



Unlocking Instruction Through Structured Teaching.....3
Positive School Climates and Diverse Populations.....5
Immigrant Students’ Rights to Attend Public Schools.....7

Focus: Teaching Quality

Fostering Culturally Diverse Learning Environments

by Paula Johnson, M.A.

There is an ever increasing threat spreading throughout many schools across the nation. In addition to economic disparity and achievement debt, U.S. educators and students are facing a gap in cultural understanding that has the potential to widen the disparity in academic performance of students among different cultural groups.

Furthermore, ingrained beliefs about persons from other races, religions and cultures is breeding fear and negativity resulting in growing disparities in disciplinary practices against students (Sheets, 2014). To educate our growing diverse student population, teachers must be prepared to foster learning environments that are inclusive of students from dramatically different backgrounds from themselves and fellow students.

Several factors must be in place to ensure that educational opportunity and success for all students are guaranteed. The IDRA Quality Schools Action Framework (Robledo Montecel, 2005) outlines specific *school system indicators* that carry the potential to strengthen public school education: (1) parent and community engagement, (2) student engagement, (3) teaching quality, and (4) curriculum quality and access (Robledo Montecel, 2005).

It is important for teachers to understand how these indicators support culturally competent instruction toward the successful development of personal and interpersonal awareness and sensi-

ivities while building content knowledge.

The Culture of the 21st Century Classroom

The National Education Association promotes four foundational skill areas that apply to individual teachers, schools and the entire educational system relating to cultural competence. “When applied to education, cultural competence centers on the skills and knowledge to effectively serve students from diverse cultures” (NEA, 2008).

First, teachers must value diversity by being accepting and respectful of cultural and religious backgrounds different from their own. Second, teachers must be aware of their own cultural identity in order for them to understand where their cultural perspectives originate. Third involves understanding the dynamics of cultural interactions and the historical and current context from which they may arise. Finally, educators must strive to institutionalize cultural knowledge and adapt to diversity by designing learning experiences that better serve diverse populations.

The IDRA South Central Collaborative for Equity (SCCE) is one of 10 equity assistance centers funded by the U.S. Department of Education. As an equity assistance center, the IDRA SCCE is charged with – among other things – providing technical assistance to districts and schools that come under consent decree by (cont. on Page 2)

“Teaching quality is about the men and women who dedicate their lives to educating our children. It is also about providing the training, mentoring, coaching and professional development that nurtures teachers’ development and success in serving our diverse student population.”

– Dr. María “Cuca” Robledo Montecel, IDRA President and CEO

(Fostering Culturally Diverse Learning Environments, continued from Page 1)

local courts or the U.S. Department of Justice in regards to violations of student civil rights. In many instances, our collaborations with districts throughout our five-state region (Arkansas, Louisiana, Oklahoma, New Mexico, Texas) involve reports of disproportionality in student discipline and of racial discrimination. We work in partnership with district leadership to begin courageous conversations among administrators, teachers, parents and students about race, bias and culture that lead to positive classroom climates where all students feel valued.

In order to overcome the influence of implicit biases, it is crucial to address them. Implicit biases are embedded stereotypes that heavily influence our decision-making without our conscious knowledge. Implicit biases can be fueled by a variety of sources. There are institutional and individual biases both inside and outside of the classroom. Students are exposed to teacher influences, inequitable enforcement of student codes of conduct, and learning materials every day in school. At home and in their communities, students are subjected to other influences of implicit racial bias through the media, family and friends, experiences with law enforcement, and while shopping with parents.

It is important to note that there are other biases that students encounter on a regular basis apart from race and culture. Gender and sexual orientation, disability, income, religious affiliation, and language are also areas of constant attack for some students.

Addressing Implicit Biases in the Classroom

As educators, we must carefully, critically and honestly examine our own racial attitudes for evidence of implicit bias. Every teacher must be

brave enough to reflect on his or her own instructional practices. Ask yourself: “Who do I call on and how often?” “How do I seat students or group them?” “Do I truly value the differences among my students and if so, how?” “Do I have the same expectations for all my students?”

