

Course Title: Teaching Diverse Learners

Instructors: Donna Walker Tileston

Length: 10 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 semester hour

Course Description:

What do the best teachers have in common? They know their subject, they know their students, and they know how to reach them. Teachers will look at the factors that make students diverse and the instructional implications for teaching to diverse populations. Teachers will gain formidable skills in building their students' resiliency, fostering a sense of community within the classroom, teaching to students' learning styles, and minimizing the effects of poverty on student achievement. This course will provide teachers at any grade level or discipline with realistic approaches, strategies, and practices for improving their students' academic performance and success in the classroom. Teachers will come away with the ability to identify biases that affect student learning and modify their instructional practices for working with students at risk of failure including English language learners, students from poverty, and urban learners from poverty.

Objectives:

After completing this course, participants 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 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.

Units:

1. The Vocabulary of Diversity
2. Diversity and Education
3. The Different Modalities of Learning
4. Six Types of Bias
5. Generational Poverty
6. Poverty and Learning
7. Building Relationships
8. Setting Goals and Following Through

Methods of Instruction:

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

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 60% to pass the course.

Percentage of Course Credit

- Graded post assessments and short answer quizzes 40%
- Final Project 60%

KDS Rubric for GA courses (passing requirements: 60 points):

A: 90 - 100 points

B: 80

C: 70 points

D: 60 points

F: Fewer than 60 points

Component	Unsatisfactory (10 points)	Basic (20 points)	Proficient (30 points)	Distinguished (40 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 (30 points) <u>Requirements of Assignment:</u>	Basic (40 points) <u>Requirements of Assignment :</u>	Proficient (50 points) <u>Requirements of Assignment:</u>	Distinguished (60 points) <u>Requirements of Assignment:</u>

	<p>-The assignment is substantially incomplete</p> <p><u>Form:</u></p> <ul style="list-style-type: none"> - Plentiful grammatical mistakes -Confusing content -Missing documentation of sources <p><u>Content:</u></p> <ul style="list-style-type: none"> -No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content 	<p>-Many requirements met, but a few pieces are missing, while others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric</p> <p><u>Form:</u></p> <ul style="list-style-type: none"> -Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources <p><u>Content:</u></p> <ul style="list-style-type: none"> -The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content 	<p>-Participant has fulfilled all the requirements of the assignment.</p> <p><u>Form:</u></p> <ul style="list-style-type: none"> -Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style. <p><u>Content:</u></p> <ul style="list-style-type: none"> -Essay is organized around a thesis or main idea, -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments 	<p>-All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.—whatever the directions indicate</p> <p><u>Form:</u></p> <ul style="list-style-type: none"> -No grammatical errors -Eloquent expression -Proper citation of sources <p><u>Content:</u></p> <ul style="list-style-type: none"> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned.
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