

Specialized Instruction: Teaching and Leading Diverse Learners

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Abstract : With a global shortage of qualified educational professionals, school systems continue to struggle with adequate staffing. How might learning communities meet the needs of all students, in particular those with specialized needs. While the task may seem foreboding and certain factors may seem divergent, all are connected in the education of students. Special education has a significant impact on the teaching and learning experience of all students in an educational community. Even when there are concerted efforts at embracing learners with diverse aptitude and abilities, there are often many important local factors that are misaligned, overlooked, or misunderstood. Working with learners with diverse abilities, often requires intentional services and supports for students to achieve success. Developing and implementing specialized instruction requires a multifaceted approach to supports the entire learning community, which includes educational providers, learners, and families, all while being mindful of fiscal and natural resources. This research explores the implications and complexities of special education instruction and specializing instruction, as well as leading and teaching diverse learners. This work is separated into three sections: the state of special education, teaching and leading diverse learners, and developing educational competencies through collaborative engagement. This structured analysis extrapolates historical and current research on special education practices and the role of educators in ensuring diverse students meet success.

Keywords : - diverse learners, - special education, - modification and supports, - curriculum and instruction, - classroom management, - formal and informal assessments

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