

Training Session **1**

What Every Teacher Should Know About Diverse Learners

Today's learners are different in many ways, such as race, ethnicity, socioeconomic status, gender, learning modalities, cognitive development, social development, and the rate at which they take in and retrieve information. In other words, today's learners are diverse. The book *What Every Teacher Should Know About Diverse Learners* examines the characteristics of student diversity, bias, closing the achievement gap, and strategies to use with a diverse student population. Each student in the classroom is unique. The successful teacher recognizes how student diversity affects learning and creates a classroom in which diversity is celebrated and revered.

MATERIALS

You will need the following materials for this session:

A copy of *What Every Teacher Should Know About Diverse Learners* for each participant

Handouts for each participant

Transparencies of all reproducibles and an overhead projector (or other form of digital presentation)

Pens, pencils, markers, and highlighters

2 TRAINING MANUAL FOR WHAT EVERY TEACHER SHOULD KNOW

Chart paper

Tape, staples, pushpins, clips, or easels to display chart paper

Notepads or reusable notepaper

A CD player and music (recommended)

LEARNING OBJECTIVES

Declarative Objectives

Participants will know the following:

- What diverse learners are and how they affect schools
- The terminology related to diverse learners
- Their personal beliefs concerning learning styles, socioeconomic status, and culture
- The author's beliefs concerning learning styles, socioeconomic status, and culture
- The six types of bias: Isolation, Selectivity, Unreality, Linguistic Bias, Exclusion, and Stereotyping
- The strategies that positively affect diverse learners

Procedural Objectives

Participants will be able to do the following:

- Create a Thought Wheel that details their knowledge of diverse learners
- Define the terminology related to diverse learners
- Assess their knowledge about diverse learners
- List their personal beliefs concerning learning styles, socioeconomic status, and culture
- List the author's beliefs concerning learning styles, socioeconomic status, and culture
- Construct conclusions concerning their beliefs regarding learning styles, socioeconomic status, and culture
- Classify the six types of bias: Isolation, Selectivity, Unreality, Linguistic Bias, Exclusion, and Stereotyping
- Describe the strategies that positively affect diverse learners
- Implement two or three of the diverse strategies described
- Reflect on their knowledge about diverse learners

Suggested Activities and Time Frame

Estimated Time: 6 hours

<i>Estimated Time on Task</i>	<i>Objectives</i>	<i>Activities</i>
20 minutes	<p>Declarative Objective— Participants will know</p> <ul style="list-style-type: none"> • What diverse learners are and how they affect schools. <p>Procedural Objective— Participants will be able to</p> <ul style="list-style-type: none"> • Create a Thought Wheel that details their knowledge of diverse learners. 	<p>Activity 1: Preparing for the Learning</p> <p>Invite the participants to form cooperative learning groups. Refer to Reproducible 0.1.</p> <p>Tell the participants that they will engage in a brainstorming activity to access prior knowledge. Share the rules of brainstorming on Reproducible 0.2.</p> <p>Display and model how to create a Thought Wheel using Reproducible 1.1.</p> <p>Give each group a sheet of chart paper and ask the recorders to create a Thought Wheel on the paper. Instruct the recorders to write <i>Diverse Learners</i> in the center circle. Prompt the groups to brainstorm all that they know about diverse learners and have the recorders jot down words and phrases in the second tier of the Thought Wheel. Finally, ask participants to brainstorm the impacts of diverse learners on schools and record the ideas on the outer circle of the Thought Wheel.</p> <p>Invite the reporters to share their Thought Wheels with the large group.</p> <p>Introduce the topic of the workshop—<i>What Every Teacher Should Know About Diverse Learners</i>.</p> <p>Share the declarative and procedural objectives for the training.</p> <p>Refer the participants to the book <i>What Every Teacher Should Know About Diverse Learners</i>. Tell them that the activities in this workshop are designed to engage the participants in meaningful dialogue concerning diverse learners.</p>
45 minutes	<p>Declarative Objective— Participants will know</p> <ul style="list-style-type: none"> • The terminology related to diverse learners. 	<p>Activity 2: Examining the Vocabulary</p> <p>Review and post the objectives for the activity.</p> <p>Remind the participants of the roles and guidelines of their cooperative learning groups (see Reproducible 0.1).</p>

