



---

## **2009 Summer Institute Workshop Sessions Aligned with Teaching Children of Poverty (TCOP) Standards**

### **Standard 1: The Culture of Poverty**

Teacher Candidates exemplify their understanding of students' behavior differences that may occur as a result of cultural differences. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create learning environments that value, engage and support children of poverty as capable learners.

- Keynote: "Important Work: Perspectives on Teaching Children of Poverty"
- Keynote: "Have a Great Classroom Using the 3 Rs: Relationship, Relevance and Rigor"
- "Understand Growth and Development During the Early Childhood Years: Observation, Observation, Observation"
- "Say Goodbye to Minimally Adequate; Hello High Quality Education"
- "Focus2Read: Breaking the Alphabetic Code for All Children"
- "Build Relationships: Stop, Look and Listen"
- "Build Knowledge of Text in Children of Poverty: Can a Tiger Really Change Colors?"
- "Effectively Deal with Challenging Behaviors in the Preschool Classroom: Resources for Teachers"
- "Make Every Child and Parent Count"
- "Motivate Learners with the 3 Rs (Relationship, Relevance, Rigor)"
- "TWEAK IT: Take What's Effective and Keep It: Delivering Effective Classroom Instruction"
- "Understand and Assist Brain Development"

### **STANDARD 2: Language and Literacy**

Teacher Candidates exemplify their understanding of the unique aspects of language development that influence children of poverty's abilities to be successful members of a classroom's community structure. Teacher Candidates apply acquired knowledge, skills and dispositions grounded in current research to create learning environments and home-school-community partnerships that are specifically designed to support children of poverty as successful language learners.

- "Focus2Read: Breaking the Alphabetic Code for All Children"
- "Build Knowledge of Text in Children of Poverty: Can a Tiger Really Change Colors?"
- "Get the Most Out of Your Reluctant Readers: COPs and Readers"
- "Implement Explicit Strategies for Teaching Guided Reading"

### **STANDARD 3: Family and Community Partnerships**

Teacher Candidates exemplify their understanding of the structures and cultures of families of poverty and of their local communities. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create effective, achievement-oriented relationships with families and communities that embrace them as valid partners in children's education.

- Keynote: "Create a Welcoming School Environment"
- "Plan a Successful Reading Night"
- "Implement Social Studies, Science & Math along with Readng & Technology (SoSMART) Night"
- "Make Every Child and Parent Count"
- "Involve Parents in Schoolwork (TIPS)" Part 1 & 2

**STANDARD 4:**  
**The Classroom Community**

Teacher Candidates exemplify their understanding of the unique aspects of social, emotional, and cognitive development that influence children of poverty's abilities to be successful members of a classroom's community structure. Teacher Candidates apply acquired knowledge, skills and dispositions grounded in current research to create positive, relationship-driven classroom environments that are specifically designed to support children of poverty as engaged participants in the classroom environment and as successful lifelong learners.

- Keynote: "Have a Great Classroom Using the 3 Rs: Relationship, Relevance and Rigor"
- "Build Relationships: Stop, Look and Listen"
- "Effectively Deal with Challenging Behaviors in the Preschool Classroom: Resources for Teachers"
- "Use Walkthrough Data to Improve Teaching Strategies"
- "Motivate Learners with the 3 Rs (Relationship, Relevance, Rigor)"

**STANDARD 5:**  
**Curriculum Design, Instructional Strategies & Assessment**

Teacher Candidates exemplify their understanding of how the use of specific elements of curriculum design, instructional strategies and assessment support the academic achievement of children of poverty. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create and implement results-driven instructional strategies and assessments.

- "Understand Growth and Development During the Early Childhood Years: Observation, Observation, Observation"
- "Focus2Read: Breaking the Alphabetic Code for All Children"
- "Implement Effective Classroom Assessment Methods"
- "Build Knowledge of Text in Children of Poverty: Can a Tiger Really Change Colors?"
- "Improve Student Achievement Via More Coherent Assessment Strategies in Middle School"
- "Get the Most Out of Your Reluctant Readers: COPs and Readers"
- "Enhance Preschoolers' Physical Activity Level: Let's Get Moving!"
- "TWEAK IT: Take What's Effective and Keep It: Delivering Effective Classroom Instruction"
- "Learn More About the ABC's of CBA (Curriculum Based Assessment)"
- "Understand and Assist Brain Development"
- "Implement Explicit Strategies for Teaching Guided Reading"
- "Get Technology to Work for Me: Strategies to Use Technology to Increase Learning"
- "Evaluate Preschool Quality"
- "Implement Strategies that Promote Thinking Skills and Strategic Learners: Metacognition"
- "Develop Hands-on Kindergarten Math Assessments That Rock"

**STANDARD 6:**  
**Teachers of Children of Poverty as Learners, Leaders, and Advocates**

Teacher Candidates exemplify their commitment to learning about and advocating for children of poverty. Teacher candidates apply acquired knowledge, skills and dispositions grounded in current research to create and implement professional development and advocacy plans that exemplify their understanding of their roles as leaders in working with children of poverty.

- "Important Work: Perspectives on Teaching Children of Poverty"
- "Say Goodbye to Minimally Adequate; Hello High Quality Education"
- "Use Walkthrough Data to Improve Teaching Strategies"
- "Gain Knowledge of T.E.A.C.H. Scholarship Opportunities"
- "Effectively Report Child Abuse and Maltreatment"