

| <b>Strategies for Teaching Children of Poverty<br/>Professional Development Graduate Course</b> |   |
|---|---|
| EDPD 525  | June 2019   |
| <b>Instructor</b>   | Dr. Tammy Pawloski  |
| <b>Office</b>   | RCC 103, 661-1475   |
| <b>E-mail</b>   | <a href="mailto:tpawloski@fmarion.edu">tpawloski@fmarion.edu</a> <b>BEST CONTACT METHOD</b> |
| <b>Office Hours</b>   | By Appointment  |
| <b>Meeting Dates</b>  | June 12, 13, 17, 18, 19, 20, 21 8:00 AM – 4:00 PM (See each day for schedule)               |
| <b>Meeting Location</b>   | Campus of Francis Marion University – Rooms TBD   |

### School of Education Conceptual Framework:

The School of Education prepares competent and caring teachers.

- I. Competent teachers possess
  - A. Knowledge of content in their area of teaching
  - B. Professional knowledge and skills
    1. Ability to plan instruction
    2. Ability to apply skills and knowledge in a clinical setting
    3. Ability to cause learning in P -12 students
    4. Ability to assess learning and learners
    5. Ability to work with children of poverty
    6. Ability to use technology
- II. Caring teachers possess
  - A. Exhibits professional attributes
  - B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
  - C. Upholds Ethical and Professional Standards
  - D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
  - E. Shows respect for colleagues, P -12 students, faculty and staff.

### Course Description

This course is designed to provide graduate students with an initial study of issues related to life in poverty and the impact they have on teaching and learning. It includes an introductory study of six standards for teachers of children of poverty, including: life in poverty; the classroom community; family and community partnerships; curriculum design, instructional strategies and assessment; relationship-driven classroom management; and teachers as learners, leaders and advocates to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty.

### Course Objectives

*Upon completion of the course teacher candidate will be able to:*

- Understand the potential impact of birth and life in poverty AND gain ways to provide supports and interventions.
- Understand the power to influence brain change by changing the environment AND gain ways to effect that change.
- Understand why and how high-yield strategies can create positive change AND take away examples for implementing each.
- Understand why the action research model can bring about school and classroom change AND how to implement it.
- Take away specific resources to engage colleagues in this study.
- Demonstrate a commitment to on-going learning, teacher leadership, and advocacy for children of poverty.

### Course Materials

**Texts and Other Course Materials – NONE REQUIRED**

## Content Outline

- ❖ Life in poverty can have a significant negative impact on brain development and school achievement.
- ❖ But...brains can and do change every day.
- ❖ Schools can make the difference in how brains develop and how successful children of poverty can be every day.

### **How? Develop high-quality, meaningful relationships.**

1. Build relationships.
2. Decrease stress.
3. Increase status.
4. Instill a sense of hope.
5. Use effective proactive guidance strategies.
6. Employ 'ME-oriented' best practices all day every day.
7. Understand the goals of student behaviors.

### **How? Understand and support the health needs of students.**

8. Support health needs.

### **How? Cultivate family and community partnerships.**

9. Implement a results-driven partnership plan.

### **How? Align classroom instruction and assessment with required, tested standards.**

10. Use the RBT or Webb's DOK to unpack standards and to align instruction.

### **How? Motivate students' interest in learning.**

11. Motivate the unmotivated – Increase value and expectancy of success.
12. Promote a growth mindset rather than a fixed mindset.

### **How? Build background knowledge and grow the brain.**

13. Build background knowledge in all content areas.
14. Grow executive functions.
15. Build memory trace.
16. Cultivate healthy emotional brains and teach soft skills and hidden rules of school.