(Continued)

4 TRAINING MANUAL FOR WHAT EVERY TEACHER SHOULD KNOW

(Continued)

<i>Estimated Time on Task</i>	<i>Objectives</i>	<i>Activities</i>
	Procedural Objective— Participants will be able to <ul style="list-style-type: none"> Define the terminology related to diverse learners. 	<p>Refer participants to the Vocabulary List for Assessment in <i>What Every Teacher Should Know About Diverse Learners</i> (p. xiii).</p> <p>Instruct participants to provide a definition for each vocabulary word based on what they already know. Have them write their definitions in the column “Your Definition.”</p> <p>Divide the vocabulary words equally among the groups. Ask the groups to discuss their assigned words, check the Vocabulary Summary, and review the text of the book to refine their definitions. Have them write the new definitions in the column “Your Revised Definition.”</p> <p>Invite the reporters to share their revised definitions with the large group.</p>
15 minutes	Procedural Objective— Participants will be able to <ul style="list-style-type: none"> Assess their knowledge about diverse learners. 	<p>Pre-Test</p> <p>Review and post the objective for the activity.</p> <p>Inform the group that it is important to assess the knowledge they bring to the workshop. At the conclusion of the workshop, they will be able to measure their learning and progress.</p> <p>Refer participants to the Vocabulary Pre-Test section of the book <i>What Every Teacher Should Know About Diverse Learners</i> (beginning on p. xv).</p> <p>Have participants complete the test, and then direct them to the Post-Test Answer Key in the book <i>What Every Teacher Should Know About Diverse Learners</i> (p. 82). Ask participants to grade their tests and record the number of correct answers for future reference.</p>
30–45 minutes	Declarative Objectives— Participants will know <ul style="list-style-type: none"> Their personal beliefs concerning learning styles, socioeconomic status, and culture. 	<p>Activity 3: Making Use of the Information From the Book</p> <p><i>Part I—Examining Differences</i></p> <p>Review and post the objectives for the activity.</p>

<i>Estimated Time on Task</i>	<i>Objectives</i>	<i>Activities</i>
	<ul style="list-style-type: none"> The author's beliefs concerning learning styles, socioeconomic status, and culture. <p>Procedural Objectives—Participants will be able to</p> <ul style="list-style-type: none"> List their personal beliefs concerning learning styles, socioeconomic status, and culture. List the author's beliefs concerning learning styles, socioeconomic status, and culture. Construct conclusions concerning their beliefs regarding learning styles, socioeconomic status, and culture. 	<p>Refer participants to Chapter 2 of the book <i>What Every Teacher Should Know About Diverse Learners</i>. Before reading, have participants complete the first half of the activity.</p> <p>Make a copy of the A Closer Look at Me worksheet (Reproducible 1.2) for each participant. Before reading the chapter, direct participants to write down their beliefs and attitudes about diverse learning in schools.</p> <p>Once participants have read the chapter, tell them to complete Boxes 4–6 on the reproducible.</p> <p>Monitor the participants during the activity; provide assistance and answer questions as needed. After everyone has completed the worksheet, invite volunteers to share their thoughts and insights. Record new knowledge on chart paper for everyone to see.</p>
30–45 minutes	<p>Declarative Objective—Participants will know</p> <ul style="list-style-type: none"> The six types of bias: Isolation, Selectivity, Unreality, Linguistic Bias, Exclusion, and Stereotyping. <p>Procedural Objective—Participants will be able to</p> <ul style="list-style-type: none"> Classify the six types of bias: Isolation, Selectivity, Unreality, Linguistic Bias, Exclusion, and Stereotyping. 	<p>Activity 3: Making Use of the Information From the Book</p> <p><i>Part II—Recognizing Bias</i></p> <p>Review and post the objectives for the activity.</p> <p>Remind the participants of the roles and guidelines for cooperative learning groups (see Reproducible 0.1).</p> <p>Remind participants about what they read in Chapter 3 of the book <i>What Every Teacher Should Know About Diverse Learners</i>.</p> <p>Review and model how to complete the Bias Tree found on Reproducible 1.3.</p> <p>Give each group a sheet of chart paper. Prompt the recorders to recreate the Bias Tree on the paper. Encourage the groups to discuss what they learned about bias and record the details and examples on the tree.</p>

