CHAPTER 2

Teaching Diverse Students

Give me your tired, your poor, Your huddled masses yearning to breathe free, The wretched refuse of your teeming shore. Send these, the homeless, tempest-tost to me, I lift my lamp beside the golden door!

—Emma Lazarus
Inscribed on the base of the Statue of Liberty

Before We Begin

Before We Begin: Describe the cultural composition of an elementary or middle school classroom in your community. How can teachers meet the needs of the diverse cultures represented in these classrooms? Be ready to compare your view with classmates.

OVERVIEW

America's public school system was founded upon the premise that all people, regardless of their cultures or special circumstances, are entitled to a free, quality education so that they can become productive, contributing citizens in our society. Modern-day educators have extended that vision to create global citizens. Education is, in a sense, a "golden door" of opportunity that enables people to transcend social, physical, economic, or cultural barriers to pursue their dreams. Increasingly diverse classrooms provide a venue for children to learn to embrace cultural differences and eliminate the barriers of racism, sexism, and prejudice. If we want all students to enter this golden door of educational opportunity, teachers must be sensitive to their students' cultural and academic differences. They need to create culturally sensitive learning communities, develop positive teacher–student–parent relationships, design lessons that motivate all students to learn, and implement those lessons using differentiated instructional strategies to maximize student learning.

OBJECTIVES

After completing your study of Chapter 2, you should be able to

- explain why teachers need to embrace diversity and establish high expectations for *all* students,
- discuss the changing demographics of American classrooms,
- explain the role communication plays in culturally sensitive classrooms,
- describe ways to enhance home-school communication,
- define and describe the various dimensions of **differentiated instruction** and **learning styles**, and
- explain the concept of **multiple intelligences** and describe Gardner's eight areas of intelligence.

Everything you do in your future classroom will center upon meeting the needs of your diverse student population. Therefore, you must gain an understanding of *all* children's unique academic, emotional, and cultural differences so that you can help them on their academic and life journeys. To support a culturally sensitive learning community, you need to design and implement lessons that address all students' academic needs, learning styles, and multiple intelligences.

Modern classrooms are often highly diverse.

CLASSROOM DIVERSITY

Video Link 2.1: Watch a video about adapting to diversity.

Historically, America's classrooms were populated by students of mostly European descent. Modern classrooms, however, reflect the nation's increasing cultural diversity. Today, more than 25% of the U.S. population is non-European (Tompkins, 2005). Moreover, because of an influx of immigrants and increased birth rate, Hispanic and Asian American populations have grown by more than 20%, and the African American population has increased by 12%. Another form of diversity that impacts many American classrooms is transiency. Approximately 40 million Americans move each year, causing the student populations in many classrooms to almost totally change between fall and spring (Ornstein, Behar-Horenstein, & Ornstein, 2007). As a result of these trends, more cultures are represented in today's classrooms, and more foreign languages are being spoken in our schools than ever before. Many of these cultures and languages have yet to be represented by the **formal curriculum**.

During classroom interactions and instruction, teachers must keep the special cultural needs of their diverse student population in mind. Please note, however, that students' cultures include much more than national origin or race. The National Council for Accreditation of Teacher Education (NCATE) now defines diversity as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Thus, teachers must be prepared to identify diverse students' strengths, weaknesses, aspirations, limitations, and special needs. Today's classrooms must celebrate diversity.

Most classrooms include students who have documented intellectual, physical, and/or emotional exceptionalities. Under the Individuals With Disabilities Education Improvement Act (IDEIA), children with disabilities must be educated in the least restrictive environment (LRE), or an educational setting that is as similar as possible to the one in which children who do not have a disability are educated. In the past, children with special needs were mainstreamed into general education classrooms on a limited basis for a limited number of subjects. Today, **mainstreaming** has been replaced by **inclusion**, as children with special needs are taught full-time in a general education classroom by a regular education teacher and specialists. Some educators believe that *all* children benefit from inclusion because it creates an authentic microcosm of the society students will be participating in once they graduate (Karten, 2010; Rea, McLaughlin, & Walther-Thomas, 2002).

MIGUEL AND JUANITA: A REFLECTIVE CASE STUDY

In the middle of class one sunny September morning, Ms. Ima D. Voss, Smallville Consolidated School District's K–8 principal, interrupts your lesson. She introduces Miguel and Juanita, two new arrivals who would be joining your class. Their family has come to Smallville to assist with harvesting the corn and soybeans. You welcome the twins warmly, find desks and materials for them to use, and continue with your lessons. At the end of the day, you reflect upon Miguel's and Juanita's academic participation and social interactions, review their academic records, and ponder ways you can facilitate their educational efforts.

1. List the special needs that Miguel and Juanita bring to the classroom.
2. How can you address these needs before the harvest ends?
3. How can you make Miguel and Juanita become accepted members of an already-established learning community?

What does a diverse classroom community look like? Please complete Reflect and Apply Exercise 2.1, which will check your understanding of the importance of knowing your students' backgrounds.

Reflect and Apply Exercise 2.1: Background Impact

Reflect

- Because of their racial, ethnic, cultural, socioeconomic, and intellectual differences, students bring unique needs to the classroom. Consider the geographic area where you plan to teach. Create a concept map, or web, depicting the various cultures represented by the diverse student population. What can you do to learn more about the cultures that are currently unfamiliar to you?

Apply

- List at least five school and/or community resources you can use to address the diverse needs of your future students.

Teacher Expectations

Teachers must plan very carefully to ensure that *all* students participate in high-interest educational activities that are personally relevant. Failure to recognize and address students' unique backgrounds could result in a large portion of the future adult population of this country who cannot participate successfully as global citizens. Academic experiences and parental perceptions impact students' attitudes toward education. To create enthusiastic, lifelong learners, effective teachers show students that what they are learning in school will equip them with the knowledge, confidence, and skills necessary to have fulfilling lives.

Teachers' expectations have a powerful effect on students' performance. Effective teachers hold high, realistic expectations for themselves and *all* students. They believe in their ability to create a caring classroom climate and in their students' ability to succeed. If teachers act as though they expect their students to be hard working, interested, and successful in class, they are more likely to be so. Researchers have found that students who feel they have supportive, caring teachers are more motivated to engage in academic work than students with unsupportive, uncaring teachers (McCombs, 2001; Newman, 2002).

