



OKLAHOMA

EDGE

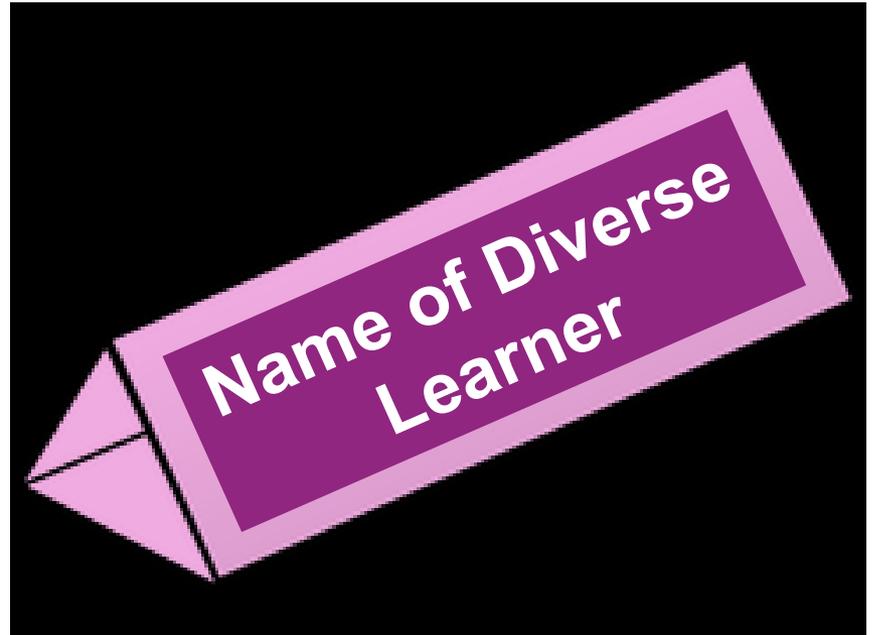
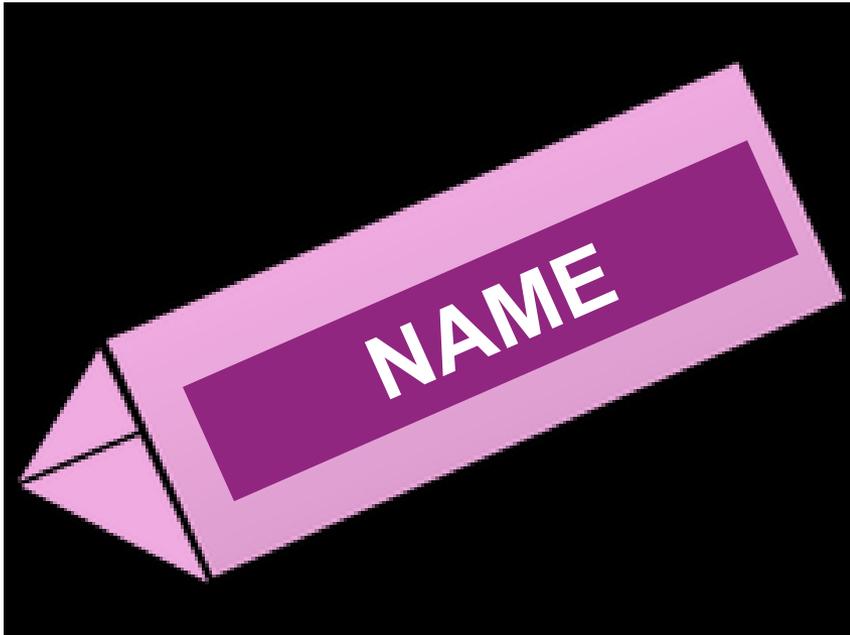
Who Are Diverse Learners?

How Do We Reach Them?

Oklahoma State Department of Education

Diverse Learner Team 9-6-19

Introduce Yourself....



