

Drake University, Extension Education
PD 360 Content Guide
3 Hours of Drake Extension Graduate Credit

Topic: Diverse Learners

This document was developed as a sample to guide study groups/learning teams that wish to use PD 360 content. The PD 360 library has a multitude of content areas that can be retrieved and implemented. This guide will help you identify the key pieces of content you may want to include when choosing to study the topic: Diverse Learners

Please recognize that you must submit a study group/learning team proposal and gain approval in order to garner Drake Graduate credit.

Course Description

Diverse Learners is a three-hour course which combines the content of the PD 360 video interface, Learning Team meetings, and independent study. This course offers participants the opportunity to tailor their learning to a specific interest area or one driven by local data from the building or district.

Study groups will select areas of foci from the following five areas contained within the Diverse Learner content:

- 1) *All Means all: What is it About Me you Can't Teach*
- 2) *Courageous Conversations About Race*
- 3) *No Excuses! How to Increase Minority Student Achievement*
- 4) *Using Data to Close the Achievement Gap*
- 5) *Working with Students from a Culture of Poverty.*

All five areas may be selected, but selection should be based on building/district needs. Participants may choose to split the content and have certain members focus on particular topics that could then be jig-sawed and shared with the entire learning team.

One sample plan is included at the end of this document.

The following is a brief description of each of the five areas:

(1) All Means All: What Is It About Me You Can't Teach- Featuring Eleanor Renee Rodriquez

Designed specifically to help teachers face the challenges of urban classrooms, this award-winning program shows how to reach every student by implementing the five Essential Elements for Student Success: Exposure, Experience, Expectations, Enduring Understanding, and Enthusiasm. All Means All helps educators develop and solidify the attitudes that every student can learn and provides practical and proven instructional strategies. Each strategy discussed in the program is demonstrated by real teachers in urban classrooms. The program also shows how to utilize Asset Based Education.

(2) Courageous Conversations on Race: Closing the Achievement Gap- Featuring Glenn Singleton

Gain new insights into one of the most pressing issues in education: the discrepancy in achievement between students of Color and White students. Through this award-winning program, you will better understand the complex issues surrounding the achievement gap and will be more equipped to permanently eliminate it. Learn how to have candid conversations about the impact of race and see how you can create an anti-racist environment that promotes success for every student. The model of systemic change presented in the program will help you implement equity in the classroom, school, and district.

(3) How to Increase Minority Student Achievement- Featuring Jamie Almazan, Colleen Almojuela, James Comers, Kati Haycock, Gary Howard, Sonia Nieto, Beverly Daniel Tatum, and others.

See how ten schools have completely closed their achievement gaps by making no excuses for low performance. Learn how to close your school or district's gaps through implementing the Equity Framework, a research-based model that ties together the critical elements of leadership, school culture, and teaching and learning. You will gain insights into the unique characteristics of African American, Asian, Middle Eastern, and Pacific Islander students and explore strategies and practices to maximize learning among groups. In addition, you will address beliefs, biases, and expectations and explore ways to design culturally relevant instruction.

(4) Using Data to Close the Achievement Gap- Featuring Ruth S. Johnson

Data is a valuable tool in the struggle to close the achievement gap. Learn how to use data to stimulate change and promote equity for every student. This program shows how to use data tools, analyze data, use student learning indicators, and plan and implement improvement based on data.

(5) Working with Students from a Culture of Poverty- Featuring Mary Montel Bacon

Learn how to close the socioeconomic achievement gap by first understanding the world of poverty from which some children come and gaining the tools to help every student succeed. This award-winning program outlines the three key principles of acceptance, accommodation and affirmation. Teachers must accept the differences that low-income students bring to school and then accommodate those differences with various instructional approaches. Finally, teachers can affirm differences by raising expectations and engaging families.

Course Competencies- Students will: (dependent on the areas of foci)

- develop and solidify the attitudes that every student can learn
- better understand the complex issues surrounding the achievement gap
- learn how to use data to stimulate change and promote equity for every student

- better understand the world of poverty from which some children come
- learn how to bring all students up to grade level and beyond

The successful completion of “Diverse Learners” requires:

- 80 to 90 hours of work, including reading, writing, viewing, and applying course content.
- A journal/notebook containing course requirements as specified by the Learning Team’s approved plan.
- Completing the activity choices listed in this outline.
- A final application assignment or project to demonstrate proficiency in the content.

