

Sample only

Course description for Core M.Ed. Summer Year 1

How all students learn: Supporting Diverse learners

Intended learning outcomes:

Through connecting theory and practice, candidates will deepen their understanding of the interdependence of the brain, culture and language development on the academic achievement of all learners.

Through connecting theory and practice, candidates will increase their ability to assess and address the learning needs of all students, thereby increasing the candidates' positive impact on student learning.

As you can see from our intended course outcomes, we will engage in a core coordinated studies curriculum encompassing the needs of diverse learners in multicultural settings. We will consider the latest research on how the function and role of the brain, culture and language development influence learners. Included in the core will be topics such as culturally responsive teaching, teaching for diversity and social justice and anti-bias education. Another focus of the program will be on the effects of culture and language development on academic achievement and effective, research-based classroom practices for all students, further focusing our attention on those students who have been traditionally underserved by our educational system.

The M.Ed. core curriculum will lay the foundation for deepening our understanding of the needs of our students. Throughout this program we will build on this understanding in order to increase our positive impact on all of our students.

Sample only Required Reading:

Bransford, J., Brown, A. & Cocking, R. (Eds.). (1999). *How people learn: brain, mind, experience, and school*. Washington DC: National Academy Press.

See it online if you'd like. <http://nap.edu/html/howpeople1/>

North Central Regional Educational Laboratory. (2004). *All students reaching the top: strategies for closing academic achievement gaps*. Naperville, IL: Learning Point Associates.

Taylor, L.S. & Whittaker, C.R. (2009). *Bridging multiple worlds: Case studies of diverse educational communities*. Boston, MA: Pearson.

Wong Fillmore, L. & Snow C.E. (2000). *What teachers need to know about language*. Paper presented to the Center of Applied Linguistics.

Zull, J. (2002). *The art of changing the brain: enriching the practice of teaching by exploring the biology of learning*. Sterling, VA: Stylus Publishing.

Sample only Seminar Readings:

Alexie, S. (2007). *The absolutely true diary of a part-time Indian*. New York, NY.: Little, Brown and Company.

Hart, B., & Risley, T. (1995). *Meaningful differences in everyday experiences of young American children*. Baltimore: Paul H. Brooks Publishing Co.

Finn, P.J. *Literacy with an attitude*. (1999). New York: State University of New York.

Igoa, C. (1995). *The inner world of the immigrant child*. New York: St. Martin's Press.

Nieto, S. (1999). *The light in their eyes, creating multicultural learning communities*. New York: Teachers College Press.

Tatum, B. (1997). *Why are all of the black kids sitting together in the cafeteria?* New York: Basic Books.

Trumbull, E., & Farr, B. (2005). *Language and learning: what teachers need to know*. Norwood, MA: Christopher-Gordon Publishers.