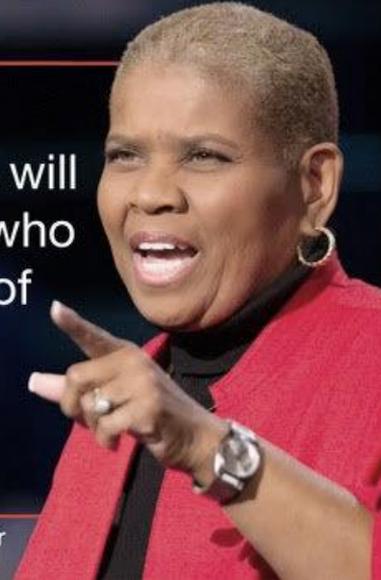
Today's Agenda

- Overview of Diverse Learners
- Diverse Learner Profiles – Beginning the Conversation...
- Strategies for Equitable Access to Learning
- Reflections and Next Step – One Small Thing

Every Child Deserves a Champion!

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator



Why Is It Important to Address the Needs of Diverse Learners?

Students in our classrooms are more diverse across many categories, including linguistics, culture, geography and socioeconomics.

In a classroom of 24 students today, between 10 and 12 students (40-50%) are **living in poverty, have a disability or learning difference, are English learners, are gifted or talented, are experiencing challenges at home or in their communities that result in trauma**, or some combination of the above and each of whom **research shows** needs differentiated approaches to learning.

The Growing Diversity in Today's Classroom

www.global.digitalpromise.org

What is Purpose of the Diverse Learner Team?

The **diverse learning team** is a divergence of disciplines coming together to **build** awareness, **provide** support, and **establish** a coherent framework to better serve diverse learners.

Diverse Learner Team



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Diverse Learner Team



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Who Are Diverse Learners? Just by looking at me...

My name is _____ and I am from _____. One thing you cannot tell just by looking at me is _____. This is important for me to tell you, because _____.



What is the value in finding out information that is meaningful to your students/your team members?

Just By Looking At Me...



Who Are Diverse Learners?

Diverse learners include children and students of **all abilities** from **racially, ethnically, culturally, and linguistically** diverse communities and backgrounds.

Types of Diversity

- Gender
- Ethnicity
- Linguistic
- Academic Ability/Disability
(Gifted, LD, etc.)
- Physical Ability/Disability
- Sexual Orientation
- Socioeconomic
- Religion
- Culture
- Personal Backgrounds and Experiences

How Do We Reach Diverse Learners?

- **Recognize** diversity by identifying types of diversity and distinguishing degrees of variance within each type.
- **Accommodate** diversity by creating a classroom environment that allows every student to achieve his or her personal best within the realm of each person's individualism.
- **Value** diversity by moving from tolerance to acceptance, modeling and fostering accepting attitudes in the classroom, and embracing diversity as an integral component to our society as a whole.

Equity Self-Assessment

- 1. My students are accepted, valued, and treated equitably regardless of culture, linguistic background, or academic ability.**
- 2. I recognize my students' learning styles and their cultural and linguistic diversity in providing a range of learning activities.**
- 3. I employ techniques that promote a climate of openness, mutual respect, support and inquiry in my learning activities.**
- 4. I recognize the cultural, linguistic and experiential diversity of my students.**