Your study team should design a professional plan and evaluation method to demonstrate successful completion of the course “Diverse Learners”. The plan may include the following suggested activities and should be geared to the team’s needs and interests. The team should also design a final application assignment or project to demonstrate proficiency in the content. Suggestions are listed below or the team can design its own. Each participant should complete the projects or assignments individually.

Options for Course Completion

(Please read through this entire section to understand options for course organization.)

1) The facilitator, with group input, will determine the areas of foci. Again, all five areas may be selected. This can be done by reviewing the brief descriptions above and/or watching the introductory pieces for each area on-line. It may also be helpful to review the Facilitator Guide, also found on-line. (This guide book is only available after an area is selected under ‘Explore the Content’ and a video segment is also selected.) <http://www.schoolimprovement.com/pd360> A plan will then be customized by using the suggestions below and submitted to Drake for approval. Please note that **some** areas have an elementary and a secondary option.

2) View the Video Presentations and Live meetings

The entire content of Diverse Learners is about seven hours of video. Of course it would be inappropriate to watch more than one or two segments at a time. It should also be noted that segments may be viewed multiple times. Each of the five areas has a varying number of video clips which may be viewed together as a large group, jig-sawed, or viewed independently more than once to deepen learning. Multiple viewings could be counted toward the 80-90 hour requirement. Live meeting time including discussions of what was viewed may also be counted.

3) Completion/Implementation of Activities in the Facilitator’s Guide

Participants may pick and choose from the activities and/or the reflection activities listed for each session found in each Facilitator Guide. When the activity includes a group discussion, brainstorm, etc., participants may include a summary of the discussion in a journal/notebook. An implementation plan or notes about how implementation went

could also be included in the journal/notebook. Another artifact could be lesson plans demonstrating implementation.

4) Readings from texts, articles and or documents

There are **seven** texts that support this course on Diverse Learners. They are *All Means All: What is it About me you Can't Teach* by Elanor Renee Rodriquez and James Belianca, *Conscious Classroom Management* by Rick Smith, *Using Data to Close the Achievement Gap* by Ruth Johnson, *Reaching Out* by Diane W. Kyle and Ellen McIntyre, *Courageous Conversations about Race: a Field Guide for Achieving Equity in Schools* by Glen Singleton and Curtis Linton, and *Using Data to Close the Achievement Gap* by Ruth S. Johnson, *How to Teach Students Who Don't Look like You* by Bonnie Davis.

Texts may be chosen that best compliment the video presentations viewed or will best enhance the group's learning. Or, half of the study group may choose one text and the other half a different text, thus extending and enriching the amount of learning for the entire group. Participants may keep a journal/notebook of reflections as they read the text. **Please see the reflective questions at the end of this document as options for reflective thinking.** There are also many articles and documents listed on the website that could be used for discussion and reflection. Those responses could also be recorded in a journal/notebook.

5) Presentation of information to colleagues, parents or others Power points, outlines, sign-in sheets, posters, etc. are all options for documenting this piece if it is chosen as part of the plan.

6) Completion of a professional paper

A professional paper could be the culminating assignment and may include:

1. A discussion of implementation activities.
2. Data collection used to monitor the effectiveness of the implementation.
3. Successes.
4. Shortcomings and efforts made to overcome them.
5. Plans for moving forward.

7) Participants should be encouraged to choose a peer coach or partner with whom they can consult on an as-needed basis. Reflections of conversations or observations could be recorded in a journal/notebook.

Sample showing the 80-90 hour course commitment:

- Choose to watch all the video segments for all 5 areas (25 hours). This would allow for segments to be watched several times and include live meetings for discussion.
- Completion/Implementation of Activities in the Facilitator’s Guide and recorded in journal/notebook. (25 hours)
- Readings from text(s) and reflection on them. (20 hours)
- Presentation of information to colleagues, parents or others (20 hours)

This is only one example of how to combine the areas for the course called Diverse Learners. Please customize a plan that will best meet your goals and objectives.

Sample Grading Criteria

Point values could be assigned to each piece selected for the team’s plan. This is only a suggestion for what a point system may look like. Point values would be determined by the team/team leader.

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|---------|---|
| 270-300 | A |
| 240-269 | B |
| 210-239 | C |
| 180-209 | D |

Possible Text Reflections Questions referred to in #4:

Choose one or more of the following questions to respond to in your journal. Please record the text and chapter you are reflecting on.

1. This reading has influenced my views in these ways:
2. Although I agree with the author that _____, I still have these doubts and this is why:
3. The most significant questions this reading has raised for me are these: _____ and here is how I plan to continue.
4. The most important ideas that I will take away from this reading are these:
5. Describe a professional situation where this can be applied.