



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Asset-Based Instruction to Empower Students

Course Description: This course will focus on how we can empower all students to be successful both academically and socially within the learning community and what we can do as a teacher and facilitator to foster a brave learning environment that supports students to utilize their own assets, knowledge and abilities to take a role in their own learning and success. Further, we will explore ways we can encourage families to support students and integrate their own assets and perspectives into the learning environment and to create a stronger home, school and community connection. We will see a shift of mindset in focusing on student struggle but rather their personal strengths, abilities and knowledge. Additionally, specific strategies teachers can incorporate into their classes will be explored as well as methods to support culturally responsive instruction for empowering students to overcome various academic obstacles.

- To identify students' needs and abilities within the classroom
- To identify specific areas of academic struggle and strengths and to identify the cause
- To foster and create a learning environment that supports students having academic and social difficulty and diverse interests and needs
- learn and implement upon To best teaching practices i.e. differentiated instruction to support all student's needs, abilities , and perspectives
- To reflect upon methods used and how it may have helped the student (midterm project) via a case study
- To learn strategies for more effective parent communication
- To define the role of the parent within a students' learning experience and effective parental involvement that supports student achievement and learning
- To enhance the learning community that fosters a brave learning community and encourages students to have a strong voice and to share various perspectives, experiences and cultural expectations.
- Students will be given time to reflect upon their needs as learners and how to effectively share this within the learning environment.

Participants will conduct and formal case study (final assessment) in which they will keep a log of a specific student, and explain methods and strategies they utilized to help this student, how students were encouraged to use personal knowledge, assets and abilities to be successful, and the intent of the family involvement and finally how they progressed.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions,

and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	Participants will: <ul style="list-style-type: none"> • provide class with a personal introduction and goal setting • define character traits of various types of student models found in classrooms • assist students in identifying their own strengths, knowledge and assets to overcome academic and social obstacles • research and analyze common denominators of struggling students and conduct a self-reflection of their own students and classrooms to learn the best strategies to enhance their instruction. • implement culturally responsive instruction to help a diverse student population to be successful. • learn to gather information on student interest and implement into classroom lessons and activities
Topics	<ul style="list-style-type: none"> • Personal introductions • Review of course objective – how it will be attained, methodology and philosophy of both instructor and participants
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Enhance their ability to identify causes and areas of academic challenge for individual students in their classrooms by identifying areas and reason for struggle, educators will address and support the learning needs of their students – this will allow for specific differentiated instruction that will help students become more successful in all classes. • Learn about and make observations in how culture may affect various social and academic struggles • Create a brave learning community for students to amplify their voice and needs as learners to be successful.

	<ul style="list-style-type: none"> • Learn how to identify characteristics of a student and focus direction on how to ascertain appropriate resources for particular students and areas of struggle – we want to also teach students how to ad • Enhance student engagement through cultural expectations in the learning community. • Involve the student in this process as the student will learn from the teacher how to overcome their struggle in that particular area – make them a part of the process.
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Session II

Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> • discuss and define the various roles of the teacher and student within the classroom setting • learn various strategies educators use in their classroom to guide students to identify personal learning assets • encourage students to share cultural expectations, needs and various perspectives within the learning community • learn how to observe and integrate student interests and how it helps to engage students to be successful • design instructional activities that include diverse student interest • craft differentiated instructional activities that adhere to various interests including cultural expectations too • how to increase empowerment in the classroom by using an asset-based approach
Topics	<p>Participants will:</p> <ul style="list-style-type: none"> • become familiar with various teaching strategies that meet the needs of different learners. • acquire the knowledge needed to assess struggling students' individual needs and cultural expectations • conduct a student case study utilizing a learned teaching strategy from this course and share reflections. (Midterm assignment)
Application to Instruction & Student Learning	<p>Educators will</p> <ul style="list-style-type: none"> • Be able to define their role within their classroom – how can they change instruction to help this student? How can the student advocate for themselves and identify personal assets, abilities and knowledge? • Conduct a comprehensive review of differentiated instruction and how to apply strategies to certain learning needs of students – specific differentiated activities will be shared and used in order to help various academic struggles and support diverse cultural expectations • Craft differentiated instruction and interactions that support a brave learning community. • Determine a teaching strategy that will help student to address and reflect upon their own assets and strengths as learners – how and why did you choose this teaching strategy; how will this help the student moving forward. • Conduct various methods to collect data on student interest and provide time for students to share this information with us and peers • Design instructional activities that are based upon student interest to improve engagement

Session III

Objectives	<p>Participants will:</p> <ul style="list-style-type: none"> • define the role of the family within a student's learning experience • develop and implement opportunities for family involvement that support student learning, a student's personal assets and knowledge and makes cultural considerations to enhance and maintain family involvement within the classroom • reflect upon parents' perspective on teacher outreach and the home to school connection • learn about the diverse families of his/her students and create ways to connect with the family to increase student success
Topics	<ul style="list-style-type: none"> • Role of the family of struggling students • Strategies to create connections and support for students with both families and educators

	<ul style="list-style-type: none"> Learn and share techniques on how to involve families in a classroom that supports student success
Application to Instruction & Student Learning	<p>Educators will</p> <ul style="list-style-type: none"> Define the role of positive family involvement in their classroom How to make connections with families and getting to know them Share techniques on how to involve families in a classroom that supports student success Implement at least one strategy for involving parents in their classroom Discuss and implement specific strategies to engage culturally diverse families and make considerations for cultural expectations and needs. Develop a strong home to school partnership and consider perspective of the family and/or parents Reflect upon current practices and make improvements based upon personal reflection, resources and peer feedback

Session IV

Objectives	<p>Participants will :</p> <ul style="list-style-type: none"> review the importance of identifying student assets, strength and knowledge within the classroom revisit the roles of the student, teacher, classroom learning environment and parent. make considerations for various cultural needs and perspectives clarify why creating global understanding and personal connections to content is vital student success read and review formal student case studies in order to produce one as a final assessment reflect upon how they have grown their mindset in regards to making considerations in the learning community for cultural responsiveness
Topics	<ul style="list-style-type: none"> Review of asset-based instruction Conduct formal case study of identifying student strengths Reflection of course and how to make instructional improvement and increase engagement among diverse learners
Application to Instruction & Student Learning	<p>Educators will:</p> <ul style="list-style-type: none"> Identify reasons of why we need to guide students in identifying areas of strength, ability and knowledge Implement appropriate strategies to address specific academic strengths Understand importance of home to school partnerships and connections Modify instructional practices that allow for greater student voice and “real world “connections Review and reflect upon cultural expectations and the needs for diverse learners Conduct and review their own formal case study. The case study will be presented to the class for reflections and peer review, this is the final project/assessment for this course. This helps teachers to student’s assets, ability, strengths and needs. We will reflect how this precisely and effectively helps the students to be successful in the learning environment.