

TEACHING To the Edges



EMPOWERING TEACHERS TO HELP
STUDENTS REACH THEIR FULL
POTENTIAL

William Carey University
ADHD Conference – Hattiesburg, MS
Dr. Patti Permenter

WCU



TATUM COURT



WILLIAM CAREY
UNIVERSITY

SCHOOL of EDUCATION

at TRADITION




EXPERIENCE TRADITION



What do bowling and teaching have in common?

7-10
SPLIT

SSHRC  CRSH



Supporting Exceptional Education Students



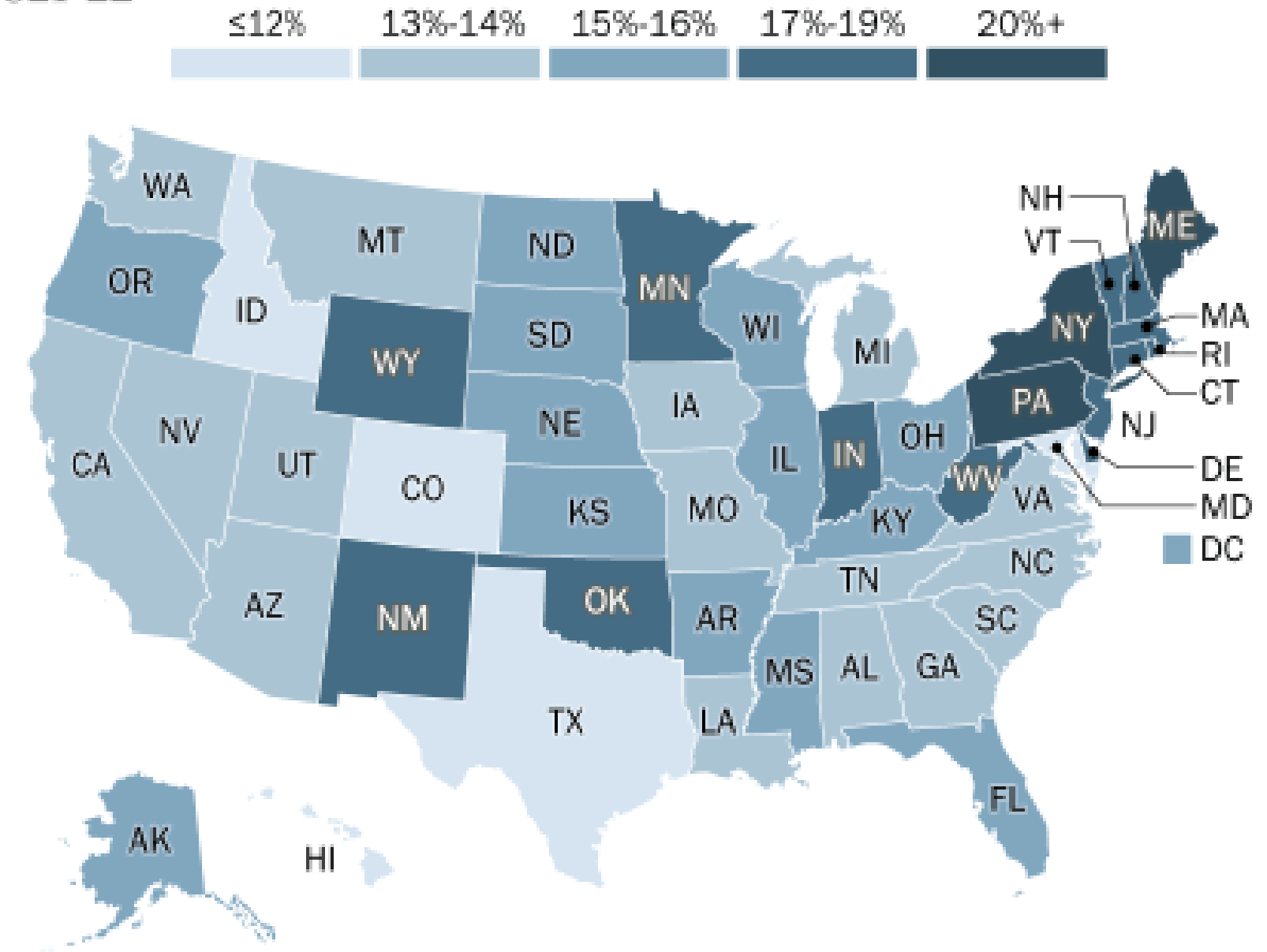
Trends in Special Education

Population has doubled in past 40 years - 3.6 million to 7.2 million.

1/3 specific learning disability such as dyslexia

12 % have been diagnosed with autism compared to 1.5 % in 2000.

Students with disabilities as a share of all public school students, 2021-22



Note: Includes those ages 3 to 21 served under the Individuals with Disabilities Education Act.

Source: National Center for Education Statistics.

