



## 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:** Creating Dynamic Learning Experiences in the Diverse Classroom

**Course Description:** "Technology is not a magic solution for education. It is an opportunity! An opportunity to shake things up, connect, grow, and create dynamic learning experiences for our students." In this course, you will learn practical strategies to help you move your classroom from static teaching to dynamic learning. Educators will explore why it's time to "Shake Up Learning," what changes can be made in the classroom to support dynamic learning experiences, and how to plan meaningful lessons to meet the needs of diverse learners.

As educators, we are aware that technology is constantly evolving. The digital age demands are transforming the way we live and the way we learn. Students must develop specific cultural awareness, active listening, and empathy skills to thrive in a globally connected environment. This course will take learning beyond the classroom walls to incorporate these essential skills to empower and engage students. Best practices will be explored to help educators implement digital tools to create optimal and equitable learning environments and deliver meaningful, integrated learning experiences for students that provide student agency over time, path, and place.

Learning doesn't have to stop when the bell rings. Education can take on a life of its own! Educators will explore the ways technology can empower and engage students. A strong emphasis will be placed on developing students' "voice and choice" to ensure student agency over learning. Educators will also discover strategies and tools to help students advocate for themselves, make choices, practice self-awareness, and understand themselves as learners.

### 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**

<p><b>Objectives</b></p>	<p><b>Participants will be able to:</b></p> <ul style="list-style-type: none"> <li>● Introductions &amp; discussions on Midterm and Final</li> <li>● Start building connections on how the Dynamic Learning and Culturally Responsive Teaching (CRT) frameworks are related.</li> <li>● Understand the different CRT implementation approaches within the context of the Dynamic Learning Framework.</li> <li>● Understand why inclusion is necessary to improve student outcomes</li> <li>● Evaluate your classroom culture and environment and determine how to make it safer and more nurturing through the asset-based approach to learning and developing an academic mindset.</li> <li>● Examine how a regular goal-setting routine can help all students to articulate academic, behavioral, and personal goals they want to work toward.</li> <li>● Understand the importance of setting high expectations for creating equitable learning environments</li> </ul>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>● The Dynamic Learning Framework</li> <li>● Fighting Exclusion to Create Dynamic Learning Experiences</li> <li>● Beyond the Bell with Asset-Based Approach and Academic Mindset</li> <li>● Beyond the Bell with Goal setting, Goals and Tracking Progress</li> <li>● Beyond the Bell with Interest Surveys and Learner Profiles</li> </ul>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<ul style="list-style-type: none"> <li>● Educators will understand the components of the Dynamic Learning Framework and how it creates an academically rigorous and intellectually challenging environment while also considering the different ways students learn.</li> <li>● Educators will examine strategies to be used “Beyond the Bell” to develop student agency and build goal-setting practices with their students.</li> <li>● Educators will examine strategies to help students share goals with families.</li> <li>● Educators will be able to recognize the difference between exclusion and inclusion and how inclusion helps all students. Various activities and digital tools will be explored to implement in the classroom to meet the needs of all learners.</li> <li>● Educators will create activities such as student interest surveys and learner profiles to get to know their students personally and academically. This provides opportunities to celebrate student identities.</li> <li>● Educators will provide opportunities where cultural identities can be celebrated</li> <li>● Educators will examine digital tools within the Google suite to foster equity and inclusive learning environments.</li> <li>● Educator will examine and explain why an asset-based view of students is crucial when working with multilingual students and diverse learners.</li> </ul>

## Session II

<p><b>Objectives</b></p>	<p>Participants will be able to:</p> <ul style="list-style-type: none"> <li>● Explore inclusive and culturally responsive instructional strategies to empower student agency through choice.</li> <li>● Identify how inclusive teaching practices place students at the center of learning and create a safe environment for students where the whole child can thrive.</li> <li>● Discover how dynamic learning experiences using technology in authentic and relevant ways engage students in learning.</li> <li>● Understand how teachers can embed 21st Century skills (communication, collaboration, critical thinking, and creativity) into student choice.</li> <li>● Examine strategies to help students identify their different learning styles and explore ways to incorporate instructional strategies and assignments that are responsive to those learning styles</li> <li>● Explore various opportunities to encourage our diverse learners to find and explore their interests, whether that means giving them a choice of reading, choice of project, choice of research topic, or a choice in how to demonstrate their learning.</li> <li>● Examine choice-based activities that include scaffolding the process or product with diverse language options while keeping the learning objective the same.</li> <li>● Explore digital tools to support diverse learners and create dynamic learning experiences.</li> <li>● Midterm posted &amp; classroom discussions, feedback, and modifications.</li> </ul>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>● Creating Dynamic Learning Experiences Supports Student Agency</li> <li>● Design Strategies to Support Our Diverse Learners</li> <li>● Meeting the Needs of Our Diverse Learners through 21st Century Skills</li> <li>● The 4Cs</li> <li>● Midterm</li> </ul>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>Educators will</p> <ul style="list-style-type: none"> <li>● Gain a greater understanding of their role as teachers in the classroom and what they can do to help students have agency over their learning.</li> <li>● Understand and implement strategies and educational resources to foster student voice and choice over learning.</li> <li>● Educated on available digital tools and accommodations to assist diverse learners.</li> <li>● Evaluate their own contributions to their classroom climate to provide a more equitable practice through the creation of flexible learning spaces.</li> <li>● Understand ways to boost student engagement through inquiry.</li> <li>● Analyze the positive impacts of curating resources to meet the needs of all learners.</li> <li>● Discuss, evaluate, reflect, and shape how one can best use the skills, strategies, and information learned in the module as an integral part of the classroom environment.</li> <li>● Examine digital tools within the Google suite to foster equity and inclusive learning environments.</li> </ul>

