

Teresa Porras

Vogan

Teacher Cadet

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Diverse Learners Artifact

Students have been learning the same way for years. With teachers knowing about diverse learners though they are able to individualize their classroom learning environment how they see fits best while still following the curriculum given by the school. Teachers are able to establish a safe, inclusive and respectful learning environment by following teacher quality standard II. A few diverse learners teachers should be well versed in are Gardner's multiple intelligence, barriers to learning, english as a second language and exceptional learners.

While there are many types of diverse learners Gardner's Multiple intelligence theory is one teachers should know well. Gardner's Multiple intelligence theory is the concept that there is not one intelligence but rather multiple. After learning about this theory my perspective of diverse learners has changed/grown because it has taught me about different ways to teach and that everyone has their own needs. There are nine different ways in which students learn. A few of which are musical/rhythmic, bodily-kinesthetic, intrapersonal and so on. In the classroom these traits can be identified by getting to know your students. As a teacher you could use an online multiple intelligence, MI, assessment. An MI assessment can give insight into your students abilities. Most classroom curriculums are logical-mathematical and linguistic based. In order to create a welcoming learning environment as a teacher try to include all nine types of diverse learners. For example if a student learns best musically and there is a linguistic project

about the elements of the periodic table instead of having the student speak in front of the class allow them to sing a song they made up.

In addition to gardener's MI, barriers to learning are another type of diverse learners. Students in poverty, an economic state in which a family/person lacks the financial support in order to meet basic needs, typically have less resources to gain a proper education which creates barriers to learning. Barriers to learning have changed my perspective about poverty because I did not realize how hard it would be for students raised in low income areas/families to get an education and how much money really affects how students perform in school and their motivation to even attend school. One way to identify student poverty is by looking at students eligible for the National School Lunch, NSL, program. NSL is a program available to low income families, it provides free lunches to the student(s), which makes the NSL program an effective way to identify student poverty. Students in poverty like all students want a classroom where they feel safe and welcomed. Creating a welcoming classroom environment can be hard. Building relationships with your students and families is a good way to get started. As a teacher by doing this you will be able to form mutual trust and respect with not only your students but their families as well. Unstable living conditions are common when it comes to student poverty and with good relationships you are able to provide consistency and a safe space.

Another diverse learner is ESOL, English as a second language, is a state-funded language instruction educational program designed to teach the basics. ESOL programs generally teach students grammar, vocab and colloquial terms and phrases. After learning about students in this program it changed my perspective because I now better understand the struggles English language learners face. It also helped me realize that while the student cognitively may be in the same place as the rest they may struggle a little more because they do not speak the same

language. One way to identify ESOL students is by giving them a test based on listening, speaking, reading and writing. The score the student receives will determine if they will be identified as ESOL and put into the ESOL program. When it comes to creating a welcoming classroom environment for ESOL students as a teacher you can assign a peer partner. Have students volunteer to be peers with the ESOL students. The peer student will be able to help the ESOL student understand what is going on and what they are supposed to be doing. This will give all the students the opportunity to help each other and learn more about each other as well as create relationships. ESOL students will feel included with this method of learning.

Until teachers learn about exceptional learners they will not properly be able to provide appropriate learning environments for the students. Exceptional learners, “an individual who, because of uniqueness in sensory, physical, neurological, temperamental or intellectual capacity and/or in the nature and range of previous experience, requires an adaptation of the learning environment”(www.ddeku.edu.in), can be found in most schools. After learning about exceptional learners my perspective of diverse learners has grown/changed because I now have a better understanding of exceptional learners. I learned that having peers help can be beneficial and that not all exceptional learners have visible disabilities as well as that there is a wide variety of disabilities and different levels of severity. Exceptional learners can be identified as a person who has problems or talents in different areas of learning. For example, socializing, seeing, thinking, moving and so on. Learning the students' names while small and simple is a good way to create a welcoming learning environment. As a teacher by learning the students names you show them that you care and pay attention to them and who they are. It is the start to building a positive relationship with them.

Allowing for more diversity in the classroom provides for more cognitive growth in areas such as productivity, intellectual personality and strength of the learning environment. Diversity in the classroom is inevitable and comes with various strengths and challenges. A few strengths being it fosters creativity, builds confidence later in life, improves students achievement and promotes empathy and reduces prejudice. Decreased participation, and feelings of inadequacy are examples of challenges when it comes to teaching diverse learners. As teachers the goal is to “establish a safe, inclusive and respectful learning environment for a diverse population of students”(TQST.TC). With the help of teacher quality standard II teachers are able to offer students ideas that constitute a dynamic community.