PEW RESEARCH CENTER

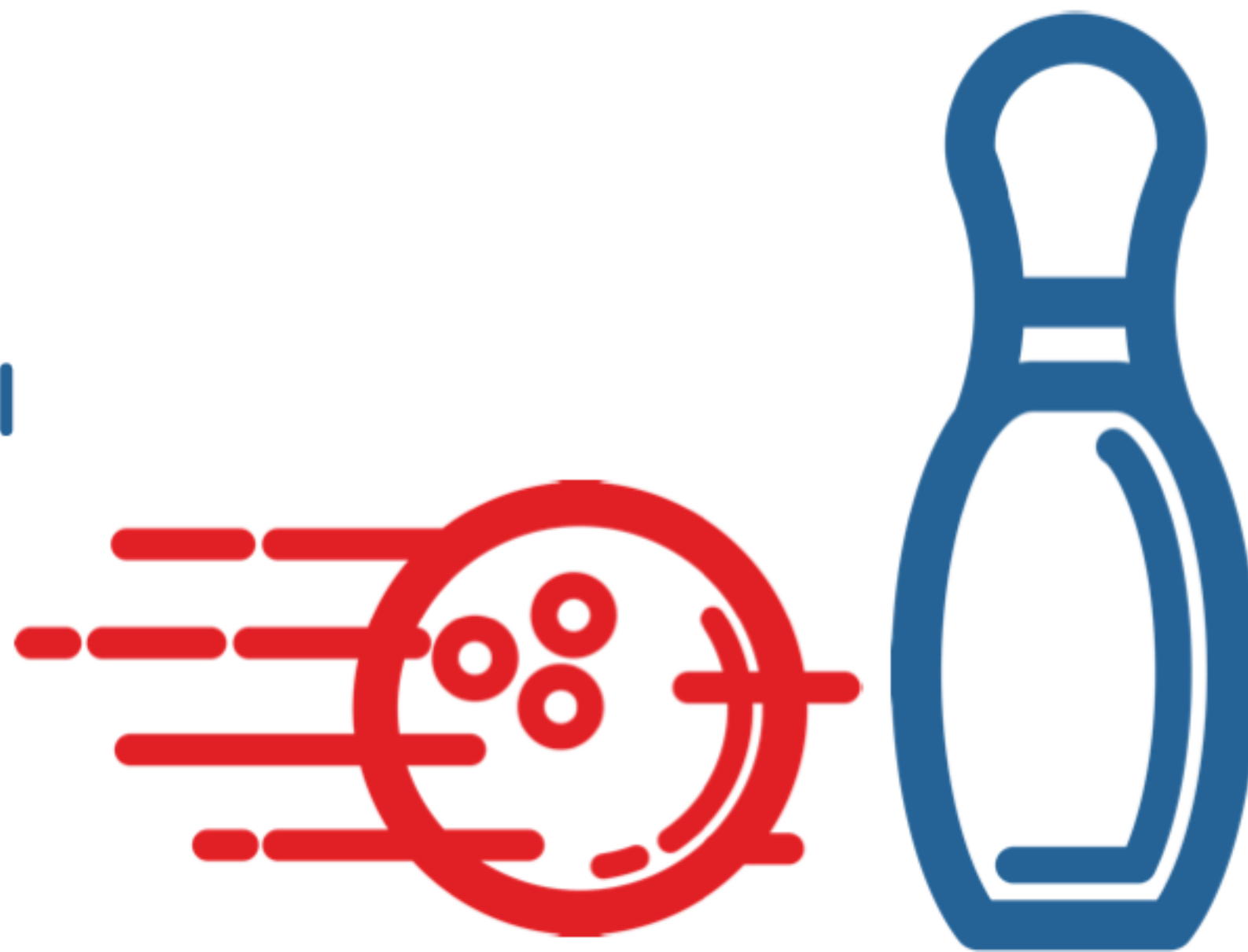
The Inclusion Dynamic



- DRASTICALLY CHANGED OVER 15 YEARS
- REPRESENTS 85%+ ACROSS THE NATION
- SELF-CONTAINED CLASSROOM RESERVED
FOR MOST INVOLVED STUDENTS

Inclusion Success

- Top-Down Buy-In
- Strong Teams and Teamwork
- Accountability of ALL involved including General Education Teachers
- Fidelity of IEPs



TEAMS THAT TEACH

1

LICENSED TEACHERS

- SPECIAL EDUCATION TEACHERS ARE NOT ASSISTANTS THEY ARE LICENSED TEACHERS.

2

LESSON PLANNING

- GENERAL EDUCATION AND SPECIAL EDUCATION TEACHERS NEED TO WORK TOGETHER ON LESSON PLANNING.

3

MODIFY AND ADAPT


- SPECIAL EDUCATION TEACHERS NEED TO DEVELOP MODIFICATIONS AND ACCOMODATIONS BASED ON LESSON PLANS.

4

SUPPORT

- GENERAL EDUCATION TEACHER SUPPORT IS IMPERATIVE FOR STUDENT SUCCESS.

On the MDE Website you Will find...



MISSISSIPPI
DEPARTMENT OF
EDUCATION

ABOUTNEWSREPORTS & DATASERVICESDIRECTORY

COMMUNITYFAMILYEDUCATORSADMINISTRATORS

Access for All Guide

The [Access For All \(AFA\) Guide](#) was developed by the MDE in collaboration with educators across the state to help teachers address issues that impact learners with a wide variety of needs. If you have questions regarding the Access for All Guide, please contact Ginger Koestler at gkoestler@mdek12.org or by phone 601-359-3498.

2021

- [Access for All Guide 2.0 by Mississippi State University Research & Curriculum Unit - issuu](#)

2019

- [2019 Access for All Guide](#)
- [January 17, 2019 Access for All Guide – Recorded Webinar](#)
- [Webinar Presentation](#)

Academic Education

601-359-3077
Staff

Links

Academic Standards

Career and Technical Education

Compulsory School Attendance Enforcement

Digital and Print Version of Resources that Cover...

Access for All Guide Instructional Implementation

17

DEFICIT AREA: ACADEMICS

Reading Comprehension.....	18-20
Word Recognition/Decoding.....	20-21
Auditory or Language Comprehension.....	21-22
Fine Motor Control/Spelling.....	23
Writing.....	
Dyslexia.....	
General Math Strategies.....	
Recalling Facts or Steps in a Process.....	
Word Problems.....	
More Abstract/Complex Mathematical Operations.....	
Basic Math Facts/Foundations Skills.....	

Hearing.....	
Vision.....	
Chronic Health Problems, Congenital Conditions, and He.....	

Speech Impairments.....	
Language Impairments.....	



DEFICIT AREA: SOCIAL/EMOTIONAL

Depression and Unhappiness, Physical Symptoms and Fears.....	38-39
Inappropriate Social Behaviors.....	39-40
Relationships and Social Interactions, Building and Maintaining Interpersonal Relationships.....	41
Trauma Induced.....	42-43



DEFICIT AREA: BEHAVIORAL

Academic Deficits.....	44
Incomplete Classroom and Homework Assignments.....	44-45
Avoidance.....	46
Inability to Accept Constructive Criticism.....	46-47
Does Not Follow Written or Oral Directions.....	47-48
Disorganized.....	48-49
Impulsiveness and Over-Excitement.....	49-50
Inappropriate Social Responses.....	51
Irresponsible.....	52
Non-Compliant with Classroom Rules, Teachers, or Other Personnel.....	52-53
Outbursts.....	53-54
Initial Reluctance to Participate.....	54-55
Transitions.....	55-56



DEFICIT AREA: ORGANIZATIONAL SKILLS

Physical Organization.....	57
Time Management.....	57-58
Keeping Track of Assignments.....	58-59

For Each Area of Concern You will Find...

- Questions that Address Potential Areas of Difficulty
- Possible Accommodations or Modifications
- Suggestions for Instruction



DEFICIT AREA: ACADEMICS

General Math Strategies

Questions that Address Potential Areas of Difficulty for the Learner

- Is the student having difficulty in math and learning given concepts?

Possible Accommodations and/or Modifications

- Provide an example of a correctly solved problem at the beginning of every lesson
- Have students verbally or visually explain how to solve a problem
- Introduce only one concept at a time and teach it to mastery
- Teach in small chunks so that students get lots of practice, one step at a time

26

- Provide learning aids, such as calculators, to help students focus on conceptual understanding
- Routinely model the use of estimation and have students estimate a reasonable solution before starting any computation
- Demonstrate all concepts with manipulatives
- Manage classroom time and activities
- Have routines and procedures
- Provide clear expectations for the class and other areas
- Individualize responsibilities and schedules
- Use cooperative learning & teaming
- Provide study guides
- Activate prior knowledge
- Check for understanding
- Use graphic organizers

Suggestions for Instruction

- Daily re-looping of skills and concepts
- MLA: Model Lead Assess
 - › M: Teach student skills with distinct, explicit steps
 - › L: Lead students in guided practice and correct missed steps throughout the process
 - › A: Assess and reteach as necessary missed steps and parts not mastered

Access for All Guide 2.0



Supporting English Language Learners



Fast Facts

Over the past 10 years, Mississippi's EL population has increased 1000 %.