Teachers communicate their expectations and attitudes toward their students through their actions and words. Students' perceptions of teachers' expectations and attitudes can affect their motivation and self-concept. Oftentimes, teachers show favoritism to high achievers by interacting with them more frequently, giving them more time to answer questions, and increasing the amount of positive feedback given to them. Conversely, low-achieving students are often seated toward the back of the room, have less opportunity to respond to questions, receive more criticism for incorrect responses, and are interrupted more frequently. Generally, teachers tend to be more supportive and positive toward capable students.

Students' academic performance and self-esteem are enhanced when teachers set high expectations and hold them to these expectations. Therefore, teachers need to set realistic expectations for *all* students when making assignments, giving presentations, conducting discussions, and grading examinations. "Realistic" in this context means that the standards are high enough to motivate students to do their best work but not so high that students

will inevitably be frustrated in trying to meet those expectations. Teachers should guard against setting too low or too high expectations for students with special needs and too low expectations for gifted students. To develop the drive to achieve, students need to believe that achievement is possible—which means that teachers need to provide plentiful opportunities for success.

Effective teachers help students set achievable goals and encourage them to focus on long-term improvement, not just grades on current assignments. Students learn to evaluate their progress, critique their own work, analyze their strengths, and address their weaknesses.

"What did I learn today? My mother will want to know."

SOURCE: Created by Ford Button.

Most importantly, effective teachers treat all students the same, regardless of their culture, socioeconomic status, or special needs. They continuously express their confidence in students' ability to succeed. This becomes a positive **self-fulfilling prophecy** because students begin to behave and achieve in accordance with teachers' expectations. Be aware, then, that students perceive teachers' actions as a mirror of themselves, so teachers need to challenge their students and communicate a belief in students' abilities—and mean it.

Teaching Students With Special Needs

Public Law 94-142 (PL 94-142) and its successors require that an individual education plan (IEP) be written for every student with special needs. These IEPs describe the student's

abilities, educational and/or socioemotional needs, developmental level, and academic/behavioral expectations. They also identify required instructional modifications and accommodations (Rothstein, Rothstein, & Johnson, 2010). Teachers use this information to differentiate instruction, or customize their instructional delivery to address the needs of all students.

Teachers differentiate instruction by modifying the instructional delivery and assignments. For example, they create outlines, concept maps, and other visual aids for students who have difficulty processing complex concepts. Teachers record step-by-step instructions for students who are struggling in science labs, while using a traditional lab approach with general education students. In language arts classes, teachers use recorded books, leveled readers, or optical readers to share quality literature with challenged readers. During the writing process, students who have motor difficulties record their stories or have scribes. Primary children are encouraged to express themselves through multiple sign systems (pictures, numbers, letters, and pseudo-writing). Emergent and beginning writers create language experience stories with the teacher. In math class, struggling students use hands-on manipulatives to demonstrate mathematical concepts; they can also write math problems, one digit per square, on graph paper. Other examples of lesson modifications include modified worksheets, individualized instruction, specialized software, modified assignments, peer tutors, study guides, oral or hands-on exams, and **assistive technology (AT)**. Some school districts help teachers create differentiated assignments by developing classroom modification plans for school use. Figure 2.1 shows a sample plan with three categories. The teacher checks those items that will apply to a specific student.

Some planning guidelines for working with students who have special needs follow:

1. Gather information about the nature of the exceptional student's difference and how that difference might affect the learning process.
2. Seek assistance from district special education or resource experts.
3. Use specialized equipment (typewriters, computers, DVD player, print enlarger, Braille material, etc.) to allow students to function at an optimum level.
4. Individualize the curriculum by adapting materials and teaching strategies to better meet the needs of the exceptional students.
5. Remove physical and psychological barriers that limit exceptional students' ability to succeed in your classroom.

Response to Intervention

Response to intervention (RTI) is a relatively new approach to identifying students with academic needs that has gained increasing interest. RTI, which emphasizes "student outcomes instead of student deficits," provides early and more immediate support for students' academic needs by screening students as early as kindergarten (Kavale, Holdnack, & Mostert, 2005; Vaughn & Fuchs, 2003). This strategy is used to identify and provide early intervention activities so that students who are struggling academically can participate and progress in general education curriculum. Students who are not responding to traditional instruction are provided additional academic support through individualized and small-group instruction provided by teachers who use research-based strategies. If students

FIGURE 2.1 Classroom Modification Plan

Student: _____ **Teacher:** _____

School: _____ **Grade/Course:** _____

A. Exam Modification

____ 1. Reduce the number of exams to _____
____ 2. Open-book exams
____ 3. Allow more time for regular exam
____ 4. Reduce the length of the regular exam
____ 5. Use more objective items (fewer essay items)
____ 6. Give some exam orally
____ 7. Write down test items for students
____ 8. Read test items to student
____ 9. Substitute assignment for test
____ 10. Enlarge test item print
____ 11. Allow use of computer
____ 12. Other (specify) _____

B. Assignment Modification

____ 1. Provide more detailed directions
____ 2. Repeat instructions
____ 3. Give instructions through several channels (oral, written, etc.)
____ 4. Provide materials that are programmed/self-checking
____ 5. Brief student on major points before starting an assignment
____ 6. Allow more time for regular assignments
____ 7. Reduce length of regular assignments
____ 8. Break assignment into a series of smaller assignments
____ 9. Reduce reading level of the regular assignment (edit, reword)
____ 10. Change format of the instructional materials
____ 11. Use different format materials to teach the same content
____ 12. Provide study aids (hints, cue cards, guides, calculators, computers)
____ 13. Provide hands-on activities/physical assignments
____ 14. Allow oral presentations/reports/projects/games, etc.
____ 15. Other (specify) _____

C. Content Alternatives

____ 1. Make cassette or CD or DVD recordings of lectures for individual playback
____ 2. Allow teacher aide/volunteer to take notes for student
____ 3. Allow classroom peers to make carbon copies of classwork for the student
____ 4. Use visual (DVDs, charts, pictures, etc.) and/or audio materials (CDs, tapes, records)
____ 5. Use individualized learning contract or learning centers
____ 6. Use computer learning packages
____ 7. Provide hands-on/learning by discovery experiences
____ 8. Use self-checking materials
____ 9. Other (specify) _____

continue to struggle, they receive even more individualized instruction targeting the area of academic need. Then, students who still exhibit academic difficulties are referred for special diagnostic testing and possible special education services.

Assistive Technology

AT enables *all* students to be successful in the general education classroom. Through the use of specialized technology such as closed circuit monitors, Braille readers, voice activated software, TTY telephones, and motorized wheelchairs, students are able to participate in educational activities that might have been difficult or impossible otherwise. Indeed, the latest amendments to the Individuals With Disabilities Education Improvement Act of 2004 (IDEIA) encourage implementation and development of technology to enhance instruction in regular classrooms. In effect, Congress suggests the effective use of technology reduces and/or eliminates many of the barriers that block instruction and improves teachers' ability to better address the needs of *all* students.

