

NJSLS (New Jersey Standard Learning Standards and Affective Education)

- The purpose of this presentation is to discuss the alignment of the NJSLS (New Jersey Standard Learning Standards and how they relate to Affective Education.
- Teachers need to not only be aware of a student’s cognitive abilities, but to deal with Classrooms led social skills, self-esteem and diversity.
[ie: Magic Circle 44 years ago and today’s multi-diverse classrooms]
- Today’s teachers need to be aware of counseling and character education.
- Today’s teachers need to act as stand-in-mentors to counselor’s in addition to settling interpersonal problems between students.
- They need to understand character education as it applies in teaching students in a manner that will develop into socially acceptable beings.
- For example – forward thinking schools employ the use of character ed., social-emotional learning and Positive Behavioral supports that run through both district level and classroom based activation.
- There is now the emerging recognition when NJ school district curricula that leads with social skills as an integral full throttled feature of NJ teacher leadership
[ie: Social skills were taught through Magic Circles in 1972]
My middle school Ridgway in Edgewater Park employed Positive Behavioral Supports that were school-wide in addition to classroom rewards. The entire school worked together.]

Special Education

- A teacher’s needs to focus on teaching and instruction to have students overcome challenges and profoundly impact their lives as well as their families and educators.
- A teacher needs to be aware of a students’ abilities that are aligned with special ed needs in the effective realm.
- The Individuals With Disabilities Act of 2004 (IDEA) provides guidelines for special ed.
[ie: Student teachers who are not prepared for special ed. student’s needs]
- The Comprehensive Health and Physical Ed. standards provide a blueprint for curriculum and instruction.
- Under those guidelines there is an influence of self, family, school and global communities.

ELL Students

- Many ELL students wind up in special ed. classrooms due to language delays.
- ELL students receive 30 minutes of pull out instruction by a certified ELL instructors
- In lieu of pull-out instruction their teacher could use good practice of speaking slowly and succinctly, giving directions auditorally and visually and having the student repeat directions with all students.
- IDEA provides guidelines for special ed.
- Today’s classrooms are populated in regular ed. with an inclusive setting.

Special Ed. Integration

- The regular ed. teacher especially needs to be aware of students with learning differences and special needs.
- Early Childhood emphasizes social emotional skills and building a bridge to a student's self-esteem and confidence academic skills.
- This presentation puts the emphasis on these skills as a bridge to cognitive and academic skills.
- Students from other culturally diverse and linguistic varied systems must also be addressed.
- It is important to address the whole child, not their label. The teacher is not alone.
- They can bring together other teachers and support staff at a building and classroom level.
- If they have a student from another culture, they can invite the student's parents share items and special foods.
[ie: You can team teach a unit with another teacher who is from that particular country]
- The teacher can read a story about a national holiday while dressing in the same attire.
[ie: A teacher who is from India can read a story about Denali (Indian New Year) while wearing a native Indian costume.]
- Teachers need to become creative with addressing students needs.
- An example of an auditory learner. They can have a parent volunteer to record subject content and have them listen to it over and over again.
[ie: I had a mother create a tape of states and their capitals. Her son listened to the tape while falling asleep. He received 100's in all of his tests and the regular ed. students copied this special ed. method. His self-esteem soared.]

Summary

- No matter how challenged a student may be, treating him/her with love, kindness and respect will make them soar past their perceived limitations to new heights.
- It is most important for a teacher to be aware of The Comprehensive Health and Physical Education Standards which gives guidelines for the student's sense of self, family, school and global communities.
- The Individuals with Disabilities Act of 2004 (IDEA) gives guidelines for Special Ed. and teaching students with learning differences.
- In today's classrooms a teacher needs to know how to address ELL students who have language delays as well as working with special education students who need to learn differently.
- Of utmost importance is to develop positive self-esteem and confidence in our students no matter what their age.
- Good teaching practice is to develop learning experiences that will build success!
- When you find the good in student, teach to that good, the sky is the limit!
- Teaching to a student's strength will ensure the student will meet more successes. They will build on one another!

Standard 1 - Learner's Development

- Teachers need to be aware and understand how students learn and develop.
- The areas of social, emotional, cognitive, physical and linguistic abilities will develop at different rates.
- A teacher must be aware of all students' development.
- It's the philosophy of this presenter to have all students shoot for the stars!

Standard 2 – Learning Differences

- Diversity, culture, language and socio-economic status.
- Teacher's lesson plan must meet needs of all students.
- They need to respect students with special needs and those from other cultures and linguistic backgrounds.
- Carol Tomlinson promotes Differentiated Instruction.
- Lesson plans must be written to include high, medium and low levels.
- All students need to achieve regardless of their learning differences. Students are like butterflies –each is unique in a special way!
[ie: See a teacher from another culture or a student from another culture as previously discussed in Handout 1]

Standard 3 – Learning Environments

- Teachers need to develop a supportive environment.
- They must understand how to facilitate individual and collaborative learning that incorporates positive social interactions and students from various backgrounds.
- An inclusive classroom contains books and materials arranged in groups according to academic levels.
- These would be a mixture of various students.
- Technology may contain many academic levels.

Standard 6 – Assessment

- A teacher understands the need for applying various methods of assessment.
- A teacher can test in the best way to assess student's needs.
- Some students can take standard written tests.
- Other students would benefit from taking an oral test, selecting correct items or use of a wordbank.
- Howard Gardner's Multiple Intelligences can be used to match modality preference of the student.

Standard 7 – Planning for Instruction

- Teacher understands curriculum goals and standards require of students in knowledge of content.

- Curriculum becomes more meaningful when outside members of family, communities and professionals inside and outside of the school ensure students level of achievement.
- Building positive relationships is a goal to enhance learning.
[ie: An Autistic student can join chorus and even help the lunchroom ladies dole out desserts.]
- It's a win-win for everyone!

Standard 8 – Instructional Strategies

- Teacher understands how to encourage students to use and develop an understanding between the content and strategies.
- Teacher must accommodate students from diverse backgrounds and abilities.
- It's important for the teacher to match strategies and materials.
- [ie: Reading Instruction is a good way to differentiate instruction]

Standard 10 – Leadership and Collaboration

- A teacher needs to collaborate with their students working with them to reach their full potential.
- They need to engage with other professionals in providing support
- Perfect example of this is Team teaching in an Inclusive Environment
- [i.e.: The regular ed. teacher teaches the entire group a concept – then special ed. teacher can take a smaller group of students who are having difficulty with the concept and chunks the instruction into smaller units and provide more repetition.]