Currently over 120 languages are spoken across the state with Spanish being the most spoken.



EL students have diverse backgrounds, languages, and educational profiles.

High-Quality Instruction Makes a Difference

Mississippi Department of Education
Recognition



Hattiesburg Excel By 5



Studies show that supporting children's early learning can lead to:

- **Higher test scores from preschool to age 21**
- **Better grades in reading and math**
- **Increase high school graduation rates**
- **Increase college enrollments**
- **Fewer teen pregnancies**
- **Improved mental health**
- **A longer lifespan**

Hattiesburg Excel by 5 Website

PARENT RESOURCES

“Providing parents with resources, guides, trainings, health fairs, children’s books and more are just a few ways we are working to promote early childhood literacy and development in the city of Hattiesburg.”

Hattiesburg Excel by 5 Website

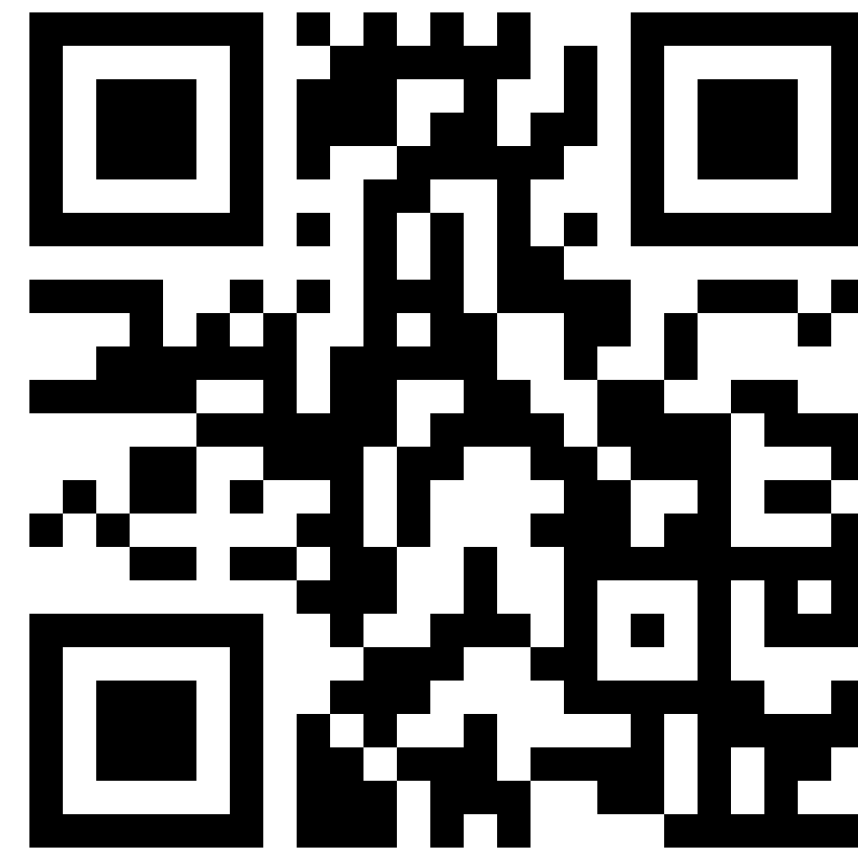


ENERO 2024

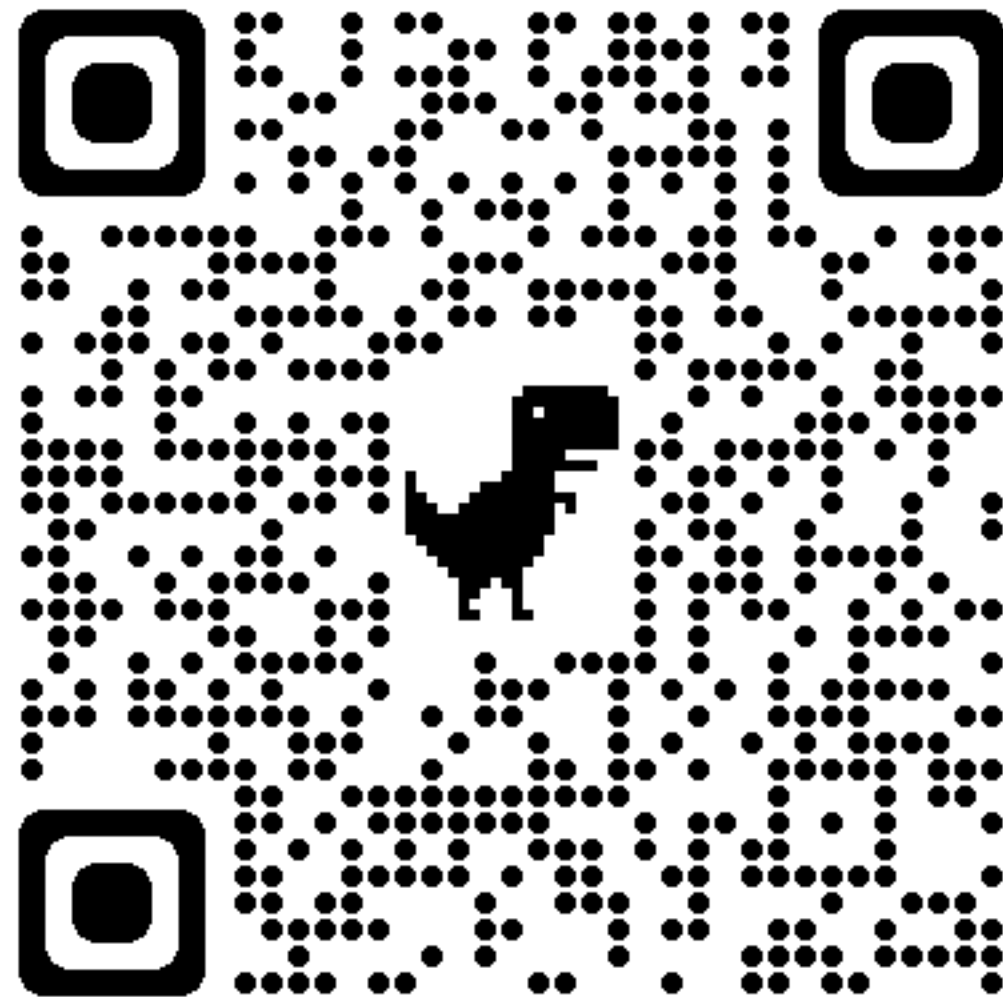
Los padres son los maestros principales. ¡Vamos a asegurar el éxito de su hijo en la escuela!

