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Modifying Instruction for Learners with Exceptionalities: A Needs-Based, Andragogy-Centered, Professional Development Program

Results to Date

- Three small-scale events
 - Eight agriscience teachers
 - 15 pre-service teachers
- Observed indicators of effectiveness
 - Learners enjoyed sharing their previous experiences, exchanging ideas, and discussing real-life contextual scenarios.

Future Plans

- Post-COVID-19 full-scale, in-person event
- Evaluation



How it Works

Objectives

1. Define differentiated instruction
2. Discuss implications of key legislation
3. Determine strategies for differentiation
4. Evaluate differentiation scenarios
5. Assess SBAE program

One Day Event

- **Lecture** including questioning and discussion to engage learners in rich discussions
- **Problem-based learning** where learners are presented ag education scenarios
- **Applied knowledge** learned by evaluating their total SBAE program

Afterwards

- Informal peer-mentors assigned
- Two follow-up meetings to check progress and exchange ideas

Introduction

- Effective PDs informed by needs assessments and adult learning principles (Darling Hammond et al., 2017; Garet et al., 2001; Knowles et al., 2015)
- Ag teachers lack instructional skills for students with exceptionalities (Coleman et al., 2020; DiBenedetto et al., 2018; Thornton et al., 2019)



Costs and Resources

- No direct cost necessary
- Indirect costs include:
 - Faculty time
 - Participant time
 - Meeting Space
 - Presenting Technologies