



Professional Development Institute

Flex Course Syllabus

Addressing the Needs of Diverse Populations (K-5)

PDI Course Number: 119T02

ACE Course Number: LE5665

UCSD Course Number: EDUC40361

If you would like information about receiving credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

As your classroom becomes increasingly diverse, are you finding it more difficult to meet student needs at their individual levels? It doesn't matter if you are new to the teaching profession or a seasoned veteran, trying to determine and support the diverse needs of your students can be overwhelming. The good news is that it does not have to be, as it is possible to address a multitude of learning needs using some of the strategies outlined in this course. This online course is designed for K-5 teachers who are looking to expand their current toolbox of strategies to address the diverse learning needs of students with ADHD, anxiety, linguistically diverse students, as well as those who have been identified as gifted and talented. Teachers will learn specific strategies to empower their students to succeed while simultaneously understanding their specific academic and social challenges. Additionally, teachers will learn the important role that culture plays in a diverse classroom, as well as specific strategies for engaging all learning styles in every lesson (visual, auditory, reading/writing, and kinesthetic). Teachers will also learn how Tier 1, 2, and 3 interventions can be used to address the diverse learning needs of their students vis-à-vis the MTSS (multi-tiered system of support) framework. Finally, teachers will learn specific strategies for engaging families and the overall school community so that all learning needs can be identified, encouraged, and supported. By the end of

this course, teachers will feel more confident and successful in their quest to address the vast array of learning needs in their diverse classrooms.

Educational Outcomes

1. Teachers will learn strategies for recognizing and combatting implicit bias in the classroom.
2. Teachers will understand the importance of using people-first language as opposed to using labels (e.g., “a student with ADHD” vs. “an ADHD student”).
3. Teachers will learn how to apply the principles of the whole child approach to learning to a diverse classroom of students.
4. Teachers will understand the essential role of culture in a diverse classroom, including how students’ personal culture affects the overall classroom culture.
5. Teachers will learn specific strategies for honoring and enhancing their students’ cultures within the classroom.
6. Teachers will learn how to recognize and identify students with ADHD in their classrooms, and they will learn the various types associated with this disability.
7. Teachers will learn about the specific academic and social challenges that students with ADHD face.
8. Teachers will learn specific strategies to support students with ADHD in their classrooms so that they are empowered to succeed.
9. Teachers will learn how to recognize and identify students with anxiety in their classrooms, and they will learn about the most common types of anxiety disorders.
10. Teachers will learn about the specific academic and social challenges that students with anxiety face.
11. Teachers will learn specific strategies to support students with anxiety in their classrooms so that they are empowered to succeed.
12. Teachers will learn about the specific academic and social challenges that linguistically diverse students face.
13. Teachers will learn specific strategies for personalizing instruction in order to best meet the needs of their linguistically diverse students.
14. Teachers will learn how to recognize and identify gifted and talented students.
15. Teachers will learn about the specific academic and social challenges that gifted and talented students face.
16. Teachers will learn specific strategies to support gifted and talented students in their classrooms so that they are empowered to succeed.
17. Teachers will learn how to identify and engage the four main learning styles, including visual, auditory, reading/writing, and kinesthetic learners.
18. Teachers will understand what constitutes a multi-tiered system of support (MTSS), including its essential components.
19. Teachers will learn how Tier 1, 2, and 3 interventions operate within the MTSS framework.
20. Teachers will learn how to address the diverse learning needs of their students using the MTSS framework.
21. Teachers will learn strategies for working with families and community members for the success of all students.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Reflect on Your Current Practices and Design Two Lesson Plans (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Understanding Diversity
- The Whole Child Approach to Diversity
- The Role of Culture in a Diverse Classroom
- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about addressing the needs of diverse learners into your teaching practices. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Identifying and Supporting Students with ADHD
- Academic and Social Challenges of Students with ADHD

- Empowering Students with ADHD to Succeed
- **Assignment #2**
As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- Identifying and Supporting Students with Anxiety
- Academic and Social Challenges of Students with Anxiety
- Empowering Students with Anxiety to Succeed
- **Assignment #3**
Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively addressing the needs of diverse learners in the classroom. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.
- **Test #3**

Unit Four

- Identifying and Supporting Linguistically Diverse Students
- Academic and Social Challenges of Linguistically Diverse Students
- Empowering Linguistically Diverse Students to Succeed
- **Test #4**

Unit Five

- Identifying and Supporting Gifted and Talented Students
- Academic and Social Challenges of Gifted and Talented Students
- Empowering Gifted and Talented Students to Succeed
- **Test #5**

Unit Six

- Engaging All Learning Styles in Every Lesson
- Multi-Tiered Support Systems
- It Takes a Village: Collaboration as Community
- **Assignment #4**

PART I: Reflect on your current classroom makeup. If you are not currently teaching, reflect on a class that you have had in the past which contained students that had some of the diverse needs listed in Assignment #4. Then, write a paragraph which details the challenges that you faced with these diverse learners. This paragraph should be written in no less than eight detailed sentences and should focus on the challenges you face/faced with this diverse set of learners from your current or former class.

PART II: Considering the specific challenges delineated in Part I of this assignment, design two lesson plans that are geared toward specifically helping those diverse learners who are mainstreamed into your class. Your lessons should be very detailed and should focus on the types of supports and scaffolds that can be implemented during the lessons in order to help this group of diverse learners in your class (as described in Part I) better understand the subject and topic under study. In addition to academic challenges, your plan should also consider all the specific social and emotional challenges that these diverse learners face in your classroom.

- **Assignment #5**

The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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