By affirmatively countering negative stereotypes that sustain biases with more accurate facts and perceptions, teachers also can help lessen the influence of implicit bias. Teachers can be instrumental in demonstrating actions that lead to the disruption of biases in the classroom and school setting.

What can teachers do? (excerpt from Rudd, 2012)

- Model how to talk about race in a transformative way.
- Make connections with people from racial and ethnic groups that differ from their own.
- Expose racial disparities in critical opportunity domains, including education, while presenting examples of people who have overcome barriers to opportunity.
- Evaluate media messages more critically for evidence of racial and ethnic bias.
- Educate multiple audiences, including fellow teachers, employers, judges, politicians, students, and parents, about the causes and consequences of implicit racial bias (in language that is accessible to these audiences).
- Educate all students to become agents of change to improve opportunity for all people in the society.

Events over that last several years involving shootings between police officers and citizens speak directly to the need for us to come together as a

nation in an effort to better understand the beliefs, practices and history of those outside of our own cultural group. Similarly, implicit bias is a driving force behind disproportional discipline practices that are rapidly increasing in public education as well.



A 2014 report from the Kirwan Institute concludes that “implicit bias is a powerful explanation for the persistence of many societal inequities.” The problem lies in the fact that many educators (like many others) are not aware of these biases that run the risk of affecting their instructional practice on a daily basis. The U.S. Department of Education encourages schools to implement training that emphasizes strategies to ensure fair treatment of all students in addition to professional development focused on instructional practice (2014). As 21st century classrooms become more and more diverse with generations of students entering the school system, it has also become increasingly vital to integrate cultural awareness into the classroom.

Paula Johnson, M.A., is an IDRA education associate. Comments and questions may be directed to her via email at paula.johnson@idra.org.



See references for this article at www.idra.org/IDRA_NL_current/



See our bilingual flier: Six Goals of Education Equity <http://budurl.com/IDRA6goals>



Learn more about the Quality Schools Action Framework <http://budurl.com/IDRA6c>

The Intercultural Development Research Association (IDRA) is a non-profit organization with a 501(c)(3) tax exempt status. The purpose of the organization is to disseminate information concerning equality of educational opportunity.

The IDRA Newsletter (ISSN 1069-5672, ©2016) serves as a vehicle for communication with educators, school board members, decision-makers, parents, and the general public concerning the educational needs of all children in Texas and across the United States.

Permission to reproduce material contained herein is granted provided the article or item is reprinted

www.idra.org

in its entirety and proper credit is given to IDRA and the author. Please send a copy of the material in its reprinted form to the IDRA Newsletter production offices. Editorial submissions, news releases, subscription requests, and change-of-address data should be submitted in writing to the IDRA Newsletter production editor. The IDRA Newsletter staff welcomes your comments on editorial material.

Portions of the contents of this newsletter were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and endorsement by the federal government should not be assumed.

Publication offices:
5815 Callaghan Road, Suite 101
San Antonio, Texas 78228
210-444-1710; Fax 210-444-1714
www.idra.org | contact@idra.org

Maria Robledo Montecel, Ph.D.
IDRA President and CEO
Newsletter Executive Editor

Christie L. Goodman, APR
IDRA Communication Manager
Newsletter Production Editor

Sarah H. Aleman
Secretary
Newsletter Layout

Unlocking Instruction Through Structured Teaching

by Nilka Avilés, Ed.D.

The understanding that changes in school organization and practices can improve teaching and learning has profoundly influenced educational reform over the past decades. A new trend has emerged that focuses on high quality teaching that embraces evidence-based approaches, but with limited attention to aligning these approaches to the strengths and realities that define a diverse student context. It is particularly important that we re-examine how teachers teach and focus on developing what is commonly known as 21st century skills and mindset focusing on the assets that students bring to school.

Schools have a responsibility to foster such a mindset in guiding students' cognitive development and strengthening non-cognitive factors that speak to resiliency and persistence of students to succeed. In essence, the school must play a critical role in individual empowerment and change. If a school is to renew itself, it must become serious about supporting and empowering teachers and students. The school itself must be a self-actualizing, reflective, learning and knowledge-creating organization for all students, not just a few.