(Continued)

6 TRAINING MANUAL FOR WHAT EVERY TEACHER SHOULD KNOW

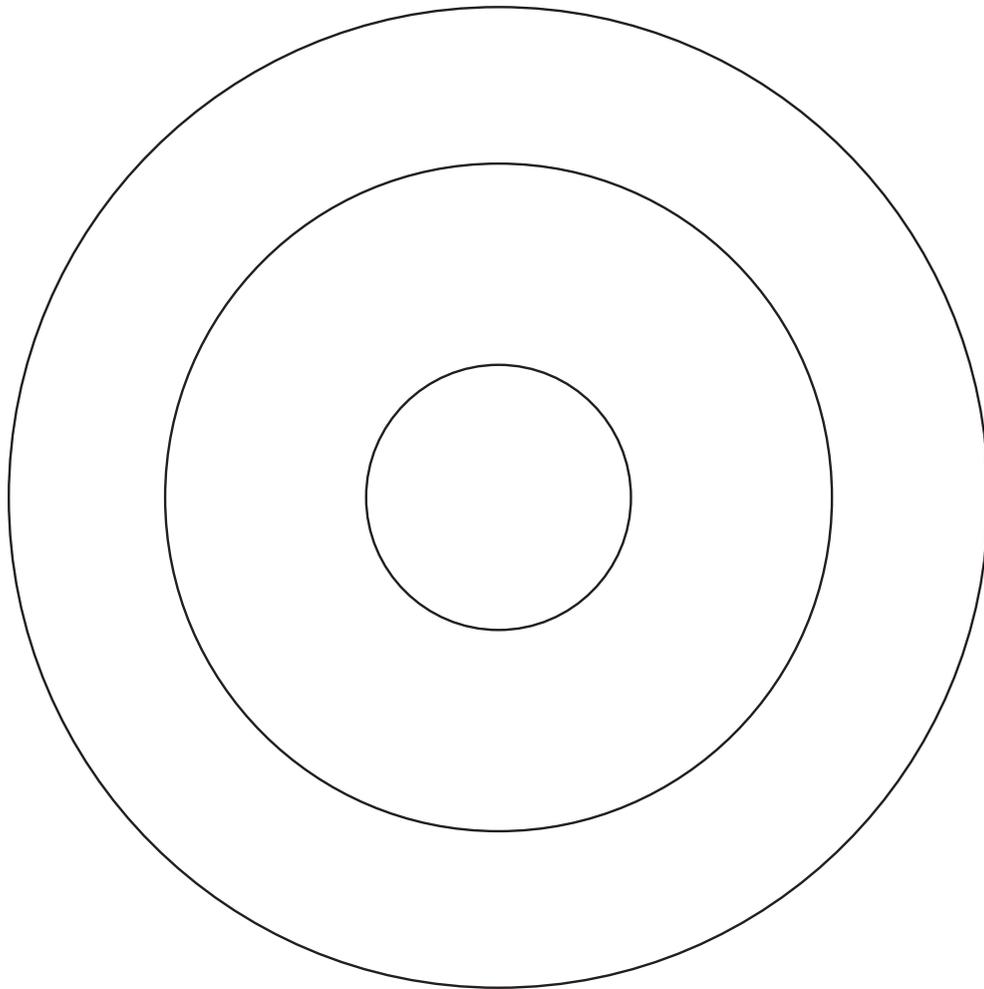
(Continued)

