

## ***Reminders and Lessons for Christian Education***

### **Individualized Learning**

- Learning Preferences
- Learning Skills/ Meta-Learning
- Cultural Background
- Special Conditions
- Social Needs and Preferences
- Personality Differences
- Gender Influences
- Socio-Economic Considerations

### **Individualized Planning**

- Present Levels of Performance / Narrative Approach
- Connections to Goals and Objectives/ Measurability
- Checkpoints/ Benchmarks for Instruction

### **Differentiation**

- What kinds of supports/ scaffolding can I develop to help (child X) with learning in my classroom?
- What kinds of strategies are best employed for the purposes outlined in my instructional planning? Social learning? Direct instruction? Repetitive practice?

### **Resources**

- Wrightlaw (Peter Wright) – [www.wrightslaw.com](http://www.wrightslaw.com)
- Federal Government IDEA Website - [idea.ed.gov](http://idea.ed.gov)
- Education Law Resource Center - [www.edlawrc.com](http://www.edlawrc.com)
- National Dissemination Center for Children with Disabilities - [www.nichcy.org/idea.htm](http://www.nichcy.org/idea.htm)

### **Discipline**

- Standards never change, procedures might.
- Analyzing behavioral issues in a classroom is a worthwhile activity (trying to determine causation, triggers, reinforcement, deeper issues, baggage).

### **Response to Intervention**

- <http://www.doe.virginia.gov/VDOE/suptsmemos/2007/inf239.html>
- “RtI is the practice of providing high-quality instruction/intervention matched to all student needs and using the learning rate and level of performance over time to make important educational decisions. RtI practices are proactive, incorporating both prevention and intervention and are effective at all levels from early childhood through high school.”

### **Diagnostic-Based Planning**

- The emphasis on assessment and its connection to fulfilling the school’s mission
- Pre-Testing/ Diagnostics use . . .
- Planning for Gaps
- Catering Instruction to Needs