In many cases, the essential organizational changes involve building capacity to continually develop a safe learning environment where staff and governance truly support the academic success of all students. In short, we as educators must reconsider how we think when we interact with students and parents if we expect changes in student learning.

Throughout the 19th and first half of the 20th centuries, the emphasis of education was on *how schools should work*. The primary focus was on management and bureaucracy rather than how a student acquires information and learns.

During the 19th century, teaching required knowledge of a subject, an aptitude for teaching, and classroom management, according to Horace Mann (Cooney, et al., 1993). The emphasis was

on *what subjects to teach* rather than how to better reach students and assure their academic success.

Much remained the same until 20th century pioneers, such as Jean Piaget, Lev Vygotsky, John Dewey and Albert Bandura, laid the groundwork that addressed the student side of the educational process. *How students learn* and process information became the new norm, replacing the old focus on what should be taught (Omstein & Hunkins, 2013; Spring, 2001; Guted, 2000).

Today, the movement is toward interaction and involvement of the *whole child* in the learning process where structured teaching results in independent learning (Fisher & Frey, 2014). In other words, in a structured teaching classroom, the responsibilities of teaching and learning shift from teacher-centered to student-centered, where students are encouraged, engaged and equipped to become self-directed learners assuming "responsibility" for their own learning (Cordeiro & Cunningham, 2012; Knight, 2008).

It is essential that teachers thoroughly understand pedagogy and how students think and process information. Gardner's research on multiple intelligences can provide the teacher with information and tools that students use to acquire and internalize information (Gardner, 2011; Carreón-Sánchez, 2015). Subject mastery is also necessary.

The purpose of structured teaching is to transfer the center of learning from the teacher to the student through teacher-structured processes within lesson design. It begins with teacher-focused instruction and ends with independent learning by the student. The teacher models his or her own metacognitive thinking processes and then, through guided lesson designs and collaborative learning ideologies, results in the student achieving independent metacognitive skills of their own.

(cont. on Page 4)

The purpose of structured teaching is to transfer the center of learning from the teacher to the student through teacher-structured processes within lesson design.

IDRA South Central Collaborative for Equity

For more information about the IDRA South Central Collaborative for Equity or to request technical assistance, contact us at 210-444-1710 or contact@idra.org.

Additional resources are available online at www.idra.org/South_Central_Collaborative_for_Equity

funded by the U.S. Department of Education

(Unlocking Instruction Through Structured Teaching, continued from Page 3)

Using the Fisher & Frey model for structured teaching, “teacher responsibility” includes focused and guided instruction, and “student responsibility” includes collaborative and independent learning (2014).

Focused Instruction Phase – “I do it.”

Focused instruction is designed to establish a clear purpose for the lesson. Purpose must be connected to relevance and application to real world experiences. In addition in this phase, metacognitive thinking is demonstrated by the teacher through modeling. It should be noted that this phase is directed specifically by the teacher.

Guided Instruction Phase – “We do it.”

This phase challenges the student to apply what was learned in the focused instruction phase. The teacher guides the students through relevant questioning, prompting and cuing. Planning is the most important concept for guided instruction. Learning is now beginning to shift from the teacher to the student.

Scaffolding and checking for understanding is emphasized in this phase. This is where the teacher first becomes aware of how the students demonstrate their thinking processes. Based on assessment, differentiated instruction occurs in this phase. Further, guided instruction requires interaction with peers as well as with the teacher providing students with multiple ways to access content to enhance learning.

Collaborative Learning Phase – “You do it together.”

The students now are expected to assume increased “responsibility” in their learning. In this phase, teachers provide students with multiple ways to demonstrate knowledge and skills, while increasing engagement and learning. The cognitive and metacognitive method of learning is the focus of collaborative learning. Students are expected to apply what they have learned in focused and guided instruction.

This phase requires student to interact and support with one another. Students must provide evidence that supports their learning. Of equal importance is developing effective communication, inquiry, decision making, goal setting, self-monitoring, problem solving and other non-cognitive factors.