<i>Estimated Time on Task</i>	<i>Objectives</i>	<i>Activities</i>
35 minutes	<p>Procedural Objective— Participants will be able to</p> <ul style="list-style-type: none"> Assess their knowledge about diverse learners. 	<p>When all groups are finished, ask the reporters to post the Bias Trees around the room. Invite participants to review the work of all groups.</p> <p>Activity 4: Knowledge and Confidence</p> <p>Review and post the objective for the activity.</p> <p>Tell the participants that they have reviewed the vocabulary, read the book, and actively discussed the topic of diverse learners. Ask them to assess their knowledge and confidence in applying the information they have learned.</p> <p>Make a copy of the Diverse Learners Survey (Reproducible 1.4) for each participant. Have them complete the survey individually. Then, in their learning groups, encourage participants to discuss the results and create a chart of new knowledge and insights. Invite the reporters to share the lists with the large group.</p>
50 minutes	<p>Declarative Objective— Participants will know</p> <ul style="list-style-type: none"> How to implement strategies that positively affect diverse learners. <p>Procedural Objectives— Participants will be able to</p> <ul style="list-style-type: none"> Describe the strategies that positively affect diverse learners. Implement two or three of the diverse strategies they described. 	<p>Activity 5: Practical Application in the Classroom</p> <p>Review and post the objectives for the activity.</p> <p>Refer participants to Chapters 4–6 of the book <i>What Every Teacher Should Know About Diverse Learners</i>. Explain to them that they will investigate various strategies to use in their own classrooms to help meet the needs of diverse learners.</p> <p>Give each participant a copy of the Closing the Gap handout (Reproducible 1.5). Have them describe five strategies they learned about that they are willing to implement tomorrow in their own classrooms.</p> <p>After they have completed the form, direct participants to use two or three of the strategies when they return to their classrooms.</p>

<i>Estimated Time on Task</i>	<i>Objectives</i>	<i>Activities</i>
45 minutes	Procedural Objective— Participants will be able to <ul style="list-style-type: none"> Assess their knowledge about diverse learners. 	<p>Encourage participants to record their progress by keeping a journal, collecting evidence, or videotaping their classrooms. During subsequent sessions, invite participants to share their successes and request more guidance.</p> <p>Activity 6: Self-Evaluation</p> <p>Review and post the objective for the activity.</p> <p>Ask participants to join their cooperative groups. Direct them to talk about their successes with implementing the new strategies (as described in the previous activity) in their classrooms. Have the reporters share one or two anecdotes from the discussion with the large group.</p> <p>Prompt participants to complete the Vocabulary Post-Test beginning on page 77 of the book <i>What Every Teacher Should Know About Diverse Learners</i>. Have participants grade their Post-Tests and record the number of correct responses. Then, ask them to compare results to the Pre-Test.</p>
15 minutes	Procedural Objective— Participants will be able to <ul style="list-style-type: none"> Reflect on their knowledge about diverse learners. 	<p>Activity 7: Reflection</p> <p>Review and post the objective for the activity.</p> <p>Refer to the Boy and the Bubble worksheet (Reproducible 1.6). Ask each participant to write in the thought bubble the most important thing they learned about diverse learners during this workshop.</p> <p>When participants are finished, invite volunteers to share their thoughts about their learning.</p> <p>If appropriate, have the participants complete the Facilitator Evaluation Survey (Reproducible 0.3) for the training.</p>

Reproducible 1.1. Thought Wheel Brainstorming Activity

Directions: In the center circle, write *Diverse Learners*. In the second tier, brainstorm words and phrases about diverse learners. In the outside circle, write about the impact diverse learners have on schools.



Reproducible 1.2. A Closer Look at Me: A Tool for Identifying Personal Bias

In Boxes 1–3, list your beliefs and attitudes prior to reading Chapter 2, “How Are We Diverse”

After reading Chapter 2, explain the author’s beliefs about each topic in boxes 4–6.

Box 1: Learning Styles of Students

Box 2: Socioeconomic Status

Box 3: Culture

Box 4: Learning Styles of Students

Box 5: Socioeconomic Status

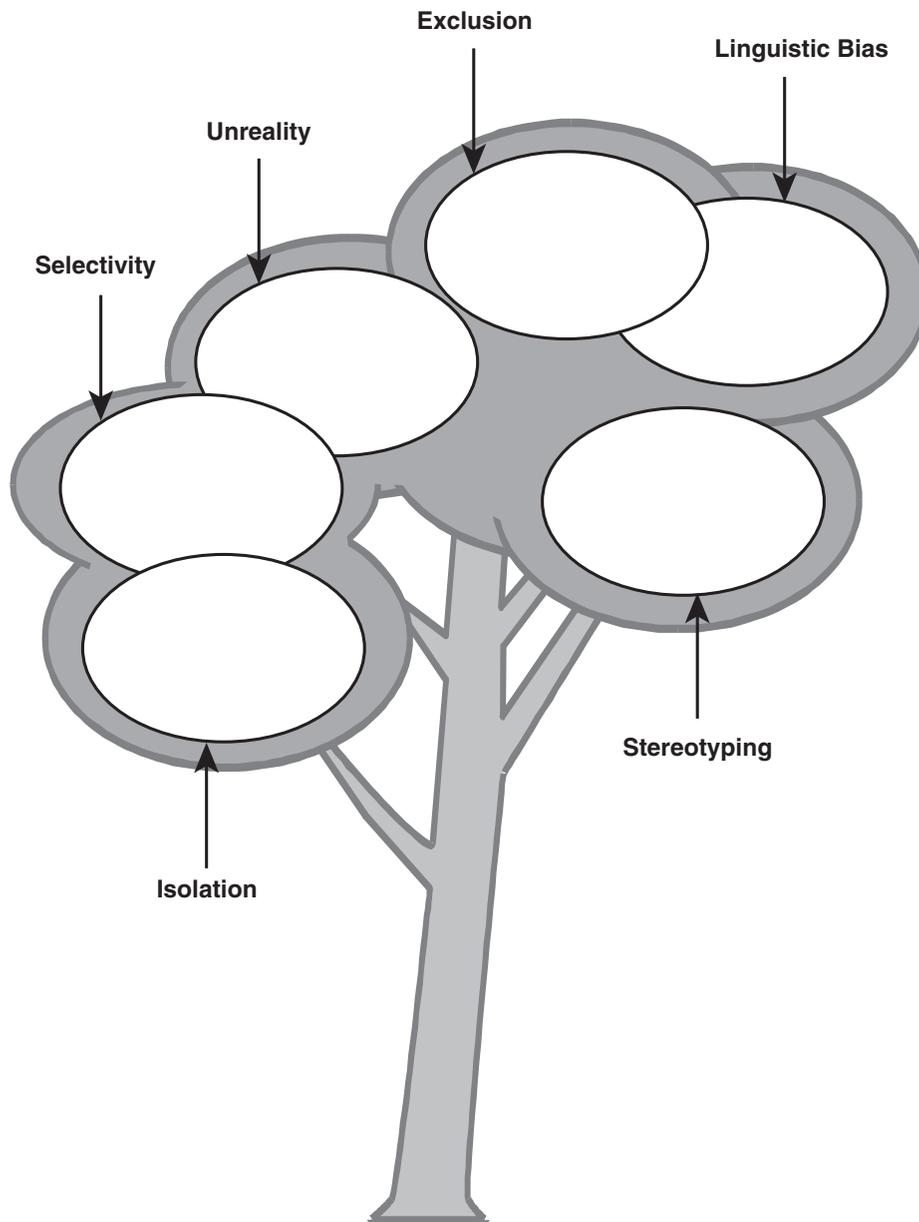
Box 6: Culture

How have your beliefs and attitudes changed?

Copyright © 2005 by Corwin Press. All rights reserved. Reprinted from *Training Manual for What Every Teacher Should Know* by Donna Walker Tileston, Thousand Oaks, CA: Corwin Press, 2005. www.corwinpress.com. Reproduction authorized only for the local school site that has purchased this book.

Reproducible 1.3. The Bias Tree: A Tool for Classifying the Types of Bias

Directions: Read the chapter "Recognizing the Signs of Bias" in the book *What Every Teacher Should Know About Diverse Learners*. On the tree, list details and examples for each type of bias.



Copyright © 2005 by Corwin Press. All rights reserved. Reprinted from *Training Manual for What Every Teacher Should Know* by Donna Walker Tileston, Thousand Oaks, CA: Corwin Press, 2005. www.corwinpress.com. Reproduction authorized only for the local school site that has purchased this book.

Reproducible 1.4. Diverse Learners Survey: A Tool to Help Educators Determine Their Level of Understanding

Directions: For each topic, place an X in the Knowledge column that demonstrates your level of understanding. Next, rate your Confidence Level regarding each statement.

<i>Examining Diversity</i>	<i>Knowledge</i>			
A. I understand the impact and importance of diversity on student achievement.	Yes		No	
How confident are you? Rate your level of confidence.	Rating Scale (Place a check mark in the appropriate column)			
	Not Confident		Very Confident	
	1	2	3	4
1. I understand the importance of the impact of the classroom teacher on climate.				
2. I have examined my attitudes related to diversity.				
3. I understand how to analyze instructional materials to ensure proper reflection of student populations.				
4. I implement strategies that meet the learning styles and needs of the students in my classroom.				
5. I implement effective instructional techniques that meet the needs of students from poverty.				
6. I understand the type of learning style to utilize when reteaching students in the classroom.				
7. I implement strategies to identify the preferred learning styles of my students.				
8. I understand the importance of varying activities to meet the needs of a diverse student population.				
9. I understand the characteristics and needs of the differing socioeconomic groups in my classroom.				
10. I understand the research-based strategies that have the greatest impact on learning for my diverse student population.				

(Continued)

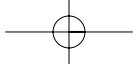
12 TRAINING MANUAL FOR WHAT EVERY TEACHER SHOULD KNOW

(Continued)

<i>Recognizing Bias</i>		<i>Knowledge</i>		
B. I understand the impact of bias on the teaching/ learning process.		Yes	No	
How confident are you? Rate your level of confidence.	Rating Scale (Place a check mark in the appropriate column)			
	Not Confident		Very Confident	
	1	2	3	4
11. I understand the impact of linguistic bias on the teaching/learning process and how to avoid it.				
12. I understand the impact of stereotyping on the teaching/learning process and how to avoid it.				
13. I understand the impact of exclusion on the teaching/learning process and how to avoid it.				
14. I understand the impact of unreality on the teaching/learning process and how to avoid it.				
15. I understand the impact of selectivity on the teaching/learning process and how to avoid it.				
16. I understand the impact of isolation on the teaching/learning process.				

<i>Closing the Achievement Gap</i>	<i>Knowledge</i>			
C. I understand how to implement strategies that have a positive impact on achievement for all students.	Yes		No	
How confident are you? Rate your level of confidence.	Rating Scale (Place a check mark in the appropriate column)			
	Not Confident			Very Confident
	1	2	3	4
17. I incorporate strategies that promote relationship building.				
18. I implement strategies to build resiliency in my students.				
19. I provide accurate information about cultural groups through straightforward discussions of race, ethnicity, and other cultural differences.				
20. I implement strategies to access the self-system of the brain.				
21. I understand how to implement strategies to access prior knowledge.				
22. I implement strategies to meet the needs of second-language learners.				
23. I implement strategies that will help students to be successful at school and away from school.				
24. I implement strategies that assist students in setting learning goals.				
25. I implement strategies that demonstrate my understanding of the power of the brain in learning.				

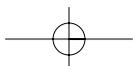
Copyright © 2005 by Corwin Press. All rights reserved. Reprinted from *Training Manual for What Every Teacher Should Know* by Donna Walker Tileston, Thousand Oaks, CA: Corwin Press, 2005. www.corwinpress.com. Reproduction authorized only for the local school site that has purchased this book.