Effective teachers develop learning materials and activities commensurate with the abilities of students with special needs, much as they adapt lessons to the individual differences of all students. In doing so, they work closely with available resource teachers, specialists, and other support personnel.

Limited English Proficiency

A major challenge facing many school districts in many areas of the country is teaching students a second language: English. During this past decade alone, approximately 4.4 million children were **English language learners (ELL)** (Hancock, 2007). In many communities today, it is not uncommon for more than half the students to come from homes where the first language is not English. In the Los Angeles Unified School District, for example, more than 81 languages are spoken in the homes. Big city school districts in New York City, Miami, and Houston, as well as many smaller districts, now have populations of ethnic minorities that equal or exceed nonminority students. Nationwide, the number of students whose first language is not English is expected to increase during the next couple of decades. By 2026, it is projected that about one fourth of all students will come from homes in which the primary language is not English. Yet Standard English will continue to be a necessity for success in school and society.

Limited English students who are learning to communicate reasonably well in English need encouragement and help. The terms **limited English proficiency (LEP)** and *ELL* are used for students who have not yet attained an adequate level of English to succeed in an English-only program. Students who are learning **English as a second language (ESL)** may attend special classes for ELL. Some schools use a pullout system, in which part of the student's day is spent in special bilingual classes or individualized tutoring sessions and part in the general education classroom. This instruction enables them to learn the major concepts being taught in the general education classroom while they learn English. Other schools place students in sheltered classes consisting of specific cultural groups where the teacher is specially trained to work with LEP students. School districts who have a high percentage of ESL students often hire bilingual teachers to teach English and ELL students in one classroom.

Whatever system is used, teaching students who have limited proficiency in English should include the use of plentiful visual displays, demonstrations, dual language texts, bilingual software programs, physical education activities, hands-on activities, group work, artwork, and cooperative learning (see Chapter 9). Teachers should attempt to communicate

with LEP students through gestures, pictures, and any words they know from the students' native language. Take time to teach English-speaking students some key words, phrases, or gestures so they can build peer relationships as well. Encourage other students to include LEP students in their activities, explaining that they can make the new students comfortable by helping them learn the standard procedures and popular activities. Always maintain a positive attitude, even though attempting to communicate with LEP students may be challenging.

Gifted and Talented

Most general education classrooms will also have some **gifted and talented (G/T) students** (Davis, Rimm, & Siegle, 2010). Teachers should vary the academic content, instructional process, or student products to challenge these G/T students. For example, G/T students can develop their own hypotheses and experiments in science, create faux interviews or scripts in language arts, and apply mathematical concepts to solve real-life problems. Help G/T children develop their critical thinking skills using strategies described in Chapter 10.

REFLECTIONS ON TEACHER PRACTICE 2.1 Working With Parents

1. What benefit would be gained from extending the school year and student time in school?
2. How are parents unrealistic about the function of schools and what schools can accomplish?

As an educator, I am familiar with the old "boredom" tale from parents. I listen politely without comment. Then I ask them nicely what I can do to make my class more interesting for their child. Usually, they don't have an answer. The real problem is that in this age of instant results, many parents today expect their child's entire education to occur within the 6-hour school day. And they expect it to be individually tailored to their child. Whereas teachers should consider individual needs, it is unrealistic to individualize instruction for all students. I think many parents and educators have lost sight of the original intent of public education in the United States. Public education was set up to provide students with a foundation of skills and opportunities for education. It was assumed that truly interested students would continue learning at home. Now, with most parents working to make ends meet, I believe they have an absolute right to expect more from their child's school. But because most kids are only in school for about 1,200 hours per year, it is unrealistic to expect schools to work miracles. So much has changed in society, but our country's educational system has not yet caught up.

Perhaps we need to restructure our country's educational system to better address the needs of today's parents, who, just trying to survive, are often spread too thin to educate their children at home. If individualized instruction is what we need to have, then perhaps all students should be designated for "special education," with smaller classes of students working toward individual goals. After all, every student has his or her own special needs. As our system works now, only certain "identified" students are having their "special" needs met. Is that really fair?

Perhaps students should be in school for more hours. I feel like I have so much to "cover" for standardized tests that my students don't get the opportunity to practice newly learned skills as much as research says they need to. Of course, changes in our educational system will not happen until teachers are seen (and ultimately paid) as the highly specialized professionals that we are.

—Mary, elementary school teacher

Please visit the Student Study site at **www.sagepub.com/mooreteachingk8** *for additional discussion questions and assignments.*

SOURCE: Reprinted with permission from ProTeacher, a professional community for elementary school teachers (www.proteacher.net).

This completes our study of some of the challenges presented by a diverse student population. Complete Reflect and Apply Exercise 2.2 to explore the impact of racial and ethnic differences on the classroom and to further explore your diversity awareness.

Reflect and Apply Exercise 2.2: Diversity Awareness

Reflect

- Effective teachers learn about students' backgrounds and needs, respect all students, avoid using stereotypes, use culture-fair and gender-fair language, and integrate diverse perspectives throughout the curriculum. What qualities and experiences do you possess or lack that might affect your ability to be a teacher who embraces a diverse student population?
- How will diversity awareness affect your ability to better work with students, parents, and professional colleagues?

Apply

- How will diversity and cultural differences affect your teaching and students' learning?
- How can you use racial, ethnic, and linguistic differences to enhance your classroom community and curriculum?
- How can you adjust your teaching strategies and curricula to better meet the needs of all students in your future classroom?

MULTICULTURALLY SENSITIVE COMMUNICATION

Of all the knowledge and skills teachers possess, being able to effectively communicate is perhaps the most significant and the most useful. Through communication, teachers teach, colleagues collaborate, and students learn. Without communication, teaching does not occur, children do not learn, and schools do not function.

Children learn both verbal and nonverbal communication strategies through imitating the significant others in their lives—their parents and teachers. At home, most American parents only converse with their children approximately 38 minutes per week. Yet, elementary and middle school teachers communicate with children up to 7 hours per school day (Hansen, 1999). So who has the most potential impact on how children learn to communicate? Teachers do!

Most teacher preparatory programs place a great deal of emphasis on future teachers' ability to read and write with little emphasis given to speaking and the ability to listen. These programs often only require one public speaking course and entirely overlook the importance of nonverbal communication. The most persuasive teachers do not rely exclusively on reading and writing; they talk, they observe, and they listen.

