

Creating Inclusive Learning Environments leading to Effective Classroom Management



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About Presenter

Raghad Ebied

- Bachelor in Arts with a major in psychology, a Bachelor of Education, and training in teaching adults, leadership, and life coaching in Canada.
- Masters in Educational Leadership from the U.K., with a dissertation on case studies and best practices for teacher development programs in the U.K., U.S and the Middle East.
- Training in compassion cultivation and spiritual care at Stanford University in the U.S.
- Over 10 years' experience in teaching, school administration, coaching, training, consulting, and program development in educational excellence and well-being, leadership development, and diversity management in both public and private schools, universities, government, and non-profit organizations in Canada, the U.S., and the Middle East.
- Consulting, Training and Coaching teachers experience in the Middle East and Canada on 21st-century teaching and learning and student engagement, culturally responsive teaching, inquiry based teaching, moral based education

Please Note:

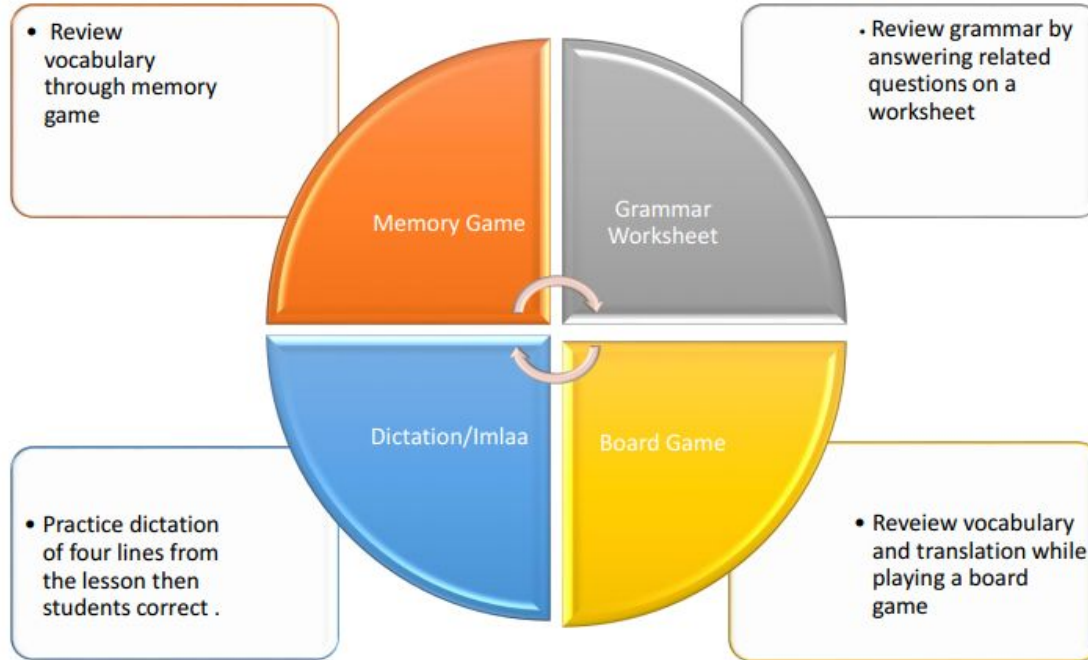
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Ihsan Education

Samples from Assignment 3

The graph below shows the four centres I created:



Feedback from Assignment 3

“Centre learning and cooperative learning is a huge hit in my classroom and it's the best strategy I've tried so far. I have had parents let me know that their child finally enjoys going to school and I believe it's due to the centers. Students are becoming kinder to each other and working with each other much more often through centres. I've noticed that even outside centers the students are starting to help their classmates to finish their work and help them behave better.”

Inclusive Education

Inclusive Education means...



- All students are educated in the general education classroom to the greatest extent appropriate
- Expectations are high
- Instruction is standards-based
- The curriculum is the general education curriculum
- Individualized supports are available when needed
- Decisions are made on the basis of student needs and not labels and places

Inclusive Learning Environment

Inclusive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, **learning** styles, and abilities. These strategies contribute to an overall **inclusive learning environment**, in which students feel equally valued.



Resistance to Inclusion is typically caused by...