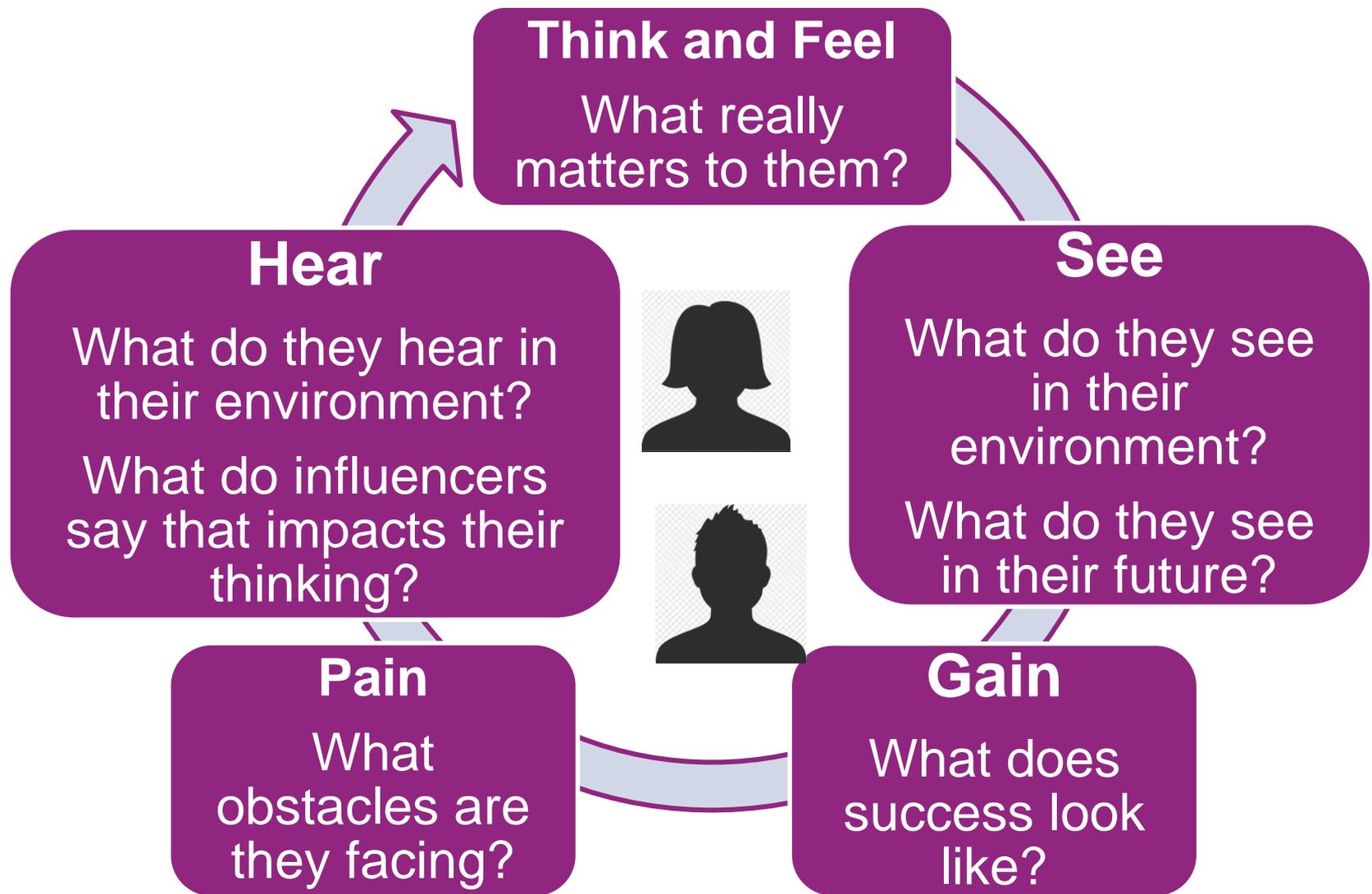
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Equity Self-Assessment

5. I provide teaching techniques and strategies to effectively instruct all my students.
6. I value the importance of family and family structure to the individual learner.
7. I provide learning situations which encourage my students to practice skills and gain the knowledge needed to succeed in a diverse society.
8. I promote student responsibility, pro-social behavior, integrity, honesty, and the value of diversity through my learning activities.