During this phase, students use academic vocabulary and begin to demonstrate their thinking processes modeled by the teacher. The teacher then has the opportunity to monitor and assess where the students are and to see if there are areas that need to be retaught or to continue to scaffold, enrich and move students to the next level. This phase provides teachers with more accurate understanding of their students’ knowledge and skills.

Independent Learning Phase – “You do it alone.”

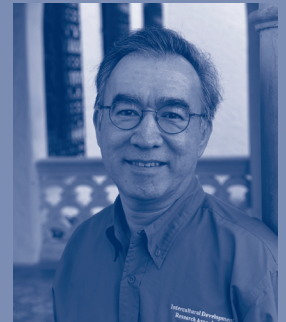
The outcome of the previous phases culminates with independent learning. In this phase, students use cognitive skills they have learned, leading to the realization of their own thinking processes. Students have learned an understanding of what they are trying to accomplish, what

(cont. on Page 8)



Meet Charles Cavazos, Education Assistant

Charles Cavazos is the data analyst at IDRA. Charles is from San Antonio and came to IDRA in 1983 after graduating from Alamo Heights High School and Trinity University, where he received a B.A. in English. He has run the annual IDRA attrition study analysis every year since 1990 and has compiled the evaluation statistics for the IDRA Coca-Cola Valued Youth Program since its inception. He also assists in the production of publications as a proofreader (including this one). And he is one who IDRA staff call on when they have problems with technology.



Charles was among those tens of thousands of Americans who donated blood for the first time on September 12, 2001, and remains a faithful platelet donor to this day. His most recent donation was last month. And while he has never suffered a broken bone or a laceration that required stitches, he has been bitten by a rattlesnake. Charles is the godfather of his one-year-old grandniece.

As a data analyst, Charles will most often be found working with numbers. But he fills his spare time with words. Charles is an avid reader and commits himself to reading the equivalent of 40 400-page books every year. He concentrates on literature, philosophy and history. He maintains a “to-be-read pile” that is impossibly long and never seems to get any smaller, as he often adds to it. Among the books Charles has read this year are, *Wolf Hall*, *The Third Rumpole Omnibus*, *Rousseau’s Confessions*, and the *Iliad*. Oh yes, the *Iliad* – it was the sixth different translation he has read at least once (and it won’t be the last).

His formal education, while strong, left him unaware of the inequities in public education. Working at IDRA has opened his eyes to the unfair difficulties that most school children, and their families, confront. Charles reads as a means to continue his own education, gaining not only knowledge, but also tolerance and understanding. He has faith that, in the aggregate, reading produces a better self. A good education engenders a desire to learn more – an ethos that Charles wants to live in public schools.

Positive School Climates and Diverse Populations

by Kristin Grayson, Ph.D.

Examining school climate is essential as the new academic year begins. In fact, the U.S. Department of Education states that school climate measurement is the first step toward school improvement, is a tool for school accountability, and is an evidenced-based method for documenting school needs (2016).

A positive school climate means having meaningful and collaborative relationships between teachers and students, teachers and administrators, and among students. It lays a strong foundation for learning in an environment of mutual respect and responsibility.

As public schools are becoming increasingly diverse, creating this inclusive environment can be seen by some as very challenging. In many ways, school climate reflects the larger societal conversations that are occurring among diverse communities. Bringing diverse communities together, whether in cities or schools, begins with conversations and a perspective of empathy.

Creating a positive school climate of empathy involves developing staff and students' *cultural competency* (having beliefs and knowledge that are accepting about others) and *intercultural proficiency* (being able to effectively communicate messages that others receive as appropriate). Administrators and teachers must know about their diverse students and their cultures, and through the spirit of empathy, recognize that they are valuable learners. These aspects of knowledge and belief must be in place even before teachers and administrators begin to "do" their daily jobs of teaching in the classroom and directing the campus.

English learners are one of the diverse populations to consider when developing or shoring up a positive and empathetic school climate. The school needs to address their emotional, social and learning needs within an environment of collaboration and community. Like all students, English learners need to feel physically and emotionally

safe. They must sense that the students and adults around them care about them. When this type of environment is in place, they have a greater attachment, engagement and commitment to school – all resulting in better academic performance with less disruptive behaviors.

Adults and students can all go through a process to develop intercultural proficiency necessary for collaborative interactions. This requires everyone to...

- Examine their own attitudes toward others so that they have...
 - respect (value other cultures),
 - openness (withhold judgment), and
 - curiosity and discovery despite ambiguity.
- Increase their knowledge and comprehension of...
 - cultural self-awareness,
 - deep cultural knowledge of others, and
 - sociolinguistic awareness (how languages are used within different contexts).
- Develop skills that involve listening, observing and evaluating in order to be able to ...
 - analyze,
 - interpret, and
 - relate with interactions that are effective and appropriate.

When interaction is both effective and appropriate, intercultural competence develops. The speaker, for example, is delivering his or her message, and it is being received by the other as appropriate (acceptable as opposed to offensive).

Through this process of building knowledge and awareness of self and others, an individual has a shift in his or her information and perceived frame of reference, and that person is now internally more adaptable, flexible and empathetic, with an expanded view (a perspective that is ethnorelative) that is inclusive of others' backgrounds.

(cont. on Page 6)

Creating a positive school climate of empathy involves developing staff and students' cultural competency (having beliefs and knowledge that are accepting about others) and intercultural proficiency (being able to effectively communicate messages that others receive as appropriate).

(Positive School Climates and Diverse Populations, continued from Page 5)

Putting Theory into Practice

That is the research and theory about school climate and English learners. However, what does this mean in practice for administrators and teachers? What can schools do to create a school climate that is inclusive of linguistically diverse students and families?

- **Begin the year with a pre-service workshop** with the objective of further developing staff's cultural and intercultural competency. Staff can individually examine their own cultural backgrounds and potential biases. They also can share with other staff so that they can operate as a community of educators with respect and appreciation for each other.
 - Practice scenarios with different interpretations such as those in the book, *Exploring Culture: Exercises, Stories and Synthetic Cultures*, by Hofstede, et al. (2002).
 - Look at pictures and create stories for people in the pictures. Examine how these stories might reflect biases and stereotypes.
 - Use activities from the Teaching Tolerance online clearinghouse throughout the school year for staff and for students to help create and sustain positive school climate (see www.tolerance.org).
- **Use students' given names** with correct pronunciations as used by their own families and peers.
- **Build trust** with individual students by communicating with them, without judgment, about their influential **past experiences** both in and out of school. Assure students that sensitive information will remain confidential (and keep it confidential).
 - Assign all students to write or draw a list called: "Ten Things I Want You to Know About Me."
- **Build your knowledge about students' cultures** both through discussions with them and through scholarly works, such as that by Gert Hofstede (see website). Avoid limiting discussions to surface culture observations (food, holidays, arts, folklore, history and personalities). Compare your national culture with other national cultures represented, while realizing that culture is a group of social phenomena and does not stereotypically pertain to each individual.
- **Build your knowledge about the strengths of each English learner** in your classroom.

Instead of focusing on the fact that "they don't know English," find out what they do know. Keep in mind that school personnel are never permitted to inquire about a student's legal status. All children of school-age who live in the United States are entitled to a free quality and equitable public education (see Page 7).

- Find out about students' prior schooling. How many grades did they complete? Can they read and write in their home language? Did they excel in specific subjects or do they have particular areas of individual interest? Use this knowledge of their previous education to help them make a smoother transition to English.
- Some newcomer students may have arrived in the United States as unaccompanied minors. Remember that your role as an employee of a public school is to provide them with a quality equitable education and to not judge or give opinions about their documentation status. Instead, take a step back and be amazed at the skills and strengths of students that may have arrived as unaccompanied minors. They have traversed countries and crossed borders as a child probably with little money, food, or direction. This type of journey demonstrates positive qualities of the student such as determination, bravery, skill, and resiliency. Be the empathetic and supportive adult that these students need. For many children, this has probably been a traumatic life event, and they need support to resolve their inner anxieties and fears in order to avoid a more disabling post-traumatic stress disorder.
- **Build knowledge about students' language** and how it is used in different group settings. Become aware of possible linguistic misunderstandings.
 - For newcomer students, allow them to complete assignments in their own language when possible. (For example, if the assignment is to write a five paragraph essay about a given topic, allow them to write it in their own language.) For grading, use pass/fail after having a school certified translator/interpreter read their writing and describe the contents to you.
 - Realize that English learners do not always have command of the nuances of the English language. This might include not knowing how to make statements of apologies, feedback and complaints. Instead of

being offended by how they use language, help them rephrase language as needed. Be the language role model that they need and the trusted staff member that helps them understand that you do not take offense but offer support and help.

- **Be empathetic** and imagine that you are the student. Attend a workshop or class given in their language.
- **Acknowledge the diversity** of the school.
 - Get a flag from every country represented in the school (including American Indian nations) and display them in the school auditorium.
 - Have students give the welcome to school or parent assemblies in their different languages.
 - Have after-school clubs that all students can join to learn about the heritage of different groups (such as a mariachi band, a Native American dance group, a Spanish spelling bee).
 - Be sure to include English learners on special school committees, such as the yearbook team, cheer group, and student council.

Begin the school year with positive supports in place. Create a school environment that is inclusive and collaborative of the tapestry of the diversity of current U.S. society.

Kristin Grayson, Ph.D., is an IDRA education associate. Comments and questions may be directed to her via email at kristin.grayson@idra.org.



See references for this article at
www.idra.org/IDRA_NL_current/



Listen to the podcast episode:
The teacher as a Culturally Proficient Coach
<http://budurl.com/IDRApod58>



Listen to the podcast episode:
Leading a Diverse Campus to Success (principal interview)
<http://budurl.com/IDRApod27>

Immigrant Students' Rights to Attend Public Schools – School Opening Alert

This alert is a reminder that public schools, by law, must serve all children. The education of undocumented students is guaranteed by the *Plyler vs. Doe* decision, and certain procedures must be followed when registering immigrant children in school to avoid violation of their civil rights.

The U.S. Department of Justice and the U.S. Department of Education published in May 2014 a letter advising school officials that activities that deny or discourage students to attend school are unlawful. The letter begins, “Under federal law, state and local educational agencies are required to provide all children with equal access to public education at the elementary and secondary level.”

In *Plyler vs. Doe*, the U.S. Supreme Court ruled that children of undocumented workers have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents. Like other students, children of undocumented workers in fact are required under state laws to attend school until they reach a mandated age.

School personnel – especially building principals and those involved with student intake activities – should be aware that they have no legal obligation to enforce U.S. immigration laws.

The Supreme Court arrived at this decision because such practices that deny or discourage immigrant children and families from public schooling:

Victimize innocent children – Children of undocumented workers do not choose the conditions under which they enter the United States. They should not be punished for circumstances they do not control. Children have the right to learn and be useful members of society.

Are counterproductive for the country – Denying children access to education does not eliminate illegal immigration. Instead, it ensures the creation of an underclass. Without public education for children, illiteracy rates will increase and opportunities for workforce and community participation will decrease. Research has proven that for every \$1 spent on the education of children, at least \$9 is returned.

Waste valuable time while losing sight of principal goals of public education – Rather



Get a copy of this alert in English and Spanish to share with others
<http://budurl.com/IDRApod94>



Get this new eBook on Supporting Immigrant Students' Rights to Attend Public Schools
<http://budurl.com/IDRAeBimmig>

than teaching students, school officials would spend their time asking our millions of school children about their citizenship status. States would be forced to spend millions of dollars to do the work of the U.S. Immigration and Customs Enforcement (ICE) agency.

Promote misinformation – Incorrect assumptions and inappropriate figures have been used to blame immigrants and their children for economic problems.

Encourage racism and discrimination – In turbulent, financially troubled times, immigration often becomes a focal point of public discourse. Many consider a preoccupation with the immigration status of children of undocumented workers to be a form of discrimination and racism.

As a result of the *Plyler* ruling, public schools may not:

- deny admission to a student during initial enrollment or at any other time on the basis of undocumented status;
- treat a student differently to determine residency;
- engage in any practices to “chill” the right of access to school;
- require students or parents to disclose or document their immigration status;
- make inquiries of students or parents intended to expose their undocumented status; or
- require social security numbers from all students, as this may expose undocumented status.