### **How? Design and deliver purposeful instruction.**

17. Purposefully teach – know the goal and reach rigor through active, deep and engaging activities.
18. Explicitly teach specific skills—use formats, templates, models, and rubrics.
19. Use questioning strategically.
20. Use (formative) feedback and data to drive instruction.
21. Make learning fun; capitalize on the power of dopamine.
22. Accommodate.
23. Integrate the ARTS.
24. Hold high expectations for all students – *all means ALL!*

### **How? Benefit from strong and supportive school leadership.**

25. Be a leader (or a follower).

## Methods of Presentation

Each class will be a combination of demonstration/modeling, discussion, and direct teaching of techniques followed by hands-on practice by teacher candidates. Teacher candidates will have opportunities to work independently and collaboratively with other candidates. Peer coaching and peer review techniques will be used to facilitate instruction, learning and assessment.

## Course Requirements

1. Attendance and participation in all classes and related activities. Students are expected to be in class at the beginning of the stated class time and to stay through the entire class period. Excessive tardiness may result in a student's removal from the class.
2. Completion of required readings/preparations before class dates indicated on schedule.
3. Successful completion of all assignments/projects.
4. Successful completion of quizzes/demonstrations.

## Course Policies and Dispositions

### Professional Behavior and Norms

*SCHOOL OF EDUCATION ATTENDANCE POLICY: "If a student is absent more than 15% of the total number of class meetings, the course instructor has the right to withdraw the student from the course. Instructors may choose to allow students to make up class time to avoid being withdrawn from the course; however, this is solely the discretion of the course instructor. Class make up time must be scheduled with the instructor ahead of time, at his or her convenience, and must be supervised by the instructor."* **NOTE: The schedule and design of this course will not allow late or make-up work.**

**Dispositions are as important as academic work.** Students are expected to conduct themselves in a professional manner at all times. This includes adhering to the FMU attendance policy, punctuality for all classes and meetings, because late arrivals to class are a disruption and a diversion from the class session already in progress [**note: two tardies/early departures equal one absence**], and the active cultivation of positive and respectful professional relationships with all class members.

All students have the right to learn in a respectful environment and the instructor has the right to teach in a respectful environment. Engaging in personal conversations, preparing assignments for another class, checking cell phones, emails, or text messages, or otherwise being inattentive **distracts other class participants, including the professor**, and will not be tolerated. It is expected that all students participate in class appropriately.

**Any failure to demonstrate appropriate professional dispositions will result in disciplinary actions that comply with FMU School of Education policies that may include withdrawal from the course.**

### Assignment Deadlines

The Francis Marion University School of Education imposes strict deadlines for grade submission. Therefore, late assignments cannot be accepted.

## Assignments and Assessments –

### **BERKELEY/SALUDA STUDENTS SKIP TO PAGE 7**

The student will compile a portfolio comprised of the assignments listed below:

| # | Activity Description   |     |
|---|--|-----|
| 1 | <b>Journal Entries:</b> The student will complete a personal journal that documents all class activities.  | 55% |
| 2 | <b>Class Participation and Dispositions:</b> The student will <b>participate</b> in class discussions and related activities in a genuine and informed manner to exemplify the completion of assignments and preparation for class and in compliance with all expectations for appropriate dispositions.   | 5%  |
| 3 | <b>Professional Learning:</b> The student will participate in two days of professional development, including keynote addresses and breakout sessions, at the Center of Excellence to Prepare Teachers of Children of Poverty 2019 Summer Institute convened on the campus of Francis Marion University on June 19-20, 2019. Attendance on both days is required and <b>verified documentation of attendance during each time period is required for course completion.</b> The Center of Excellence Summer Institute is designed to afford opportunities to explore a variety of issues of importance to teachers of children of poverty. | 20% |
| 4 | <b>Poverty Simulation:</b> The student will participate in the Missouri Community Action Partnership Poverty Simulation convened on the campus of Francis Marion University on Tuesday, June 18, 2019. Attendance is required, as is the post-simulation reflection.   | 10% |
| 5 | <b>Final Reflection: "I used to think and now I think":</b> The student will complete a final reflection that provides an opportunity to address ways in which thinking has changed as a result of the focused study and activities of this course. <b>This assignment MUST be submitted electronically.</b>   | 10% |

