans. The major changes focused on fewer requirements, including the elimination of the requirement that states must reach out to groups of educators and advocates in the development of an accountability plan. These changes are consistent with the recent accountability shift away from the federal government and to the states.

Standards for Teachers

Each state identifies the licensure requirements for teachers. The states do not arbitrarily select criteria—they often rely on standards proposed by professional educational agencies. The following standards are among those commonly used by states: (a) InTASC standards, (b) a Framework for Teaching, and (c) Principles of Learning and Teaching (PLT).

A state may use one set of standards, such as the InTASC standards, and then adapt them somewhat to serve as the basis for the teacher licensure requirements. Once a state establishes its teacher licensure requirements, these become the standards that colleges use to design their teacher education programs. Consequently, you may see that your teacher education program includes many of the topics listed in the standards. Let's examine these three sets of standards.

InTASC STANDARDS

Sponsored by the Council of Chief State School Officers, the Interstate New Teacher Assessment and Support Consortium (INTASC) asked a committee of teachers, teacher educators, and state agency officials to prepare a set of standards for competent beginning teachers. Its 1992 report on model standards served as a guide for states as they determined their own teacher licensure requirements. Many states found those standards appropriate and enacted state licensure requirements that were identical or very similar to the INTASC standards.

The INTASC standards were revised in 2011. The new standards are no longer intended only for beginning teachers, but as professional practice standards. To reflect this emphasis, InTASC removed *New* from its name (and made the *N* a lower-case letter), renaming itself the Interstate Teacher Assessment and Support Consortium (InTASC). The new **InTASC Teaching Standards** (Council of Chief State School Officers, 2011) outline what teachers should know and be able to do to ensure every K–12 student reaches the goal of being ready to enter college or the workforce in today's world. The standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement.

As shown in the table of standards on pages xvi–xvii, there are 10 InTASC standards in four areas: (1) the learner and learning—learner development, learning differences, and learning environments; (2) content knowledge—content knowledge and application of content; (3) instructional practice—assessment, planning for instruction, and instructional strategies; and (4) professional responsibility—professional learning and ethical practice and also leadership and collaboration. For each standard, InTASC outlines the performances, essential knowledge, and critical dispositions for teachers. The identification of the dispositions makes the InTASC standards unique when comparing them to standards identified by other agencies.

FRAMEWORK FOR TEACHING

The Educational Testing Service (ETS) developed the Pathwise Series of Professional Development programs as a research-based approach to advance professional learning and practice for school leaders and teachers. Charlotte Danielson (2007) worked with ETS to prepare and validate the criteria for this program and then, based on the ETS program criteria, she proposed a framework for teaching in her book *Enhancing Professional Practice: A Framework for Teaching*. Many teacher education programs give a great deal of attention to the Framework for Teaching because of its strong research support. As a result, these colleges have incorporated the domains into their teacher education programs.

Framework for Teaching is divided into four categories and provides a useful organizer for examining the important responsibilities of teachers. The first section addresses planning and preparing for teaching, and it focuses on issues such as content knowledge, knowledge of the students, instructional goals, and resources. The second section focuses on the classroom environment. This includes the interactions between the teacher and students, as well as the expectations for learning and achievement and the expectations for learning and behavior. Positive classroom environments are associated with a range of important outcomes for students related to motivation, achievement, and safety.

The third section addresses many dimensions of instruction, including issues such as instructional strategies, questioning, assessing student learning, and getting students actively involved in learning. The fourth section deals with professional responsibilities. This includes the ability to reflect accurately on the planning process and the implementation of instruction and then to think deeply about how to improve the teaching-learning

process for students. This section also addresses issues such as maintaining accurate records, seeking out professional development, and communicating with families to promote student learning.

PRINCIPLES OF LEARNING AND TEACHING

The Educational Testing Service (ETS) prepared several Praxis II tests to measure the knowledge of specific subjects that K–12 educators will teach, as well as general and subject-specific teaching skills and knowledge. The three Praxis II tests include Subject Assessments, Principles of Learning and Teaching, and Tests and Teaching Foundations Tests.

The **Principles of Learning and Teaching (PLT)** test assesses general pedagogical knowledge concerning (a) students as learners—student development and the learning process, students as diverse learners, and student motivation and the learning environment; (b) the instructional process—planning instruction, instructional strategies, questioning techniques, and communication techniques; (c) assessment—assessment and evaluation strategies, and assessment tools; and (d) professional development, leadership, and community. Many states require applicants for teaching licenses to take the PLT and report a passing score before they are able to receive the teaching license. Because of this, colleges with teacher education programs often give a great deal of attention to the content of the PLT and incorporate the necessary topics into their teacher education programs.

The Teacher as a Reflective Decision Maker

When teachers examine and reflect on their teaching, it opens a door to personal and professional development. The ultimate goal, of course, is to promote student learning, and teacher reflection is one way to achieve that goal. In this section, we examine reflection from several perspectives, tools to become more reflective, and aspects of instructional decision making.

REFLECTION

To learn requires that a person reflect on past practice. As a consequence, reflection about one's experiences is a cornerstone of professional competence (York-Barr, Sommers, Ghere, & Montie, 2016). **Reflection** can be defined as a way of thinking about educational matters that involves the ability to make rational choices and to assume responsibility for those choices. Reflection requires that teachers be introspective, open-minded, and willing to accept responsibility for decisions and actions. Reflection facilitates learning and continued professional growth, and it is an important factor in the ability of teachers to be effective throughout their careers. Educators can reflect on many things, such as their dispositions, objectives, teaching strategies, and the effect each factor has on student achievement.

As reflective practitioners, teachers need to be willing to analyze their own traits and behaviors in relation to the events that take place in the classroom. Teachers, therefore, need to observe and attempt to make sense of situations by checking their insights against prior experience. Information they receive

from their students can also be helpful. Marzano (2012) maintains that teachers must identify their strengths and weaknesses, set goals, and engage in focused practice to meet their goals, and a systemic approach to their reflection will help serve these purposes and improve instructional practice.

Some schools arrange for two or more teachers to meet to address issues and reflect on their practice. **Reflective practice** is a problem-solving strategy by which individuals or groups can work to improve practice by reviewing routines and the procedures and other aspects of the instructional environment. To engage in reflective practice requires an environment of support. It requires an organizational climate that encourages open communication, critical dialogue, risk taking, and collaboration (Osterman & Kottkamp, 2004).

We next examine the relationship between effective teaching and reflection, reflection in the professional standards, approaches to reflection, characteristics of reflective teachers, and benefits of reflection.

Effective Teaching and Reflection. There is a relationship between effective teaching and reflection. An effective teacher draws on education and experience to make decisions about what to teach, how to teach, and how to provide an atmosphere that supports student learning (J.M. Cooper, 2014). Thus, effective teachers reflect on and examine their own teaching and the success of their students. Each of these skills is essential to an effective teacher who is focused on students' achievement and meeting intended learning outcomes. The relationship of these topics is displayed in Figure 1.1.

1. *What to teach.* Effective teachers have a strong command of the subject matter they are assigned to teach. In addition, they have the ability to make decisions about the selection of materials and examples used to introduce the subject matter to their students.

2. *How to teach.* Effective teachers have a large collection of teaching strategies that they can draw on to maximize student achievement. Expert teachers recognize that they need to use a variety of methods and strategies to meet the varied learning needs of their students and to capture and maintain student interest and motivation. This is especially important when teachers realize that the strategy they are using has not led to success for all students and that a different strategy needs to be employed.

Figure 1.1

Effective Teaching and Reflection
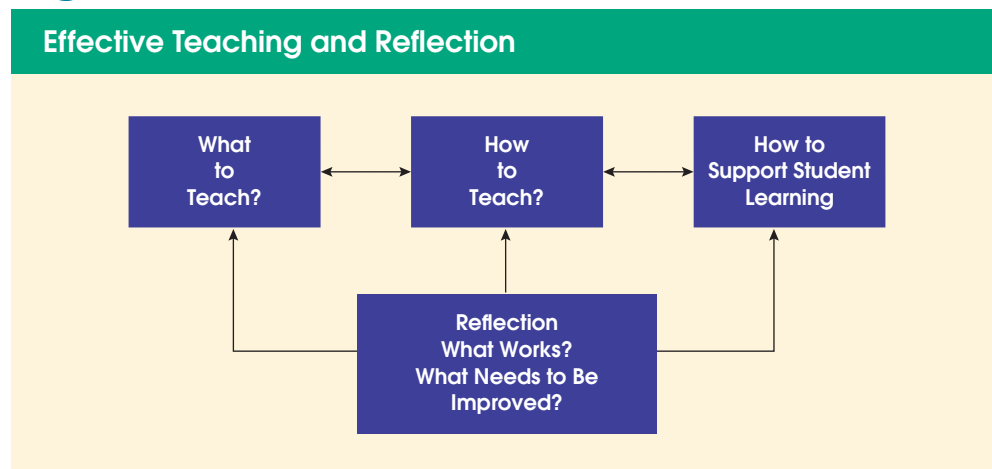
3. *How to provide an atmosphere that supports student learning.* Knowing the content and knowing about instructional strategies are not sufficient to promote student learning. Effective teachers also must create the necessary classroom conditions to enable student learning; they must create a positive learning community.