Teachers, therefore, need to become proficient verbal and nonverbal communicators to interact effectively with *all* students and *all* families. Establishing quality teacher–student–parent communication doesn't just happen; it requires special skills and dispositions such as good listening techniques, tact, kindness, consideration, empathy, enthusiasm, an understanding of parent–child relationships, and an awareness and knowledge of cultural factors that affect communication.

Communication With Parents

At the outset of each school year, teachers need to invest time getting to know students and their families. These activities will set a positive, professional tone and form a friendly foundation for ongoing home–school communication throughout the school year. Many teachers make home visits, sometimes accompanied by a translator or professional colleague, depending upon the situation. During the visit, they get to know the family, introduce themselves, share their curricular goals and classroom expectations, and answer the family's questions. Other teachers prefer to send a letter of introduction or e-mail to parents that includes classroom expectations, curricular goals, a personal introduction, an invitation for parental involvement, and professional contact information (see Figure 2.2). If possible, personalize the letter with the parents' or guardians' actual names and translate it in the family's native language if they are non-English speaking. Be sure to have several colleagues check for accurate language, spelling, grammar, and punctuation! Send the letter through the traditional mail or e-mail rather than via the black holes of students' backpacks and lockers. Continue the conversation through positive phone calls, e-mails, notes, newsletters, and invitations for parental involvement throughout the semester or year. Complete Application Activity 2.1, which will give you the opportunity to draft an introductory letter to the parents of your future students.

APPLICATION ACTIVITY 2.1 Introductory Letter to Parents

Prepare an introductory letter that you might send to parents at the start of the school year (see Figure 2.2). Share it with your instructor and classmates.

LANGUAGE AND CULTURE

Language and culture tend to bind us to others, but they also can separate us from those who do not share the same cultural norms (Kabagarama, 1996; Nolan, 1999). Verbal and nonverbal communication often can be a challenge in a culturally diverse classroom. In many instances, language cannot be directly translated (word for word) because meanings can be different. Therefore, it is essential that you understand much more than just the language of your students.

Most Americans are unaware of the important role their nonverbal behaviors play in communicating their feelings and attitudes toward others. This lack of self-knowledge interferes with their ability to build student, parent, and professional relationships, especially with people whose cultures differ from their own. Therefore, American children and teachers need to learn the meaning of the gestures indigenous to their own culture and become cognizant of cross-cultural nonverbal behaviors. With this knowledge of nonverbal behaviors, they will be able to communicate more effectively with members of their local and global communities (Hansen, 1999).

FIGURE 2.2 Sample Letter to Parents

Jones Elementary School
2004 Elementary School Road
Wichita, KS

September 5, 2011

John and Mary Miller
5555 Springdale Drive
Wichita, KS

Dear Mr. and Mrs. Miller:

I am Larry's new [fourth grade] teacher. I am excited about this year and look forward to working with you to accomplish your child's academic needs. I will use several methods to give feedback to you and your child about his progress. Please note that I use the following:

1. quarterly grade reports that will give your child's progress to date
2. graded homework assignments weekly
3. graded quizzes and tests
4. our [fourth grade] Internet school site

I hope you will ask Larry about his homework and weekly grades. Please have him share his work with you. I do schedule parent conferences as needed. If you wish to schedule an appointment with me, please call 471-1234. I am available before and immediately after school. Those hours are 7:30 a.m. to 8:00 a.m. and 3:00 p.m. to 4:00 p.m.

So you will be able to talk with your child about his work this first 9 weeks, the objectives we will cover include

-
-
-

I look forward to meeting you at the open house on September 11 at 7:00 p.m.
My room number is 28, and I am located in the north wing.

I look forward to the opportunity of working with you and your child this year. Together we will make a terrific team.

Sincerely,
Jane Zimmerman
Teacher

Different cultural norms affect students' perception of time (e.g., punctuality), group work, importance of education, authority, or competition. Likewise, nonverbal messages expressed through facial expressions, eye contact, voice tone, touch, gestures, and personal space can have different meanings in different cultures. Because we acquire our culture's nonverbal and verbal language simultaneously, it is very difficult to manipulate our own nonverbal behaviors. Cultural differences between the uses of nonverbal signals can easily lead to confusion and problems over intentions and reactions. If someone displays what we feel to be inappropriate nonverbal behavior, we dismiss them as rude or disrespectful. Instead, we need to understand they might be acting in accordance with their cultural norms. For example, Japanese tend to be straight-faced when happy and smile to mask unpleasant feelings such as anger or sadness. Because the left hand is considered unclean in Islamic cultures, it is offensive to use it to offer something to someone. Arabians prefer to stand extremely close to the speaker. Southeast Asians use two fingers, instead of one, to point.

Cultural practices may greatly influence how students communicate in school. For example, in some cultures, children avoid eye contact with an authority figure as a way of showing respect, and others view looking away when someone is speaking as demonstrating attentiveness. Some students consider interruptions as rude, while others have been encouraged to speak over each other to show that they are actively involved in the conversation. Being aware of, and sensitive to, such differences will help you better relate to students and families whose culture is different from your own.

When communicating with students and parents from other cultures, you must try to be more aware of your own automatic responses and nonverbal behaviors so that you don't send an unintentional message. Remember always to give your students and parents the benefit of the doubt and assume that their intentions are not unkind. You should learn to gauge people's communication reactions to you and be prepared to adapt your approach.

DEALING WITH DIFFICULT PARENTS

Sometime during your teaching career, you will have to deal with difficult parents. To prepare for that eventuality, become familiar with your school's and district's policies for dealing with parent conflict. What steps should you take if you cannot resolve the problem? Are there policies addressing specific situations (e.g., contesting student grades, censorship)? If or when conflict arises, confer with your administrator to ensure you follow the district's policies, guidelines, and procedures.

Each school district that receives Title I, Part A funds develops a written parental involvement policy that provides opportunities for participation of parents whose children are ELL, disabled, economically disadvantaged, or members of a racial or ethnic minority group. District teams of parents, teachers, administrators, and community representatives cooperatively design, implement, and reflect upon programs, activities, and procedures that promote parental involvement. The plan is updated periodically to meet the changing needs of parents and schools. It must also be written in a format and language readily understood by parents and school personnel. According to the plan, schools must

1. hold an annual meeting to inform parents of the school's involvement in Title I, explain Title I requirements, and explain parents' rights to be involved;
2. offer, whenever practical, a number of meetings;
3. involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the parent involvement plan;
4. invite parents to attend informational sessions regarding the curriculum, forms of assessment used in the school, and student proficiency level expectations; and
5. give parents opportunities to make suggestions and to participate as appropriate in decisions relating to the education of their children.