Fecha	Actividad	Objetivo	Actividad	Objetivo	Actividad	Objetivo
1	¡Feliz Año Nuevo!	Comenzar el año con energía positiva.	1	Comenzar el año con energía positiva.	1	Comenzar el año con energía positiva.
2	Actividad de lectura.	Leer juntos fortalece el vínculo y mejora las habilidades de lectura.	2	Actividad de lectura.	2	Actividad de lectura.
3	Actividad de escritura.	Escribir juntos ayuda a desarrollar la motricidad fina y la creatividad.	3	Actividad de escritura.	3	Actividad de escritura.
4	Actividad de matemáticas.	Jugar con números ayuda a comprender los conceptos básicos de la matemática.	4	Actividad de matemáticas.	4	Actividad de matemáticas.
5	Actividad de ciencias.	Explorar el mundo natural ayuda a desarrollar la curiosidad y el pensamiento crítico.	5	Actividad de ciencias.	5	Actividad de ciencias.
6	Actividad de arte.	Crear arte juntos ayuda a desarrollar la imaginación y la expresión personal.	6	Actividad de arte.	6	Actividad de arte.
7	Actividad de música.	Cantar juntos ayuda a desarrollar la audición y el sentido del ritmo.	7	Actividad de música.	7	Actividad de música.
8	Actividad de historia.	Leer historias ayuda a comprender el mundo y a desarrollar la empatía.	8	Actividad de historia.	8	Actividad de historia.
9	Actividad de geografía.	Explorar mapas ayuda a comprender el mundo y a desarrollar la orientación.	9	Actividad de geografía.	9	Actividad de geografía.
10	Actividad de salud.	Jugar con juguetes ayuda a desarrollar la coordinación y la fuerza.	10	Actividad de salud.	10	Actividad de salud.
11	Actividad de nutrición.	Preparar comida juntos ayuda a comprender los alimentos saludables.	11	Actividad de nutrición.	11	Actividad de nutrición.
12	Actividad de seguridad.	Jugar con juguetes ayuda a comprender las reglas y a desarrollar la responsabilidad.	12	Actividad de seguridad.	12	Actividad de seguridad.
13	Actividad de valores.	Leer historias ayuda a comprender los valores y a desarrollar la empatía.	13	Actividad de valores.	13	Actividad de valores.
14	Actividad de habilidades sociales.	Jugar con juguetes ayuda a desarrollar la comunicación y la resolución de problemas.	14	Actividad de habilidades sociales.	14	Actividad de habilidades sociales.
15	Actividad de emociones.	Leer historias ayuda a comprender las emociones y a desarrollar la empatía.	15	Actividad de emociones.	15	Actividad de emociones.
16	Actividad de resolución de problemas.	Jugar con juguetes ayuda a desarrollar la creatividad y la resolución de problemas.	16	Actividad de resolución de problemas.	16	Actividad de resolución de problemas.
17	Actividad de liderazgo.	Leer historias ayuda a comprender el liderazgo y a desarrollar la confianza.	17	Actividad de liderazgo.	17	Actividad de liderazgo.
18	Actividad de trabajo en equipo.	Jugar con juguetes ayuda a desarrollar la cooperación y el trabajo en equipo.	18	Actividad de trabajo en equipo.	18	Actividad de trabajo en equipo.
19	Actividad de responsabilidad.	Leer historias ayuda a comprender la responsabilidad y a desarrollar la confianza.	19	Actividad de responsabilidad.	19	Actividad de responsabilidad.
20	Actividad de perseverancia.	Jugar con juguetes ayuda a desarrollar la perseverancia y la confianza.	20	Actividad de perseverancia.	20	Actividad de perseverancia.
21	Actividad de optimismo.	Leer historias ayuda a comprender el optimismo y a desarrollar la confianza.	21	Actividad de optimismo.	21	Actividad de optimismo.
22	Actividad de gratitud.	Jugar con juguetes ayuda a desarrollar la gratitud y la confianza.	22	Actividad de gratitud.	22	Actividad de gratitud.
23	Actividad de generosidad.	Leer historias ayuda a comprender la generosidad y la confianza.	23	Actividad de generosidad.	23	Actividad de generosidad.
24	Actividad de honestidad.	Jugar con juguetes ayuda a desarrollar la honestidad y la confianza.	24	Actividad de honestidad.	24	Actividad de honestidad.
25	Actividad de justicia.	Leer historias ayuda a comprender la justicia y la confianza.	25	Actividad de justicia.	25	Actividad de justicia.
26	Actividad de paciencia.	Jugar con juguetes ayuda a desarrollar la paciencia y la confianza.	26	Actividad de paciencia.	26	Actividad de paciencia.
27	Actividad de respeto.	Leer historias ayuda a comprender el respeto y la confianza.	27	Actividad de respeto.	27	Actividad de respeto.
28	Actividad de confianza.	Jugar con juguetes ayuda a desarrollar la confianza y la confianza.	28	Actividad de confianza.	28	Actividad de confianza.
29	Actividad de amor.	Leer historias ayuda a comprender el amor y la confianza.	29	Actividad de amor.	29	Actividad de amor.
30	Actividad de esperanza.	Jugar con juguetes ayuda a desarrollar la esperanza y la confianza.	30	Actividad de esperanza.	30	Actividad de esperanza.
31	Actividad de fe.	Leer historias ayuda a comprender la fe y la confianza.	31	Actividad de fe.	31	Actividad de fe.

SUPPORTS FOR
PARENTS &
GUARDIANS
OF
**English
Learners**



<https://www.mdek12.org/EL>



About



A vetted selection of resources and best practices specifically for educators who support young Multilingual Learners.

The Multilingual Learning Toolkit, an online hub of research-based key principles, instructional practices, and accompanying resources, is the result of a collaborative effort between practitioners, experts, and researchers. The key audience for this work is teachers who work with Multilingual Learner children in PreK-3rd Grade as well as program administrators and higher education faculty members.



You can create your own personal resource library when you **sign up** for a free account. Get started!