Reflection in the Professional Standards. Reflection by teachers to improve their practice is included in the Interstate Teacher Assessment and Support Consortium (InTASC) standards. Standard #9, Professional Learning and Ethical Practice, is especially relevant to being a reflective teacher. This standard calls for teachers to engage in ongoing professional learning and use evidence to continually evaluate their practice and adapt their practice to meet the needs of each learner. Representative statements from Standard #9 for performances, essential knowledge, and critical dispositions are displayed in the Sample Standards table in this chapter on page 6.

The InTASC standards are also embraced by the Council for the Accreditation of Educator Preparation (CAEP, 2017), which is an agency that accredits universities offering teacher education programs. CAEP asserts that teacher candidates should be able to reflect:

■ on instructional practices, observations, and their own practice with increasing breadth, depth, and intention with an eye toward improving teaching and student learning (e.g., video analysis, reflection logs). Evaluation based on rubrics, peer judgment.

■ on personal biases, access appropriate resources to deepen their understanding, use this information and related experiences to build stronger relationships with P-12 learners, and adapt their practices to meet the needs of each learner.

Characteristics of Reflective Teachers. Reflective teachers share characteristics that enable them to grow and improve as they learn from experience. Teachers make decisions about both big and small issues, such as how to organize students in groups, how to motivate students and promote positive behaviors, and how to focus students on the tasks and assess their learning.

Reflective teachers exhibit the following qualities:

■ *They have a disposition toward reflection.* They have a good sense of when they need to think deeply about their teaching. They are purposeful and committed to improving their craft.

■ *They ask questions and are curious.* They have inquisitive minds. Reflective thinking in teaching is associated with the work of Dewey (1933, 1938), who suggested that reflection begins with a dilemma. Effective teachers suspend making conclusions about a dilemma in order to gather information, study the problem, gain new knowledge, and come to a sound decision. This deliberate contemplation brings about new learning.

■ *They seek deep understanding of the issues.* Reflective thought is the opposite of superficial thinking, which is thinking that lacks evidence, is based on false beliefs or assumptions, or mindlessly conforms to custom or authority. The experience of teaching and the events that transpire in classrooms have value. When reflected on, these experiences can shape the future for both teachers and their students. Reflective teachers seek deep understanding of all issues related to curriculum and instruction.

■ *They take responsibility for their teaching decisions.* Reflective teachers accept the consequences of their decisions. They seek out better solutions for challenges or problems.

■ *They are purposeful and committed to improving their craft.* Reflective teachers are not satisfied with the status quo. They want to continually improve themselves and their teaching.

VOICES
from the Classroom

SUE GARVER, third-grade teacher, Riley, Kansas

REFLECTIONS ON MY INSTRUCTIONAL PLANS

I find myself constantly evaluating what I do in my classroom on a daily and yearly basis. There are several things that I do on a regular basis that help me be more reflective in my teaching. First, I meet with other teachers during our breaks or after school to compare ways we teach a subject and share new ideas. This is a time when I reflect on the methods I currently use to present a subject and on ways that I could improve my teaching methods.

Second, I take a few minutes at the end of each day to evaluate the lessons I taught that day. I write my reflective comments in my plan book next to the plans for each lesson. These notes address the success of the lesson, what I did right in the lesson, what could be done to better meet the needs of individuals, and anything else that might be helpful next time I teach that lesson. I keep those lesson plans close by when planning for the following year.

Third, reflecting upon my teaching makes it easier for me to set goals for myself. I have found that I can set goals easily when I make these reflective notes during the school year and when I take time at the end of the school year to reflect on my teaching. Being a reflective person has allowed me to grow and improve in my teaching.

Benefits of Reflection. The primary benefit of reflection is that it helps teachers improve their ability to teach and meet the needs of the students in their classes. A recent study of preservice teachers found that higher levels of reflection by the teachers were related to higher final student teacher evaluations (Pultorak & Barnes, 2009). Novice teachers also report that they value and benefit from reflecting on teaching (Metcalf, Cruickshank, & Bainer, 2016).

There are many benefits for teachers who reflect on their practice. Reflective teaching can enhance your learning about teaching, increase your ability to analyze and understand classroom events, help you establish an inviting and thoughtful environment, help you become self-monitoring, and promote personal and professional development (Metcalf et al., 2016).

Minott (2007) points out that reflective teaching leads to a number of positive effects for teachers, including the development of the following:

- Self-directed critical thinking inquiry skills
- Contextualized knowledge about teaching and learning that can be applied in similar situations (e.g., when to change instructional strategies or lesson pacing)
- Willingness to question, take risks in learning, and try new strategies and ideas
- Higher-order thinking skills and the ability to reflect on one's own learning process
- Both cognitive (e.g., knowing how to ask questions that help students engage and think deeply) and affective skills (e.g., valuing students as individuals capable of learning)
- Increased ability to react, respond, assess, and revise while teaching
- Ability to implement new activities and approaches on the spot
- Improved self-awareness and knowledge
- Improved coping strategies (e.g., the ability to redirect inappropriate student behaviors rather than respond in a way that will escalate the situation)

TOOLS TO BECOME MORE REFLECTIVE

Teachers can improve their ability to reflect on practice by using a variety of methods. Your willingness to use these techniques can promote your professional growth. In *Becoming a Critically Reflective Teacher*, Brookfield (2017) reviews strategies to become more reflective. Marzano (2012) suggests that teachers use a variety of approaches to gather information and reflect on their practice. These may include self-audits, video data, student survey data, student achievement data, and other sources.

1. *Portfolio development.* The development of portfolios in which teachers collect and organize materials and artifacts such as lesson plans, videotapes of lessons with self-critiques, and examples of analysis of students' work is fast becoming the norm in teacher preparation and professional licensure. Purposefully collecting and analyzing sets of artifacts demonstrates the ability to reflect on important indicators of success.

Many of the current portfolio review processes share common features with National Board Certification. Using the InTASC standards, a number of states—including California, Colorado, Connecticut, and Oregon—have begun requiring a portfolio as the basis for granting an initial teacher license or for beginning teachers as part of a mentoring and induction process. The Council for the Accreditation of Educator Preparation (CAEP), the national organization that accredits college and university teacher education programs, also uses a performance-based model of assessments to provide evidence that teachers meet teaching standards.

The portfolio process calls for you to document your plans and instructional strategies within a unit of instruction; videotape a lesson and analyze your teaching; provide students with an assessment; and evaluate whether students met objectives and if not, how you will move students to higher levels of learning. The reflection section calls for careful thought on what worked and what did not, along with an analysis and description of how you would change or improve your unit and lessons in the future.

2. *Journaling.* It has long been known that writing can help to clarify your thoughts and enhance your ability to think about your classroom and improve your teaching. A dialogue journal (Metcalf et al., 2016) takes the journaling process and makes it interactive. A conversation about teaching can provide you with feedback on your analyses of your teaching and your next steps to improve your teaching or classroom procedures.

Advances in technology have made sharing journals and receiving feedback electronically fast and easily implemented. Social networking software has also expanded the number of people who can respond to a posted reflection. As the audience for a reflection is expanded, it becomes important that your journal entry include enough information about the event you are reflecting on to be helpful. These steps of journal writing are also valuable to ensure you reflect fully:

- *What happened?* A brief description of the incident or event central to your reflection.
- *Why did it happen?* Why do you think this event, student behavior, or situation occurred?
- *What could I have done differently?* What strategy could you use in the future to be a more effective teacher?
- *What might it mean for student learning?* Think about what this classroom event or incident might mean and what might you change in the future to improve student learning.

3. *Action research.* **Action research** is systematic inquiry by teachers with the purpose of improving their practice. It often is done collaboratively by a group of colleagues who are searching for solutions to the everyday problems they face. These real problems frequently center on improving curriculum, instruction, student achievement, or other issues related to school improvement. Many school districts use action research as a powerful professional development strategy for teachers. Teachers work alongside colleagues in their

VOICES

from the classroom

ELLEN VANNOY, middle school language arts teacher, Charleston, West Virginia

TEACHER AS A REFLECTIVE PRACTITIONER

After the last class of each day, I take a moment to reflect on my daily plans. I usually put an asterisk (*) on each activity that hit a major Core standard in a positive, productive way. I place a minus sign (–) on any area that I think needs more attention. Taking the time each day to reflect on my teaching forces me to change the lesson plan to best meet the needs of my students. I don't treat my lesson plans as pristine documents to archive for the next year. Instead, I write notes on them and scribble in the margins to guide my revision for the next time I teach the lesson.

URBAN EDUCATION

buildings to collect and analyze data to gain insights into their question, take action based on what they learn in the process, and share their learning with others so that the entire education community can benefit (Putman & Rock, 2017).

Action research projects may focus on one teacher's classroom or on broader, school-wide concerns. In a single classroom, a teacher may conduct an action research project concerning questioning techniques, the effects of a certain teaching strategy, the effects of the use of technology, or other curriculum and instruction topics. Action research projects also may focus on school improvement efforts such as assessing the impact of efforts with low-performing students, exploring alternatives to suspension as a disciplinary consequence, determining the effects of a newly implemented inclusion model for students with special needs, or other schoolwide issues (Efron & David, 2013).

Data collected in action research often includes measures of student achievement such as standardized test scores, grades, and dropout rates. Each of these measures can have significant implications for deciding if a program or strategy is effective. Action research also focuses on *why* certain program results were achieved, not just what was achieved. Therefore, many forms of data are collected and analyzed, including faculty and student interviews, student work samples, reflective journals, surveys, and other measures.