As more and more school districts across the United States implement site-based management, teachers, administrators, community leaders, and parents share the authority to make decisions about the school's educational mission, expenditures, hiring practices, curriculum, and instructional approaches. Site-based management decentralizes control from the central district office to individual schools as a way to give school constituents—principals, teachers, parents, and community members—more control over what happens in their neighborhood schools.

Ultimately, educators must find ways to open and support culturally responsive communication between parents and schools. Too often, low income and minority families face sustained isolation from the school culture. Such isolation can result in an "us" versus "them" mentality. Teachers then often blame parents for student academic failures. Keep in mind, however, that because of changes in modern families (e.g., non-English speaking, single-parent families, decreasing family size, both parents working, and increased poverty), it often takes a whole community to educate our young people.

This concludes the discussion of communication in the multicultural classroom. In the next section, we will consider another very important topic related to working with diverse students: student differences. However, before we address student differences, complete Reflect and Apply Exercise 2.3, which will give you the opportunity to evaluate your own communication skills.

Reflect and Apply Exercise 2.3: Identify Good Approaches to Communication

Reflect

- What are your own communication strengths and weaknesses? What might you do to improve them? How does your ability to speak and listen affect your view of the world? To refine your communication and listening skills, go to the web-based student study site (**www.sagepub.com/mooreteachingk8**).

Apply

- What are some barriers to effective communication in a multicultural classroom?
- What are some important aspects of nonverbal communication in a multicultural classroom?

Through the Eyes of an Expert

Home-School Partnership

It is important to have a strong partnership between home and school. Research and experience have shown that parents usually spend more time with their children than teachers. As such, it is imperative that children have a stable home environment so that their educational goals will be the central focus when in the school setting. Most parents really care about their children and have important perspectives about their goals.

Good communication between teachers and parents doesn't just happen. Teachers must ensure that there are open lines of communication between parents/guardians, students, and teacher. In this era of almost instant communication, electronic mail (e-mail), web sites, newsletters, phone calls, conferences, and notes are common forms of communication. When parents/guardians feel welcome and important in the schools, it makes for a great partnership in getting them involved with activities held at the school.

At Martin Luther King, Jr. Elementary School in Hopkinsville, Kentucky, we are very fortunate to have both a Family Resource Center (FRC) as well as the Kentucky Parent Information Resource Center (KYPIRC) housed in the building. The FRC and KPIRC helps to connect parents and school by providing programs that encourage and promote relationships between the families and staff. Doughnuts for Dads, Muffins for Moms, Male to Male, and Female to Female night are programs that give parents and students a time to bond while being in the school setting. The KYPIRC offers trainings on how to ensure children are successful in school. Seminars/trainings are held in the community so that everyone has the opportunity to attend. Family Reading and Math Nights are wonderful ways to get parents into the schools while at the same time informing them of various ways that they can improve the education of their children in those areas.

SOURCE: Veronica Russell, 2nd grade teacher, Murray State University Distinguished Practitioner, Martin Luther King Jr. Elementary School, Hopkinsville, Kentucky. Used with permission.

STUDENT DIFFERENCES

Video Link 2.2: Watch a video about cultural proficiency.

Historically, teachers used a one-size-fits-all approach to deliver instruction. Every child heard and did the exact same thing. They hadn't yet realized the importance of customizing their instruction to address the full spectrum of students' abilities, interests, and cultures. Today's classrooms are becoming increasingly diversified through the assimilation of immigrant populations and the inclusion of students with special needs. Furthermore, in this information age, students need to be able to use information as independent, reflective decision makers and problem solvers. Therefore, the traditional, teacher-centered direct instructional approach no longer meets today's students' needs.

Effective teachers adjust the curriculum to address student differences rather than expect students to modify themselves for the curriculum. They use a variety of instructional techniques suitable for diverse learners, such as peer group learning, cooperative learning, peer tutoring, community problem solving, and self-directed learning. When appropriate, they employ AT to facilitate students' efforts to accomplish instructional goals. Above all, effective elementary and middle school teachers help students make personal connections between their current cultural and academic experiences and the world

Reflections on Teacher Practice 2.2: Teacher Teams

1. Is the establishment of "school building teams" a good idea? If at all, how should they be used?
2. How should "school building teams" be involved in school and/or district policy decisions?

One of the most important aspects of "school building teams" is continual communication with the team leaders from the administration of the building. There has to be an open trust and the administration has to be willing to listen to all, while the team leaders have to be willing to provide solutions and suggestions along with their "venting."

Three years ago, we made the conscious decision to look to our team leaders as instructional leaders, and we modeled for them at our team leader meetings open dialogue around instructional issues, not business issues. We then asked them to do this twice a week with their teams. We provided them support by listening, giving them training, and listening some more. We also shared this expectation with all the team members. It seemed to work, and our school now uses e-mail for MOST of the "business conversations."

The downside of a team is when a group of teachers form a team of friends, but not a team of professionals. Then, they seem to band together around petty issues, instead of the real issues. When we have this happen, we struggle with whether to disband the team or teams that are doing this.

—Michelle, middle-level teacher

Please visit the Student Study site at **www.sagepub.com/mooreteachingk8** *for additional discussion questions and assignments.*

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Students are different and often have unique needs.

outside the classroom. Lifestyle, gender, religious, language, and socioeconomic status differences should be discussed and respected in an intellectually honest way. Teachers need to individually and collectively value all students and challenge them to reach their highest potential.

Differentiated Instruction

Differentiated instruction involves providing students with alternate avenues to acquire content, process information, and demonstrate what they have learned (Gregory & Kuzmich, 2010; Kryza, Duncan, & Stephens, 2010). Teachers begin by creating a safe and nurturing learning environment where students feel accepted, safe, and willing to take personal and academic risks. Teachers designate quiet work areas, set clear guidelines for independent work, provide materials that reflect students' academic and personal backgrounds, work with students to identify performance criteria, and help students discover their unique learning styles. Because differentiated instruction generates active student involvement, teachers need to be able to tolerate some movement and noise, particularly with learning centers. Active monitoring and awareness of what is going on in the room at all times (withitness) is a must!

Once a nurturing learning environment has been established, teachers maximize student achievement by designing lessons that meet students where they are in the learning process and move them along as quickly and as far as possible in the context of a mixed-ability classroom (Tomlinson, 1995). This is accomplished by varying the content, process, and product based upon the students' readiness, interests, or learning profiles.