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Diverse Learner Profile: Think of a Student in Your Classroom/School



Diverse Learner Student Profile Example

Diverse Learner Student Profile – English Learner

Who is Isaac? Demographics and Abilities	See and Hear in Environment Community and Home
<ul style="list-style-type: none">• 16-year-old 9th-grader, Hispanic/Latino• Advanced in math; below basic in English language arts• Possesses Basic Interpersonal Communication Skills (BICs)• Entered the United States 2 years ago• Embarrassed to participate or speak aloud in class due to his accent• Interested in science and mathematics• Has to work twice as hard to understand classwork	<ul style="list-style-type: none">• Urban school district• Father is the main breadwinner and works at a warehouse 12 hours a day• Mother takes care of children in their home• Father has an 8th-grade education in Mexico; mother dropped out in 11th grade in Mexico• Plays soccer outside with neighborhood kids after school
Isaac	
What is success to Isaac? Interests and Aspirations	What really matters to Isaac? Opportunities and Resources
<ul style="list-style-type: none">• Wants to be the first to graduate from high school and go to college• He wants to get a good job to help his parents buy a house• He has started thinking about becoming an engineer because it pays well• He loves playing soccer	<ul style="list-style-type: none">• He wants to be a role model to his brothers• His family is the most important thing to him• He wants to learn English so he can help translate for his family• Wants to make his parents proud

Diverse Learners

We ask you to join a group where you can **learn more about diverse learners you would like to better serve.** We suggest a **minimum of 5 per group!**

- American Indian Students
- Early Childhood Students
- English Learners
- Gifted and Talented Students
- Students With Disabilities

Diverse Learners

Each group will discuss one diverse learner profile and consider learner characteristics and needs and potential opportunities for student supports.

- **What does success look like for these students?**
- **What do they see in their future?**

Reflect – What new ideas have you learned? What do you see as your next steps?

Reflections

- What are some **new ideas** you have for this school year?
- What are some **new understandings** you have about how to reach diverse learners?
- **What will you do differently tomorrow** to support and engage your diverse learners?

Diverse Learner Briefs

EARLY CHILDHOOD

SUMMER 2019 | BRIEF 1

WHO IS THIS LEARNER?

The National Association for Young Children (NAEYC) states that the early years as birth through age 5 are the most important years of a child's life. Children's brain development is rapid during these years, and the foundations for their social, emotional, and cognitive development are established during these years. Oklahoma's early childhood educators are committed to providing high-quality early education to all children to ensure they are developmentally appropriate and attain the academic and social skills necessary for success in school and life.

WHY IT MATTERS

OKLAHOMA DEPARTMENT OF EDUCATION

GIFTED & TALENTED

SUMMER 2019 | BRIEF 1

WHO IS THIS LEARNER?

Gifted and talented students are identified at the preschool, elementary and secondary level as students who have potential high academic capabilities and need differentiated or accelerated education or services.

WHY IT MATTERS

SoonerStart provides pre services to students birth through age 3. SoonerStart served 100,000 children in 2018. SoonerStart served whom received services through Family Service Plan.

In Oklahoma, academic standards for PK-12, and Family Guide for families ensure learning outcomes are met.

In order to ensure all student populations have the opportunity for gifted and talented services, Oklahoma has established guidelines for identification. There are two ways for school districts to identify gifted students:

- **Category 1** – Students who score in the top 3% on any national standardized assessment of intellectual ability.
- **Category 2** – Students who excel in one or more of the following areas: creative thinking, leadership, visual or performing arts and specific academic ability as identified through a multicriteria process.

Gifted education in Oklahoma is mandated by state law. Each district is required to identify and serve their gifted population and must maintain an updated Gifted Education Plan.

OKLAHOMA STATE DEPARTMENT OF EDUCATION

DIVERSE LEARNERS

SUMMER 2019 | BRIEF 1

WHO IS THIS LEARNER?

Many of Oklahoma's nearly 700,000 public school students can be considered diverse learners. This group includes many different abilities, races, ethnicities, cultures, economic situations, native languages and backgrounds. Oklahoma's student population is more diverse than ever before. Students of color have been the majority population in our public schools for the past few years, a trend that is expected to continue.

In a classroom of 24 students, 40 to 50 percent – or 10 to 12 students – can be considered diverse learners. A wide range of students – including those who have been bullied, are living in poverty, have a learning difference or disability, are gifted and talented or have experienced poverty – represent the diverse learners in our classrooms. Oklahoma educators have opportunities to recognize, accommodate and value diverse learners. We recognize that these students enrich our lives and broaden our perspectives. Each deserves a personalized approach to learning in an environment of mutual trust.