4. *Written, verbal, and mental self-reflections*. Written reflections, verbal reflections, and mental self-reflections also are tools to become more reflective and to improve instruction. Some activities that can provide a focus for reflection include:

- Classroom visitations to a master teacher's classroom to view a lesson being taught, along with an opportunity to reflect and debrief.
- Reading an article on a new strategy and discussing it with colleagues in a study group.
- Reviewing sample lesson plans and adapting them for your classroom.
- Co-planning and co-teaching lessons with a coach or knowledgeable peer.
- Planning with colleagues to implement new practices, such as students' exhibits of their work.
- Digitally recording a lesson and requesting collegial review and feedback.

ASPECTS OF INSTRUCTIONAL DECISION MAKING

The classroom teaching environment is complex and multifaceted, and dealing with complex problem situations is a dominant element in the life of a teacher. The complex life of teachers can be better understood by considering the relationship of teachers' decision making and the conditions and purposes they are trying to address in the classroom. Four aspects of decision making in the teaching environment are considered here.

First, teachers make decisions when planning, implementing, and assessing instruction and when creating proper conditions for a positive learning environment. Each step involves multifaceted classroom conditions and student characteristics. When planning for instruction, for example, teachers must decide on goals and objectives, needs assessments, appropriate instructional strategies, materials and technology, and evaluation of student performance. Numerous factors must be considered when making decisions about each step.

Second, teachers make moment-by-moment decisions to adjust their plans to fit the continually changing and uncertain conditions found in classrooms. Teachers learn to make these adjustments through the knowledge they have gained within the context of their classrooms, the interactive nature of their thinking, and their speculations about how these adjustments will affect the classroom environment.

Third, teachers make decisions to achieve varied academic, social, and behavioral goals. For instance, a teacher might make decisions about monitoring student behavior while working with a single small group of students. At the same time, the teacher might have expectations for students' social and academic performance. Thus, the teacher must consider these varied goals and decide on ways to plan and implement the goals simultaneously.

Fourth, teachers make decisions to interact with students in a variety of ways in a complex environment. For example, teachers do a number of things to monitor and respond to students' off-task behavior. Effective teachers have a high degree of **withitness**, which is their ability to be aware of what is happening in the classroom and to communicate that awareness to the students through their actions (Kounin, 1970). Decisions related to withitness are continually made by teachers.

CLASSROOM CASE STUDY

IMPROVING TEACHING THROUGH REFLECTION

Joel Escher is an experienced seventh-grade language arts teacher. After attending a professional development session on reflective teaching, he decided to videotape himself during some of his classes to better understand how to involve more of his students in whole-group discussions.

After watching the videotaped sessions of his recent classes, Mr. Escher noticed that he was neglecting some of his students during class discussions because he tended to stand on one side of the room. Because his posture was directed to only half of his class, he did not notice students outside his field of vision who were raising their hands but were not called on to participate in the discussion.

In addition, Mr. Escher recognized that he did not give students much time to formulate a response after he asked a question. On the videotape, several students appeared to be considering his question, but he called on another student before more students could formulate a response. To resolve this problem, Mr. Escher decided that he would write key questions on the board prior to class and then give students a couple of minutes prior to class discussions to jot down some ideas to share with the whole group.

FOCUS QUESTIONS

1. If Mr. Escher did not have access to video equipment, how else could he have learned why his whole-group discussions were unsuccessful?

2. Reflecting on your own classroom experiences, what recommendations can you make for conducting successful whole-class discussions?

The Changing Teaching Environment

Students in your classroom will vary in many ways, and the increasing student diversity is changing the teaching and learning environment. **Diversity** includes differences in student characteristics due to ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and even geographical area. Student characteristics will be examined in Chapter 2. Of course, this diversity has always been evident in U.S. classrooms.

There are two areas of diversity that demand special attention—students with disabilities and English language learners. The Individuals with Disabilities Education Act (IDEA) addresses educators' responsibilities concerning students with disabilities. Disabilities include visual, hearing, speech, or physical impairments; emotional or behavioral disorders; intellectual disabilities; autism; and other classifications. The number of students identified as disabled has increased over the years, and regular classroom teachers have a responsibility to work with these students.

The number of English language learners, however, has increased even more. Over the past 25 years, the characteristics of the U.S. population have changed, and consequently, the characteristics of the K–12 student population also have changed. The most apparent changes in schools are the increasing number of students from ethnic and racial minority groups and the significant increase in the number of students whose first language is not English. Consider the following facts about the current U.S. student population (most from Kober & Usher, 2012, unless noted otherwise):

■ Children of color account for 50 percent of public school students—a proportion that is expected to increase in coming years (50 percent white, 25 percent Hispanic/Latino, 16 percent African American, 5 percent Asian/Pacific Islander, 3 percent two or more races) (NCES, 2017b)

■ Children of color make up the majority of public school enrollments in 11 states and many districts.

■ Hispanics, African Americans, and Asians combined make up the majority of the population in 48 of the 100 largest U.S. cities (Macionis, 2017).

■ About one in five school-age children is a child of immigrants.

■ English language learners—students whose first language is not English and who are learning English—account for 1 in every 10 public school students.

what *WOULD YOU DECIDE?*

HOW YOU ADDRESS STUDENT DIVERSITY

In your first year of teaching, you will likely have students with many different characteristics. Student diversity is evident in many ways, such as by language, disability, or cognitive ability. Some types of diversity are easily recognized or noticed, other types are less obvious. Nevertheless, effective teachers need to promote learning by all of their students.

1. In what ways are you similar to other students in your current college class? In what ways are you different?

2. What challenges do you envision when you address the diversity of students in your first year of teaching? What can you do during your teacher preparation program to minimize these challenges?

- More than one third of public school students are from low-income families.
- Almost 14 percent of public school students receive special services because they have a disability. Three fourths of these students with disabilities are educated in regular classrooms with other children for a significant part of the school day.

In addition to changes in student diversity due to ethnicity, language, and exceptionality, the teaching environment is changing due to other student characteristics and conditions of the students' homes or community. For example, there are special populations of students in general education classrooms that require careful attention. These include gifted or talented students, struggling learners, underachieving students, students at risk, and students in poverty. Further, students in classrooms may be deeply troubled due to factors such as substance abuse, abuse or neglect, violence, bullying, and other serious challenges such as homelessness, eating disorders, and depression. All of these factors are examined in Chapter 2.

More English Language Learners

As just noted, **English language learners (ELLs)** are students whose first language is not English and who need help learning to speak, read, and write in English. Due to immigration and the higher levels of ethnic diversity in the U.S. student population, it is not surprising that the number of ELLs has also increased significantly in the past 15 to 20 years. There are many different types of ELLs, ranging from students who are very educated to those with limited schooling, from children of professional families to children of migrant workers, from recent arrivals to the United States to those born here. In addition to functioning in two languages, ELLs also navigate two cultures.

In 2014-15, there were 4.8 million ELLs in the United States, comprising 9.6 percent of all students in grades K through 12 (OELA, 2017c). In 2014-15, the most common languages included Spanish (77%), Chinese, Arabic, Vietnamese, and Haitian/Haitian Creole (OELA, 2017c). The largest numbers of ELLs are in seven states: California, Arizona, Texas, Florida, Illinois, North Carolina, and New York. There are almost 1.5 million ELLs in California schools, representing almost 23 percent of the student enrollment (California Department of Education, 2014). Even small cities and rural areas are now home to immigrant families and their children.

In 2014-15, the percentage of students who were ELLs was generally higher for school districts in more urbanized areas, such as cities and suburbs, than for those in less urbanized areas. ELL students in cities made up an average of 14.2 percent of total public school enrollment. In suburban areas, ELLs constituted an average of 8.9 percent of the public school enrollment. ELLs represented 6.2 percent of the public school enrollment in towns and 3.5 percent in rural areas (NCES, 2017).

You should expect to have students in your classroom who are learning English, and you should be prepared to meet their learning needs. In a national study, most new teachers ranked reducing class size and preparing teachers to adapt or vary their instruction to meet the needs of a diverse classroom as the top ways to improve teaching (Public Agenda, 2008).

CHALLENGES OF ENGLISH LANGUAGE LEARNERS

Imagine what it would be like to have limited knowledge of English when attending school. It would be difficult to understand the teacher and the other students, and it would affect your ability to understand teacher directions, participate in the instructional activities, and complete classroom assessments. Your overall school performance would be affected. In fact, ELLs often experience challenges in school, as indicated by the following facts:

- The average scores for English learners on the 2013 *reading* NAEP assessments in grades 4, 8, and 12 were significantly lower than the average scores for non-ELs. The gap in reading scores between ELs and non-ELS widened by grade, from 39 points in grade 4, to 45 points in grade 8, and to 53 points in grade 12 (OELA, 2017a).

- The average scores for English learners on the 2013 *mathematics* NAEP assessments in grades 4, 8, and 12 were significantly lower than the average scores for non-ELs. The gap in reading scores between ELs and non-ELS widened by grade, from 25 points in grade 4, to 41 points in grade 8, and to 46 points in grade 12 (OELA, 2017a).

- In 2011-12, English learners represented 14 percent of all elementary students enrolled, but 18 percent of students who were held back or retained. That same year, English learners represented 5 percent of all high school students enrolled, but 11 percent of those held back or retained (OCLA, 2017d).

