

Course Title: Teaching Diverse Learners

Instructors: Donna Walker Tileston

Length: 10 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 PLU

Course Description:

Success in the classroom is not just a matter of knowing your subject; it is a matter of knowing your students. Having a working knowledge of the human development of students in regard to mental, physical, social, and emotional development can be critical to the success of the teaching and learning experience. Early practitioners believed that students came to the classroom as a blank slate ready to be filled by the all-knowing teacher. Today's educators know that students come to the classroom with a variety of experiences and prerequisite skills for learning, and that the teacher is more coach and mentor than imparter of all knowledge. This course will provide teachers of any grade level and discipline with realistic information, strategies, and practices related to teaching students today. Participants will look at the factors that make students diverse and the instructional implications for teaching to diverse populations. Information on building resiliency, fostering a sense of community within the classroom, the importance of teaching to student modalities and the effects of poverty on student learning are included. Emphasis is placed on working with:

1. English Language Learners
2. Students from poverty
3. Urban learners from poverty

Units:

1. The Vocabulary of Diversity
2. Diversity and Education
3. The Different Modalities of Learning
4. Six Types of Bias
5. Generational Poverty

Objectives:

1. Knowledge –at the end of this course the student will be able to understand:
 - a. The terminology related to teaching diverse learners.
 - b. The issues facing teachers who work with students of diversity.
 - c. The research-based recommendations for working with students from poverty.
2. Skills –after this course a student will be able to
 - a. Understand the connections between Multiple Intelligences Theory and helping today's students to be successful.
 - b. Provide the steps for building resiliency in students.
 - c. Create and explain a plan for eliminating bias in the classroom.

d. Identify and plan for the elimination of bias within the classroom.

3. Dispositions – they will appreciate out of this:

a. How modalities and learning styles affect student learning.

Methods of Instruction:

- Video lectures and PowerPoint presentations
- Short answer quizzes
- Graded post assessments
- Final reflection question

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given. Students must earn a minimum of 65% to pass the course.

Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

KDS Rubric for GA courses (passing requirements: 65 points):

Component	Unsatisfactory (40 points)	Basic (50 points)	Proficient (60 points)	Distinguished (70 points)
Critical thinking post-work	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
And	0-40% correct	60% correct	80% correct	100% correct
Short answer quizzes	<u>Short answer quiz:</u> -Participant included no content from the course in his or her responses -Participant did not address the questions posed	<u>Short answer quiz:</u> -Participant included some content from the course, usually appropriate, in his or her responses -Participant answered the questions directly, not always fully	<u>Short answer quiz:</u> -Participant included appropriate content from the course in his or her responses -Participant made thoughtful comments in direct response to the questions	<u>Short answer quiz:</u> -Participant provided rich detail from the content of the course in his or her responses -Participant made his or her responses to the questions personally meaningful
Final	Unsatisfactory (5 points) -Participant included no	Basic (10 points) -Participant included some	Proficient (20 points) -Participant included	Distinguished (30 points) -Participant provided rich

	<p>content from the course in his or her responses</p> <p>-Participant did not address the questions posed</p>	<p>content from the course, usually appropriate, in his or her responses</p> <p>-Participant answered the questions directly, not always fully</p>	<p>appropriate content from the course in his or her responses</p> <p>-Participant made thoughtful comments in direct response to the questions</p>	<p>detail from the content of the course in his or her responses</p> <p>-Participant made his or her responses to the questions personally meaningful</p>
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