Supporting Economically Disadvantaged Students



**Poverty - What comes to mind
when you hear this word?**

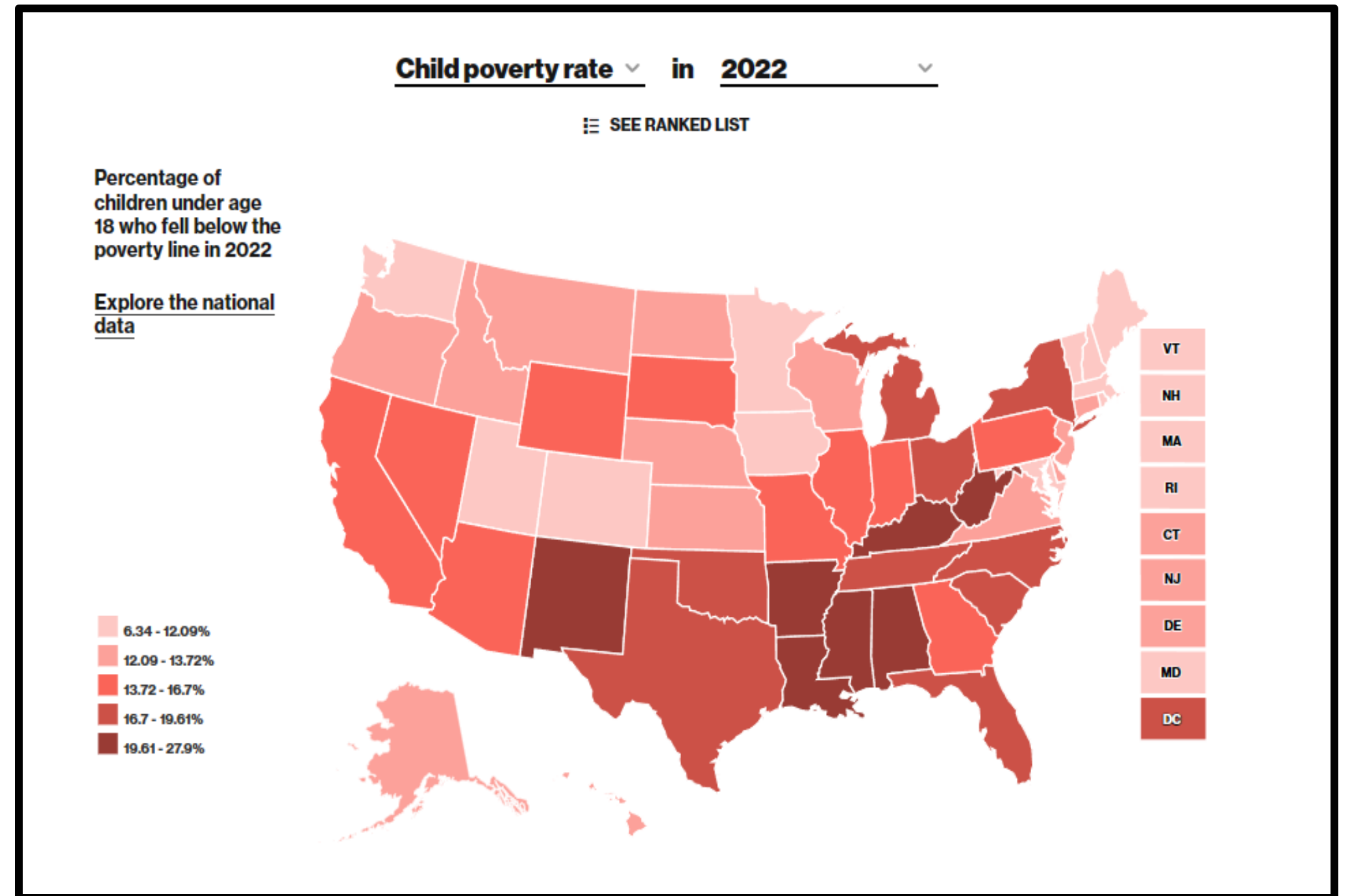


2022 Official Child Poverty Rates in the United States

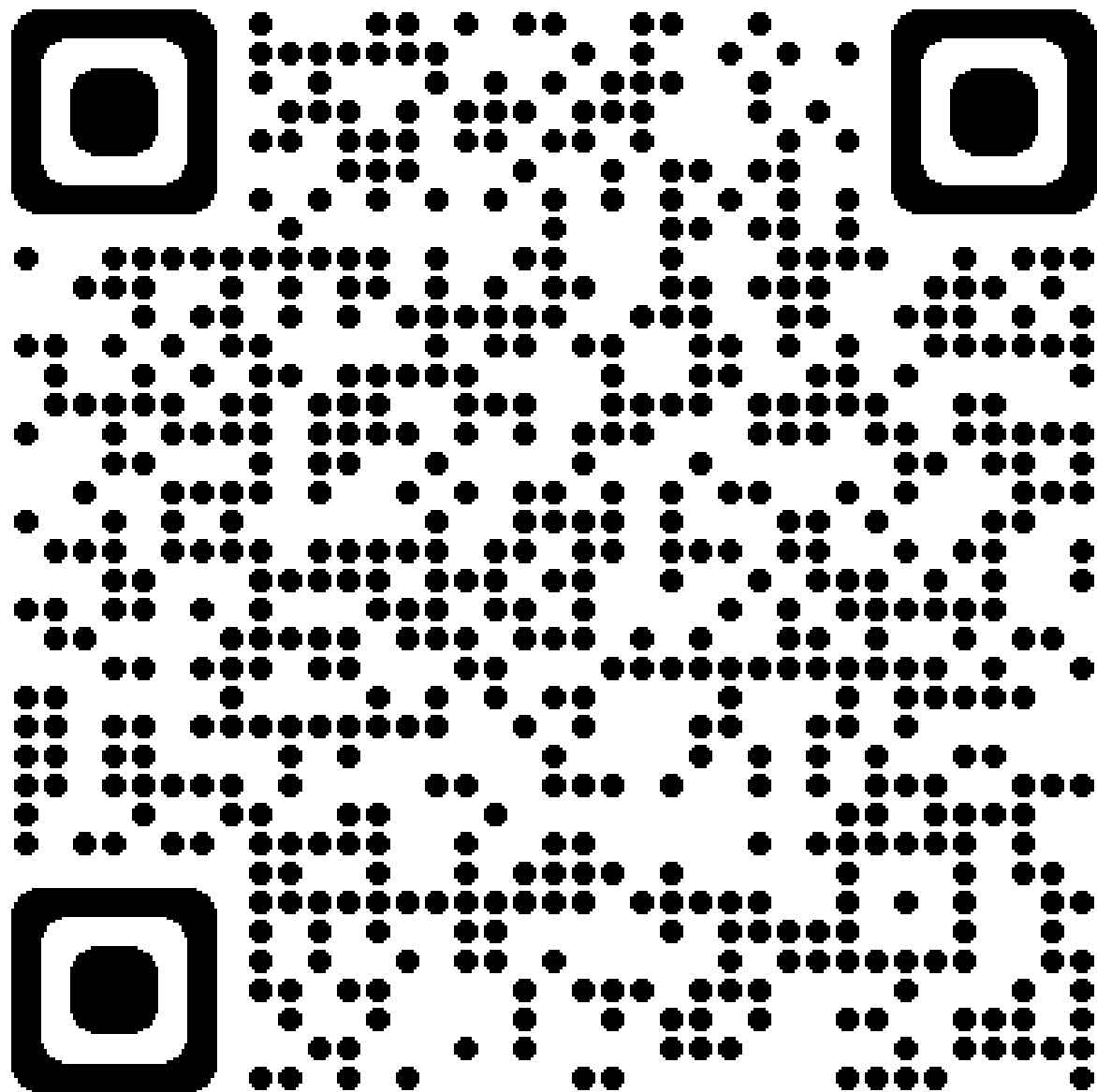
15.0 %

*Approximately 11
million children*

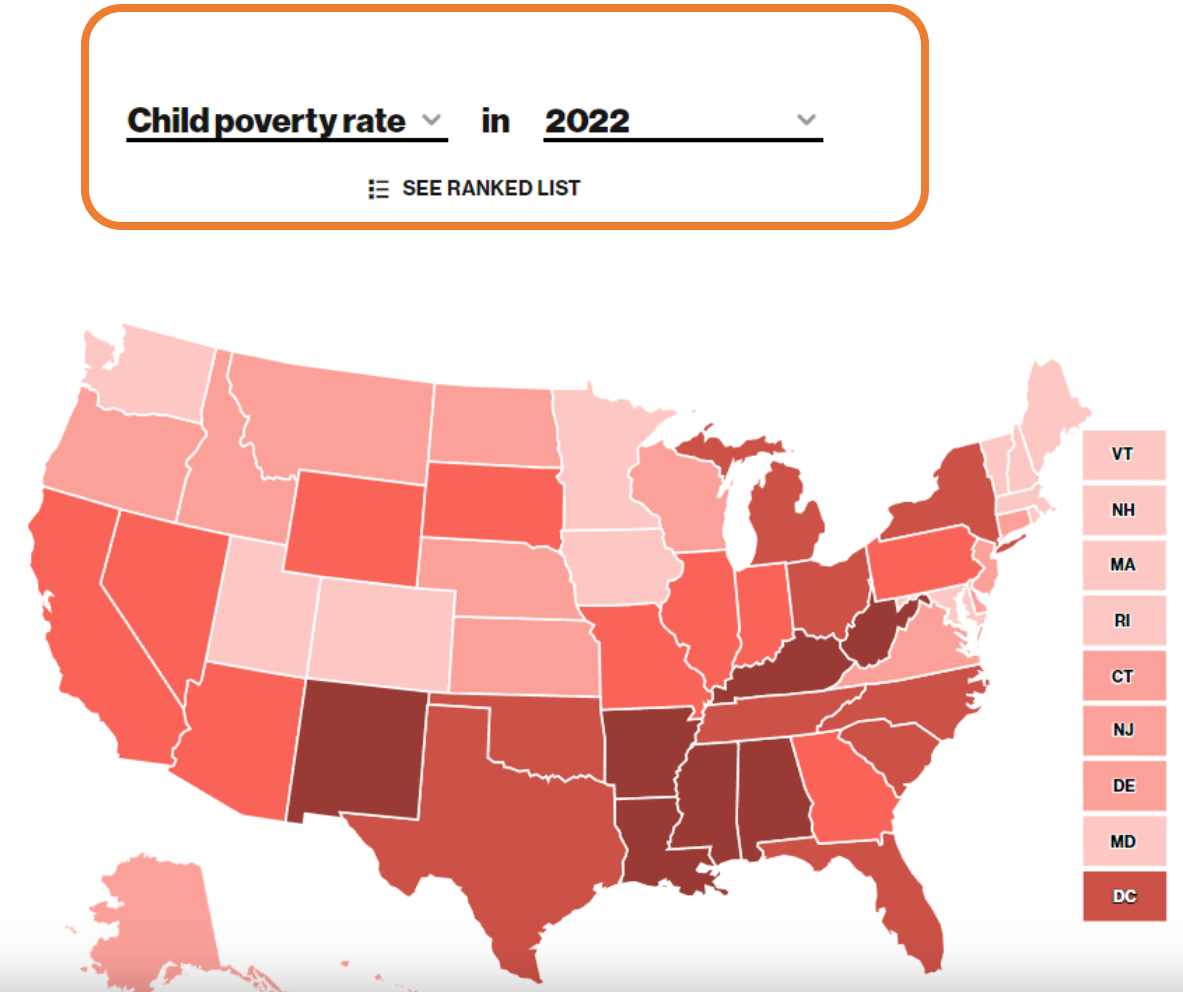
Percentage of people who fell below the poverty
threshold—\$29,678 for a family of four—in 2022
(OPM -official poverty measure)



Use the QR code to locate a table of state poverty rates.



Filter by Child Poverty Rates.



Students living in poverty are more likely to have:

- >> limited access to high quality pre-school, afterschool, and related supports
- >> disruptions in attendance
- >> experience food and housing insecurity
- >> unmet health needs
- >> exposure to adverse childhood experiences

Here's an example of a district ELA Proficiency Report

English Proficiency by Subgroup

Small groups are not displayed to protect student privacy. See User Guide for more information.

State District State Goal by 2027

Economically Disadvantaged

Goal: 70%

38.0%

40.5%

Non Economically Disadvantaged

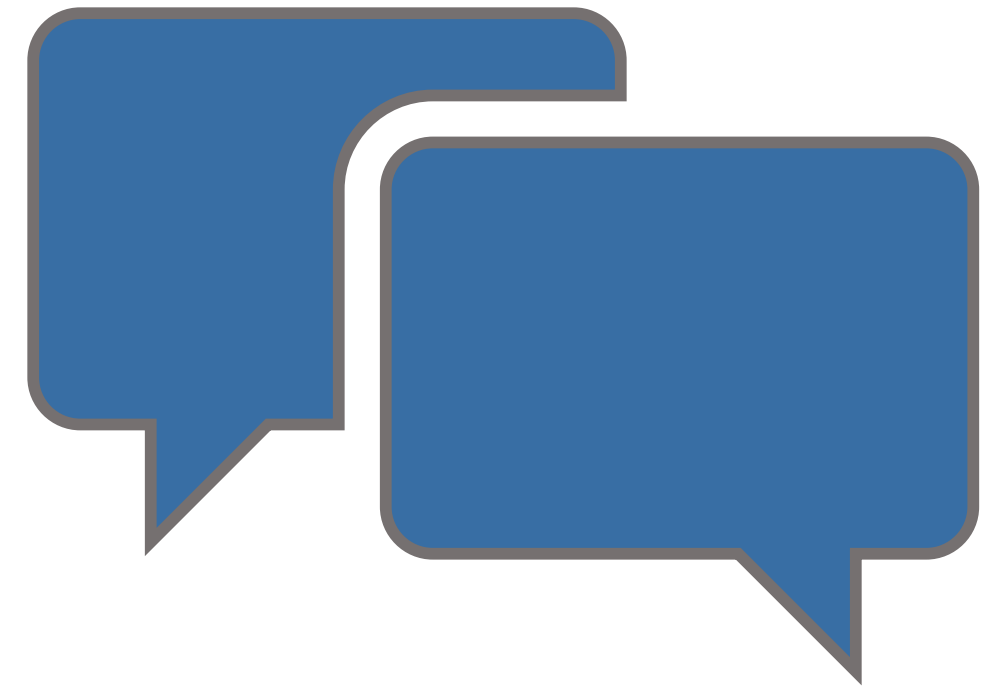
64.8%

62.7%



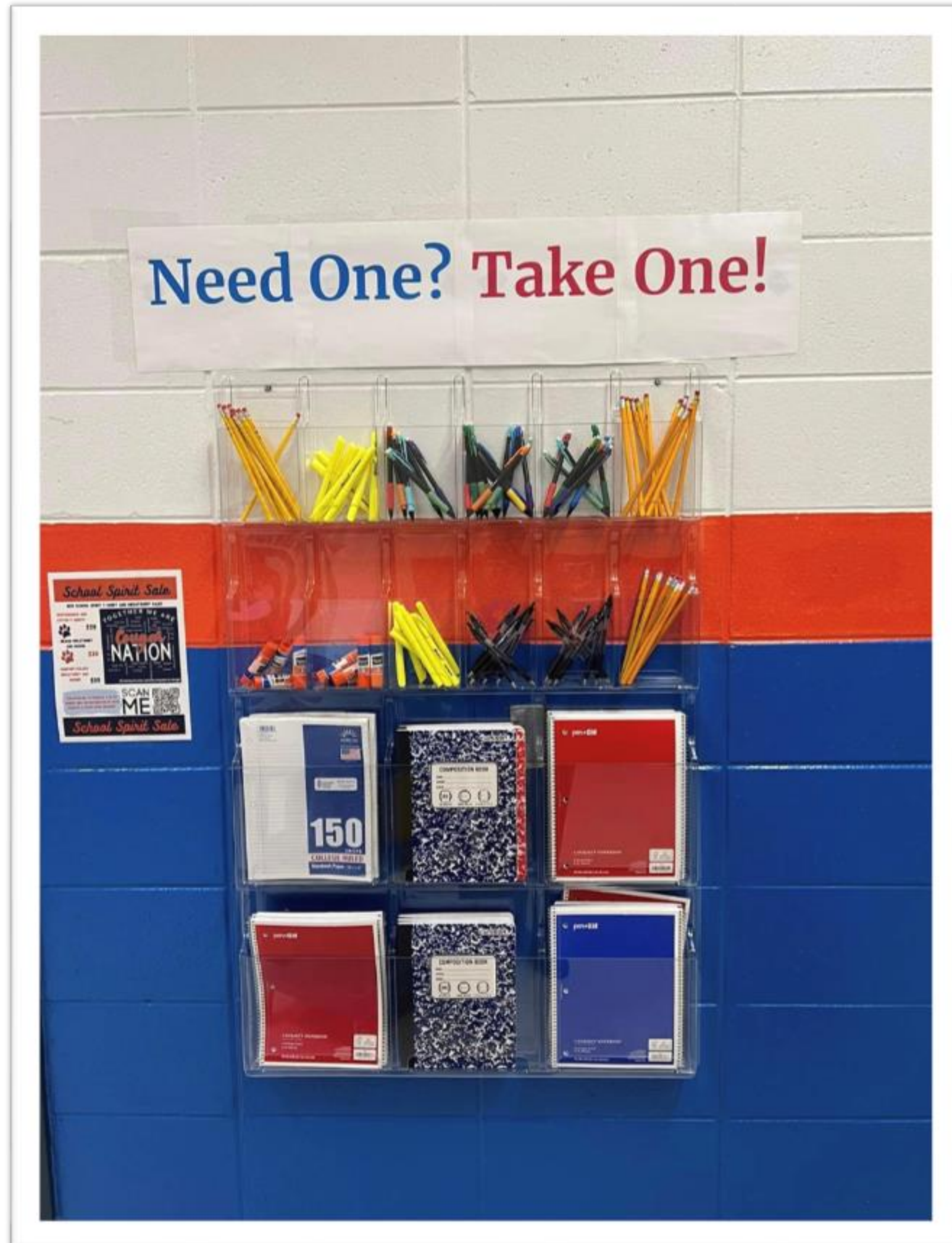
Deeper Thinking with Colleagues

- How does your school or district
- currently support students living in
- poverty?



District and School Responses to the Question

How does your school and/or district support students in poverty?



Newton County Middle and High School

...

4d · 🌐

ATTENTION COMMUNITY, CHURCH, AND CIVIC LEADERS:

Do you want to make a lasting impact on your school that is inexpensive yet tremendously helpful?


We at NC believe that if we want students to succeed, we must first fill their needs! At various spots on campus are these "Need One? Take One!" stations. At any point, a student can grab whatever they need to be successful in the classroom.

If you or your organization would like to help with this awesome project, you can drop off any donations of pencils, pens, and notebooks that you wish to the NC High School office.

Thank you so much for all that you as a community do to invest in our students!


Supporting Students in Poverty with High Impact Instructional Strategies Toolkit

Supporting Students in Poverty with High Impact Instructional Strategies Toolkit

[Meet the Centers](#) [Projects by State](#) [News/Events](#) [Resources](#) [Contact Us](#) 

Resources ▸

Supporting Students in Poverty with High-Impact Instructional Strategies Toolkit



The *Supporting Students in Poverty with High-Impact Instructional Strategies Toolkit* provides teachers, principals, district staff, and state agencies with evidence-based, high-impact strategies and supportive actions that have the potential to decrease the negative impacts of poverty on student achievement. The toolkit identifies five high-impact instructional strategies that teachers can implement with the support of their principals. It also includes five recommendations for principals and aligned actions that district or state agency leaders can take to support educators in mitigating the impact of poverty on student achievement outcomes.

[Open Resource](#)

Details

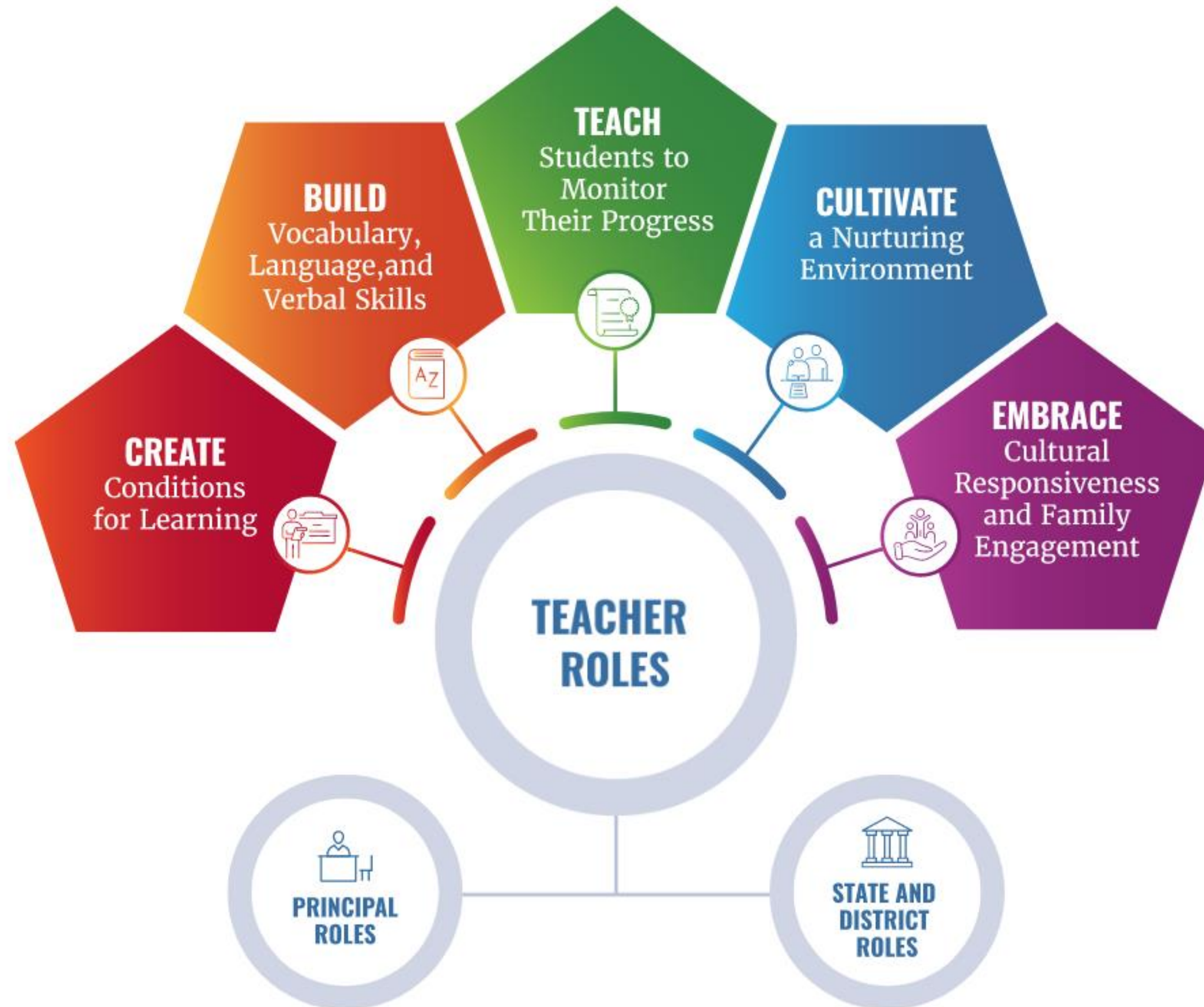
Year of Publication:
2022

Resource Type:
Toolkit

Associated Center:
National Comprehensive Center

Topics:
Equity
Teaching & Learning

Five High Impact Instructional Strategies for Teachers



Overview of the 5 high-impact instructional strategies and related instructional actions. Strategies aren't sequential. Select based on need and interest.

High-Impact Strategy 1	High-Impact Strategy 2	High-Impact Strategy 3	High-Impact Strategy 4	High-Impact Strategy 5
Create Conditions for Learning	Build Vocabulary, Language, and Verbal Skills	Teach Students to Monitor Their Progress	Cultivate a Nurturing Environment	Embrace Cultural Responsiveness and Family Engagement
Instructional Actions				
1.1 Plan lessons with a purpose	2.1 Build on prior knowledge	3.1 Teach learning strategies and skills	4.1 Prioritize relationship building	5.1 Connect learning with students' experience
1.2 Communicate expectations for learning	2.2 Use challenging texts	3.2 Engage students in conversation	4.2 Teach persistence	5.2 Use stories to bridge cultures
1.3 Model the learning process	2.3 Ask challenging questions	3.3 Teach students to track learning	4.3 Establish a sense of purpose	5.3 Embrace families' expertise and experience
1.4 Teach students to take the lead	2.4 Build a foundation with memorization	3.4 Encourage self-directed learning	4.4 Expect the best from every student	
1.5 Provide just-in-time support	2.5 Solidify learning through review		4.5 Build a learning community	
1.6 Provide just-in-time feedback	2.6 Learn content through reading and writing			

Five Strategies for Principals



Supporting Students in Poverty with High-Impact Instructional Strategies

PRINCIPAL ROLES



1

Communicate expectations for academic success

2

Center conversations on instruction

3

Personalize professional development

4

Facilitate collaboration and professional learning communities

5

Foster meaningful family and community engagement

Reactions from Educators - One School's Approach to Introducing the Poverty Toolkit to Teachers

Introducing the Poverty Toolkit to Your Teachers - One School's Approach



How can you access the Toolkit?

CCNETWORK
Comprehensive Center Network

Search

National Comprehensive Center

Regional Comprehensive Centers

Our Work

Impact Stories

Resource Library

Get Involved

Resources

Search

Poverty

Resource Library

Displaying 1 - 8 of 8

Sort by

Relevance

Year of Publication

Topics

Education Systems & Federal Requirements (2)

Specific Population Groups (8)

Teaching & Learning (7)

Source

Resource Type

To access resources from the previous Comprehensive Centers, view the archive.

View Resource Archive

Supporting Students in Poverty with High-Impact Instructional Strategies Toolkit

Type: Toolkit

Year: 2022

Source: National Comprehensive Center

Topic(s): Specific Population Groups, Students Living in Poverty, Teaching & Learning

Open

Supporting Students in Poverty with High-Impact Instructional Strategies

Professional Development for Teachers: Crosswalk Aligning with Supporting Students in Poverty Toolkit

Type: Guide

Year: 2024

Source: National Comprehensive Center

Topic(s): Specific Population Groups, Students Living in Poverty, Teaching & Learning, Instructional Practice

Open

Professional Development for Teachers: Crosswalk Aligning with Supporting Students in Poverty



Do you think you can use one of the resources shared here today to teach to the edges in your classroom? If so, which one?

www.mspreps.org

**GAME ON:
UNLOCKING EDUCATIONAL EXCELLENCE**

2025 PREPS Conference

**CALL FOR
PRESENTERS**

PREPS
PROGRAM OF RESEARCH AND EVALUATION FOR PUBLIC SCHOOLS

We are looking for game-changing sessions!

We're excited to invite teachers, administrators, and school teams to contribute to the "Game On: Unlocking Educational Excellence" 2025 PREPS Conference through live or recorded presentations. Share your expertise and help drive educational success with engaging sessions and dynamic discussions on winning strategies for the future.

Presentation Tracks:

Administrator Focus: Lead the charge by sharing leadership insights, strategies, and approaches that drive educational excellence.

Teacher Track: Showcase your classroom victories, practical strategies, and innovative techniques that elevate teaching and learning.

Ready to Be a Presenter for our Virtual Conference?

Join us and contribute to the advancement of education with a 55-minute presentation. Your insights and strategies will help shape a brighter future for students and educators.

Submit your proposal here

FOR QUESTIONS OR INQUIRES PLEASE EMAIL US!
ADMIN@MSPREPS.ORG

Thank you for attending this session!

Dr. Patti Permenter, Associate Professor School of Education

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