

## ***Differentiating Instruction for Learner Success***

**Teacher Learning Outcomes:** Through your experiences in this class you should be able to:

1. Understand the rationale for differentiated instruction and the research that supports it.
2. Articulate the definition and critical components around which differentiated instruction is designed, i.e., readiness, interest, learning styles, and affect/environment.
3. Utilize formal and informal assessment data to plan instruction that is differentiated based on analyses.
4. Demonstrate differentiation in the three areas for which differentiation is appropriate: content, process, and product.
5. Use differentiated instruction in a way that accommodates diversity among learners, i.e., cognitive abilities, learning styles, socioeconomic and family factors, readiness, learning pace, gender, cultural influences, and confidence.
6. Create and maintain a learning environment conducive to differentiated learning.

## ***Formative Assessment***

**Teacher Learning Outcomes:** Through your experiences in this class you should be able to:

1. Understand the rationale for formative assessment and the research that supports it.
2. Articulate the definition and critical components of formative assessment.
3. Practice a variety of formative assessment strategies
4. Utilize informal assessment data to adjust instruction within the lesson to meet learner needs and lesson objectives.
5. Provide immediate feedback to students in response to formative assessment.
6. Understand the role of scaffolding in insuring student access to, and success with, the lesson objectives.

## ***Teaching Students of Poverty***

**Teacher Learning Outcomes:** Through your experiences in this class you should be able to:

1. Understand the characteristics of poverty and how poverty affects learning.
2. Determine interventions to meet the physical, emotional and academic needs of students of poverty.

3. Learn and practice strategies for building relationships of mutual respect with students of poverty.
4. Learn methods to help students of poverty successfully function and contribute within the school and work environment.
5. Learn how to build relationships of mutual respect with parents and community in meeting the needs of students of poverty.

### ***Preparing Students for a Global Society***

**Teacher Learning Outcomes:** Through your experiences in this class you should be able to:

1. Articulate the future needs of students living and working in a global society.
2. Learn and implement strategies to help students reason effectively, use systems thinking, make judgments and decisions and solve problems. (**Critical Thinking**)
3. Help students develop effective communication skills. (**Communication**)
4. Learn the critical components of effective collaboration: team behavior, flexibility, compromise, and working toward a common goal. (**Collaboration**)
5. Understand the role of creativity and innovation in the future success of students. (**Creativity and Innovation**)