

"To Teach Me Is To Know Me"

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Conclusions:

- ❖ Students' interactions with their teacher can be either disabling or empowering and the quality of teacher-student interaction has a significant impact on academic performance and classroom behavior (Kea & Utely, 1998).
- ❖ Teachers need training in understanding the interaction between learning and context, avoiding the deficit model which views academic and behavior problems as a within-child problem (Echevarria & Graves, 2003).
- ❖ Effective teachers reflect on their practice and are mindful of the interaction between the learner and the instructional setting, materials, and teaching methods, and make adjustments as needed to facilitate learning (Echevarria & Graves, 2003).
- ❖ Preparing general education and special education personnel to work effectively with English learners begins at the pre-service level (Echevarria, Vogt, & Short, 2004).
- ❖ General and special education teacher preparation programs that address issues of diversity, second language acquisition, culturally relevant instruction methods, and empirically supported interventions contribute to a teaching force that implements meaningful and appropriate instruction for students with differing abilities (Echevarria, Vogt, & Short, 2004).
- ❖ For students who are so far behind to succeed, there must be an alignment: a determined principal, a systematic approach, help at home, and well-trained teachers who expect the students to succeed (*Tale of Two Schools*, 2003)

Concerns:

- ❖ In too many instances, when students experience difficulties, school personnel begin by viewing the difficulty as residing within the student (Kukic, 2002).
- ❖ Referral to special education is often the first option when teachers feel unprepared to work with students who struggle academically or who exhibit inappropriate classroom behaviors.
- ❖ A mismatch between a minority-learner's characteristics and the materials and teaching methods presented in school contributes to underachievement among this group of students (Echevarria, Vogt, & Short, 2004).