- Clear and practical information about inclusive practices
- A simple and objective process for determining what specific supports each student will need
- The level of support needed from the principal and fellow colleagues to become comfortable and skilled in inclusive practices

<http://inclusiveschools.org/Course%20HTML%20Files/InclusionBasics/story.html>



External
Support

Support provided **PRIOR** to instruction; Support that is needed in order for the student to be successful in the classroom, such as accommodations or scaffolds.

In-Class
Support

Support provided **INSIDE** the general education classroom in concert with the general education teacher.

Specialized
Support

Support provided **OUTSIDE** of the general education classroom.

Quality Standards for Inclusive Schools Self-Assessment Instrument

<http://inclusiveschools.org/wp-content/uploads/2015/06/ISN-Self-Assessment-PDF-2.pdf>

Differentiated Instruction

A DEFINITION: “Differentiated instruction is effective instruction that is responsive to students’ **readiness, interests and learning preferences**.”

All three characteristics of the learner—readiness, interests and preferences—allow educators and students to build new learning through connections to existing knowledge and preferred ways of working.

This process depends on the ongoing use of assessment to gather information about where students are in their learning and about their readiness, interests and learning preferences. Teachers use this information to vary the learning environment, instruction, and assessment and evaluation.”⁴

Differentiated Instruction

“**Readiness** refers to the student’s starting point for learning, relative to the concept being studied.

Attention to students’ **interests** enhances the relevancy of learning by linking new information to students’ experience and enthusiasm.

Learning preferences are the many different ways in which learners prefer to acquire, process and work with information. Learning preferences are influenced by gender, culture, the classroom environment, learning styles and multiple intelligences.” 4

Differentiated Instruction

<https://www.youtube.com/shared?ci=q0B2qDBBT6E>

Essentials of Differentiated Instruction

“Effective differentiated instruction requires that educators take thoughtful and deliberate actions to address the particular needs of students and keep in mind a number of essential concepts:

√ Knowledge of students’ readiness to work with concepts, their interests and their learning preferences and seeing all preferences as equally valid.

√ Teachers use a repertoire of instructional and assessment strategies to meet the needs of different learners.

√ All differentiated instruction activities are equally engaging and respectful and take approximately the same amount of time. “ 4

Essentials of Differentiated Instruction

- √ “Unless students are on an IEP, all differentiated instruction is based on the same curriculum expectations and all students have opportunities to achieve the same high standards of performance.
- √ Students are assessed before, during and after their learning. Assessments inform next steps for both teacher and student.
- √ Even if students have choices in the ways that they demonstrate their learning, teachers are able to use a common assessment tool (e.g., a rubric) so that all student work is judged against the same assessment criteria.
- √ A defining characteristic of a differentiated classroom is flexibility. Students work in short-term, flexible learning groups and educators are flexible in creating and altering instructional plans in response to learners” 4

Differentiated Instruction

Examples of Research Support for Differentiated Instruction

<http://www.edugains.ca/resourcesDI/Brochures/DIBrochureOct08.pdf>

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DI From the Classroom Teacher's Viewpoint

<http://www.edugains.ca/resourcesDI/Brochures/DIBrochureOct08.pdf>

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Differentiated Instruction in the Classroom (Different Subjects)

(Page 9)

Differentiated Instruction

Engaging Students by Offering Choice

<http://www.edugains.ca/resourcesDI/Brochures/DIBrochureOct08.pdf> (Page 11)

Implementing Differentiated Instruction in the Classroom

<http://www.edugains.ca/resourcesDI/Brochures/DIBrochureOct08.pdf> (Page 12 - Second Last Page)

Ways to Differentiate Instruction:

<http://education.cu-portland.edu/blog/teaching-strategies/examples-of-differentiated-instruction/>

Differentiation Strategies:

<http://members.shaw.ca/priscillatheroux/differentiatingstrategies.html>

Examples of Differentiation Strategies

Jigsaw: Divide the students up into four groups and provide each group with some material to study. Allow the students to become experts on that particular topic. Then, by choosing one student from each group, develop four different groups and allow the “experts” to share what they studied with the rest of the group. This is fast, effective way to cover new information; it decreases student workload, and encourages collaboration.