WHY IT MATTERS

- Without changes, the social and economic disparities and achievement gaps of students who are underserved will persist and grow, and we will be at risk of marginalizing greater numbers of students.
- Students of color, low-income students, English learners, students with disabilities, homeless students and students in foster care are less likely to succeed in math and reading and less likely to graduate.
- To close the achievement gap, rather than treating all students the same, teachers should differentiate instruction to advance educational equity.

OKLAHOMA STATE DEPARTMENT OF EDUCATION DIVERSE LEARNER TEAM

AMERICAN INDIAN EDUCATION

SUMMER 2019 | BRIEF 1

WHO IS THIS LEARNER?

There are approximately 130,000 American Indian students enrolled in Oklahoma public schools. While only 8% are enrolled in Bureau of Indian Education (BIE) schools, 8.7% of American Indian children in Oklahoma are age 5 and under. 46% of American Indian students attend rural schools. Nearly 50% of 4th- and 8th-grade American Indian students have never been exposed to their own Native language in local school curriculum. Oklahoma American Indian students consistently outperform their American Indian peers in other states.

WHY IT MATTERS

- There are approximately 130,000 American Indian students enrolled in Oklahoma public schools.
- While only 8% are enrolled in Bureau of Indian Education (BIE) schools, 8.7% of American Indian children in Oklahoma are age 5 and under.
- 46% of American Indian students attend rural schools.
- Nearly 50% of 4th- and 8th-grade American Indian students have never been exposed to their own Native language in local school curriculum.
- Oklahoma American Indian students consistently outperform their American Indian peers in other states.

OKLAHOMA STATE DEPARTMENT OF EDUCATION DIVERSE LEARNER TEAM

ENGLISH LEARNERS

SUMMER 2019 | BRIEF 1

WHO IS THIS LEARNER?

English learners (ELs) are those students who do not speak English as their primary language.

WHY IT MATTERS

- English learners and former ELs make up 12 percent of Oklahoma's student population.
- Spanish is the largest language group, spoken by 78 percent of Oklahoma ELs.
- Other prominent language groups in Oklahoma include Cherokee, Vietnamese, Hmong, Chinese, Marshallese, Arabic and Somali.
- Of Oklahoma's approximately 540 districts, 311 serve English learners.

SPECIAL EDUCATION

SUMMER 2019 | BRIEF 1

WHO IS THIS LEARNER?

A student with a disability who qualifies for special education and related services is a diverse learner who:

- Has a **documented disability** under one of the categories as defined in the Individuals with Disabilities Education Act (IDEA): intellectual disability; hearing impairment (including deafness); speech or language impairment; visual impairment (including blindness); serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; other health impairments; specific learning disability; deaf-blindness and/or multiple disabilities.
- Has a disability that has an **adverse impact** on the student's educational performance in academic and nonacademic areas.
- **Needs** special education services.

Students with disabilities are entitled to receive a free appropriate public education (FAPE). IDEA states that, to the maximum extent appropriate, all students with disabilities (ages 3-21) are to be educated with age appropriate peers, both with and without disabilities. This is known as the Least Restrictive Environment (LRE). The LRE is the appropriate balance of settings and services to meet the student's individual needs.

WHY IT MATTERS

- In Oklahoma, approximately 16% of all students in public schools are receiving special education services.
- 72% of the students in special education spend more than 80% of their time in the general education classroom.
- 37% of students in special education have a Specific Learning Disability (SLD), a category that includes dyslexia, brain injury, etc.
- 17% of students in special education have an Other Health Impairment (OHI), a category that includes diabetes, attention deficit hyperactivity disorder, asthma and more.
- 6% of students in special education have autism.

