

Introduction:

Teachers never truly know what their students would be like until they meet and interact with them (unless notarized about student, if necessary). Even then, they won't truly know what the student(s) are like until they meet the individuals. Teachers who tailor their lesson plans to successfully include all students use different teaching strategies than other teachers, are much more effective than those who don't.

Body:

In order to become an effective teacher and use different strategies, the teacher must be attentive and perceptive of their students. They must really get to know who their students are. Knowing that a student or students have food or other allergies, various health conditions, are of LGBTQ+ status, exhibit or have behavioral issues, and/or exhibit special needs can give the teacher perspective to make lessons accordingly (Salend, 2016). An example of how a teacher would use a different strategy to engage a student who would be in need of extra assistance and motivation would be to understand the student's background and use that information to tailor lesson plans to benefit the entire class (Salend, 2016). The student(s) could be immigrants who might not be very fluent in English. Instead of teaching the curriculum in completely in English, the teacher could learn phrases of the student(s) who are immigrants and integrate into his or her teaching. In this way, the teacher can make the student(s), that are immigrants, feel more welcome and accepted for their language as they may still be in transition to learning English, and it

02/05/19

give the teacher's other students the opportunity to begin learning a new language. To further extend the strategy, the teacher can also teach lessons on the students on the student(s) that are immigrants' culture and give those students a platform to share their personal experiences and stories on their culture(s).

A personal example that I can attest to was at my alma mater high school. In 2014, there was an influx of English as a Second Language (ESL) students. Most, if not all, of these students spoke Spanish and in order to help them adjust to our school, teachers began learning simple Spanish phrases and integrating signs with both English and Spanish as well as having Braille for our students with vision impairments. A specific former/current teacher and director of the Foreign Language Department, at this school, went the extra mile to learn who these students were and offered mentorship and aid if they needed. In fact, this teacher offered aid to any student in need of it, regardless of gender, race/ethnicity, religion, sexual orientation, and special needs, and made her lessons accessible and easily relatable to the students.

Qualities of Effective Teachers

For teachers to be able to effectively include all of their students and be willing to do so, they must be caring, supporting and engaging as well as understanding and empathetic. They have to be determined to make sure that all of their students succeed and they have to be willing and involved to be able to understand each, individual child to create tailored lesson plans for their individual classrooms. They require a great deal of patience as the lessons might not produce instant results as it might take time, that is where persistence comes in to keep pushing the

teacher to continuing trying until the students become receptive. The teachers must also learn how to adapt to their students since what might work one time might not work the next time causing them to have to be creative, as well. They might rely on more-hands on and life-applicable activities. These teacher go the extra mile instead of demonstrating the bare minimum or no effort at all to create an inclusive learning environment.

Qualities of Not Effective Teachers

Teachers who are not effective creating an inclusive classroom learning environment share the opposite qualities of those who are effective. They don't take into account the individual backgrounds of each student as they witness their students grades and performances in the class. They would expect for students who are immigrants to either have learned English or just adapt and learn quickly as possible. The teachers don't foster a safe environment for minorities: LGBTQ+, students of color, and girls and women by dealing with hateful remarks and replacing them with words of kindness. These teachers may just care about the test results and grades as well as passing the student from their classroom to the next. The teachers might rely heavily on lecturing even if the teaching style might not helpful and appealing to all of their students for various reasons. These teachers are not very accepting and understanding and instead are fixed in their beliefs and understandings.

Making Schools More Inclusive

A study conducted by Shippen, Crites, Houchins, Ramsey, and Simon (2005) examining preservice teachers's perceptions with teaching students with special or other needs and deter-

02/05/19

mined that teacher prep programs were failing to be effective inclusiveness due to raw fact that the teachers were not properly prepared and trained to address problems concerning students with specific needs (cited by Harvey, Yssel, Bauserman & Merbler, 2010). If the teacher programs starting a collaboration of general and special education programs and educators, then the schools are more likely to become more inclusive and be more effective (Burstein, Sears, Wilcoxon, Cabello, & Spagna, 2004; cited by Harvey et al., 2010). If the teachers are able to incorporated knowledge and techniques from special needs education programs into general education programs in order to help students in their classes who have special and/or specific needs, these teachers will become more effective on building an inclusive learning environment that is welcoming to all of their students.

Conclusion:

In conclusion, teachers who are effective in creating an inclusive classroom and learning environment utilize different strategies and techniques to do so. They are caring, understanding, receptive, and creative. They understand their students in order to effectively integrate them into the inclusive learning environment and with the use of collaborative efforts between general and special education programs, schools can become more inclusive and able to help all of their students succeed.

Citation Page

Harvey, M. W., Yssel, N., Bauserman, A. D., & Merbler, J. B. (2010). Preservice teacher preparation for inclusion: an exploration of higher education teacher-training institutions. *Remedial and Special Education, 31*(1), 24–33. <https://doi.org/10.1177/0741932508324397>

Salend, S. J. (2016). *Creating inclusive classrooms: effective, differentiated, and reflective practices* (8th ed.). Boston, MA: Pearson.