

Course Title: Building Relationships with Children from Different Economic Backgrounds

Instructors: Donna Walker Tileston

Length: 10 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 CEU

Course Description:

Instruction is focused on providing participants with information and practice that will lead to self-awareness and classroom implementation of effective strategies for working with English Language Learners, students from poverty and urban learners from poverty.

The successful practitioner of Working With Today's Diverse Learners will:

- Identify areas of bias in the classroom, in the curriculum, and within themselves.
- Choose appropriate tactics for removing bias.
- Gain an understanding of the special needs of students from diverse backgrounds and with language deficits.
- Understand that all students come to the classroom with a set of beliefs based, in part, on their past experiences.
- Incorporate ideas for reaching all students in the classroom.
- Create lessons in which students' differences are acknowledged.
- Build and foster a sense of community within the classroom.

Weekly topics students will focus on within this course:

Week 1-2

- Poverty and Learning
- Building Relationships

Week 3-4

- Setting Goals and Following Through
- Declarative Knowledge and Poverty
- Teaching Cognitive Skills to Children From Poverty

Objectives:

1. Knowledge –at the end of this course the student will be able to understand:
 - a. Why relationships are important and what constitutes a positive relationship.
 - b. Differences in students, including contextualizing and pluralizing content.
 - c. Instructional practices that are effective for diverse learners.
2. Skills –after this course a student will be able to
 - a. Create curriculum, teaching tools for diverse learners
 - b. Identify and plan for the elimination of areas of personal bias.

- c. Create a teaching plan that demonstrates an understanding of individual
- 3. Dispositions – they will appreciate out of this:
 - a. The implications of bias behavior through words and actions.
 - b. Transfer the information on modalities and learning styles to create and implement a plan for teaching.

Instructor Overview

Knowledge Delivery Systems maintains a online platform that automatically grades their pre and post assessments, monitors their participation in the lecture, and awards them credit when they complete the program. KDS also employs a team of educators to monitor the progress and quality of work students provide.

Methods of instruction:

Percentage of Course Credit

Methods of instruction will include:

- | | |
|------------------------------------|----------------|
| • 5 individual sections (10 hours) | |
| • 5 pre assessments | 10 % |
| • 5 graded post assessments | 30% |
| • 5 Video Lectures | 60% |
| • Polling questions | part of videos |
| • 5, 60-100 pages Study guides | |
| • Handouts | part of videos |

Grading criteria/system and evaluation activities:

A course administrator will be reviewing students’ answers and providing feedback. Students will be evaluated on their creativity and ability to incorporate techniques from the lecture into examples and lesson plans.

- Pass/No Pass

Due dates of major assignments, projects, and examinations: Online self-running programs can be started and completed at the participants own leisure within 2 months from the day they begin the course.

Texts (included in program)

- 100 page study guide provided in the program

Assessments:

- 5 Pre-assessments (5 questions each)
- 5 Post-assessments (8 questions each)