- The graduation rate for English learners reached a record high of 62.6 percent in 2013-14, an increase of 5.6 percent from 2010-11. However, that graduation rate was lower than the rate for all students, economically disadvantaged students, and students with disabilities (OELA, 2017b).

TEACHING ENGLISH LANGUAGE LEARNERS IN ALL CLASSROOMS

Because of the large number of ELLs in schools today, *all* teachers are teachers of English. There are four major instructional models for serving ELLs, characterized by the degree to which they incorporate a student's native language and the approach they take to delivering academic content (Rothenberg & Fisher, 2007): (1) instructional methods using the native language, (2) instructional methods using the native language as support, (3) instructional methods using English as a second language (ESL), and (4) content-based or sheltered instruction.

The last approach, sheltered instruction, has been widely used in the United States. **Sheltered instruction** is an approach to teaching content to ELLs in strategic ways that make subject-matter concepts comprehensible while promoting the students' English language development. There are two well-known sheltered instruction programs: the cognitive academic language learning approach (CALLA) and the sheltered instruction observation protocol (SIOP).

CALLA is a program that integrates content-area instruction with language development activities and explicit instruction in learning strategies (Chamot, 2009). It helps ELLs become active learners who focus on concepts and meanings, rather than language forms. CALLA teachers develop five-phase lesson plans that include preparation, presentation, practice, evaluation, and expansion. This approach has been used successfully by many teachers in sheltered classes, but some teachers have found the planning to be difficult. In addition, ELLs with low levels of English proficiency and limited background knowledge still struggle to learn grade-appropriate content in English (Freeman & Freeman, 2011). Of the sheltered instruction programs, the SIOP model is widely adopted and is emphasized here.

THE SIOP MODEL

One of the best researched and most highly developed models to teach ELLs is the **sheltered instruction observation protocol (SIOP) model** (Echevarria, Vogt, & Short, 2017). The SIOP model was originally a lesson plan observation protocol, but it has evolved to an effective lesson planning and delivery system. It is a way to plan and teach content in a way that is understandable for ELLs and that also promotes their English language development. With increasing student diversity in language, meeting the needs of ELLs can be facilitated by the SIOP model because it provides more flexibility in the design and delivery of instruction.

The SIOP model may be used as a lesson planning guide for sheltered content lessons, and it embeds features of high-quality instruction into its design. The model is not an add-on responsibility for teachers but rather a planning framework that ensures effective practices are implemented to benefit all learners (Echevarria et al., 2017). The SIOP model has eight components and 30 features, as displayed in Figure 1.2. Other than the lesson preparation component being

first, there is no particular hierarchy or order to the eight **SIOP** components. The components and features of the **SIOP** model are interrelated and integrated into each lesson.

Even students who are not struggling readers or English learners will benefit when a teacher plans and delivers instruction using the **SIOP** model (Echevarria et al., 2017, 2018a,

Figure 1.2

Components of the SIOP Model

Lesson Preparation
- Clearly define, display, and review content objectives with the students.
- Clearly define, display, and review language objectives with the students.
- Select content concepts that are appropriate for age and educational background of the students.
- Use supplementary materials to a high degree, making the lesson clear and meaningful.
- Adapt content to all levels of student proficiency.
- Provide meaningful activities that integrate lesson concepts with language practice opportunities.

Building Background
- Explicitly link concepts to students' background experiences.
- Make explicit links between past learning and new concepts.
- Emphasize key vocabulary.

Comprehensible Input
- Speak appropriately for students' proficiency levels.
- Provide clear explanations of academic tasks.
- Use a variety of techniques to make content concepts clear.

Strategies
- Provide ample opportunities for students to use learning strategies.
- Consistently use scaffolding techniques to assist and support student understanding.
- Use a variety of questions or tasks that promote higher-order thinking skills.

Interaction
- Provide frequent opportunities for interaction and discussion.
- Group students to support language and content objectives of the lesson.
- Consistently provide sufficient wait time for student responses.
- Give ample opportunities for students to clarify key concepts in their first language.

Practice/Application
- Supply hands-on materials for students to practice using new content knowledge.
- Provide activities for students to apply content and language knowledge.
- Integrate all language skills into each lesson.

Lesson Delivery
- Clearly support content objectives by lesson delivery.
- Clearly support language objectives by lesson delivery.
- Engage students during 90–100 percent of the lesson.
- Appropriately pace the lesson to the students' ability levels.

Review and Assessment
- Provide comprehensive review of key vocabulary.
- Supply comprehensive review of key content concepts.
- Provide regular feedback to students on their output.
- Conduct assessments of student comprehension and learning of all lesson objectives throughout the lesson.

Based on Echevarria, J., Vogt, M., & Short, D. J. (2017). Making content comprehensible for English learners: The SIOP model (5th ed.). Boston: Pearson

2018b). Mainstream teachers at all grade levels can effectively use the SIOP model to benefit all learners in their classrooms. Because of this, various components of the SIOP model will be more fully described in other chapters in this book. For example, information in the SIOP model concerning lesson delivery will be discussed in Chapter 8, "Managing Lesson Delivery." Other topics will be considered in the appropriate chapters to provide guidance in using the SIOP model components to meet the needs of all learners.

Key Terms

Action research
Assessing
Decision making
Dispositions
Diversity

English language learners
 (ELLs)
Every Student Succeeds
 Act (ESSA)
Framework for Teaching
Implementing

InTASC teaching
 standards
Planning
Principles of Learning and
 Teaching (PLT)
Reflection

Reflective practice
Sheltered instruction
Sheltered instruction
 observation protocol
 (SIOP) model
Withitness

Major Concepts

1. Teachers make decisions concerning three basic teaching functions: planning, implementing, and assessing.

2. Essential teacher characteristics fall into three categories: knowledge, skills, and dispositions.

3. Teachers are expected to be effective, and many surveys, reports, and state and federal guidelines address ways for them to achieve this.

4. Professional teaching standards are used to guide the selection of state teaching licensure requirements and the development of teacher education programs at colleges and universities.

5. Teaching is centrally the act of decision making. Teachers plan and act through the process of thought and reflection.

6. Reflection can be defined as a way of thinking about educational matters that involves the ability to make rational choices and to assume responsibility for those choices.

7. The teaching environment is changing due to student diversity in race/ethnicity, language, and exceptionalities.

8. Special populations in general education classrooms require careful attention. These students include gifted or talented students, struggling learners, underachieving students, students at risk, students in poverty, and students who may be deeply troubled.

9. The strategies in the SIOP model can be used to reach English language learners in all classrooms.

Discussion/Reflective Questions

1. Which is the most important teaching function: planning, implementing, or assessing? Why?

2. Give some examples of dispositions related to teaching. Why are dispositions important?

3. How might teacher reflection help teachers improve their practice?

4. What changes in the teaching environment have you witnessed in your K-12 schooling? How did your teachers or your school address these changes?

5. What are some of the strengths of the SIOP model?

Suggested Activities

FOR CLINICAL SETTINGS

1. Select a significant event from a class you have attended on campus during the past three weeks. Use one of the teacher standard tables discussed in this chapter as you reflect on what worked well in that class. (The standard tables with the complete list of items and subitems are displayed in this book just before Chapter 1.)

2. With other students in your class, identify aspects of student diversity that are reflected in members of your class. If you were a K-12 teacher with students having these diversity characteristics, how would that influence your instruction?

3. Imagine that you will be teaching a lesson on your state's history to eighth graders. Identify ways that you might apply at least five aspects of the SIOP model (see Figure 1.2) in that lesson.

FOR FIELD EXPERIENCES

1. Talk with several teachers to see how they have continued their professional development since beginning to teach (e.g., staff development programs, graduate courses). Show them the Framework for Teaching table (just before Chapter 1) and ask them to identify and discuss the areas where they have improved.

2. Ask several teachers to discuss how they think about their teaching and then decide to make improvements. Do they have a regular process for this? What suggestions do they have for your reflective process?

3. Ask several teachers to describe how they teach English language learners in their classroom.

Further Reading

Echevarria, J. J., Vogt, M. J., & Short, D. J. (2017). *Making content comprehensible for English learners: The SIOP model* (5th ed.). Boston: Pearson.

Provides details about each SIOP component, rubric rating forms on SIOP use, lesson plan formats, and guidelines for use.

Putman, S. M., & Rock, T. (2017). *Action research: Using strategic inquiry to improve teaching and learning*. Thousand Oaks, CA: Sage.

Provides procedures to help educators use research to guide decision making and determine the effectiveness of various instructional strategies they use in their classroom. Provides practical approaches and examples.

York-Barr, J., Sommers, W. A., Ghere, G. S., & Montie, J. (2016). *Reflective practice for renewing schools: An action guide for educators* (3rd ed.). Thousand Oaks, CA: Corwin Press.

A very useful guide that provides a framework for reflective thinking and acting. Offers examples of strategies to guide individual, small group, or schoolwide reflection.

Knowing and Connecting With Your Students

2

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This Chapter Provides Information That Will Help You To:

2.1 Select ways to know and connect with your students.

2.2 Prepare a contextual factors classroom analysis.

2.3 Describe ways in which diversity is exhibited in students.

2.4 Describe special populations in general education classrooms.

2.5 Make adjustments for teaching in urban schools.

2.6 Select ways to create an inclusive classroom.

2.7 Apply various ways to differentiate instruction.

Just think about the diversity apparent in a typical urban classroom. There may be a wide range of student cognitive and physical abilities. Students may have different degrees of English proficiency, and some may have a disabling condition such as a hearing disorder. A wide range of ethnic characteristics may be evident, and various socioeconomic levels are likely to be represented. The students may prefer to learn in different ways, such as in pairs, in small groups, or independently. Some may prefer written work; others may learn best when performing an activity. These examples are just a few of the human and environmental variables that create a wide range of individual differences and needs in classrooms. Individual differences need to be taken into account when instructional methods and procedures are selected.

