



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: Bridging our Connectivity

Course Description: Connections are a bedrock belief in education. Educators know that meaningful connections can better engage students and motivate them to reach their potential. And these ties can and should extend beyond students to their families, the greater community, and beyond. In this course, we will explore how we can create intentional connections to best serve all students, including multilingual learners, economically disadvantaged, and other groups that have been historically underserved and marginalized. We will collaborate as a thinktank to learn what role technology can play in bridging the home-school divide and we will create a turnkey action plan that can enhance existing relationships and build new ones that leverage students' strengths to maximize their learning.

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

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| Objectives | <ul style="list-style-type: none"> • Examine and understand the benefits of Culturally Responsive teaching practices to best serve students. • Explore how increased feelings and demonstrations of connectivity impact student learning and academic performance while embracing an asset-based mindset and instructional practices. • Explore the tenets of asset-based instruction and how embracing and practicing an asset based instructional pedagogy leads to more opportunities for connections with students and their success. • Conduct a self-reflection of their own students, classrooms, and school communities to learn the best strategies to enhance their instruction and challenge the status quo. |
| Topics | <ul style="list-style-type: none"> • Personal Introductions • Culturally Responsive Practices • Equity • Abandoning the Deficit Model Mindset • The role and power of asset-based instruction • Connectivity • Shifting perspectives challenging the status quo <p>Social emotional learning: relationship skills</p> |
| Application to Instruction & Student Learning | <p>By studying different types of connections, participants will gain a better understanding of an asset-based mindset and instructional practices to work to empower students and support them in learning and development. Participants will understand how culturally responsive practices and growing critical consciousness will strengthen their support of students and families to meet their diverse needs. Participants will also learn what equity means while reflecting on their growing knowledge of relationships to craft best practices to meet student’s needs. At the close of the week’s instruction, a shift in perspective about what connectivity entails, how to approach instruction with an asset-based mindset and abandon a deficit view creates the foundation for how improve instruction and student outcomes while through a critical consciousness lens.</p> |

Session II

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| Objectives | <ul style="list-style-type: none"> • Examine Marginalization • Analyze and self-reflect on asset-based models • Evaluate asset-based strategies to engage multilingual learners and students who are economically disadvantaged • Examine Brave Learning Environments • Discuss leveraging technology to bridge the home-school divide |
| Topics | <ul style="list-style-type: none"> • Dangers of perpetuating marginalization • Asset-based practices to build connections • Asset-based practices for multilingual learners • Asset-based practices for students who are economically disadvantaged • Asset-based practices for students with disabilities • Brave spaces • Leveraging technology to bridge home-school divide |

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| Application to Instruction & Student Learning | Continuing the shift in perspective, educators will be focused on creating equity and opportunities for those marginalized populations while doing so with an asset-based approach instead of the historically deficit view. In addition, the fostering of brave learning and disrupting previously held deficit views will provide students with more opportunity and instruction that reflects their diverse experiences and needs. Finally, making the connection between an asset-based view of students, notably multilingual learners and those in poverty, and an educator’s responsibility and ability to create strong and meaningful connections with both students and, later with their families and community only strengthens the educator’s positive impact and successes of students in their care. |
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Session III

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| Objectives | <ul style="list-style-type: none"> • Analyze student engagement and student agency as means to build meaningful connections • Compare and contrast traditional teaching methods with project-based learning • Examine educational technology tools to increase student engagement for all students, including multilingual learners and students with disabilities • Complete the midterm assignment, which asks participants to create a choice board that demonstrated an asset-based mindset to empower multilingual learners’ learning |
| Topics | <ul style="list-style-type: none"> • Student engagement • Student agency • Project-based learning • Asset-based practices • Educational technology |
| Application to Instruction & Student Learning | Crafting one’s own pedagogy that reflects the tenets of an asset-based approach and CRP and dispositions provides the educator with a foundation for their instructional decisions and techniques. By leaning into research-based practices like student agency and student engagement, educators in this course will grow their own empathy and understanding of their students, their communities, their strengths, and circumstances to better serve their needs, improve performance, and foster growth of students, not just academically but personally. Combining these new understandings and realizations with the various, models of asset- based instruction, educators will see how the two work together to provide students, with more meaningful and empowering instruction. |

Session IV

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| Objectives | <ul style="list-style-type: none"> • Analyze culturally relevant and asset-based strategies that connect with students, families, and communities • Create, share, and reflect on action plans to strengthen connections with students, families, and communities |
| Topics | <ul style="list-style-type: none"> • Culturally relevant and asset-based strategies that connect with students • Culturally relevant and asset-based strategies that connect with families • Culturally relevant and asset-based strategies that connect with communities |
| Application to Instruction & Student Learning | Action plans will provide educators with ample resources to see and employ asset-based instruction through CRP and dispositions. The opportunity to reflect upon and understand how other participants/colleagues weave the tenets of asset-based instruction and CRPs provides all with additional resources and strategies they can bring to their own instruction and students. Further, students will benefit from educators that now understand concrete ways in which to connect to their families and community to further support their students not just academically but personally. Finally, self-reflection to examine why these strategies would be successful in a provided amount of time empowers educators to make meaningful change and establish important, powerful connections with their students. |