1. *Content.* This is what the student needs to learn or how the student will access the information. Teachers use reading materials at varying readability levels; record texts; present ideas through both auditory and visual means; provide learning packets or task cards, and create small, similar-ability groups to reteach ideas to struggling students or to extend the thinking skills of advanced learners. After initial instruction to provide a common foundation of information, students conduct additional research on related topics of their choice.

2. *Process.* These are activities in which the students engage to make sense of or master the content. Teachers create various activities with different levels of support, challenge, or complexity; offer manipulatives, graphic organizers, or hands-on activities; use a mixture of independent, whole-class, small-group activities; and vary the length of time students may take to complete an activity. Students are given the opportunity to select their own resources. Teachers create learning centers representing multiple learning styles and levels of ability. When prepared properly, the materials will accommodate different rates of learning and different learning styles.

3. *Products.* These are culminating projects that ask the students to rehearse, apply, and extend what they have learned in a unit. Students are given several choices on how to demonstrate what they have learned such as simulated journal entries, puppet shows, dioramas, peer projects, or multimedia presentations. Teachers use rubrics to assess students' efforts, allow students to work alone or in small groups on projects, and encourage students to choose how they want to demonstrate what they have learned.

G/T students also benefit from differentiated instruction because it addresses their unique needs, abilities, and interests. Developing curriculum that is sufficiently rigorous, challenging, and coherent for students who are gifted can be a challenging task, however. A class is *not* differentiated when assignments are the same for all learners and the adjustments consist of varying the level of difficulty of questions for certain students, grading some students harder than others, requiring gifted students to tutor their peers, or letting students who finish early play games for enrichment. It is *not* appropriate to have more advanced learners do extra math problems, extra book reports, or work on extension assignments after completing their "regular" work. Karnes and Bean (2000) suggest several ways in which the learning environment should be modified for gifted students:

- Create a learner-centered environment that allows for student choice, flexibility, and independence.
- Focus on complexity rather than simplicity.
- Provide for high mobility within the classroom and various grouping arrangements.
- Express openness to innovation and exploration.

Differentiated instructional practices increase student achievement and motivate students because they are being taught in ways that are responsive to their readiness levels, interests, and learning profiles. There is no recipe for differentiation. Rather, it is a way of thinking about teaching and learning that values the individual and can be translated into classroom practice in many ways.

Learning Styles

Judith C. Reiff once wrote "Students' ways of learning are as different as the colors of a rainbow." Students learn more and retain it longer when they have an opportunity to learn and to demonstrate what they've learned using their preferred learning style. Visual learners learn best by seeing, auditory learners learn best by hearing, and physical learners learn best through hands-on activities. Some students learn quickly; others learn rather slowly. Some require substantial teacher help; others are able to learn independently. Most students exhibit each of these learning styles at one time or another, depending on the circumstances; however, they tend to favor one style over another. Differences in students' learning styles are often due in part to differences in their **cognitive style**—that is, differences in how they respond to the environment and process information (Green, 1999; Riding & Rayner, 1998).

Video Link 2.3: Watch a video about learning styles.

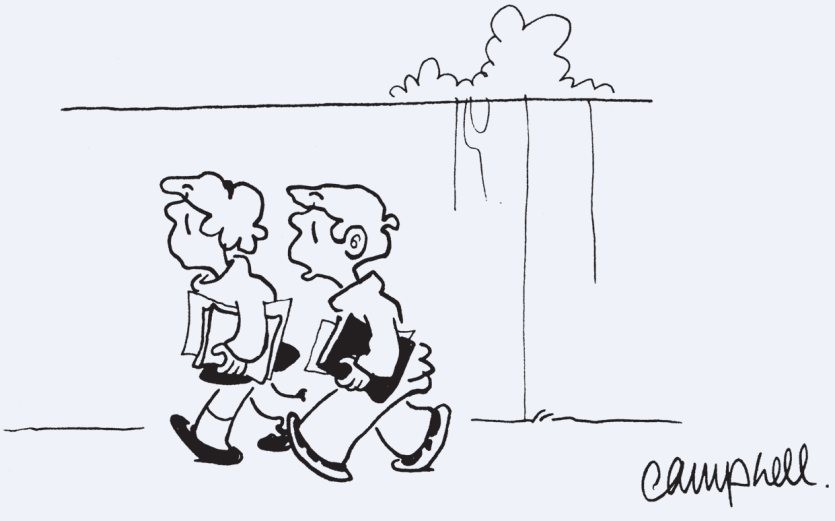
Researchers have produced vital information for teachers regarding the relationship between learning and learner characteristics. Dunn and Dunn (1993) describe learning styles as a person's preference in four main aspects of the learning situation:

1. *Environmental:* preferences in lighting, sound, temperature, and physical room arrangement

2. *Emotional:* preference in level of student responsibility and persistence, structure, and supervision
3. *Sociological:* preference for a large or small group, for being alone, or for adult assistance
4. *Physical:* sensory mode preference (e.g., visual, auditory, tactile, and kinesthetic) in learning plus the need for movement, food intake, and a specific time of day

Factors in these four areas have a major impact on student learning. For example, some students prefer dim lighting, whereas others prefer brightly lit environments. Frequently, room temperature and noise level are the first learning style preferences communicated by students. Teachers who are unaware of the environmental effects on learning may interpret this communication as simple complaining. Informed teachers realize that this is just a manifestation that students learn in unique ways.

Sensitive teachers can sometimes identify the learning preferences of students through careful observations. They might, however, have difficulty identifying students' learning styles accurately without some type of instrumentation. Some characteristics simply are not observable—even to the experienced teacher. Moreover, teachers can misinterpret students' behaviors and misunderstand their symptoms. A learning styles record form, such as the four-category form shown in Figure 2.3 on page 46, can assist their efforts. Interviews are an excellent way to have students talk about their experiences as learners



"It's not easy getting all your homework done between dinner time and prime time."