Three Minute Pause: After the teacher presents a lot of new material, she asks the students to think for three minutes about what they have learned. They can jot down notes or sketches to show what they have learned.

Idea Spinner: Teacher creates a spinner with predict, explain, evaluate, and summarize. They review something and ask a question asking the students to do whichever they land on when they spin the idea spinner.

*<http://cnweb.cn.edu/tedu/New%20Website%20Docs/Differentiatedinstructionstrategieskit.pdf>

Differentiation is ... And is Not..

http://www.ascd.org/ASCD/pdf/siteASCD/publications/Differentiation_Is-IsNot_info_graphic.pdf

Multiple Intelligence

http://manoa.hawaii.edu/coe/crede/wp-content/uploads/Hilberg_et_al_20031.pdf

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Culturally Responsive Teaching

“Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning”

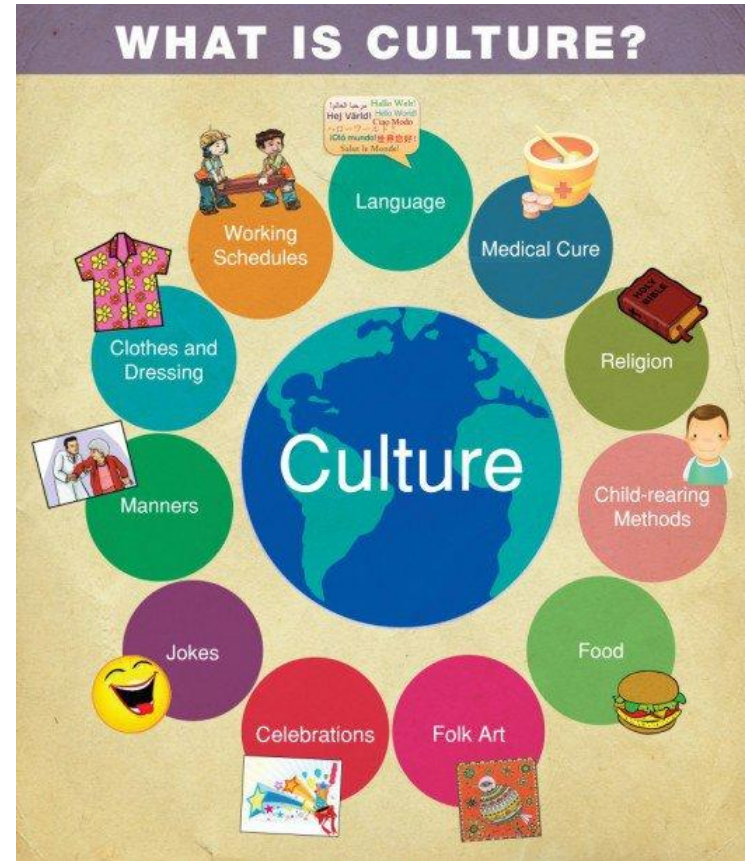
(Ladson-Billings, 1994).³

“Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures.” ³

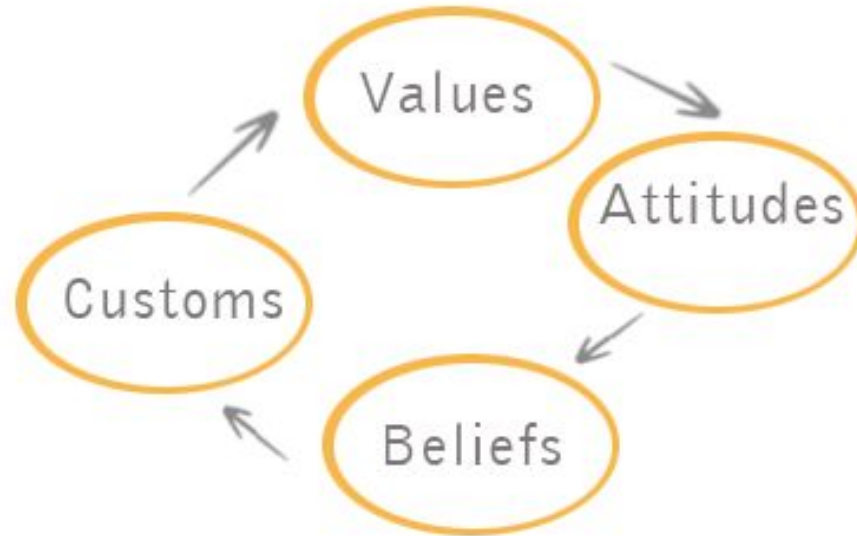
So what is ‘culture’?

