

CHAPTER 2: KNOWING YOUR STUDENTS

CHAPTER OBJECTIVES

- Describe multiple ways in which diversity is exhibited in students.
- Select ways to create an inclusive, multicultural classroom.
- Apply various ways to differentiate instruction.
- Differentiate instruction based on the principles of the universal design for learning.
- Select ways to know your students.
- Prepare a contextual factors classroom analysis.

CHAPTER OUTLINE

- I. Implications for Diverse Classrooms
- II. Sources of Student Diversity
 - A. Developmental Differences by Age
 - B. Cognitive Area (cognitive activity, intelligence, struggling learner, gifted or talented learner)
 - C. Affective Area (affective area)
 - D. Physical Area (psychomotor skills)
 - E. Learning Styles (learning style, cognitive style, conceptual tempo, field dependence/independence, brain hemisphericity, sensory modality)
 - F. Gender
 - G. Sexual Orientation (LGBT or LGBTQ)
 - H. Language (ELL)
 - I. Cultural Diversity (cultural diversity, culturally responsive teaching)
 - J. Exceptionalities (exceptional students, least restrictive environment, accommodation, modification)
 - K. Students at Risk (student at risk)
 - L. Socioeconomic Status (SES)
- III. Creating an Inclusive, Multicultural Classroom
 - A. Create a Supportive, Caring Environment
 - B. Offer a Responsive Curriculum (differentiated materials)
 - C. Vary Instruction (alternative or differentiated assignments, individualized study)
 - D. Provide Assistance When Needed
- IV. Differentiating Instruction (differentiation)
 - A. Elements of the Curriculum that Can Be Differentiated (content, process, products, advanced learners)
 - B. Student Characteristics that Teachers Can Differentiate (readiness, interest, learning profile)
 - C. Differentiating with the Universal Design for Learning (UDL, expression, engagement, self-regulate)
- V. Getting to Know Your Students
 - A. Types of Information
 - B. Sources of Information
 - C. Using the Information
- VI. Contextual Factors to Guide Planning (teacher work sample)