## Scoring Rubric

The following scoring rubric will be used to assess all assignments:

| SCORE | DESCRIPTORS  |
|-------|--|
| 4     | <p><b>Exceeds Expectations.</b><br/>           Completely thorough and thoughtful submission.<br/>           Well organized throughout; followed all instructions fully.<br/>           Details are clear and supportive of the topic under investigation.<br/>           Reflection includes deep analysis, application, and plans for future.</p>    |
| 3     | <p><b>Meets Expectations.</b><br/>           Mostly thorough and thoughtful submission.<br/>           Generally well organized; followed most instructions.<br/>           Details are mostly clear and supportive of the topic under investigation.<br/>           Reflection includes basic analysis, application, and plans for future.</p>        |
| 2     | <p><b>Attempted to meet expectations.</b><br/>           Rudimentary submission.<br/>           Organization unclear; instructions frequently not followed.<br/>           Details are not clear and supportive of the topic under investigation.<br/>           Reflection does not include basic analysis, application, and/or plans for future.</p> |
| 1 - 0 | <p><b>Little or no attempt to meet expectations.</b><br/>           No evidence of organization; instructions not followed.<br/>           Details are generally not included.<br/>           Reflection is generally not evident.</p>   |

## Grading Scale

**The following grades may be earned in accordance with Francis Marion University's Graduate grading scale: A, B+, B, C+, C, F, or W (Withdrawal)**

Grades for each assessment will be assigned using the rubric, above

(Not Met: NC – 0-1; Partially Met: C – 2; Met: B – 3; Exceeded: A – 4).

Weighted total scores in each category will be used to calculate the final score that aligns with the grading scale as follows:

A = 4.0 – 3.6      B+ = 3.5 – 3.2      B = 3.1 – 2.8  
 C+ = 2.7 – 2.4      C = 2.3 – 2.0      = Below 2.0

## Class Calendar

| Date                   | REQUIRED ACTIVITY   |
|------------------------|---|
| June 12 8:00AM- 4:00PM | Class Meeting – FM Campus – Room TBD                                  |
| June 13 8:00AM- 4:00PM | Class Meeting – FM Campus – Room TBD                                  |
| June 17 8:00AM- 4:00PM | Class Meeting – FM Campus – Room TBD                                  |
| June 18 8:00AM- 4:00PM | Class Meeting – FM Campus – Room TBD                                  |
| June 19 8:00AM- 4:00PM | Attend Summer Institute – Collect Attendance Stickers                 |
| June 20 8:00AM- 4:00PM | Attend Summer Institute – Collect Attendance Stickers                 |
| June 21 8:00AM- 4:00PM | Class Meeting – FM Campus – Room TBD <i>All assignments submitted</i> |

| Check Sheet for Assignments   |  |       |  |  |
|---|--|-------|--|--|
| Journal Entries   |  | Score | Notes  |  |
| a   | Table of Contents  |       |  |  |
| b   | Why Poverty Matters  |       |  |  |
| c   | Financial Poverty & A Look at Local Data                             |       |  |  |
| d   | The Impact of Resources and Poverty Redefined                        |       |  |  |
| e   | Neuroscience and the Classroom                                       |       |  |  |
| 1   | Build relationships  |       |  |  |
| 2   | Decrease stress  |       |  |  |
| 3   | Increase status  |       |  |  |
| 4   | Increase hope  |       |  |  |
| 5   | Use effective proactive guidance                                     |       |  |  |
| 6   | Employ 'ME' strategies   |       |  |  |
| 7   | Understand goals of misbehaviors                                     |       |  |  |
| 8   | Support health needs   |       |  |  |
| 9   | Implement a results-driven partnership plan                          |       |  |  |
| 10  | Use RBT or DOK to unpack standards to align instruction              |       |  |  |
| 11A   | Motivate the unmotivated – Increase Value                            |       |  |  |
| 11B   | Motivate the unmotivated – Increase Expectancy                       |       |  |  |
| 12  | Promote a growth mindset   |       |  |  |
| 13  | Build background knowledge   |       |  |  |
| 14  | Grow executive functions   |       |  |  |
| 15  | Build memory trace   |       |  |  |
| 16  | Explicitly Teach   |       |  |  |
| 17  | Teach socio-emotional Skills, Soft Skills, and Hidden Rules.         |       |  |  |
| 18  | Purposefully teach   |       |  |  |
| 19  | Use questioning strategically  |       |  |  |
| 20  | Use feedback and data to drive instruction                           |       |  |  |
| 21  | Make learning fun  |       |  |  |
| 22  | Accommodate  |       |  |  |
| 23  | Include the ARTS   |       |  |  |
| 24  | Hold high expectations   |       |  |  |
| 25  | Be a leader (or follow good leaders)                                 |       |  |  |
| TOTAL   |  |       |  |  |
| Divided by 31   |  |       | <b>This is your Journal Score<br/>(up to 4.0 possible for journal)</b> |  |
| <b>Weighted Entries</b>   |  |       |  |  |
| 1   | Journal Score (averaged score from above---best possible score is 4) |       | x .50  |  |
| 2   | Participation and Dispositions                                       |       | x .10  |  |
| 3A  | Professional Learning @ Summer Institute Day 1                       |       | x .10  |  |
| 3B  | Professional Learning @ Summer Institute Day 2                       |       | x .10  |  |
| 4   | Poverty Simulation   |       | x .10  |  |
| 5   | Final Reflection   |       | x .10  |  |
| <b>TOTALS</b>   |  |       |  | <b>This is your<br/>total point<br/>score.</b> |
| Weighted total scores in each category will be used to calculate the final score that aligns with the grading scale as follows: |  |       |  |  |
| $A = 4.0 - 3.6$ $B+ = 3.5 - 3.2$ $B = 3.1 - 2.8$<br>$C+ = 2.7 - 2.4$ $C = 2.3 - 2.0$ $F = \text{Below } 2.0$                    |  |       |  |  |



NAME \_\_\_\_\_

|  | <i>My Responses</i> | <i>New Friends</i> |
|--|---------------------|--------------------|
| Home Town                              |                     |                    |
| Favorite TV Program                    |                     |                    |
| Favorite Sports Team                   |                     |                    |
| Favorite Snack                         |                     |                    |
| Favorite Comfort Food                  |                     |                    |
| Something I Hate to Admit About Myself |                     |                    |
| What I Worry About Most                |                     |                    |
| What I Like Best About Summer          |                     |                    |
| Favorite Vacation Spot                 |                     |                    |
| What I Wish I Could Do Better          |                     |                    |
| What I Wish My Professors Knew         |                     |                    |
| Why I'm Here                           |                     |                    |
| Something I Do Well                    |                     |                    |
| Something I Want to Learn to Do        |                     |                    |

**SUBSTITUTE ASSIGNMENTS  
FOR  
BERKELEY & SALUDA STUDENTS ONLY**

**DUE DATES:  
Category 1 & 2 – DUE BY JUNE 15  
Category 3 – DUE BY JUNE 20**

| <b>ALL ASSIGNMENTS MUST BE SUBMITTED<br/>ELECTRONICALLY NO LATER THAN</b>  |   |               |
|--|---|---------------|
| <b>Scoring Rubric</b>  |   |               |
| The following scoring rubric will be used to assess all assignments:   |   |               |
| SCORE  | DESCRIPTORS   |               |
| 4  | <b>Exceeds Expectations.</b><br>Completely thorough and thoughtful submission.<br>Well organized throughout; followed all instructions fully.<br>Details are clear and supportive of the topic under investigation.<br>Reflection includes deep analysis, application, and plans for future.    |               |
| 3  | <b>Meets Expectations.</b><br>Mostly thorough and thoughtful submission.<br>Generally well organized; followed most instructions.<br>Details are mostly clear and supportive of the topic under investigation.<br>Reflection includes basic analysis, application, and plans for future.        |               |
| 2  | <b>Attempted to meet expectations.</b><br>Rudimentary submission.<br>Organization unclear; instructions frequently not followed.<br>Details are not clear and supportive of the topic under investigation.<br>Reflection does not include basic analysis, application, and/or plans for future. |               |
| 1 - 0  | <b>Little or no attempt to meet expectations.</b><br>No evidence of organization; instructions not followed.<br>Details are generally not included.<br>Reflection is generally not evident.   |               |
| <b>Grading Scale</b>   |   |               |
| <b>The following grades may be earned in accordance with Francis Marion University's Graduate grading scale: A, B+, B, C+, C, F, or W (Withdrawal)</b> |   |               |
| Grades for each assessment will be assigned using the rubric, above<br>(Not Met: NC – 0-1; Partially Met: C – 2; Met: B – 3; Exceeded: A – 4).         |   |               |
| Weighted total scores in each category will be used to calculate the final score that aligns with the grading scale as follows:                        |   |               |
| A = 4.0 – 3.6  | B+ = 3.5 – 3.2  | B = 3.1 – 2.8 |
| C+ = 2.7 – 2.4   | C = 2.3 – 2.0   | F = Below 2.0 |

| <b>Assignments and Assessments</b>  |   |           |
|---|---|-----------|
| The student will compile a portfolio comprised of the assignments listed below: |   |           |
| Category  | <b>REQUIRED ASSIGNMENTS</b>   |           |
| 1   | <b>Action Research Studies:</b> The student will submit five (5) action research studies that <u>were fully planned, implemented, and reflected upon</u> during the 2018-19 academic year. Select from the topics addressed in face-to-face and distance sessions. Each study = 10 points<br>Total possible: 60 points  | 60 points |
| a   | <b>Resources &amp; Poverty Redefined</b>  |           |
| b   | <b>Build Relationships</b>  |           |
| c   | <b>Decrease Stress</b>  |           |
| d   | <b>Increase Status</b>  |           |
| e   | <b>Social Skills, Emotional Skills, &amp; Soft Skills</b>   |           |
| f   | <b>Motivation – Increase Value</b>  |           |
| g   | <b>Motivation – Increase Expectancy for Success</b>   |           |
| h   | <b>Mindsets</b>   |           |
| i   | <b>Goals of Misbehavior</b>   |           |
| j   | <b>Prefrontal Cortex &amp; Executive Function</b>   |           |
| 2   | <b>Final Reflection: “I used to think and now I think”:</b> The student will complete a final reflection that provides an opportunity to address ways in which thinking has changed as a result of the focused study and activities of this course. This must include a minimum of 10 entries, and the associated discussion for each entry must be no less than 150 words. This assignment is REQUIRED.                                      | 10 points |
|   | <b>I used to think...</b>   |           |
| <b>OPTIONAL ASSIGNMENTS</b>   |   |           |
| 3   | <b>Select and complete assignments from among the following options to earn up to 30 points.</b>  | 30 points |
| a   | <b>Poverty Simulation (June 18, 2019)</b><br>Attend and complete required documentation of attendance and reflection.   | 15        |
| b   | <b>Summer Institute Day 1 (June 19, 2019)</b><br>Attend and complete required documentation of attendance and reflection.   | 15        |
| c   | <b>Summer Institute Day 1 (June 19, 2019)</b><br>Attend and complete required documentation of attendance and reflection.   | 15        |
| d   | <b>Book Study &amp; Reflection</b><br>Read approved book. Submit notes and reflection for each chapter—recommend a minimum of 2 pages per chapter. The Center resource library (holdings listed here: <a href="https://cloud.collectorz.com/coepoverty/books">https://cloud.collectorz.com/coepoverty/books</a> ) may be helpful as you select your text, but you must contact Dr. Pawloski for final approval of book no later than June 13. | 15        |
| e   | <b>Narrated PowerPoint Presentation</b><br>Create and narrate a presentation related to professional study content and appropriate for  | 15        |

|   |   |    |
|---|---|----|
|   | delivery to educators, community groups, or educational stakeholders. Include a minimum of 30 slides with no more than 20 words per slide. Appropriate graphics or photos must be included on each slide. This presentation must be fully developed, with attention to design elements.   |    |
| f | <b>Journal Article Reviews</b><br>Read a minimum of five (5) journal articles and create an anchor chart, poster, flyer, electronic newsletter, or other <u>creative</u> element that could be used to share information with other educators or parents. (Must submit 5 separate items.) | 15 |

**CATEGORY 1 – ACTION RESEARCH STUDIES**  
*These should have been completed during the 2018-19 academic year.*

| <b>ACTION PLAN AND IMPLEMENTATION</b>  |   |      |          |     |  |             |     |      |  |  |     |      |          |     |      |             |     |      |         |  |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |
|--|---|------|----------|-----|--|-------------|-----|------|--|--|-----|------|----------|-----|------|-------------|-----|------|---------|--|--|--|--|--|--|--|--|---------|--|--|--|--|--|--|--|--|
| Action Topic:  | <b>Identify &amp; Explain</b> <small>(Why this action?)</small> |      |          |     | <b>Goal</b> <small>(What will occur?)</small>    |             |     |      |  |  |     |      |          |     |      |             |     |      |         |  |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |
|  | Who?  |      |          |     | Because of my work on _____ will                 |             |     |      |  |  |     |      |          |     |      |             |     |      |         |  |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |
|  | Why?  |      |          |     | How measured?                                    |             |     |      |  |  |     |      |          |     |      |             |     |      |         |  |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |
|  | <b>Plan</b> <small>(What will you do?)</small>                  |      |          |     | <b>Outputs</b> <small>(What did you do?)</small> |             |     |      |  |  |     |      |          |     |      |             |     |      |         |  |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |
| <b>Outcomes</b> <small>(What occurred, related to goal?)</small>   |   |      |          |     |  |             |     |      |  |  |     |      |          |     |      |             |     |      |         |  |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |
| <b>Reflections</b> <small>(What do you take away?)</small>   |   |      |          |     |  |             |     |      |  |  |     |      |          |     |      |             |     |      |         |  |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%;">PRE</th> <th style="width: 10%;">POST</th> <th style="width: 10%;">Behavior</th> <th style="width: 10%;">PRE</th> <th style="width: 10%;">POST</th> <th style="width: 10%;">Achievement</th> <th style="width: 10%;">PRE</th> <th style="width: 10%;">POST</th> </tr> </thead> <tbody> <tr> <td>Student</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Teacher</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> |   |      |          |     |  |             |     |      |  |  | PRE | POST | Behavior | PRE | POST | Achievement | PRE | POST | Student |  |  |  |  |  |  |  |  | Teacher |  |  |  |  |  |  |  |  |
|  | PRE   | POST | Behavior | PRE | POST   | Achievement | PRE | POST |  |  |     |      |          |     |      |             |     |      |         |  |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |
| Student  |   |      |          |     |  |             |     |      |  |  |     |      |          |     |      |             |     |      |         |  |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |
| Teacher  |   |      |          |     |  |             |     |      |  |  |     |      |          |     |      |             |     |      |         |  |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |

**CATEGORY 2 - Final Reflection**  
*Use this document to record shifts in your knowledge, attitudes, and beliefs that have occurred as a result of your study of the impact of poverty and effective practices grounded in the science of learning. Minimum of 10 entries required.*

| I used to think... | And now I think... |
|--------------------|--------------------|
|                    |                    |
|                    |                    |

| <b>CATEGORY 3 – OPTIONAL ASSIGNMENTS</b>                       |
|--|
| Option a: Poverty Simulation --- Template provided on site     |
| Option b: Summer Institute Day 1 --- Template provided on site |
| Option c: Summer Institute Day 2 --- Template provided on site |
| Options d – f: Details provided in description                 |