SOURCE: Created by Martha Campbell.

and preferred learning styles. An instrument often used to determine learning style that has high reliability and validity is the Dunn, Dunn, and Price Learning Style Inventory (LSI), with subtests for students in Grades 3 to 12. Teachers can have students take the LSI and receive a formal report on their styles. According to Dunn (Shaughnessy, 1998), the LSI does the following:

1. Allows students to identify how they prefer to learn
2. Recommends a classroom environment that will complement students' learning styles
3. Identifies the group arrangement in which each student is likely to learn most effectively (e.g., alone, with two or more classmates of similar interests or talents, with a teacher, or a combination of venues)
4. Tells which students need direction and high structure and which students should be given options and alternatives
5. Sequences and then reinforces the perceptual strengths individuals use to begin studying new and difficult information
6. Tells how each student should study and do homework
7. Outlines methods through which individuals are most likely to achieve (e.g., programmed learning, contracts, tactual manipulatives, multisensory resources, kinesthetic games, or any combination of these)
8. Tells which children are conforming and which are nonconforming and explains how to work with both types
9. Specifies the time of day each student learns best, thus showing how to group students for instruction in difficult subjects based on their natural learning-styles energy-highs
10. Indicates whether movement or snacks will enhance students' learning
11. Identifies if students prefer analytical or global instructional approaches

Some student differences in learning styles can be accommodated; others are more problematic. The number of different learning styles often is too varied to make it practical for teachers to accommodate every student's learning style. As much as possible, however, they should see that students' learning needs are met. If sound is needed, allow students to use iPods or CDs. Encourage students to use personalized computer software packages and Internet sites to supplement classroom resources. If verbal interaction is important, block off a portion of the room for conversation. If complete silence is needed, provide noise filters. Provide individualized attention and encourage unmotivated students; check in periodically on motivated students as they work independently. Finally, work with the administration and specialists to schedule students' toughest classes when they are in their prime. Some students will be morning learners, while others will learn better in the late afternoon. Teacher flexibility and willingness to experiment with different techniques will provide opportunities to maximize learning.

FIGURE 2.3 Sample Learning Styles Record Form

Learning Styles Record Form

Directions: For each student, record your observations regarding the following items related to the student's preferred style of learning.

Student's name: _____

Learning Style Attribute		Findings (check when applicable)	
		No	Yes
1. Style of working:	Prefers to work alone	_____	_____
	Prefers to work with others	_____	_____
2. Learning modality:	Listening	_____	_____
	Reading	_____	_____
	Watching	_____	_____
	Writing	_____	_____
	Discussing	_____	_____
	Touching	_____	_____
	Moving	_____	_____
3. Need for structure:	Low	_____	_____
	High	_____	_____
4. Details versus generalities		_____	_____

Multiple Intelligences

Intelligence is usually defined as the ability to answer items on a traditional IQ test. Teachers need to be aware that students are able to exhibit their intelligence in multiple ways. Howard Gardner showed insight and compassion in developing a multiple intelligence theory (Armstrong, 1994; Checkley, 1997). Gardner has argued that humans have at least eight distinct intelligences relating to their abilities: (1) linguistic, (2) logical–mathematical, (3) spatial, (4) bodily–kinesthetic, (5) musical, (6) interpersonal, (7) intrapersonal, and (8) naturalist (see Figure 2.4). Gardner (2003) also is investigating whether a spiritual or existential intelligence may satisfy his criteria for individual intelligences.

Gardner's multiple intelligences theory gives classroom teachers two extremely valuable tools that make learning more focused on individual abilities. First, it helps teachers to identify students' innate strengths and abilities. Second, it enables teachers to design classroom activities that will

give students an opportunity to experience working in different areas of intelligence. This will help students discover talents that may otherwise have gone unnoticed or untapped. Because K–8 children are experiencing rapid developmental changes, teachers need to use Gardner's multiple intelligences approach to help students embrace who they are, develop a sense of self, recognize their strengths, and capitalize on talents that will strengthen their self-esteem.

FIGURE 2.4 Gardner's Eight Areas of Intelligence

Intelligence	Core Components	Teaching Activities
Linguistic	Ability to use language, either oral or written. Sensitivity to the sounds, structure, meanings, and functions of words and language.	Activities related to word games, e-mail discussions, choral reading, card games, journal writing, Internet searches, etc.
Logical-mathematical	Ability to use mathematics and numbers. Sensitivity to and capacity to discern logical or numerical patterns; ability to handle long chains of reasoning.	Activities related to problem solving, mental calculations, classification, number games, critical thinking, solve puzzles, etc.
Spatial	Ability to perceive the spatial world. Capacity to perceive the visual-spatial world accurately and to perform transformations on one's initial perceptions.	Visual activities related to graphic art, mind mapping, visualization, maps, pictures, imagination games, models, etc.
Bodily-kinesthetic	Ability to use one's body movement. Ability to control one's body movements and to handle objects skillfully.	Hands-on activities, drama, pantomime, dance, sports that teach, tactile activities, etc.
Musical	Ability to undertake musical endeavors. Ability to produce and appreciate rhythm, pitch, and timbre; appreciation of the forms of musical expressiveness.	Songs that teach, rapping, learn tunes, create rhymes, superlearning, enhance ability to learn, etc.
Interpersonal	Ability to understand other people. Capacity to discern and respond appropriately to the moods, temperaments, motivations, and desires of other people.	Cooperative learning activities, lead discussions, community involvement, dramatic activities, social activities, simulations, etc.
Intrapersonal	Ability to understand oneself. Access to one's own feelings and the ability to discriminate among one's emotions; knowledge of one's own strengths and weaknesses.	Individual instruction, read books, journal writing, independent study, self-esteem activities, play activities, cooperative groups, etc.
Naturalist	Ability to understand nature. Ability to make distinctions in the natural world; capacity to recognize flora and fauna.	Activities related to the natural world and the biological sciences, exploration of nature, find origins, study nature objects, etc.

Traditionally, schools have reinforced a learning profile emphasizing verbal/linguistic and logical–mathematical abilities and de-emphasizing or excluding the other multiple intelligences. With creative thinking and careful planning, however, teachers can address all of the multiple intelligences in their instruction. Gardner emphasized learning in meaningful contexts. For example, when learning about ecosystems, students can gather pond specimens, create terrariums, visit an indoor jungle, write haikus, or calculate the spread of kudzu. Students can learn about community history through interviews, reenactments, local architecture, field trips to local museums, research, films, cemetery strolls, and guest speakers. To ensure all students have an opportunity to learn the way they learn best, teachers need to systematically design their units of instruction, or series of lessons on a particular topic, using activities that address all eight intelligences. Table 2.1 offers example teaching strategies that focus on Gardner's eight areas of intelligence.