Culture is...

“about ways of knowing ... Culture goes much deeper than typical understandings of ethnicity, race and/or faith. It encompasses broad notions of similarity and difference and it is reflected in our students’ multiple social identities and their ways of knowing and of being in the world.” 1



Culture is...



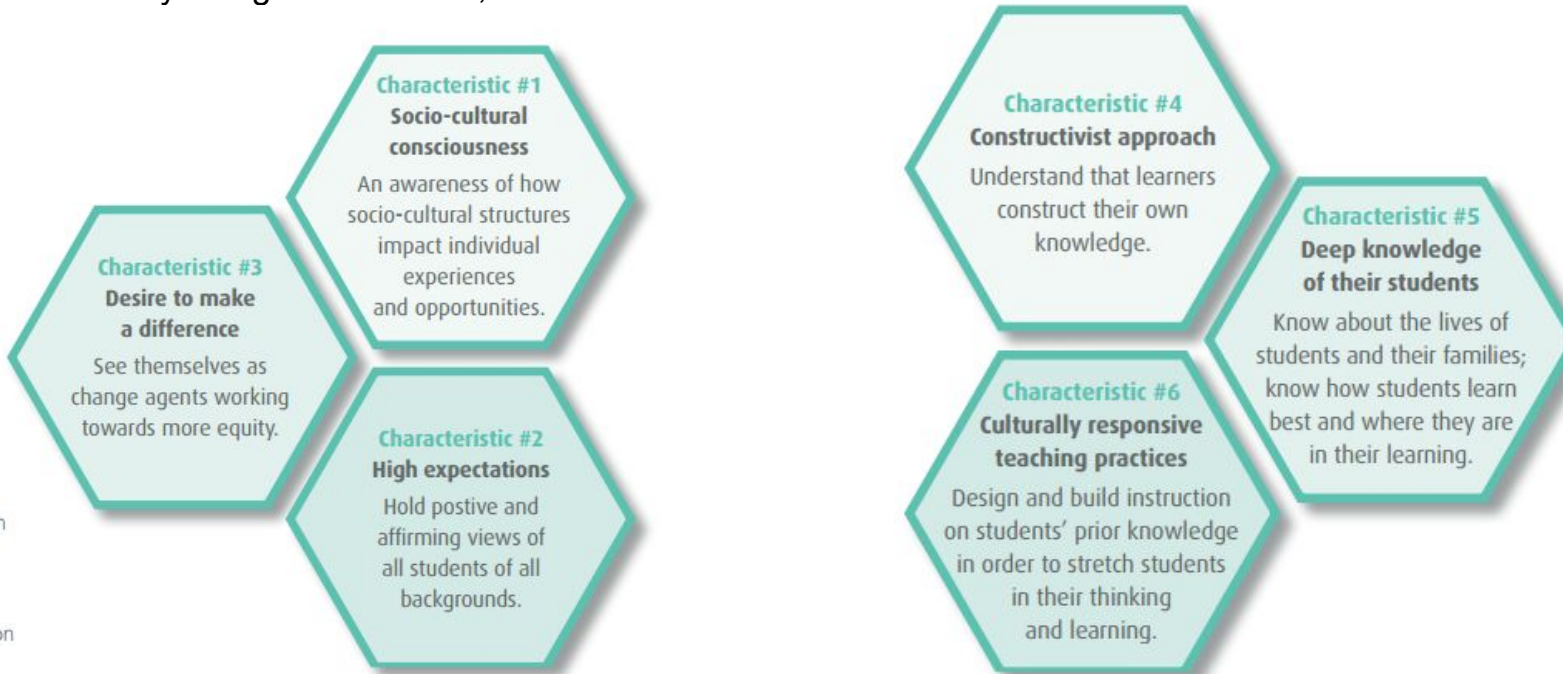
Questions:

- What does a classroom look like, sound like and feel like when it is inclusive and when instruction is responsive to the full range of student diversity?
- What is the impact on our students when we do not acknowledge the complexity of culture and difference?