OKLAHOMA STATE DEPARTMENT OF EDUCATION DIVERSE LEARNER TEAM

Strategies for Equitable Access to Learning

First, Best Strategy – Build Relationships
Student Profile Information
Total Participation Techniques
Universal Design for Learning
Differentiated Instruction

Student Profile Template

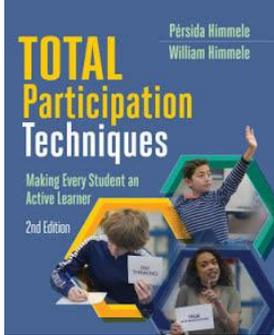
Family & Cultural Context (e.g. number of family members, home responsibilities, transportation, cultural background, language(s) spoken at home, parent or guardian/order sibling/other adults available to provide assistance, after-school care)

Personal Interests and Assets

Learning Strategies: In what learning situations is this student most engaged?

How can you use what you know about this student to teach him/her?

JSD www.learningforward.org
October 2016 Vol. 37 No.5



Total Participation Techniques

Total Participation Techniques (TPTs) are teaching techniques that allow for all students to demonstrate, at the same time, **active participation and cognitive engagement** in the content being studied.

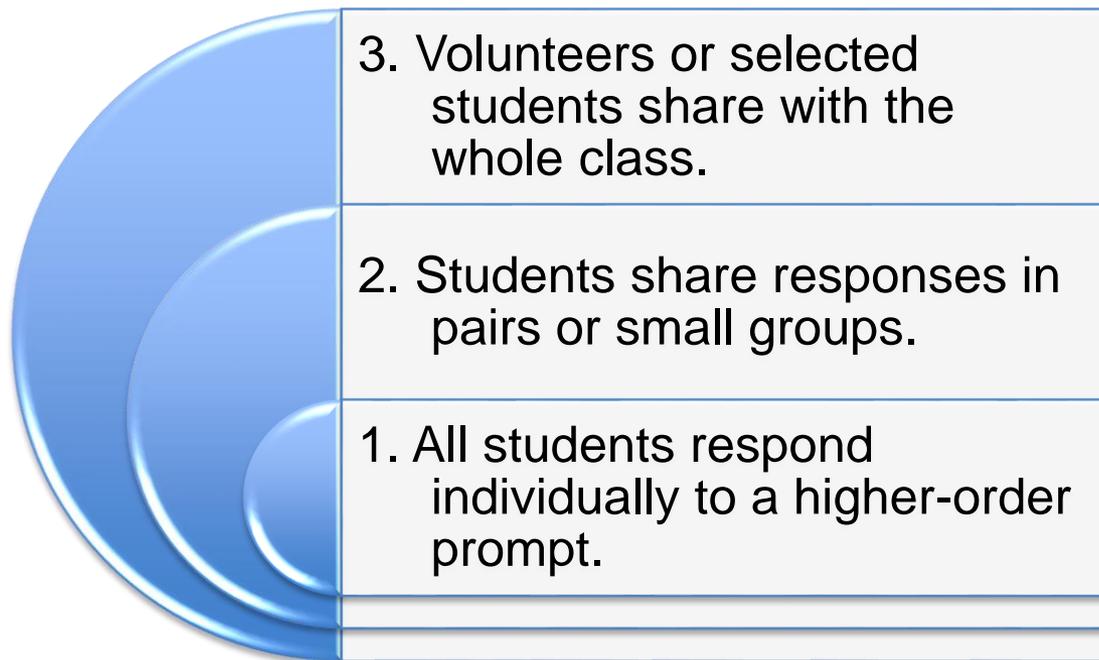
“The technique counters teacher bias and helps ensure equity in participation.”

Himmele & Himmele, 2017

www.totalparticipationtechniques.com

Total Participation Technique

The Ripple



From: *Total participation techniques: Making every student an active learner*, (2017 2nd edition), by Persida and William Himmele.

Total Participation Technique Bounce Cards

Provide reluctant learners an opportunity to share their ideas using the “**Bounce**” sentence frames.

Consider **what strategies you can use** to support diverse learners and with a partner, “**Bounce**”!

