

Syllabus

Course Title	Teaching Diverse Learners, Part 2
Course Objectives	<p>After completing this course, educators will apply the following skills:</p> <ul style="list-style-type: none">• Employ strategies to teach declarative and procedural knowledge and explicitly teach process skills including compare and contrast, classification, inductive thinking, deductive thinking, and generalization• Design lessons that teach deductive reasoning, basic error analysis, and effective plans to evaluate student progress in learning process skills• Explain how poverty impacts students' problem solving and decision making skills, and explicitly teach these skills• Understand the culture of poverty in order to develop a systematic approach to changing student behavior based on setting clear expectations for providing students with individual and genuine choice• Identify a range of dysfunctional behaviors and explain how to address each one and create positive, supportive relationships that foster functional behavior• Explain the stages of language development, stressing the importance of recognizing the effects of native language literacy on the pace of a student's acquisition of English• Identify the components of an effective lesson plan• Understand the eight intelligences identified by Howard Gardner• Create effective lesson plans that meet the needs of diverse students to effectively support mastery of declarative and procedural knowledge• Develop reading skill-building strategies and questioning techniques, including reciprocal teaching

	<ul style="list-style-type: none"> • Apply rubrics to help students prepare for tests • Explain how effective project-based tasks and strategies can help students master both declarative and procedural knowledge • Understand the technique of using expert groups, in which students divide the work into manageable chunks and are responsible for teaching the material to others • Explain why students need to develop automaticity to construct meaning, see patterns, make connections, and organize knowledge
<p>Activities to Achieve Objectives:</p>	<ul style="list-style-type: none"> • View 10 online videos featuring Dr. Donna Walker Tileston: • Answer interactive questions • Take an 8-question quiz after each unit • Post a minimum of 2 entries in the discussion forum and respond to other participants' posts • Develop a portfolio that includes: <ul style="list-style-type: none"> *Documentation of all the above *Midterm lesson plan *Evidence of peer review *Sample student work from implementation of midterm lesson *Final *Reflection
<p>Content of Learning Portfolio:</p>	<p>The portfolio will include documents, each with captions that describe:</p> <ul style="list-style-type: none"> • What the document is • Why it is evidence • What it is evidence of <p>Requirements for Learning Results Portfolio:</p> <ul style="list-style-type: none"> • Reflection responses • Quiz responses • Text from discussion forum participation • Midterm lesson plan and assessment rubric • Evidence of peer review • Sample student work from implementation of midterm lesson

	<ul style="list-style-type: none">• Plan for improvement• Final• Reflection
Course Requirements	Bachelor's degree Prior approval from teacher's principal or supervising administrator is needed to use this course for reclassification (Form 201a)