

Course Syllabus

Course Title: Teaching Diverse Learners – 3 Units

Course Grader: Jessica Kessler

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Grader Bio:

Course grader Jessica Kessler has a Master of Science degree in education from Bank Street College of Education and a Bachelor of Arts from the University of Delaware. She has been a teacher, museum docent, professional development coordinator, director of school programs, deputy executive director for education and programs at the South Street Seaport Museum, coordinator of a number of different educational programs, and freelance writer.

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.

Course Objective/Goals:

After completing this course, students 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.

Course Outline:

Eight Sections Students Will Be Focusing On by Donna Walker Tileston:

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

All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else’s work as one’s own and includes failing to cite sources for others’ ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

KDS Rubric for Letter Grade Courses: 3 Credits

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points

B: 80 - 89 points

C: 70 - 79 points

F: Fewer than 70 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
Quizzes	<u>(6 points)</u> <u>Quizzes:</u> 0-40% correct	<u>(9 points)</u> <u>Quizzes:</u> 60% correct	<u>(12 points)</u> <u>Quizzes:</u> 80% correct	<u>(15 points)</u> <u>Quizzes:</u> 100% correct
Reflection questions	<u>(10 points)</u> <u>Reflection questions:</u> -Participant includes	<u>(15 points)</u> <u>Reflection questions:</u> -Participant	<u>(20 points)</u> <u>Reflection questions:</u> -Participant	<u>(25 points)</u> <u>Reflection questions:</u> -Participant

	no content from the course in his or her responses -Participant does not address the questions posed	includes some content from the course, usually appropriate, in his or her responses -Participant answers the questions directly, not always fully	includes appropriate content from the course in his or her responses -Participant makes thoughtful comments in direct response to the questions	provides rich detail from the content of the course in his or her responses -Participant makes his or her responses to the questions personally meaningful
Midterm	(10 points)	(15 points)	(20 points)	(25 points)
Final	(20 points)	(25 points)	(30 points)	(35 points)
	<u>Requirements of Assignment:</u> -The assignment is substantially incomplete	<u>Requirements of Assignment :</u> -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	<u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment	<u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness
	<u>Form:</u> - Plentiful grammatical mistakes -Confusing content -Missing documentation of sources	<u>Form:</u> -Distracting grammatical errors -Confusing content -Inconsistent or missing	<u>Form:</u> -Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style	<u>Form:</u> -No grammatical errors -Eloquent expression -Proper citation of sources

		documentation of sources		
	<p><u>Content:</u> -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>	<p><u>Content:</u> -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>	<p><u>Content:</u> -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>	<p><u>Content:</u> -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</p>

KDS Pass/Fail Option: 3 credits

Passing Requirements

- Grade of “C” or higher

Texts and/or Other Materials:

PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:

- The Vocabulary of Diversity
- Diversity and Education
- The different modalities of Learning
- Six Types of Bias
- Generational Poverty
- Poverty and Learning

- Building Relationships
- Setting Goals and Following through

Recommended Reading:

Bibliography:

(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)

Tileston, D. (2003). *What Every Teacher Should Know About Diverse Learners*. Texas: Corwin Press.

Tileston, D. (2003). *What Every Teacher Should Know About Effective Teaching Strategies*. Texas: Corwin Press.

Tileston, D. (2003). *What Every Teacher Should Know Student Assessment*. Texas: Corwin Press.

Tileston, D. (2003). *What Every Teacher Should Know About Media and Technology*. Texas: Corwin Press.

Tileston, D. (2003). *What Every Teacher Should Know About the Profession and Politics of Teaching*. Texas: Corwin Press.