Total Participation Technique

Bounce Cards

Bounce – Take what your partner says and “bounce” an idea off it.

That reminds me of... I agree, because...

True, another example is when...

Sum It Up – Rephrase what was just said in a shorter version.

I hear you saying that... So, if I understand you correctly... I like how you said...

Ask a question – Understand what your classmates mean by asking questions.

Tell me more about that.... I see your point, but what about...? Have you thought about...?

Equitable Opportunities

The Universal Design for Learning (UDL) is a framework that establishes equitable opportunities for diverse learners.

UDL provides:

- Affective Network - Multiple means of **engagement**
- Recognition Network - Multiple means of **representation**
- Strategic Network - Multiple means of **action and expression**



Universal Design for Learning

The “Why”

Affective Networks – the “why” of learning
How learners get engaged and stay motivated.
How they are challenged, get excited, or interested. These are affective dimensions.

- ❑ Stimulate interest and motivation for learning.
- ❑ Provide multiple means of engagement.

<http://castprofessionallearning.org/about-udl/>



Universal Design for Learning

The “What”

Recognition Networks – the “what” of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author’s style are metacognition tasks.

- ❑ Present information and content in different ways.
- ❑ Present multiple means of representation.

<http://castprofessionallearning.org/about-udl/>



Universal Design for Learning

The “How”

Strategic Networks – the “how” of learning
Planning and performing tasks. How we
organize and express our ideas. Writing an
essay or solving a math problem are
strategic tasks.

- ❑ Differentiate the ways students can express what they know.
- ❑ Provide multiple means of action and expression.

<http://castprofessionallearning.org/about-udl/>

Differentiated Instruction

Differentiation is a **teacher's proactive response** to learner needs.

Teachers can differentiate through:

- content,
- process,
- product, and
- affect/environment

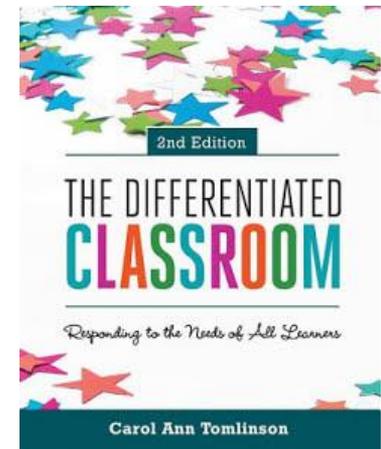
according to:

<http://differentiationcentral.com/>

- the student's readiness,
- interests and learning profile

General Principles of Differentiation

- An environment that **encourages and supports learning**
- Quality curriculum
- Formative assessment informs teaching and learning
- **Instruction responds to student variance**



One Small Thing

Commit to the “one small thing” you will do to support diverse learners next school year.

Here’s My One Small Thing...

I WILL...



Please Share Your Feedback!

Please complete at least two sentences on
your index card!

THANK YOU!

1. Today was perfect because...
2. Today would have been better if...
3. If I were in charge, we would have...
4. Next time, I hope we...
5. I'm leaving feeling...

<http://bit.ly/2wFw17f>

Diversity

Civilizations should be measured by "the degree of diversity attained and the degree of unity retained."

— *W.H. Auden, English poet (1907-1973)*

Research and Resources

Budge, K.M., Parrett, W.H. (2018). *Disrupting poverty: Five powerful classroom practices*. Alexandria, VA: ASCD.

Himmele, P. & Himmele, W. (2017, 2nd edition). *Total participation techniques: Making every student an active learner*. Alexandria, VA: ASCD.

Meyer, A., Rose, D.H. & Gordon, D. (2014). *Universal design for learning theory and practices*. Wakefield, MA: CAST, Inc., Professional Publishing, Inc.

Smith, D., Frey, N., Pumpian, I., Fisher, D. (2017). *Building equity: Policies and practices to empower all learners*. Alexandria, VA: ASCD.

Tomlinson, C.A. (2014 2nd edition). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD.