

Course Title: Teaching Diverse Learners

Instructors: Donna Walker Tileston

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

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 of a 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 different types of students:

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

Instruction is focused on providing participants with information and practice that will lead to self-awareness and classroom implementation of effective strategies for working with English Language Learners, students from poverty, and urban learners from poverty.

The successful practitioner of working with today's diverse learners 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.

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. The research-based recommendations for working with students from poverty.
 - c) Why relationships are important and what constitutes a positive relationship.
 - d) Differences in students, including contextualizing and pluralizing content.
 - e) Effective instructional practices for diverse learners.
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.
 - e) Create curriculum, teaching tools for diverse learners.
 - f) Identify and plan for the elimination of areas of personal bias.
 - g) Create a teaching plan that demonstrates an understanding of individual.
3. Dispositions – after this course, a student will appreciate:
 - a) How modalities and learning styles affect student learning.
 - b) The implications of bias behavior through words and actions.
 - c) Transfer the information on modalities and learning styles to create and implement a plan for teaching.

Session Topics (8):

The Vocabulary of Diversity	Donna Walker Tileston
Diversity and Education	Donna Walker Tileston
The Different Modalities of Learning	Donna Walker Tileston
Six Types of Bias	Donna Walker Tileston
Generational Poverty	Donna Walker Tileston
Poverty and Learning	Donna Walker Tileston
Building Relationships	Donna Walker Tileston
Setting Goals and Following Through	

Instructor Overview:

Donna Walker Tileston is the author of eighteen books published by Corwin Press. Her series of ten books, *What Every Teacher Should Know*, won the distinguished National Publishers Award in 2005. That series, as well as her book, *Ten Best Teaching Practices*, have been on Corwin's best-seller list since they were introduced. As a teacher and administrator, Donna first used her research on the brain and learning to restructure a "failing school" and to help lead it to win statewide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students. Donna is an international speaker who has delivered more than 600 workshops on a variety of topics including differentiation, diversity, technology, and brain research. She resides in Dallas, Texas where she writes full time and works with schools throughout the world to help all kids to be successful.

Methods of Instruction:

Methods of instruction will include

- Individual sections (8) (15 hours)
- Pre assessments (8)
- Graded post assessments (8)
- Video lectures (8) Polling questions - included in videos
- Study guides (8) (60 to 100 pages)
- Handouts
- Final Project

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 70% to pass the course.

Texts (included in program)

- Study guide provided in the program (200 pages)

Assignments

- Pre assignments (40)
- Post assignments (64)
- Final project (1)

Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

Due dates of major assignments, projects, and examinations: Online self-running programs can be started and completed at participants' own leisure within two months from the day they begin the course. Participants must complete and turn in the final within two weeks of completing the course.

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 lectures into examples, lesson plans, and the final project.