14 TRAINING MANUAL FOR WHAT EVERY TEACHER SHOULD KNOW

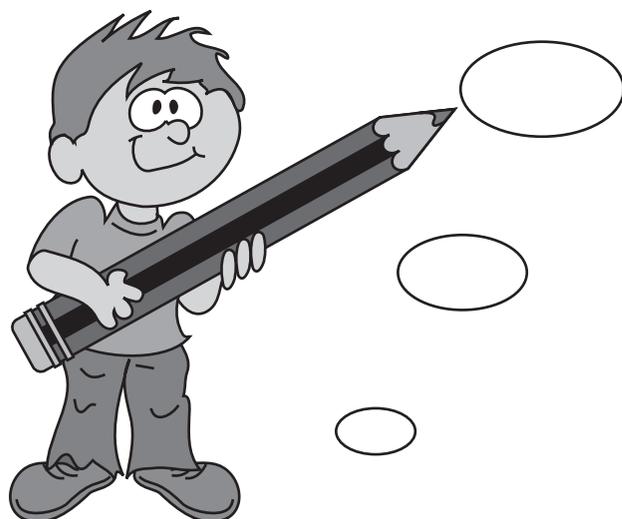
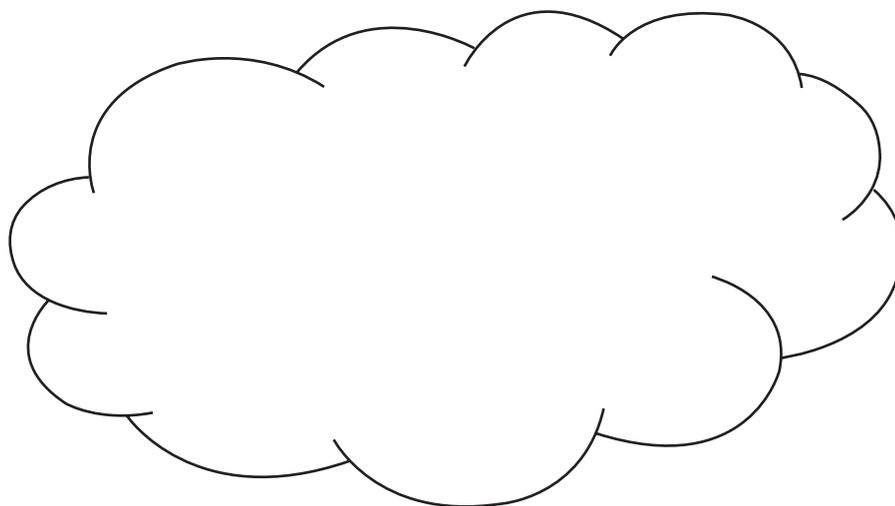
**Reproducible 1.5. Closing the Gap:
A Guide for Developing Personal Strategies**

Directions: Describe five strategies that you can implement immediately to meet the needs of diverse learners in your classroom.



**Reproducible 1.6. The Boy and the Bubble:
Reflecting on the Learning**

Directions: In the thought bubble, describe the most important thing you learned during this workshop.



What should teachers pay attention to while working with very young learners? Individual attention. If you work with a group of students, make sure that every child gets the teacher's individual attention as much as possible. That might be just a small talk or a little bit of help while drawing or colouring. Develop rapport with the students, talk about their weekends, friends, family. They respond well to praising and it is important to encourage and praise small efforts of every child! Attention span. Don't worry if your students get distracted and start wandering off in the middle of a song This second edition of the bestseller presents critical information about teaching diverse learners and demonstrates how teachers can ensure every student's academic success. Updated throughout, the book reflects new data about the brain, the need for a variety of strategies, and the value of using visual and kinesthetic tools. The author provides a teacher's checklist for working with diversity and helps readers consider

Donna's publications include *Ten Best Teaching Practices: How Brain Research, Learning Styles, and Standards Define Teaching Competencies* (2000), which has been on Corwin's bestseller list since its first year in print, in addition to the ten-volume award-winning series *What Every Teacher Should Know*, now in its second edition.