Competency 9 – Multicultural Diversity Lesson Planning

Tasks:
This competency is concerned with your ability to identify a lesson plan that delivers a multicultural/diversity objective while employing an inclusive teaching strategy or strategies for all students. Retain a copy, including the lesson plan and answered questions to turn in at the Final Meeting.

1. Create a lesson plan using any lesson plan format. It may be a lesson plan that you have conducted or will conduct, or it may be a lesson plan for a fictitious classroom created for this assignment (please indicate which type at the beginning of your lesson plan).

2. Respond to the following and attach answers to your lesson plan:
   a. Briefly describe the class (e.g. age/grade level, lesson content and student make-up [e.g. “A ___grade lesson on __________ to a class made up of…])
   b. State the multicultural/diversity objective(s).
   c. What makes this a multicultural/diversity objective?
   d. What makes this an example of an inclusive teaching strategy for a diverse classroom?
   e. Given your lesson plan and content, what services did or would you provide for non-English speaking students in this classroom?

3. Xerox or make a separate copy of this entire competency to submit at the Final Student Teacher Meeting or before submitting it to your Education Supervisor for grading.

4. This lesson plan and your accompanying responses to the above questions need to be xeroxed and turning in at the last meeting of teacher candidates at the end of the semester. Keep the original in your PRT Guidebook so it may be graded by your Education Supervisor.

5. Keep a backup copy of the entire PRT Guidebook on your computer and/or on a separate disk until your student teaching grade has been posted.

Applicable Conceptual Proficiencies and Framework Indicators:

Proficiency 1: Provides Service to Society
A. Candidates exhibit knowledge of
   1) Characteristics of diverse learners.
B. Candidates demonstrate practical ability to
   2) Demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
   3) Implement non-biased techniques for meeting needs of diverse learners.
C. Candidates exhibit dispositions that exemplify
   2) Respect for a cultural and individual differences by providing equitable learning opportunities for all students.

Proficiency 2: Applies Interdisciplinary, Scholarly Knowledge
B. Candidates demonstrate practical ability to
   2) Use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
C. Candidates exhibit dispositions that exemplify
   2) The belief that educating children and adults requires the integration of multiple kinds of knowledge.
**Proficiency 3: Engages in Practical Action**

A. **Candidates exhibit knowledge of**
   3) A repertoire of teaching and learning strategies, designed to help students increase their power as learners.

B. **Candidates demonstrate practical ability to**
   1) Utilize creative planning and curriculum integration to promote learning of all students.
   2) Create learning experiences commensurate with a student’s level of readiness.

**Proficiency 4: Responds to Uncertainty and Change**

A. **Candidates exhibit knowledge of**
   1) Every changing educational needs of students living in a global society.
   3) Various instructional strategies that can be used to meet the needs and learning styles of individual students.

**Proficiency 5: Participates in Self-Reflection**

A. **Candidates exhibit knowledge of**
   3) A variety of assessment strategies to diagnose and respond to individual learning needs.

B. **Candidates demonstrate practical ability to**
   1) Apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
   2) Employ appropriate assessment techniques in order to measure student performance and growth.
   3) Develop a storehouse of learning strategies that help students understand and integrate knowledge.

C. **Candidates exhibit dispositions that exemplify**
   1) A commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.

**Proficiency 6: Belongs to Professional Community**

A. **Candidates exhibit knowledge of**
   2) Teamwork and practices for creating healthy environments for learning and teaching.
   3) Effective communication techniques in order to develop a positive learning environment.

B. **Candidates demonstrate practical ability to**
   1) Respond respectfully to ideas and views of others.

C. **Candidates exhibit dispositions that exemplify**
   1) A desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.

Applicable KSDE Professional Education Standards:

**Standard #1** – The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he/she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

- **K.1** The educator understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline being taught and can create opportunities that make these aspects of subject matter meaningful for all students.

- **P.1** The educator represents and uses differing viewpoints, theories, “ways of knowing,” and methods of inquiry in teaching of subject matter concepts.

- **P.4** The educator develops or adapts and uses a curriculum that encourages all students to see, question, and interpret ideas from diverse perspectives.

**Standard #2** – The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally, and provides learning opportunities that support this development.
The educator understands how learning occurs – how students construct knowledge, acquire skills, and develop critical thinking – and knows how to use instructional strategies that promote learning for all students.

