Course Title: EDU 10: 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 can not 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.
Eight Topics of interest:
1. Declarative Knowledge and Poverty
2. Teaching Cognitive Skills to Children from Poverty
3. Teaching Processes to Students from Poverty
4. Processes Skills and Poverty
5. Teaching Decision Making and Problem Solving
6. Changing Behaviors
7. Discipline and Poverty
8. Leading Kids to Self-Assess

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 do
   a. 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 – they will appreciate out of this:
   a. Use the information from the presented research to contextualize.
   b. Examples on how to build and foster a sense of community within the classroom.

Instructor Overview
Knowledge Delivery Systems maintains a online platform that automatically grades their pre and post assessments, monitors their participation in the lecture, and awards them credit when they complete the program. KDS also employs a team of educators to monitor the progress and quality of work students provide.

*David Reynolds:*
David is an experienced historian and professor with a B.A. and M.A. in History from SUNY Buffalo and a Ph.D in History from the University of Wisconsin. He was a distinguished professor of History at Marist College from 1986-1992 and has worked as a educational consultant for New School Vision and Continuous Learning Corporation. He currently works for KDS as a course developer and educational consultant and is working with the state of Florida to optimize their education system and resources.

Methods of instruction:                          Percentage of Course Credit

- 8 individual sections (15 hours)                       0%
- 8 pre assessments                                     0%
- 8 graded post assessments                            40%
- 8 Video Lectures                                      15%
- Polling questions                                     part of videos
- 8, 60-100 pages Study guides                          5%
- Handouts                                              0%
- Written Paper                                         40%
**Passing:** Students must earn a 70% or higher to receive a passing grade

**Texts (included in program)**
- 490 page study guide provided in the program

**Assignments**
- 40 pre assignment
- 64 post assignments

**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 lecture into examples and lesson plans.

- Graded Paper

**Due dates of major assignments, projects, and examinations:** Online self running programs can be started and completed at the participants own leisure within 2 months from the day they begin the course.

**Plans for transferring skills into the work setting:**
**Culminating Course Assignment**
This written project will consist of two parts; the need for change and the literature review to support your argument.

The Culminating Assignment for this course is an applied project in the work setting, “The Capstone Experience.” The project will be designed to bring about Change for Improvement. The student will identify a need within their classroom and/or school and design a project with a focus on change for improvement.

The student will report the results of the applied project by writing an 8-10 page Change Paper. Within the Change Paper, the student will incorporate further learning experiences appropriate to course material by conducting a formal review of the related literature. The review of related literature is a requirement within the Change Paper. Guidelines and helpful hints for the review of related literature are provided.

**Guidelines for Writing the Culminating Paper**

**Part 1: Change paper**
The student will create a document that contains evidence of a need for change, with recommendations for new strategies that will improve an area of concern. For the change paper, the paradigm shift recommended for your workplace should be within your knowledge base and should relate directly to the course taken through Knowledge Delivery Systems and the exploration of additional resources related to course content.

The Change Paper will contain the following information, in this order, to establish your framework.

- A description of the workplace setting: the kind of facility, purpose of the facility, number of employees in major categories, length of establishment, culture or atmosphere, etc. and the writer’s position there.

- An explanation of the area being considered for improvement. Select an area you identify as an area of needed improvement within your school. Present a rationalization
for the need to make a change or to respond to an emerging need. Identify the stakeholders who would receive the benefit of the change.

- Write a review of the related literature on the topic to be improved (refer to Writing a Literature Review for further instructions). Use 4-6 scholarly articles from the literature that include theory, practice, and applied research.

- Recommend strategies to achieve the improvement. Example: Select a strategy from the literature reviewed. Explain how this could be accomplished and by whom. Project the learning outcomes that would support your paradigm shift and the expected timeline for completing the change.

- Conclude on the concept with reference to relative literature in this document that would insure success of the change.

**Part 2: Literature Review, Supporting your argument**

A review of the literature is a standard procedure that is followed in writing scholarly papers. The review informs the student what scholars and researchers have learned about the problem. It is an opportunity for the student to examine what solutions have been tried and implemented to correct a specific discrepancy or to solve a problem. The review of literature also informs the reader that the topic or the problem is a legitimate one, recognized by the educational community.

The steps in organizing a review of the literature are simple. After the search of abstracts is completed, follow these steps.

- Review abstracts to remove obviously unrelated or inappropriate material. If information is scant, or most of the information appears to be inappropriate to the student's topic, perhaps the concern should be restated in more appropriate terms.

- Determine whether the available research is on theory, strategies, or solutions. Individuals working on a change paper are not encouraged to test new methodologies never tried by anyone else. Rather, they are to consider existing solutions in new and innovative ways to improve the situation.

- Obtain full text of each selected research study relevant to the topic. Check the bibliography of the research for possible connections to other authors.

- Write a summary of each selected research study using the full article as a guide for your notes. Build a framework from information in the collected articles to support your argument that the problem exists. Writing a review from abstracts will result in an incomplete analysis.

- Look at your collection of summaries to find subtopics from among them. Organize them by concept to create a verbal picture of viable solutions.

- Put them all together starting with a brief description of the issues or problem area found in this literature. This should require only a few sentences.

- At the end, add your idea of how to make improvements that are supported in this research. This is a possible solution strategy.

- Conclude with one or two paragraphs relating the final set of information to the idea being addressed.