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

Title of Course*:* Maximizing Strengths and Abilities: Supportive Approach for Students with Learning Diversity

Course Description: "Learning diversity" recognizes that individuals with learning disabilities have unique strengths and abilities, and emphasizes the importance of building on these assets in order to support their learning and development. The concept of learning diversity acknowledges that there is diversity within the ways that individuals learn, and that this diversity should be valued and supported rather than viewed as a deficit emphasizing the importance of creating inclusive and supportive learning environments that recognize and accommodate the needs of all learners, including those with learning disabilities. By using an asset-based approach and framing learning disabilities as learning diversity, educators can shift their focus from deficits to strengths, and work to create inclusive and supportive learning environments that empower all students to succeed. This course will also focus on strategies for helping students with learning diversities succeed in the classroom with techniques for differentiating instruction, adapting materials and assessments, and using assistive technology. In addition, there will be continual exploration in which culture can impact learning and considering the unique needs and experiences of students from diverse backgrounds. By diversifying the use of specific discussion and thinking protocols, the course works to cultivate a dynamic and inclusive educational landscape that values and supports the richness of learning diversity. Overall, the goal of this course is to provide educators with the knowledge, skills, and strategies they need to support and empower students with learning diversities to reach their full potential.

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	- Analyze the significance of personal introductions in fostering an inclusive and supportive learning environment. - Evaluate the implications of shifting from a "learning disabled" perspective to embracing "learning diversity" in the context of education. - Formulate strategies for incorporating an Asset Based Mindset to empower students with diverse learning abilities. - Develop a comprehensive understanding of learning diversity and its relationship to inclusive education practices. - Design and implement a culturally responsive classroom that caters to the needs of students with diverse learning abilities. - Examine the concept of equity in education and its role in maximizing strengths of learning diversity. - Critically assess implicit biases and their potential impact on the learning experiences of students with diverse abilities.
Topics	- The shift from "learning disabled" to "learning diversity" - The concept of learning diversity and its implications for supporting students with learning disabilities. - How Asset Based Mindset supports learning diversities: Shifting the focus from deficits to strengths through an asset-based approach to teaching and learning. - Understanding Learning Diversity and Inclusive Education - Building a Culturally Responsive Classroom for Learning Diversity - Understanding Equity - Implicit Bias - Recognizing and valuing the unique strengths and abilities of students with learning diversities.
Application to Instruction & Student Learning	Begin with personal introductions, fostering a safe and inclusive learning environment. As it progresses, the focus will shift away from the outdated term "learning disabled" towards a more empowering and inclusive concept known as "learning diversity." Throughout the course, an asset-based mindset will be emphasized, allowing teachers to recognize and celebrate the unique strengths and abilities of their diverse learners, reframing the instructional approach from focusing on deficits to highlighting strengths. Participants will gain a deep understanding of learning diversity and its implications for supporting students, empowering them to embrace inclusive education practices. Culturally responsive classrooms will be emphasized, respecting, and honoring the diverse backgrounds of students. The course will also delve into issues of equity and implicit bias, prompting teachers to be mindful of these factors in their instructional approach. Ultimately, the course will empower educators with knowledge and strategies to create an inclusive and supportive learning environment that maximizes the potential of all students, valuing their individuality and diverse ways of learning.