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- **YOUR NAME:** Addison Perlman
 - **Organization & Mechanics: Introduction Paragraph:** C: THESIS: is written in ONE sentence but is too general - points to be covered in essay are vague, unclear, or incomplete (does not include all three), It's one sentence. But I really like the structure of the thesis.
 - **Organization & Mechanics: Body Paragraphs - overall structure:** A: STRUCTURE: your body paragraphs go in order of how they are discussed in your thesis (e.g. 1st point in thesis = perception change and body #1 discusses perception change OR the first part of each paragraph discusses perception change), Very good body paragraphs, the only piece that could be added are transition words and conclusions!
 - **Organization & Mechanics: Body Paragraphs - intro & conclusion sentences** : A: INTRO SENTENCES: the first sentence of each paragraph CLEARLY identifies what will be discussed in that paragraph, C: CONCLUSION SENTENCES: the last sentence of at least one paragraphs CLEARLY reflects on the WHOLE paragraph and ties into the "SO WHAT?!" idea - making a bigger connection to why the content of that paragraph matters, CONCLUSION SENTENCE FEEDBACK BODY #1: the last sentence of paragraph #1 does not CLEARLY reflect on the WHOLE paragraph and tie into the "SO WHAT?!" idea - making a bigger connection to why the content of that paragraph matters
 - **CONTENT: Addresses Colorado Department of Education, Colorado Teacher Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.:** A: writing reflects a deep understanding of the QTS II and the implications it has on you as a future teacher., B: Throughout essay, there are several (3-4) examples pulled from class activities AND personal experiences in reference to diverse learners, you did great on adding in examples of teacher standard II
 - **MORE CONTENT: examples of: how perception of DLs has changed, how to identify DLs, and how to create a welcoming environment:** A: you have FOUR examples of how perception of DLs has changed, how to identify DLs, and how to create a welcoming environment, Great Job!
 - **Conclusion Paragraph:** N/A
 - **Voice & Tone:** A: tone adds interest and engages the reader; shows confidence and commitment to topic; consistent voice (either all 3rd person or all 1st person - no flipflopping)
 - **Conventions: grammar, punctuation, spelling, sentence structure, and MLA formatting:** B: errors are so few and minor that it does not interfere with reading (2-3 mistakes); text is clean, edited, and polished; 2-3 mistakes in MLA formatting;, FEEDBACK: work on correct use/placement of COMMAS, FEEDBACK: work on correct SPACING (everything should be double), Great job

on quotations

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- **YOUR NAME:** Marissa Gavan
 - **Organization & Mechanics: Introduction Paragraph:** A: THESIS: is written in ONE sentence and CLEARLY introduces the three points to be covered: how perception of DLs has changed, how to identify DLs, and how to create a welcoming environment, B: HOOK: your introduction is clear, but not necessarily "inviting", HOOK FEEDBACK: how might you make your introduction more engaging? Could you use anything from your personal experience or somehow try to connect more with the reader - get them to make a personal connection to the topic?, Make your thesis more smooth- you mention all specific points though! :)
 - **Organization & Mechanics: Body Paragraphs - overall structure:** A: STRUCTURE: your body paragraphs go in order of how they are discussed in your thesis (e.g. 1st point in thesis = perception change and body #1 discusses perception change OR the first part of each paragraph discusses perception change), D: TRANSITIONS: no paragraphs begin with a transition word or phrase that helps ideas flow naturally ("First," "Second," and "Last," etc DO NOT COUNT AS NATURAL TRANSITIONS), TRANSITIONS FEEDBACK: consider using words like: after, although, before, until, while, when, or whether to help create more natural flow into each paragraph
 - **Organization & Mechanics: Body Paragraphs - intro & conclusion sentences**
: A: INTRO SENTENCES: the first sentence of each paragraph CLEARLY identifies what will be discussed in that paragraph, B: CONCLUSION SENTENCES: the last sentence of at least two paragraphs CLEARLY reflects on the WHOLE paragraph and ties into the "SO WHAT?!" idea - making a bigger connection to why the content of that paragraph matters, CONCLUSION SENTENCE FEEDBACK BODY #1: the last sentence of paragraph #1 does not CLEARLY reflect on the WHOLE paragraph and tie into the "SO WHAT?!" idea - making a bigger connection to why the content of that paragraph matters, CONCLUSION SENTENCE FEEDBACK BODY #4: the last sentence of paragraph #4 does not CLEARLY reflect on the WHOLE paragraph and tie into the "SO WHAT?!" idea - making a bigger connection to why the content of that paragraph matters
 - **CONTENT: Addresses Colorado Department of Education, Colorado Teacher Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.:** A: writing reflects a deep understanding of the QTS II and the implications it has on you as a future teacher., A: Throughout essay, there are many (5-6) examples pulled from class activities AND personal experiences in reference to diverse learners, CONTENT FEEDBACK: most of your examples are pulled from class activities, what personal experiences could you tie in to your essay too?

- **MORE CONTENT: examples of: how perception of DLs has changed, how to identify DLs, and how to create a welcoming environment:** A: you have FOUR examples of how perception of DLs has changed, how to identify DLs, and how to create a welcoming environment
- **Conclusion Paragraph:** D: does not address strengths OR challenges of DLs in the classroom, Could you talk more about specific strengths and challenges
- **Voice & Tone:** A: tone adds interest and engages the reader; shows confidence and commitment to topic; consistent voice (either all 3rd person or all 1st person - no flipflopping)
- **Conventions: grammar, punctuation, spelling, sentence structure, and MLA formatting:** C: an accumulation of errors in conventions (4-5 mistakes); errors begin to detract from readability of the paper; 4-5 mistakes in MLA formatting, FEEDBACK: work on correct use/placement of COMMAS