How can you get to know your students and use that information to be more effective in your instruction? What are the sources of student diversity? What are some special student populations you might encounter in a general classroom? What adjustments might you need to make when teaching in urban schools? How can you create an inclusive classroom? How can you differentiate your instruction to meet the learning needs of all students? These issues are explored in this chapter.

Implications for Diverse Classrooms

Students who are in the classroom affect classroom management and instruction. Schools in the United States are very diverse, with students from different economic, cultural, ethnic, and linguistic backgrounds. In addition, you may find that your classroom has students with a range of ability or achievement levels, groups of students with skills below grade level, and students with special needs. All of these factors contribute to the diversity in your classroom.

For you and your students to be successful, you may need to make adjustments in instructional and management practices to meet the needs of different groups in your class. For example, you may find a wide variety of academic abilities in your classroom and consequently need to vary your curriculum, instruction, and assessments. You also may have several students whose primary language is not English, and similar adjustments may need to be enacted. Your job is to enhance student learning, and adjustments based on student characteristics will be necessary.

Understanding of your students will likely influence your decisions about ways that you will organize the physical environment, manage student behavior, create a supportive learning environment, facilitate instruction, and promote safety and wellness. To be an effective teacher and classroom manager in a diverse classroom, you should make a commitment to do these things:

- Get to know all of your students.
- Create an inclusive classroom by making instructional and management modifications based on an understanding of your students.
- Create a classroom environment that promotes positive behavior and enhances student learning.

Getting to Know Your Students

The more information teachers have about their students, the better they are able to meet students' needs and support student learning. With a better understanding of their students, teachers can be more effective in their selection of instructional strategies,

their adjustments for individual differences, and their interactions with students and their families.

When starting the school year, many educators maintain that the foundation for a successful, caring learning environment must be built. This can be done by establishing an environment where students feel safe and valued (Wormeli, 2016). Don't waste the first week; establish relationships, not just routines (Tucker, 2016). Getting information and establishing relationships with your students in the opening days of school are vital.

TYPES OF INFORMATION

Several types of information would be useful for teachers to achieve these purposes. Teachers would benefit from information about each student concerning:

1. *Academic abilities, needs, and interests.* Is the student a gifted or a struggling learner? What is the student's reading level? What is the student's performance on achievement tests? What are the student's strengths and weaknesses in relation to the academic work? What are the student's academic interests?

2. *Special needs, learning problems, or disabilities.* Are there any emotional or physical disabilities? Does the student have a learning disability of any kind? What accommodations or modifications are needed? Are there any health problems?

3. *Personal qualities related to diversity.* What is the student's preferred learning style? Is the student an English language learner? How does the student's culture or socioeconomic status influence behavior or learning? Are there any gender or sexuality issues that might influence the student? Is the student considered at risk for any reason?

4. *The student's life and interests.* What are the student's interests? How do the family and community influence the student? What does the student like to do in his or her spare time? What are the student's ambitions?

5. *Problematic or atypical parent custodial arrangements.* Many family arrangements and conditions exist, and it is useful for teachers to know which family member to contact, along with any other special considerations. One parent may have custody of a child with conditions to limit contact with the other parent. The student may be living with grandparents or other relatives. The student may have a parent away from the home due to military obligations, prison, or other reasons. The student may have gay or lesbian parents.

SOURCES OF INFORMATION

Some information about your students can be obtained from existing records, such as the student's cumulative record. Much information can be obtained directly from students and their families. While there are many ways you can obtain information about the students in your class, here are some commonly used sources.

Viewing Cumulative Records. The school office will have a cumulative record folder for each student. That folder includes personal information, home and family data, school attendance records, scores on standardized achievement tests, year-end grades for all previous years of schooling, and other teachers' anecdotal comments. Other types of additional information may be included, such as which family member to contact (or not to contact). Collectively, the cumulative record provides considerable information.

Using Student Questionnaires. Asking students simple, get-to-know-you questions on the first day can provide much information. Open-ended questions such as these can provide much insight into your students (Hayward, 2016): What are your academic strengths and weaknesses? What do you want me to know about you? What activities are you involved in out of school? What don't you want me to do? What is one goal you'd like to set right now?

Asking students to fill out a questionnaire can provide much insight into their actions, interests, and skills. Include questions that provide information helpful to you as you (1) select curricular content, instructional activities, and strategies; (2) determine your way of interacting with the students in the class; (3) identify how to address the diversity of learners in the class; (4) address any challenges, problems, or disabilities the students may have; and (5) try to get to know each student to enable their successful learning. Some open-ended questions can yield useful information (e.g., It helps me learn when . . . or, What I appreciate about my family is . . .).

Using Family Questionnaires and Contacts. Information from families about their own children also can provide great insight into the qualities and needs of the students in your class. A brief questionnaire may be prepared for parents at the start of the school year. Items may include asking how parents describe their children, what makes their children special, what their children do at home, their children's strengths and weaknesses, and parents' hopes for their children during the school year. In addition, teachers may see some parents at back-to-school night or at parent–teacher conferences.

Observing and Interacting with Students. Arrange for icebreaker activities for students to get to know each other at the start of the school year. Much information about each student can be learned simply by watching students interact during these icebreakers. Informal observation and interaction with students also provide opportunities to learn more about each student.

USING THE INFORMATION

To know how to use the information you gather, think about the reasons you wanted that information in the first place—to be more effective in your selection of instructional strategies, adjustments for individual differences, and interactions with the students and their families. Gathering information is not sufficient. You must read, review, and mentally process the information to guide the decisions you will make in the classroom.

It may be useful to first summarize the information you have on each student, and perhaps on the class as a whole. Whether you have a class of 22 fifth-grade students or 143 high school students in several classes makes a big difference in how you might summarize the information. Some teachers may read through the information about each student from the various sources reviewed earlier and then simply make mental notations. Other teachers may want to summarize results of each question on a student questionnaire, for example, to get a picture of the entire class. Still other teachers may have a card for each student, with key information listed. For certain types of information (e.g., the preferred type of learning approaches or styles), it may be helpful to make a list of students so that you pay proper attention to the students on that issue.

The main thing is to get to know your students and show that you care for them. They need to know that you will do your best and will not give up on them when challenges occur. As described by Powell (2010), you can intentionally take actions each day to relate to your students and to create a culture of belonging and safety that strengthens the students' self-concept, confidence, resiliency, and cognitive processes.

Contextual Factors to Guide Planning

Teachers must know their students before they can effectively plan instruction. The sources of diversity reviewed earlier in this chapter are among the student characteristics that need to be taken into account. But there are more factors to consider in the planning process.

Many teacher education programs require their students to prepare a teacher work sample at some point in the program, often during student teaching. Various names may

be used for the teacher work sample, such as the student teaching portfolio, comprehensive unit plan, or other variations. The required sections also may vary somewhat.

A **teacher work sample** is a report describing how the teacher candidate has planned, taught, and assessed a multiday instructional unit, and it includes several specific sections. The Renaissance Teacher Work Sample Consortium (2011) is a group of organizations that developed guidelines for the teacher work sample and endorsed and supported its use in member universities. The work of this consortium was well received, and their guidelines for teacher work samples have been used by many universities.

Teacher work samples have seven sections: contextual factors, learning goals, the assessment plan, the design for instruction, instructional decision making, analysis of student learning, and reflection and self-evaluation. The section on **contextual factors** includes information the teacher uses about the teaching–learning context and students' individual differences to set learning goals and plan instruction and assessment. The written report on contextual factors includes a discussion of the relevant factors and how they affect the teaching and learning process. The discussion also identifies any supports and challenges that affect instruction and student learning. Considering the contextual factors is the critical first step in the planning process.

The contextual factors discussion is organized in the following four categories, with pertinent information needed in each category (Renaissance Teacher Work Sample Consortium, 2011):

1. *Community, district, and school factors.* Address geographic location, community and school population, socioeconomic profile, and race/ethnicity. Address stability of the community, political climate, community support for education, and other environmental factors.

2. *Classroom factors.* Address physical features, availability of technology equipment and resources, and the extent of parental involvement. Address other relevant factors such as classroom rules and routines, grouping patterns, scheduling, and classroom arrangement.

3. *Student characteristics.* Address student characteristics to consider in designing instruction and assessing learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/development levels, culture, language, interests, learning styles/modalities, or students' skill levels. Address students' skills and prior learning that may influence the development of learning goals, instruction, and assessment.

4. *Instructional implications.* Address contextual characteristics of the community, classroom, and students that have implications for instructional planning and assessment.

Preparing a report on contextual factors enables teachers to gather much pertinent information and apply that information to the planning process. As noted earlier in this discussion, one part of the contextual factors section includes information on the characteristics of students and the corresponding implications for making accommodations and modifications to instruction. Figure 2.1 displays a sample reporting format for student characteristics.

Student Diversity

Individual differences abound, and adapting instruction to student differences is one of the most challenging aspects of teaching. The first step in planning to address the diversity of students is to recognize those differences. While there are many sources of student diversity, this section explores four significant sources: cultural diversity, language, gender, and exceptionalities.