Students without a social security number should be assigned a number generated by the school. Adults without social security numbers who are applying for a free lunch and/or breakfast program for a student need only state on the application that they do not have a social security number.

The *Family Education Rights and Privacy Act* prohibits schools from providing any outside agency

– including the ICE agency – with any information from a child’s school file that would expose the student’s undocumented status. The only exception is if an agency gets a court order (subpoena) that parents can then challenge. Schools should note that even requesting such permission from parents might act to “chill” a student’s *Plyler* rights.

At IDRA, we are working to strengthen schools to work for all children, families and communities. Help us make this goal a reality for every child; we simply cannot afford the alternatives. Denying children of undocumented workers access to an education is unconstitutional and against the law.

You can also visit IDRA’s website for a printable flier in English and Spanish as well as a copy of the letter from the U.S. Department of Justice and the U.S. Department of Education (May 2014).



Immigrant Children’s Rights to Attend Public Schools – IDRA Classnotes Podcast
<http://budurl.com/IDRAimmig3>

More Information

For help in ensuring that your programs comply with federal law, contact the Department of Justice, Civil Rights Division, Educational Opportunities Section at 877-292-3804 or education@usdoj.gov, or the Department of Education Office for Civil Rights at 800-421-3481 or ocr@ed.gov. You also can contact the OCR enforcement office that serves your area.

For more information or to report incidents of school exclusion or delay, call:

META (Nationwide) 617- 628-2226

MALDEF (Los Angeles) 213-629-2512

MALDEF (San Antonio) 210-224-5476

NY Immigration Hotline (Nationwide) 212-419-3737

MALDEF (Chicago) 312-427-0701

MALDEF (Washington, D.C.)

202-293-2828



Non-Profit Organization
 U.S. POSTAGE PAID
 Permit No. 3192
 San Antonio, TX 78228

INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION
 5815 CALLAGHAN ROAD, SUITE 101
 SAN ANTONIO, TEXAS 78228

Focus: Teaching Quality

Subscribe Today!



Sign up for IDRA's free email newsletters!
<http://budurl.com/IDRAsubscribe>



Get IDRA's Classnotes Podcast via iTunes or online
<http://www.idra.org/Podcasts/>

Connect with Us Online



facebook.com/IDRAedu



twitter.com/IDRAedu



slideshare.net/IDRAedu



pinterest.com/idraedu



budurl.com/IDRALinkedIn



flickr.com/IDRAedu



budurl.com/IDRAYouTube

(Unlocking Instruction Through Structured Teaching, continued from Page 4)

strategies are best used to accomplish the goal, assess the value of the strategies, and how to expand their knowledge into other tasks.

Formative assessment is essential for the independent learning phase. The teacher must continue to be instrumental in checking in with the students and continue to assess their progress. Instruction should be well-informed as much as possible by detailed knowledge about students' specific strengths, needs, and areas for growth.

Teaching Effectiveness

To determine the effectiveness of structured teaching, it is imperative that teachers continually reflect upon their input into the process and assess the outcomes. Is the teacher grounded in the current theories and practices that are researched and evidenced based? Is the teacher using Bloom's taxonomy, multiple intelligences, cognitive and metacognitive theories, and instructional practices that affect all students, including English learners?

Lastly, it is the teacher who ultimately has the

most positive impact on learning. That is why student success is bound with passionate teachers who inspire innovative learners to achieve their maximum potential. They are responsible for creating ways to improve their teaching skills and improve student success. Teachers must understand it is their duty to strengthen their practice by being fully informed, become competent, skilled, and prepared to provide a quality education to all students by leading and helping them take control of their learning and move forward. When teachers unlock instruction, they are preparing today's learners to become tomorrow's leaders.

Nilka Avilés, Ed.D., is a senior education associate. Comments and questions can be directed to her via email at nilka.aviles@idra.org.



See references for this article at
www.idra.org/IDRA_NL_current/



Listen to the podcast episode: Reflective Teaching
<http://budurl.com/IDRApod61>

Assuring equal educational opportunity for every child through strong public schools that prepare all students to access and succeed in college