TABLE 2.1 Teaching Strategies to Address the Multiple Intelligences

VISUAL/SPATIAL These children use charts, graphs, and visual representations.	**VERBAL/LINGUISTIC** These children learn through reading, writing, and speaking.
• Use graphic organizers (Venn diagrams, webs). • Include visual projects(dioramas, posters, artwork). • Use manipulatives to teach math/science concepts. • Include art projects in each instructional unit. • Have students visualize specific situations. • Create a colorful classroom atmosphere. • Use videos and YouTube clips. • Have students use sketch journals. • Provide a computer center with graphic design software. • Use video demonstrations.	• Use quality literature throughout the curriculum. • Read aloud to your students. • Have independent reading time each day. • Use cooperative group activities to promote speaking. • Encourage students to make presentations. • Have students write regularly. • Display students' creative use of language. • Add a variety of books to the class library. • Incorporate playful language during your instruction. • Use choral reading and poetry.
MUSICAL/RHYTHMIC These children learn through songs and rhythms.	**BODILY/KINESTHETIC** These children enjoy physical activities.
• Include music activities in each instructional unit. • Play background music during independent work time. • Use wind chimes as an attention-getting signal. • Use music to open and close lessons. • Have students write songs, raps, poems, or jingles. • Provide time to dance, sing, listen, and move to music. • Share the music of other cultures. • Create listening and music centers. • Make homemade instruments. • Use songs or raps to help students memorize facts.	• Physically demonstrate the lesson objective. • Make human equations. • Include role play activities. • Have students record responses on the whiteboard. • Take students on field trips. • Intersperse movement during long lessons. • Use exploration activities involving feeling and touch. • Incorporate plentiful hands-on experiences. • Include physical games into each theme. • Celebrate classroom successes with physical hurrahs.

Logical/Mathematical These children enjoy numbers, logic, and problem solving.	**Naturalist** These children are in tune with nature.
• Use hands-on materials to teach new concepts. • Provide outlines and agendas to structure your lessons. • Use mnemonic devices to memorize patterns. • Share instructional goals and objectives. • Challenge children through critical thinking activities. • Provide problem-solving activities. • Use graphic organizers. • Encourage pattern awareness. • Provide mind puzzles and games. • Use math and science learning centers.	• Explore what it means to be "green." • Have students care for classroom pets and plants. • Integrate nature themes into each instructional unit. • Create a student recycling center. • Hold some class sessions outdoors. • Discuss conversation of natural resources. • Keep a weather chart. • Write nature-focused poems. • Design environmental posters and commercials. • Interview park rangers or environmentalists.
Intrapersonal These children ponder their feelings and ideas.	**Interpersonal** These children enjoy interacting with others.
• Invite students to keep personal journals. • Allow wait-time for serious reflection. • Use open-ended questions that invite students' opinions. • Individualize instruction matched to students' interests. • Create a quiet area in the room for reflection. • Display posters with motivational sayings. • Provide multiple opportunities to reflect. • Use goal-setting. • Conduct surveys. • Provide opportunities for student choice.	• Create a classroom learning community. • Take time for "class talks" about current issues. • Use cooperative learning activities. • Engage in class discussions. • Arrange desks in small groups. • Teach students different group roles. • Create learning centers so they can work with peers. • Teach social and conflict resolution skills. • Create group problem-solving activities. • Use peer tutoring, study groups, and share pairs.

This completes our look at making modifications for student differences. However, before we leave this section, complete Reflect and Apply Exercise 2.4, which will let you further explore the strategies for making modifications for student differences.

Reflect and Apply Exercise 2.4: Student Learning Differences

Reflect

- Some educators suggest that teachers match instruction to individual learning styles and individual intelligences. Would this be beneficial to all students? Why or why not?

Apply

- What strategies will you use to address the learning styles in your future classroom?
- Choose a topic you might teach one day. Describe how you could teach that topic using all eight multiple intelligences.
- How can you arrange your classroom setting and schedule to meet all students' needs?

SUMMARY

This chapter focused on the diverse student populations in our classrooms. The main points were as follows:

- Teachers must be culturally sensitive to the diverse populations in our schools.

Classroom Diversity

- Children have changed and more foreign languages are being spoken in our schools. Teachers must be sensitive to the changes in our schools.
- Teachers must plan to meet the needs of diverse school populations.
- Hold high but realistic expectations for *all* students.
- Modify plans for special students and G/T students.
- LEP is a major challenge in some parts of the country. In some schools, more than half the students have a first language other than English.

Multiculturally Sensitive Communication

- Teachers need to develop better communication and listening skills.
- Effective teachers communicate with parents, school administrators, and community leaders.
- Language and cultural differences tend to make accurate communication with students and parents difficult at times.

Student Differences

- Teachers must be sensitive to and accommodate students' learning styles.
- Gardner suggests that humans have eight different intelligences: (1) linguistic, (2) logical–mathematical, (3) spatial, (4) bodily–kinesthetic, (5) musical, (6) interpersonal, (7) intrapersonal, and (8) naturalist. Teachers need to focus instruction on these different abilities.

DISCUSSION QUESTIONS AND ACTIVITIES

1. **Teaching All Students.** Remember that a teachers' job is to teach all students and assume an attitude that all students can learn. Research techniques and strategies that can be used to accomplish this task. Sources of information include the library, the Internet, current journals, and recent books.
2. **Diversity.** What other elements of diversity will you find in your students that have not been discussed in the chapter? How will you be sensitive to these differences?

TECH CONNECTION

Technology can be an effective support and resource when planning for students with special needs. Complete the following two application activities that use technology as a resource in planning for students with special needs.

- Use one of the Internet search engines to search for "sample individualized education plans." Review sample IEPs that would be appropriate for the grade level you expect to teach. Form groups of four or five and discuss how all students could benefit from receiving the type of feedback present in an IEP. Share your finding with classmates.
- Access lesson plans on sites such as www.lessonplanet.com (Lesson Planet), http://atozteacherstuff.com (A to Z Teacher Stuff), or a site of your choice. Select a lesson plan to addresses at least two different multiple intelligences. Work with your classmates to identify related activities that would address the remaining intelligences.

CONNECTION WITH THE FIELD

1. **Classroom Observation.** Complete several observations at the grade level you expect to teach. Collect data related to the following:
   a. The student differences
   b. The effectiveness of the communication process
   c. The teacher's nonverbal behaviors
   d. The teachers' listening skills
2. **Parent and Community Involvement.** Interview several teachers from local schools about how they foster parent and community involvement. Try to visit with a kindergarten teacher, an elementary teacher, and a middle school teacher. Are they successful in promoting parent involvement? How do these teachers work with parents who resist involvement? Summarize your discoveries.

STUDENT STUDY SITE

Visit the Student Study Site at **www.sagepub.com/mooreteachingk8** for these additional learning tools:

- Video clips
- Web resources
- Self quizzes
- E-Flashcards
- Full-text SAGE journal articles
- Portfolio Connection
- Licensing Preparation/Praxis Connection