Figure 2.1

Contextual Factors: Student Characteristics in a Class

Classroom Description

_____Grade level

_____Age range of students

_____Percentage of students receiving free or reduced lunch

Contextual Factors

Indicate the number of students from your class for each item. On a separate paper, describe how you will provide student learning adaptations to meet your students' needs for each category.

Gender

_____Females

_____Males

Ethnicity

_____White

_____Black or African American

_____Hispanic of any race

_____Asian

_____American Indian or Alaska Native

_____Native Hawaiian or Pacific Islander

_____Two or more races

_____Race or ethnicity unknown

Language Proficiency

_____Fluent in English

_____English language learner

Academic Proficiency

_____Below grade level

_____At grade level

_____Above grade level

Special Needs

_____Specific learning disability

_____Visually impaired

_____Hearing impaired

_____Speech/language impaired

_____Physically impaired

_____Deaf/blind

_____Other health impaired

_____Traumatic brain injury

_____Multiple disabilities

_____Emotional or behavioral disorders (EBD)

_____Autism

_____Intellectual disabilities

_____Gifted or talented

_____Developmentally delayed

_____Other (specify)

Developmental Characteristics of Your Students

Look at your class as a whole. For each type of development listed in this section, on a separate paper describe: (1) specific characteristics of that type of development and (2) specific implications for instruction in your class.

■ Cognitive development (e.g., cognitive abilities, learning needs, readiness)
■ Physical development (e.g., developmental level, size, energy)
■ Emotional development (e.g., self-concept, security and structure)
■ Social development (e.g., socializing, peer influence, working preferences)

CULTURAL DIVERSITY

The racial/ethnic enrollment of students enrolled in public elementary and secondary schools in May 2016 was 50% white, 25% Hispanic, 16% black, 5% Asian/Pacific Islander and 3% two or more races (NCES, 2017b). This represents a wide range of races, cultures, and countries of origin. By 2025, the percentage of white students is projected to drop to 46%, Hispanic enrollment to increase to 29%, and black enrollment to be at about 15%.

Cultural diversity is reflected in the wide variety of values, beliefs, attitudes, and rules that define regional, ethnic, religious, and other culture groups. Minority populations wish their cultures to be recognized as unique and preserved for their children. The message from all cultural groups to schools is clear: Make sure that each student from every cultural group succeeds in school.

Culturally responsive teaching is instruction that acknowledges cultural diversity (Gay, 2005, 2010). It attempts to accomplish this goal in three ways: (1) accepting and valuing cultural differences, (2) accommodating different cultural interaction patterns, and (3) building on students' cultural backgrounds. Culturally responsive teachers use the best of what is known about good teaching, including strategies such as the following (Cole, 2008; Gallivan, 2011a, 2011b; Rothstein-Fisch & Trumbull, 2008):

- Connecting students' prior knowledge and cultural experiences with new concepts by constructing and designing relevant cultural metaphors and images
- Understanding students' cultural knowledge and experiences and selecting appropriate instructional materials
- Helping students find meaning and purpose in what is to be learned
- Using interactive teaching strategies
- Allowing students to participate in planning
- Using familiar speech and events
- Helping learners construct meaning by organizing, elaborating, and representing knowledge in their own way
- Using primary sources of data and manipulative materials

In a culturally responsive classroom, the student's culture is seen as a source of strength on which to rely, not as a problem to be overcome or as something to be overlooked (Ladson-Billings, 2009). Teachers can weave a range of cultural perspectives throughout

w h a t *WOULD YOU DECIDE?*

YOUR CULTURE IS DIFFERENT

Many classrooms have students from a variety of ethnic and cultural backgrounds. It is possible that you will feel disconnected from your students because you have a different ethnicity or different cultural background from your students.

1. What can you do so that you and your students feel comfortable with one another?
2. What can you do so that the different backgrounds do not contribute to misunderstandings and off-task behavior?

the curriculum to make education more relevant for students who see their cultures recognized. In doing so, teachers need to be aware of a variety of cultural experiences to understand how different students may learn best. Learning about the various cultures is important. Resources such as *Through Ebony Eyes* (G.L. Thompson, 2007a) and *Up Where We Belong* (G.L. Thompson, 2007b) provide information about helping African American and Latino students in school.

Each cultural group teaches its members certain lessons about living. Differences exist among cultures in the way members conduct interpersonal relationships, use time, use body language, cooperate with group members, and accept directions from authority figures. You need to treat each student as an individual first because that student is the product of many influences.

Many resources are available concerning cultural diversity (e.g., Banks, 2016; Gollnick & Chinn, 2017; Rothstein-Fisch & Trumbull, 2008) and the instructional implications (Mazur & Doran, 2010; G.L. Thompson & R. Thompson, 2014). As you consider individual differences produced by cultural diversity, you should do the following:

1. Examine your own values and beliefs for evidences of bias and stereotyping.
2. Regard students as individuals first, with membership in a culture group as only one factor in understanding individuals.
3. Learn something about students' family and community relationships.
4. Consider nonstandard English and native languages as basic languages for students from culturally diverse populations to support gradual but necessary instruction in the majority language.
5. Allow students to work in cross-cultural teams and facilitate cooperation while noting qualities and talents that emerge.
6. Infuse the curriculum with regular emphasis on other cultures, rather than providing just one unit a year or a few isolated and stereotyped activities.

LANGUAGE

There is tremendous language diversity in the United States, and it is not uncommon for a school district to have students representing numerous languages. Students who are **English language learners** (ELLs) participate in language assistance programs that help ensure that they attain English proficiency and meet the same academic content and achievement standards that all students are expected to meet. In 2014-15, there were 4.8 million ELLs in the United States, comprising 9.6 percent of all students in grades K through 12 (OELA, 2017b). In 2014-15, the most common languages included Spanish (77%), Chinese, Arabic, Vietnamese, and Haitian/Haitian Creole (OELA, 2017b). The great majority of these students spend most or part of their time in English-only classrooms (Nieto & Bode, 2018).

Some students whose first language is not English may have acquired sufficient English language skills to perform in English-only classes. Others have not acquired sufficient skills in speaking, reading, or writing English, and they need additional assistance. Schools have various types of programs to deliver assistance.

ELLs benefit from (a) clear goals and objectives, (b) well-designed instructional routines, (c) active engagement and participation, (d) informative feedback, (e) opportunities to practice and apply new learning and transfer it to new situations, (f) periodic review and practice, (g) opportunities to interact with other students, and (h) frequent assessments, with re-teaching as needed (Marzano, 2007).

If you have some students in your classroom who speak limited or no English, here are some strategies to use in communicating and teaching (J.A. Kottler & E. Kottler, 2007; E. Kottler, J.A. Kottler, & Street, 2008):

■ Provide predictable, clear, and consistent instructions, expectations, and routines.
■ Identify and clarify difficult words and passages.

- Provide extra practice in reading words, sentences, and stories.
- Provide a safe environment for language risk taking.
- Increase time and opportunities for meaningful talk.
- Encourage English speaking while honoring students' first language and culture.
- Offer periodic summaries and paraphrases.
- Emphasize collaborative over individual work.
- Emphasize process over product, wholes over pieces.
- Think aloud and model a variety of reading comprehension strategies.
- Use a variety of reading supports such as text tours and picture walks (to preview the material), graphic organizers (story maps, character analyses), and text signposts (chapter headings, bold print).
- Encourage students to write about topics of their choice for real-world purposes.
- Use a variety of writing supports, such as group composing, graphic organizers, and drawing-based texts.
- Use sheltered instruction, which focuses on core curriculum content and uses a rich variety of techniques and materials such as artifacts, visuals, videos, movement, roleplays, and collaborative learning.

GENDER

There are obviously differences between males and females, and some of those differences influence students' performance at school. Researchers have found that females generally are more extroverted, anxious, and trusting; are less assertive; and have slightly lower self-esteem than males of the same age and background. Females' verbal and motor skills also tend to develop faster than those of males (Berk, 2018; Berk & Meyers, 2016; Sadker & Silber, 2007).

These gender differences are caused by a combination of genetics and environment. These differences are examined in *Boys and Girls Learn Differently* (Gurian & Henley, 2010), which includes discussions concerning elementary, middle, and high school classrooms. Concerns about boys' performance in school are examined in sources such as *The Minds of Boys* (Gurian & Stevens, 2007), *Teaching the Male Brain* (James, 2015), and *Teaching the Female Brain* (James, 2009).

There are also gender differences in career preparation and career choice. Teachers should keep both boys and girls academically motivated, especially in science, technology,

w h a t *WOULD YOU DECIDE?*

STUDENTS WITH LIMITED ENGLISH PROFICIENCY

You've accepted a teaching position in a school district with much student diversity. At the start of the school year, you realize that several of your students have limited English proficiency and two students barely speak English at all. Besides English, there are four languages represented.

1. Where would you get resources for teaching students with limited English proficiency?
2. How might you use paraprofessionals, parent volunteers, and even the other students as assistants in your instruction of students with limited English proficiency?

CLASSROOM CASE STUDY

ADJUSTMENTS FOR ENGLISH LANGUAGE LEARNERS

Jason Kulpinski teaches high school history in an urban school in which 25 percent of the students are Hispanic and many are English language learners. To introduce his classes to some of the major events and themes of U.S. history, Mr. Kulpinski uses short texts that can be read in one sitting and that combine both words and pictures to tell a story. He has found that all the students in his classes have benefited from reading the short texts.

