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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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.
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.

https://forms.gle/t7NFLxfQxUAJU5QLA
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.

https://forms.gle/t7NFLxfQxUAJU5QLA
Diverse Learner Profile: Think of a Student in Your Classroom/School

Think and Feel
What really matters to them?

Hear
What do they hear in their environment?
What do influencers say that impacts their thinking?

See
What do they see in their environment?
What do they see in their future?

Pain
What obstacles are they facing?

Gain
What does success look like?
# Diverse Learner Student Profile Example

## Diverse Learner Student Profile – English Learner

### Who is Isaac?
**Demographics and Abilities**
- 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

### See and Hear in Environment
**Community and Home**
- 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

### What is success to Isaac?
**Interests and Aspirations**
- 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

### What really matters to Isaac?
**Opportunities and Resources**
- 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**

**Who is this learner?**
The National Association for the Education of Young Children (NAEYC) promotes the importance of childhood spans from birth to age eight. In their lives, making the foundations for their next steps is critical.

**Why it matters**

- 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.

- 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 multidisciplinary process.

**Gifted education in Oklahoma is mandated by state law. Each district is required to identify and serve their gifted populations and must maintain an updated gifted education plan.**

**American Indian Education**

**Who is this learner?**

- There are approximately 130,000 American Indian students enrolled in Oklahoma public schools.
- 92% of Oklahoma American Indian students attend 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.

**English Learners**

**Who is this learner?**

- English learners and/or 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 Oaxacan, Vietnamese, Tlingit, Chinese, Marshallese, Arabic, and Hindi.

**Why it matters**

- Of Oklahoma’s approximately 540 districts, 27% serve English learners.
- Approximately 23 percent of Oklahoma students are identified as English learners.

**Special Education**

**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 or more 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 impairment; specific learning disability; and gifted and talented and/or multiple disabilities.

- Oklahoma students have the opportunity to participate in special education services. Recognizing that these students enrich our lives and broaden our perspectives, each district has a personalized approach to learning in an environment of mutual trust.

**Why it matters**

- In Oklahoma, approximately 10% 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), including diabetes, attention deficit hyperactivity disorder, asthma and more.
- 6% of students in special education have autism.

**Diverse Learner Team**

- Oklahoma State Department of Education Diverse Learner Team
- The Oklahoma State Department of Education is committed to ensuring that all students in Oklahoma have the opportunity to reach their full potential.
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

<table>
<thead>
<tr>
<th>Family &amp; 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)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Interests and Assets</td>
</tr>
<tr>
<td>Learning Strategies: In what learning situations is this student most engaged?</td>
</tr>
<tr>
<td>How can you use what you know about this student to teach him/her?</td>
</tr>
</tbody>
</table>

JSD  [www.learningforward.org](http://www.learningforward.org)
October 2016  Vol. 37 No.5
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](http://www.totalparticipationtechniques.com)
Total Participation Technique
The Ripple

1. All students respond individually to a higher-order prompt.
2. Students share responses in pairs or small groups.
3. Volunteers or selected students share with the whole class.

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
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/
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/](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)