## Session III

<p><b>Objectives</b></p>	<p>Educators will</p> <ul style="list-style-type: none"> <li>● Learn to use the goals of <b>Learning for Justice</b> to build and solidify a socially-responsive culture within their school community.</li> <li>● Define Social Justice and explore teaching strategies that promote Social Justice</li> <li>● Seek knowledge regarding the students and community they serve and apply findings to their practice and development of the school culture.</li> <li>● Explore lessons, activities, digital tools, and instructional pathways that provide multiple and effective opportunities for students to think, reflect, and consolidate understanding.</li> <li>● Develop digital activities that engage students in collaborative projects and critical thinking inside and outside the classroom.</li> <li>● Examine the principles of <b>Project-based Learning</b> to inspire students and accelerate learning with a focus on creativity, teamwork, and the practical application of real-world concepts.</li> <li>● Explore strategies that teach your students <b>Global awareness</b> and how to navigate and embrace cultural differences for academic, professional, and social success.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Explore options that provide new opportunities for students more closely align with their interests and passions and keep them engaged.</li> <li>● Examine the connection between <b>culturally responsive teaching</b> and <b>social-emotional learning</b>.</li> <li>● Explore digital tools to support diverse learners and create dynamic learning experiences.</li> <li>● Understand how <b>ISTE Standards for Students</b> align with the <b>SEL Competencies</b></li> </ul>
Topics	<ul style="list-style-type: none"> <li>● Amplifying Student Voice BEYOND the Walls</li> <li>● Design Strategies to Support Our Diverse Learners</li> <li>● Meeting the Needs of Our Diverse Learners through 21st Century Skills</li> <li>● Beyond the Walls and Due Dates - Going Global</li> <li>● Culturally Responsive Teaching and Social-Emotional Learning Meet</li> </ul>
Application to Instruction & Student Learning	<p>Educators will:</p> <ul style="list-style-type: none"> <li>● Identify the ways in which students the advantages of exploring social justice issues in the classroom.</li> <li>● Evaluate various sites that promote <b>social justice and empathy</b> through activating student voice through lesson design.</li> <li>● Share and discuss project-based learning as it pertains to <b>student agency and service learning</b>.</li> <li>● Explore strategies that amplify student voice by designing dynamic learning experiences that include publishing student work for a <b>global audience</b>. Emphasis is on bringing community connections and collaborations to the learning experience.</li> <li>● Explore various digital tools that teach students Global awareness and how to navigate and embrace cultural differences for academic, professional, and social success.</li> <li>● Share and discuss how <b>pairing SEL with CRT</b> can help teachers create dynamic learning experiences to meet the needs of their diverse learners.</li> <li>● Share and discuss how the <b>ISTE Standards for Students</b> align with the SEL Competencies and CRT?</li> <li>● Explore how digital tools support the Dynamic Learning Framework and take learning “Beyond the Tools.”</li> </ul>

#### Session IV

Objectives	<ul style="list-style-type: none"> <li>● Understand how implementing Social-Emotional Learning (SEL) can eliminate inequities and foster inclusive practice and equity in our classrooms and schools.</li> <li>● Understand that students are valuable partners in the learning process and bring abundant personal knowledge and experience.</li> <li>● Understand and learn how to apply the first steps in beginning social justice and equity work in our classrooms and learning communities.</li> <li>● Examine digital tools and resources available to celebrate students’ identities, cultures, and experiences.</li> <li>● Use tools from the CASEL to plan or facilitate an intentional learning community focused on building equity in your learning community.</li> <li>● Explain how the design process can be leveraged to create flexible, meaningful, equitable learning opportunities for all students.</li> <li>● Understand the principles of UDL and how they relate to SEL when creating equitable opportunities for diverse learners.</li> <li>● Learn how to integrate culturally responsive teaching techniques into the Dynamic Learning Framework.</li> <li>● Create a Dynamic Lesson Plan through the lens of our diverse learning communities.</li> <li>● Analyze ways to help their students develop responsible decision-making skills to participate in productive and respectful discourse and analyze the consequences of actions.</li> <li>● Develop activities to help students monitor their progress while fostering student voices.</li> </ul>
Topics	<ul style="list-style-type: none"> <li>● Final</li> <li>● Developing Self-Awareness to Create A Culturally Responsive-Sustaining Classroom</li> <li>● Useful tools to create Dynamic Learning Experiences that Foster Self-Awareness</li> </ul>

	<ul style="list-style-type: none"> <li>● Developing Self-Management Skills to Support a Culturally Responsive Classroom</li> <li>● Developing Empathy and Social Awareness Skills to Support a Culturally Responsive Classroom</li> </ul>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<ul style="list-style-type: none"> <li>● Guided by five core competencies: Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision Making, the SEL learning framework helps students develop healthy connections with others, positive associations with school, and the tools needed to regulate one’s behavior.</li> <li>● Elevate students’ experiences, perspectives, and cultures,</li> <li>● Provide powerful opportunities to engage the SEL competencies to create a more culturally responsive-sustaining classroom.</li> <li>● Align social-emotional learning and culturally-responsive teaching with the Dynamic Learning Framework.</li> </ul>