The short texts provide ELLs with background knowledge on the content they will learn in the course. Without this background, many students would have no prior knowledge as a reference point for learning new content in the unit. With a design that incorporates both words and pictures providing context clues, the short texts help

struggling readers and English language learners negotiate meaning from the material.

Mr. Kulpinski has seen many of his hesitant readers grow in confidence after they have read several short texts and have been able to comprehend the content. Class discussions also have been enhanced by the use of short texts.

FOCUS QUESTIONS

1. How does Mr. Kulpinski's strategy of using short texts help him teach diverse learners?

2. How do all learners in the classroom benefit from this strategy?

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engineering, and math areas, where gender-based differences in career choices still exist. To address this, take the following actions (Gurian & Henley, 2010; Gurian, Stevens, & King, 2008):

- Provide students with a mix of successful male and female role models.

- Make sure that girls take an active part in math and science classes, especially given boys' tendency to be more assertive in such settings.

- Use more hands-on experiments and group activities and less teaching by telling and lecturing.

- Allow students to investigate real-world problems, both large and small.

- Encourage students to see that academic achievement is more a product of effort than of natural ability.

- Help parents recognize the importance of having gender-neutral expectations for their children's education.

You can make your classroom more gender friendly for all students by following these guidelines: (1) incorporate movement in instruction, (2) make learning visual, (3) give students choice and control, (4) provide opportunities for social interaction, (5) find ways to make learning real, (6) blend art and music into the curriculum, (7) connect with your students, (8) promote character development for the benefit of the individuals and the classroom environment, and (9) encourage equal participation (Gurian, Stevens, & King, 2008; James, 2015).

EXCEPTIONALITIES

Exceptional students include those who need special help and resources to reach their full potential. Exceptionalities include both disabilities and giftedness (Bateman & Cline, 2016). More than 10 percent of students in the United States are identified as having disabling conditions that justify placement in a special education program (A.A. Turnbull, H.R. Turnbull, M.L. Wehmeyer, & K.A. Shogren, 2016). This figure increases to 15 percent when gifted children are counted as special education students. Categories for special education services include learning disabilities, speech or language impairment, mental retardation,

emotional or behavioral disabilities, other health impairments, multiple disabilities, hearing impairment, orthopedic impairment, visual impairment, deafness or blindness, traumatic brain injury, and autism spectrum disorder (Bryant, Bryant, & Smith, 2016).

The Individuals with Disabilities Education Act (IDEA) committed the United States to a policy of mainstreaming students who have handicapping conditions by placing them in the least restrictive environment in which they can function successfully while having their special needs met. The degree to which they are treated differently is to be minimized. The **least restrictive environment** means that students with special needs are placed in special settings only if necessary and only for as long as necessary; the regular classroom is the preferred least restrictive placement (Vaughn, Bos, & Schumm, 2018).

Teachers often make accommodations and modifications to their teaching to meet the learning needs of students with exceptionalities (Salend, 2016; Smith, Polloway, Patton, Dowdy, & Doughty, 2016). An **accommodation** is an adjustment in the curriculum, instruction, learning tasks, assessments, or materials to make learning more accessible to students. For example, a student might have an adapted test with fewer test items. The student may also have the same test but take it orally in a one-on-one situation with the teacher, or he or she might be given extra time to take a test. Different materials might be used to teach the same content, or additional practice or various instructional approaches may be used. In any case, accommodation is *not* a watering down of or change in the content or a change in expected learner outcomes.

A **modification** is a change in the standard learning expectations so that they are realistic and individually appropriate. The curriculum or instruction is altered as needed. Modifications are used for students for whom all possible accommodations have been considered and who still need additional measures to help them progress. For example, students with skill deficits in reading or math may need modifications in assignments or the level of the content and reading materials, or they may need an alternative assessment or test.

Special Populations in General Education Classrooms

In addition to the sources of student diversity already discussed, many students have unique characteristics or live in a family or community environment that creates special challenges in their learning. As a result, teachers need to make adjustments in their instruction when working with students with these characteristics and challenges. While there are many students who might be classified as being within a special population, this chapter examines only a limited number of them.

GIFTED OR TALENTED LEARNERS

Gifted or talented learners are those with above-average abilities, and they need special instructional consideration. According to the 2015 Digest of Education Statistics (NCES, 2015a), 6.7 percent (about 3.2 million) of public school students are enrolled in gifted and talented programs. Unfortunately, some teachers do not challenge high-ability students, and these students just "mark time" in school. Unchallenged, they may develop poor attention and study habits, form negative attitudes toward school and learning, and waste academic learning time. Resources for teaching gifted students are available (e.g., Clark, 2013; Karnes & Stephens, 2008; Smutny & von Fremd, 2009, 2011). They may not reach their potential.

For these students, you should (1) not require that they repeat material they already have mastered; (2) present instruction at a flexible pace, allowing those who are able to progress at a productive rate; (3) condense the curriculum by removing unneeded assignments to make time for extending activities; (4) encourage students to be self-directing

and self-evaluating in their work; (5) use grading procedures that do not discourage students from intellectual risk taking or penalize them for choosing complex learning activities; (6) provide resources beyond basal textbooks; (7) provide horizontal and vertical curriculum enrichment; (8) encourage supplementary reading and writing; and (9) encourage the development of hobbies and interests.

STRUGGLING LEARNERS

A student who is considered a **struggling learner** cannot learn at an average rate from the instructional resources, texts, workbooks, and materials that are designated for the majority of students in the classroom. This student often has a limited attention span and deficiencies in basic skills such as reading, writing, and mathematics. He or she needs frequent feedback, corrective instruction, special instructional pacing, instructional variety, and perhaps modified materials (Protheroe, Shellard, & Turner, 2004). In *Helping Struggling Learners Succeed in School*, Harriet Porton (2013) takes a comprehensive approach by considering planning, grouping, management, instructional strategies, and assessment.

In *How to Support Struggling Students,* Jackson and Lambert (2010) state that effective support is ongoing, proactive, targeted, accelerative (rather than remedial), learning focused, and managed by the teacher as an advocate. They suggest strategies before, during, and after instruction to support struggling students.

Marlowe and Hayden (2013) maintain that the best way to teach children who are hard to reach is to have a relationship-driven classroom. Positive teacher-student and student-student relationships influence discipline, classroom dynamics, and student engagement in learning.

In *Teaching Boys Who Struggle in School,* Kathleen Cleveland (2011) examines what causes boys to struggle in school and offers recommendations. She suggests (1) replacing an underachieving boy's negative attitudes about learning; (2) reconnecting each boy with school, with learning, and with a belief in himself as a competent learner; (3) rebuilding learning skills that lead to success in school and life; and (4) reducing the need for unproductive and distracting behaviors as a means of self-protection.

w h a t *WOULD YOU DECIDE?*

STRUGGLING LEARNERS IN YOUR CLASSROOM

In your first year of teaching, you have six students in your classroom who are struggling with the academic work. They appear to be willing to do the work but have difficulty with the reading, complicated directions, and assignments with several parts and steps. Each student also needs continual guidance and reinforcement. You would like to make a plan to help them, but are not certain how to go about this.

1. First, have you ever been a struggling learner in your K-12 schooling or witnessed a student who was? What did the teacher do to help? What else might have been done?

2. In this example in your first year of teaching, what other educators might you turn to for information, ideas, and support?

3. What are some ways that you might make the assignment directions less complicated and easier to understand? How might you set up a procedure for more frequent feedback to the students?

For the struggling learners in your class, you should (1) frequently vary your instructional technique; (2) develop lessons around students' interests, needs, and experiences; (3) provide for an encouraging, supportive environment; (4) use cooperative learning and peer tutors for students who need remediation; (5) provide study aids; (6) teach content in small sequential steps with frequent checks for comprehension; (7) use individualized materials and individualized instruction whenever possible; (8) use audio and visual materials for instruction; and (9) take steps to develop each student's self-concept (e.g., assign a task where the student can showcase a particular skill).

UNDERACHIEVING STUDENTS

Underachieving students do not perform well academically and do not live up to their potential. There is a gap in academic achievement between students of color and white students. An **achievement gap** is the difference in academic achievement, especially measured by standardized tests, among groups of students based on their race, ethnicity, socioeconomic status, native languages, sex, and exceptionalities. Students in lower socioeconomic groups and those living in poverty factor into this achievement gap (Johnson, Musial, Hall, & Gollnick, 2018).

In a comprehensive national study of achievement test scores, researchers at Stanford University revealed that nearly all U.S. school districts with substantial minority populations have large achievement gaps between their white and black and white and Hispanic students (Rabinovitz, 2016). One of the report's findings indicated that the average test scores of black students are, on average, roughly two grade levels lower than those of white students in the same district; the Hispanic-white difference is roughly one-and-a-half grade levels.

Drawing on evidence from successful schools, Boykin and Noguera (2011) offer strategies for increasing minority student engagement and boosting their levels of achievement. Increasing student engagement is the first success factor they identified, which happens on three levels: behavioral engagement, cognitive engagement, and affective engagement. The second success factor is strengthening student self-efficacy ("I can do this task"), goal setting, and a belief that working hard at an intellectual task will lead to mastery. The third success factor is to build positive classroom dynamics between teachers and students to develop a culture of learning in which students see themselves as having a significant role to play.