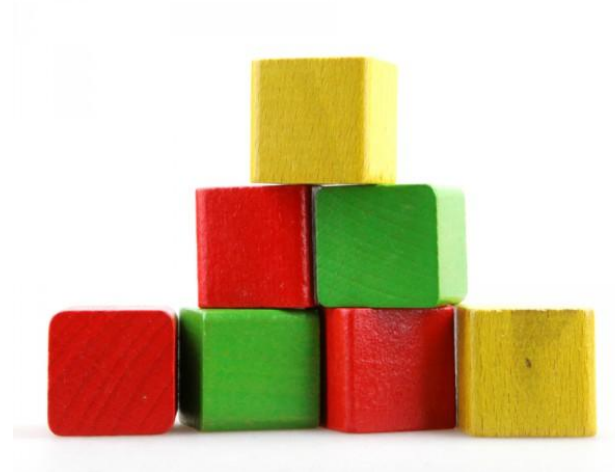
Mindset of Culturally Responsive Educators

Culturally responsive teachers share a particular **set of dispositions and skills – a mindset that enables them to work creatively and effectively** to support all students in diverse settings. Below, these characteristics, as outlined by Villegas and Lucas, are identified.¹



Asset-Based Approach

“Take an asset-based approach ... “The knowledge children bring to school, derived from personal and cultural experiences, is central to their learning. To overlook this resource is to deny children access to the knowledge construction process.” (Villegas & Lucas, 2002, p. 25)



3 TIPS TO MAKE ANY LESSON MORE CULTURALLY RESPONSIVE

Culturally responsive teaching is less about using racial pride as a motivator and more about mimicking students' cultural learning styles and tools.

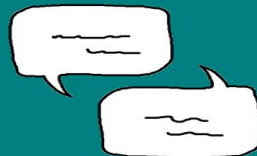


1. GAMIFY IT.

Most games employ a lot of the cultural tools you'd find in oral traditions – repetition, solving a puzzle, making connections between things that don't seem to be related.

2. MAKE IT SOCIAL.

Organizing learning so that students rely on each other will build on diverse students' communal orientation.



3. STORIFY IT.

Diverse students (and all students, really) learn content more effectively if they can create a coherent narrative about the topic or process presented.

Classroom Management

- “Research shows that classroom management had the largest effect on student achievement so students cannot learn in a chaotic, poorly managed classroom.”
- Research “found that the quality of teacher-student relationships is the keystone for all other aspects of classroom management. On average, teachers who had high-quality relationships with their students had 31 percent fewer discipline problems, rule violations, and related problems over a year's time than did teachers who did not have high-quality relationships with their students.”
- Appropriate levels of ‘authority’: provide clear purpose and strong guidance regarding both academics and student behavior by exhibiting assertive behaviour 5

Establish Clear Expectations and Consequences

“Teachers can establish clear expectations for behavior in two ways: by establishing clear rules and procedures, and by providing consequences for student behavior. Ideally, the class should establish these rules and procedures through discussion and mutual consent by teacher and students (Glasser, 1969, 1990).

They found that teachers build effective relationships through such strategies as the following:

- Using a wide variety of verbal and physical reactions to students' misbehavior, such as moving closer to offending students and using a physical cue, such as a finger to the lips, to point out inappropriate behavior.
- Cuing the class about expected behaviors through prearranged signals, such as raising a hand to indicate that all students should take their seats.
- Providing tangible recognition of appropriate behavior—with tokens or chits, for example.

Establish Clear Learning Goals

“Teachers can also exhibit appropriate levels of dominance by providing clarity about the content and expectations of an upcoming instructional unit. Important teacher actions to achieve this end include

- Establishing and communicating learning goals at the beginning of a unit of instruction.
- Providing feedback on those goals.
- Continually and systematically revisiting the goals.
- Providing summative feedback regarding the goals.” 5

Exhibit Assertive Behaviour

“Assertive behavior differs significantly from both passive behavior and aggressive behavior. These researchers explain that teachers display assertive behavior in the classroom when they