Session II

Objectives	- Understand the major assignments for course; midterm (Culturally Responsive Pedagogy) and final (personal action plan) - Reflect on personal biases and assumptions about students with learning disabilities. - Gain awareness of the potential impact of one's identity on teaching practices and student interactions. - Cultivate a sense of openness and receptivity to diverse perspectives and experiences. - Explore strategies to foster a classroom environment that validates and respects students' individual identities and cultural backgrounds through examining and implementing Building Community and Brave Spaces as a Foundation for Equitable Classrooms - Develop methods to provide personalized feedback and recognition that acknowledges students' strengths and achievements. - Familiarize oneself with the various types of learning diversities and their potential impact on students' learning experiences. - Gain insights into the strengths and challenges associated with different learning diversities. - Encourage students to integrate compass protocols that further defines their own thinking and needs and educators should do the same. - Embrace an asset-based mindset that focuses on recognizing and nurturing students' strengths rather than deficits.
Topics	- Examining One's Own Identity - Affirming Student identity - Learning Diversities - Asset Based Lens - Building Community and Brave Spaces - Compass Protocols
Application to Instruction & Student Learning	Reflecting on personal biases and assumptions about students with learning diversities is crucial for effective teaching and student learning as it allows educators to challenge preconceived notions that might influence interactions with students, thereby gaining awareness of one's identity impact on teaching, and how student interactions foster empathy and inclusivity. Openness to diverse perspectives creates a safe space where students feel valued and motivated to learn, validating students' identities and cultural backgrounds. Promoting an inclusive classroom especially with personalized feedback and recognition further boosts students' confidence and promotes a growth mindset. Lastly, understanding the various learning diversities works to inform tailored instruction with embracing an asset-based mindset creates a strengths-oriented learning environment, enhancing student self-esteem and academic success.

Session III

Objectives	- Analyze the Tenets of Brave Learning and apply to this course as well as instruction building upon our previous work examining Building Community & Brave Spaces - Assess and support the effectiveness of colleagues' pedagogy plans that adopt an asset-based approach and incorporate culturally responsive practices and dispositions. - Evaluate different classroom instructional models in terms of their ability to optimize the strengths and potential of students with learning diversities, identifying models that best support inclusive learning environments.
Topics	- Brave Learning Environment - Pedagogy Plan - Classroom Models of Instruction including - me/we/they protocols
Application to Instruction & Student Learning	Learning to provide a framework for an inclusive and empowering environment that celebrates strengths. Assessing colleagues' asset-based and culturally responsive pedagogy plans fosters collaborative growth, benefiting both educators and students by expanding opportunities to implement ideas and strategies colleagues will use. Evaluating diverse instructional models helps identify approaches that optimize learning outcomes, while integrating inclusive technology meets individual needs, ensuring equitable access. Educators will continually reflect on their own thinking protocols and personal experiences and how this may affect student success and classroom interactions. Lastly, personalized learning plans tailor education, maximizing growth and achievement, creating an empowering and inclusive environment.

Session IV

Objectives	● Understand the importance of asset-based approaches and recognize the value of focusing on students' strengths and assets to empower them for success in the learning process. ● Appreciate the significance of learning diversities in education and acknowledge the unique strengths and abilities of students with diverse learning needs and how this diversity enriches the learning environment. ● Create a comprehensive plan at the beginning of week 2 that outlines strategies for implementing asset-based approaches in their teaching practices. ● Reflect on the course content by summarizing their understanding and thoughts in the "Closing Thoughts" section, emphasizing the crucial role educators play in empowering all students to reach their full potential. ● Promote inclusive teaching practices and encourage ongoing growth and commitment to inclusive teaching practices that celebrate diversity and support the success of every student and support brave learning communities and brave spaces
Topics	● Personal Action Plans and Feedback ● Strengthening the Family Connection ● A Review of Asset Based Approach ● Final Reflection: How Have You Grown? ● Closing Thoughts ● Extension of Course
Application to Instruction & Student Learning	By understanding the importance of asset-based approaches and recognizing the value of focusing on students' strengths and assets, educators can successfully impact instruction and student learning by designing personalized and effective teaching strategies that empower students for success in the learning process. Additionally, appreciating the significance of learning diversities and acknowledging the unique strengths and abilities that students with diverse learning needs have, enriches the learning environment, fostering an inclusive and empowering atmosphere. Educators' creation of a comprehensive action plan that outlines strategies for implementing brave learning, asset-based approaches, ensures a proactive and thoughtful approach to instruction that is unique to their needs and the students in their care. Lastly, the very personal and meaningful reflection on the course content through the "Closing Thoughts" section emphasizes the crucial role educators play in empowering all students to reach their full potential, inspiring a sense of purpose and dedication to maximizing student strengths. By promoting inclusive teaching practices and encouraging ongoing growth and commitment to diversity celebration, teachers create a learning environment where every student is supported, valued, and given the opportunity to thrive.