When trying to close the achievement gap and create success for urban students, Rajagopal (2011) identified many strategies to engage learners and promote success, as illustrated by the following examples: Incorporate learning styles, culture, background, prior knowledge, vocabulary, music, and sports into the curriculum. Make success personal and visible by using individualized student contracts and rewards that enforce high expectations. Scaffold content to individual student's abilities and make sure each student "gets it" before moving on. Use cooperative learning and one-on-one tutoring for students who have the most difficulty completing the in-class assignments. Additional resources are available to address the achievement gap in urban schools and with high-poverty schools (e.g., Barr & Parrett, 2007; Curwin, 2010; Muhammad, 2015; Parrett & Budge, 2012).

STUDENTS AT RISK

Other environmental and personal influences may converge to place a student at risk. **Students at risk** are children and adolescents who are not able to acquire and/or use the skills necessary to develop their potential and become productive members of society. Conditions at home, support from the community, and personal and cultural background all affect students' attitudes, behaviors, and propensity to profit from school experiences.

Students potentially at risk include children who face adverse conditions beyond their control, those who do not speak English as a first language, talented but unchallenged students, those with special problems, and many others. At-risk students often have academic difficulties and thus may be low achievers.

Students at risk, especially those who eventually drop out, typically have some or all of the following characteristics (Ormrod et al., 2017): (1) a history of academic failure, (2) older age in comparison with classmates, (3) emotional and behavioral problems, (4) frequent interaction with low-achieving peers, (5) lack of psychological attachment to school, and (6) increasing disinvolvement with school.

Effective use of classroom instructional strategies can help reach at-risk students (Snow, 2005). These strategies include whole-class instruction, cognitively oriented instruction, small groups, tutoring, peer tutoring, and computer-assisted instruction.

Here are some general strategies to support students at risk (Ormrod et al., 2017):

■ Identify students at risk as early as possible.

■ Create a warm, supportive school and classroom atmosphere.

■ Communicate high expectations for academic success.

■ Provide extra academic support.

■ Show students that they are the ones who have made success possible.

■ Encourage and facilitate identification with school.

STUDENTS IN POVERTY

Socioeconomic status (SES) is a measure of a family's relative position in a community, determined by a combination of parents' income, occupation, and level of education. There are many relationships between SES and school performance (Woolfolk, 2016). SES is linked to intelligence, achievement test scores, grades, truancy, and dropout and suspension rates (Brown, Geor, & Lazaridis, 2014). In a Stanford University nationwide study of achievement test scores, the most and least socioeconomically advantaged districts had average performance levels more than four grade levels apart (Rabinovitz, 2016).

Students' school performance is correlated with their socioeconomic status: higher-SES students tend to have high academic achievement, and lower-SES students tend to be at greater risk for dropping out of school (Books, 2004; Lee & Bowen, 2006; Ormrod et al., 2017). As students from lower-SES families move through the grade levels, they fall further and further behind their higher-SES peers. Students from higher-SES families, however, may face pressure from their parents to achieve at a high level, which can lead to anxiety and depression.

To better address the learning needs of students living in poverty, some educators seek to understand the characteristics of the students and their culture and then make appropriate decisions about curriculum and instruction. In *A Framework for Understanding Poverty*, Ruby Payne (2005, 2008) strongly advocates seeking this understanding. However, others have been critical of this approach as stereotyping students living in poverty (e.g., Bomer, Dworin, May, & Semingson, 2008; Gorski, 2008).

Taking these factors into account when working with students in poverty, you should (1) capitalize on students' interests; (2) make course content meaningful to the students and discuss the practical value of the material; (3) give clear and specific directions; (4) arrange to have each student experience some success; (5) be sure that expectations for work are realistic; and (6) include a variety of instructional approaches, such as provisions for movement and group work. Additional useful resources include *Teaching with Poverty in Mind* (Jensen, 2009), *Engaging Students with Poverty in Mind* (Jensen, 2013), *Why Culture Counts: Teaching Children of Poverty* (Tileston & Darling, 2008), and *Reaching and Teaching Students in Poverty* (Gorski, 2013).

Often, children in low-income families, especially children of poverty, lag behind their more affluent peers in academic, physical, emotional, and social development. They may not have the going-to-school skills that many students have, and they will benefit from specific strategies and support from the teachers. Here are some suggestions (Hargis, 2006):

■ *Provide free learning materials.* Seek out free resources or donations for extra instructional materials or special field trips or activities. Have extra supplies available in case some of your students don't have them.

■ *Facilitate after-school programs.* Schools may be the only safe place in the neighborhood, and many students may not want to leave at the end of the school day. Provide opportunities for activities or study after school.

■ *Subsidize school expenses.* Dances, sports, or other events can be expensive. Work with others in your school to find ways to keep costs low or to provide donations.

■ *Treat students with respect.* Ensure that your classroom is emotionally and physically safe. Interact with your students in a respectful manner.

■ *Teach procedures in a step-by-step manner to clarify expectations.* Point out expectations, describe why the procedure exists, and show how to complete the strategy.

■ *Permit students to work together.* This enables students to discuss problems and solutions together, and also allows students to help another student with something they do well.

STUDENTS WHO ARE TROUBLED

You may have students who have difficulty with their academic work and their behavior due to exceptionally challenging circumstances in their lives. Some students may have been the victims of circumstances beyond their control, such as having been abused or neglected, living in extreme poverty, or having parents who are abusing alcohol or drugs. Other students may do things that place themselves at risk, such as being prone to violence, abusing alcohol or drugs, having eating disorders, or being depressed.

These are not your usual students, and the origins of their academic or behavioral problems initially may not be apparent. Significant deviations in a student's behavior may signal the presence of a problem. Some students exhibit those deviations from the first day they walk into your classroom.

When you notice atypical behavior, it is helpful to ask yourself a few questions to clarify the situation (Kottler & Kottler, 2007): What is unusual about this student's behavior? Is there a pattern to what I have observed? What additional information do I need to make an informed judgment? Whom might I contact to collect this background information? What are the risks of waiting longer to figure out what is going on? Does this student seem to be in any imminent danger? Whom can I consult about this case? These questions can provide guidance for analyzing the situation and deciding on a course of action.

Students may be troubled for a variety of reasons, including the following:

1. *Substance abuse.* Substance abuse can profoundly affect the behavior of individuals. Students may be affected in two ways—they may be the children of substance-abusing parents or the students themselves may be abusing drugs and alcohol.

2. *Students who have been abuse or neglected.* Many children suffer from physical, emotional, or sexual abuse, and many more may be the victims of neglect by their parents or guardian.

3. *Students prone to violence, vandalism, and bullying.* Violence and crime occur in communities, and that often shows up in schools to some degree. Some students seem prone to violent behavior, and they can cause considerable disturbance in schools. Some of these disruptive behaviors in schools are disturbing but not serious.

4. *Students living in poverty.* Many aspects of student behavior and performance may be influenced by conditions of poverty.

5. *Students facing serious challenges.* Some students face serious and exceptionally challenging situations in their lives that greatly influence their attendance and performance in school. Some of these serious challenges are homelessness, eating disorders, depression, and suicide.

sample STANDARDS

DIFFERENTIATING INSTRUCTION FOR DIVERSE LEARNERS

There are 10 InTASC standards (see pages xvi–xvii), and each standard in the original document includes a list of performances, essential knowledge, and critical dispositions to indicate more clearly what is intended in the standard.

Because this chapter deals with differentiating instruction for diverse learners, some representative statements from InTASC Standard #2 on Learning Differences, Standard #3 on Learning Environments, and Standard #6 on Assessment are listed here concerning topics in this chapter.

PERFORMANCES

- The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs, and creates opportunities for students to demonstrate their learning in different ways. (InTASC #2)

- The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments. (InTASC #3)

- The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. (InTASC #6)

ESSENTIAL KNOWLEDGE

- The teacher knows about second-language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition. (InTASC #2)

- The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments. (InTASC #3)

- The teacher understands how to prepare learners for assessments and how to make accommodations in assessment and testing conditions, especially for learners with disabilities and language learning needs. (InTASC #6)

CRITICAL DISPOSITIONS

- The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. (InTASC #2)

- The teacher is a thoughtful and responsive listener and observer. (InTASC #3)

- The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. (InTASC #6)

Council of Chief State School Officers. (2011, April). Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue. Washington, DC: Author.

Teaching in Urban Schools

There are satisfactions and challenges when teaching in all school districts, whether they are in rural areas, small towns, suburban areas, or cities. Large cities may have a lot to offer, yet teaching in urban schools can be challenging due to factors such as limited school funding, poverty, crime, and the mix and characteristics of the students.

Let's consider some notable facts about large, urban school districts (NCES, 2010):

- The 100 largest public school districts, representing less than 1 percent of all school districts in the United States, are responsible for the education of 22 percent of all public students. They represent 17 percent of all public schools.

- The 500 largest school districts in the United States (out of about 18,000 districts total) comprise 3 percent of all school districts in the United States and are responsible for 43 percent of all public students. They represent 33 percent of all public schools.

- The majority of students in the 100 largest school districts are Hispanic or black (63 percent). The percentage of students in the 100 largest school districts who are black is 26 percent, compared to 17 percent of students in all school districts, and the percentage who are Hispanic is 37 percent, compared to 22 percent of students in all school districts.

- The 100 largest school districts had more students per school, on average, and had a higher median pupil/teacher ratio than the average school district.