The educator understands that the students’ physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.

The educator is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

The educator assesses individual and group performance in order to design instruction that meets learners’ current needs in each domain (physical, social, emotional, moral, and cognitive) and that leads to the next level of development.

Standard #3 – The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students’ strengths as the basis for growth.

The educator understands that diversity, exceptionality, and limited English proficiency affect learning.

The educator knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

The educator understands how student’s learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

The educator has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students’ experiences, cultures, and community resources in instruction.

The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.

The educator identifies and designs instruction appropriate to students’ stages of development, strengths, and needs.

The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.

The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.

The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.

The educator seeks to understand students’ families, cultures, and communities, and uses this information as a basis for connecting instruction to students’ experiences (drawing explicit connections between subject matter and community matters, making assignments that can be related to students’ experiences and cultures).

The educator brings multiple perspectives to the discussion of subject matter, including attention to students’ personal, family, and community experiences and cultural norms.

The educator creates a learning community in which individual differences are respected.

The educator is able to recognize learning problems and collaborate with appropriate special services personnel.
Standard #4 – The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students’ learning, including critical thinking, problem solving, and reading.

K.1 The educator understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and solving, invention, memorization, and recall) and how these processes can be stimulated.

K.2 The educator understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, and independent study).

K.3 The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print sources.

P.1 The educator meets the learning needs of all students by evaluating how to achieve learning goals and by choosing alternative teaching strategies and materials.

P.2 The educator uses multiple teaching and learning strategies to engage all students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities, and that help all students assume responsibility for identifying and using learning resources.

P.3 The educator constantly monitors and adjusts strategies in response to learner feedback.

P.4 The educator varies his/her role in the instructional process (instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of all students.

P.6 The educator develops a variety of clear, accurate presentations and representations of concepts using alternative explanations to assist students’ understanding and presenting diverse reading abilities and that support further growth and development.

P.7 The educator uses a variety of reading strategies that are appropriate for students’ diverse reading abilities and that support further growth and development.

Standard #5 – The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

K.1 The educator uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

K.2 The educator understands how social groups function and influence people and how people influence groups.

K.3 The educator knows how to help students work productively and cooperatively in complex social settings.

K.4 The educator understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

K.5 The educator recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help all students become self-motivated.

P.3 The educator organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of all students in productive tasks.

P.5 The educator helps the group to develop shared values and expectations for student interaction, academic discussion, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

P.6 The educator analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
Standard #6 – The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

K.1 The educator understands communication theory, language development, and the role of language in learning.

K.2 The educator understands how differences in culture, gender, and exceptionality can affect communication in the classroom.

P.4 The educator communicates in ways that demonstrate sensitivity to differences in culture, exceptionality, and gender (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication).

Standard #7 – The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

P.1 The educator creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

P.2 The educator creates short/long-term plans that are linked to all students’ needs and performance and adapts the plans to ensure and capitalize on the progress and motivation of all students.

P.3 The educator responds to unanticipated sources of input, evaluates plans in relation to short/long-term goals, and systematically adjusts plans to meet all students’ needs and enhance learning.

Standard #8 – The educator understands and uses formal and informal assessment strategies to evaluate and ensure intellectual, social, and other aspects of personal development of all learners.

P.1 The educator appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, educator-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance his/her knowledge of all learners, evaluate all students’ progress and performances, and modify teaching and learning strategies.

P.2 The educator solicits and uses information about students’ experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

P.4 The educator evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interaction, questioning, and analysis of student work.

Standard #13 – The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

K.1 The educator understands how and why the American system of education developed.

K.2 The educator has critical awareness of the norms and values inherent in the American system of education.

K.3 The educator understands how social forces have shaped and continues to shape American education.

K.4 The educator is aware of the ethical standards that should guide the professional teacher’s interaction with all students, colleagues, parents, and members of the community.

K.6 The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.

P.1 The educator uses knowledge of historical, philosophical, and social foundations of education to guide interaction with all students, colleagues, parents, and community members in a manner that demonstrates respect for them as persons.

P.2 The educator uses knowledge of historical, philosophical, and social foundations of education to guide instruction, educational practices, and decision making.

P.3 The educator supports policies and practices that promote student welfare and development.

P.4 The educator follows all legal requirements for working with students, other teachers, administrators, and parents.