

Course Title: Teaching Students from Poverty

Instructors: Donna Walker Tileston

Length: 10 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 PLU

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.

Units:

1. Teaching Processes to Students from Poverty
2. Processes Skills and Poverty
3. Teaching Decision Making and Problem Solving
4. Changing Behaviors
5. 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.

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 content from the | Basic (10 points) -Participant included some content from the | Proficient (20 points) -Participant included appropriate | Distinguished (30 points) -Participant provided rich detail from the |

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