- Use assertive body language by maintaining an erect posture, facing the offending student but keeping enough distance so as not to appear threatening and matching the facial expression with the content of the message being presented to students.
- Use an appropriate tone of voice, speaking clearly and deliberately in a pitch that is slightly but not greatly elevated from normal classroom speech, avoiding any display of emotions in the voice.
- Persist until students respond with the appropriate behavior. Do not ignore an inappropriate behavior; do not be diverted by a student denying, arguing, or blaming, but listen to legitimate explanations.” 5

Appropriate level of cooperation

Cooperation is characterized by a concern for the needs and opinions of others.. Whereas authority focuses on the teacher as the driving force in the classroom, cooperation focuses on the students and teacher functioning as a team. The interaction of these two dynamics—dominance and cooperation—is a central force in effective teacher-student relationships. Several strategies can foster appropriate levels of cooperation.

Provide Flexible Learning Goals

Giving students the opportunity to set their own objectives at the beginning of a unit or asking students what they would like to learn conveys a sense of cooperation. Giving students this kind of choice, in addition to increasing their understanding of the topic, conveys the message that the teacher cares about and tries to accommodate students' interests.

Take a Personal Interest in Students

Teachers can

- Talk informally with students before, during, and after class about their interests.
- Greet students outside of school—for instance, at extracurricular events or at the store.
- Single out a few students each day in the lunchroom and talk with them.
- Be aware of and comment on important events in students' lives, such as participation in sports, drama, or other extracurricular activities.
- Compliment students on important achievements in and outside of school.
- Meet students at the door as they come into class; greet each one by name.

Use Equitable and Positive Classroom Behaviors

- Make eye contact with each student. Teachers can make eye contact by scanning the entire room as they speak and by freely moving about all sections of the room.
- Deliberately move toward and stand close to each student during the class period. Make sure that the seating arrangement allows the teacher and students clear and easy ways to move around the room.
- Attribute the ownership of ideas to the students who initiated them. For instance, in a discussion a teacher might say, “Cecilia just added to Aida's idea by saying that”
- Allow and encourage all students to participate in class discussions and interactions. Make sure to call on students who do not commonly participate, not just those who respond most frequently.
- Provide appropriate wait time for all students to respond to questions, regardless of their past performance or your perception of their abilities.

Awareness of High-Needs Students

In general, 12–22 percent of all students in school suffer from mental, emotional, or behavioral disorders, and relatively few receive mental health services (Adelman & Taylor, 2002). The Association of School Counselors notes that 18 percent of students have special needs and require extraordinary interventions and treatments that go beyond the typical resources available to the classroom (Dunn & Baker, 2002). Although the classroom teacher is certainly not in a position to directly address such severe problems, teachers with effective classroom management skills are aware of high-needs students and have a repertoire of specific techniques for meeting some of their needs (Marzano, 2003b). Figure 1 (p. 10) summarizes five categories of high-needs students and suggests classroom strategies for each category and subcategory.

See Figure 1. Categories of High-Needs Students

<http://www.ascd.org/publications/educational-leadership/sept03/vol61/num01/The-Key-to-Classroom-Management.aspx>

Classroom Management

Proven classroom management tips & strategies Video

https://www.youtube.com/shared?ci=qoZflVjRr_Q

Guidelines for Effective Praise:

<http://www.adprima.com/managing.htm>

19 Big and Small Classroom Management Strategies

<https://www.edutopia.org/blog/big-and-small-classroom-management-strategies-to-dd-finley>

Assignment

Please complete both questions:

- 1) Describe how you differentiated a lesson in three different ways and how this might have positively impacted your classroom management or created a more inclusive learning environment.

Assignment deadline: March 1, 2017

Submission Link: <https://goo.gl/forms/aP54bafRwaGpKj7y2>

Thank You!

Recommended Resource:

<http://inclusiveschools.org/inclusion-resources/>

References:

1 http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ResponsivePedagogy.pdf

2 Wlodkowski, R. J., and M. B. Ginsberg. (1995). *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco: Jossey-Bass.

<http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx>

3 <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0>

4 <http://www.edugains.ca/resources/DI/Brochures/DIBrochureOct08.pdf>

5 - <http://www.ascd.org/publications/educational-leadership/sept03/vol61/num01/The-Key-to-Classroom-Management.aspx>