

Course Title: Teaching Students from Poverty

Instructors: Donna Walker Tileston

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

Course Description:

The purpose of this workshop 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.

She pays 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.

She offers 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. Finally, she stresses the importance of helping students understand the structure of language and of how helping students use mental models can increase their ability to learn new vocabulary.

Students will be offered suggestions 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 cannot 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.

Additionally, 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.

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
 - d. The brain research related to working with diverse learners
 - e. The importance of a positive climate for learning.
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
 - d. Create a lesson plan that includes modifications for diverse learners.
 - e. Develop lessons that include pluralizing.
 - f. Develop a plan for creating a positive climate for learning.
3. Dispositions – after this course, a student will appreciate:
 - a. Using the information from the presented research to contextualize.
 - b. Examples on how to build and foster a sense of community within the classroom.

Session Topics (8):

Declarative Knowledge and Poverty	Donna Walker Tileston
Teaching Cognitive Skills to Children from Poverty	Donna Walker Tileston
Teaching Processes to Students from Poverty	Donna Walker Tileston
Processes Skills and Poverty	Donna Walker Tileston
Teaching Decision Making and Problem Solving	Donna Walker Tileston
Changing Behaviors	Donna Walker Tileston
Discipline and Poverty	Donna Walker Tileston
Leading Kids to Self-Assess	Donna Walker Tileston

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 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.