

Course Title: Teaching Students from Poverty

Instructors: Donna Walker Tileston

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 semester hour

Course Description:

A diverse classroom can be a rich context for multiculturalism or a breeding ground for bias and its damaging effects. This course provides information on diverse student populations—particularly urban learners, students from generational poverty, and English language learners—and its implications for the classroom. Participants will first learn to identify and eliminate bias in their classrooms in order to create as equitable a learning environment as possible. Educators will then consider how to engage the semantic, episodic, and procedural systems of the brain; how to help students retain and retrieve declarative knowledge; and how to employ strategies to assist students in learning vocabulary. Participants will learn to help students adopt systematic approaches to data and texts and to effectively use linguistic and graphic organizers. They'll become adept at teaching procedural knowledge and process skills, and, finally, become masters at helping all students to make their own learning meaningful.

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.

Units:

1. Declarative Knowledge and Poverty
2. Teaching Cognitive Skills to Children from Poverty
3. Teaching Processes to Students from Poverty
4. Process Skills and Poverty
5. Teaching Decision Making and Problem Solving
6. Changing Behaviors
7. Discipline and Poverty
8. Leading Kids to Self-Assess

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:

- 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>	<u>Short answer quiz:</u>	<u>Short answer quiz:</u>	<u>Short answer quiz:</u>
	-Participant included no content from the	-Participant included some content from the	-Participant included appropriate	-Participant provided rich detail from the

	<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>
Final	<p>Unsatisfactory (30 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-The assignment is substantially incomplete</p> <p><u>Form:</u></p> <p>- Plentiful grammatical mistakes -Confusing content -Missing documentation of sources</p> <p><u>Content:</u></p> <p>-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</p>	<p>Basic (40 points)</p> <p><u>Requirements of Assignment :</u></p> <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> <p>-Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources</p> <p><u>Content:</u></p> <p>-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</p>	<p>Proficient (50 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment.</p> <p><u>Form:</u></p> <p>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style.</p> <p><u>Content:</u></p> <p>-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</p>	<p>Distinguished (60 points)</p> <p><u>Requirements of Assignment:</u></p> <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> <p>-No grammatical errors -Eloquent expression -Proper citation of sources</p> <p><u>Content:</u></p> <p>-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</p>

	<p>objectives, activities, or assessments—that the learner comprehends the course content</p>	<p>-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>	<p>examples and/or quotes -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments</p>	<p>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.</p>
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