

Course Title: Teaching Students from Poverty

Instructors: Donna Walker Tileston

Length: 10 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 CEU

Course Description:

The purpose of this course is to provide information on diversity and its implications for the classroom to the teacher. Emphasis is on the urban learners, students from generational poverty and English Language Learners. The meaning and use of contextualizing and pluralizing will be an important part of the lessons. Specific ideas for the classroom teacher will be included. Participants will examine the seven types of bias and will plan for identifying and eliminating bias in their classrooms. They will also prepare a lesson that makes modifications for students from generational poverty, the urban poor and English Language Learners.

Dr. Donna Walker Tileston considers the role that the cognitive systems of the brain and how it plays in helping students learn declarative knowledge. She explores why students often struggle with declarative information and suggests strategies and approaches that teachers can use to help students retain and retrieve declarative knowledge.

The course will pay close attention to three memory systems that operate in the brain—the semantic, the episodic, and the procedural—and suggests a variety of practical strategies that teachers can use to engage these systems and increase the ability of their students to retain and retrieve declarative knowledge and focuses on strategies that teachers can use to help students learn and use words more effectively.

Five Weekly topics students will focus on within this course:

- Teaching Processes to Students from Poverty
- Processes Skills and Poverty
- Teaching Decision Making and Problem Solving
- Changing Behaviors
- Discipline and Poverty

Objectives:

1. Knowledge –at the end of this course the student will be able to understand:
 - a. The vocabulary associated with working with diverse learners
 - b. The seven types of bias
 - c. The research related to generational poverty, urban learners and English Language Learners

2. Skills –after this course, a student will be able to
 - a. Complete the steps for making modifications for diverse learners
 - b. Identify areas of bias within their own classroom and school

- c. Create a plan for eliminating bias
- 3. Dispositions – they will appreciate out of this:
 - a. Use the information from the presented research to contextualize.

Instructor Overview

Knowledge Delivery Systems maintains a online platform that automatically grades students’ 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
5 individual sections (10 hours)	
5 pre assessments	10%
5 graded post assessments	20%
5 Video Lectures	70%
Polling questions	part of videos
5, 60-100 pages Study guides	
Handouts	

Texts (included in program)

- 490-page study guide provided in the program

Assessments:

- 5 Pre-assessments (5 questions Each)
- 5 Post-assessments (8 questions Each)
- 1 Final project - This must be completed no later than two weeks after the course ends. The course instructor will evaluate each and provide feedback.

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.

Grading is Pass/No Pass

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