

Course Title: Teaching the Diverse Brain

Instructors: Donna Walker Tileston

Length: 10 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 PLU

Course Description:

Students will be offered a set of intervention strategies that have proven effective in helping students learn new vocabulary items. These strategies encourage teachers to help their students adopt systematic approaches to data and texts. They also rely heavily on the use of organizers, both linguistic and graphic organizers. Students will be shown the importance of helping students understand the structure of language and how helping students use mental models can increase their ability to learn new vocabulary. New suggestions will be offered for how to help students construct personal meaning for their learning and how to help them learn how to organize what they learn in class. Procedural knowledge, she argues, must be taught directly. Teachers can not depend on students picking up these skills on their own as they are presented with declarative knowledge. She suggests a number of questions teachers should ask themselves about their students command of process skills and about which process skills are important for students to master. In conclusion, she provides models for how process skills can be taught and suggestions for how to assess student acquisition of process skills. She considers the following set of process skills: compare and contrast, classification, inductive thinking, deductive thinking, and generalization.

Units:

1. Working With English Language Learners
2. Putting It All Together
3. Giving Meaning to Learning
4. Teaching The Diverse Brain to Read and Understand
5. Closing the Gap in Achievement

Objectives:

1. Knowledge –at the end of this course the student will be able to understand:
 - a. The brain research related to working with diverse learners
 - b. The importance of a positive climate for learning.
2. Skills –after this course a student will be able to do
 - a. Create a lesson plan that includes modifications for diverse learners.
 - b. Develop lessons that include pluralizing.
 - c. Develop a plan for creating a positive climate for learning.
3. Dispositions – they will appreciate out of this:
 - a. Examples on how to build and foster a sense of community within the classroom.

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> 0-40% correct	<u>Critical thinking post-work:</u> 60% correct	<u>Critical thinking post-work:</u> 80% correct	<u>Critical thinking post-work:</u> 100% correct
And				
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 course in his or her responses	Basic (10 points) -Participant included some content from the course, usually appropriate, in his or her responses	Proficient (20 points) -Participant included appropriate content from the course in his or her responses	Distinguished (30 points) -Participant provided rich detail from the content of the course in his or her responses

	-Participant did not address the questions posed	-Participant answered the questions directly, not always fully	-Participant made thoughtful comments in direct response to the questions	-Participant made his or her responses to the questions personally meaningful
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