

Introduction to Educational Programs for Children of Poverty

EDUC 555

Greenwood 50 Cohort

Fall 2018

Instructor: Dr. Tammy Pawloski
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Office Hours: Before and After Class
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Prerequisites: None

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Corequisites: None

Face-to-Face Meeting Dates/Times:

Thursday, August 23, 2018	4:00 PM – 7:00 PM	Face-to-Face
Wednesday, September 26, 2018	4:00 PM – 7:00 PM	Face-to-Face
Monday, November 26, 2018	4:00 PM – 7:00 PM	Face-to-Face

Meeting Location:

Face-to-Face Sessions will be held at _____

Asynchronous Distance Sessions:

Instructional modules will be available online through the Blackboard platform and may viewed within a window of time at the convenience of the student.

Course Description

This course and its required clinical experiences are 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.

Objectives

Upon completion of the course, the student will be able to:

Objective
Demonstrate an understanding of the potential impact of life in poverty.
Develop and implement plans for building a relationship-driven classroom community.
Use an action research model to design, implement, and assess, and analyze instructional strategies appropriate for the unique needs of under-resourced learners.
Demonstrate a commitment to on-going learning, teacher leadership, and advocacy for children of poverty.

Texts (all texts are recommended only – Visit Center of Excellence Library and Website)

- Anderson, L. W. and Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing Revision of Bloom's Taxonomy (Abridged edition)*. New York: Longman.
- Haberman, M. (1995). *Star teachers of children in poverty*. West Lafayette, Indiana: Kappa Delta Pi.
- Jensen, E. (2009). *Teaching with poverty in mind*. Alexandria, VA: ASCD.
- Marzano, R. (2004). *Building background knowledge for academic achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Payne, R. (2005). *A framework for understanding poverty*. United States: aha! Process, Inc.
Sagor, R. (2005). *The action research guidebook*. Thousand Oaks, CA: Corwin Press.
Vitto, J. (2003). *Relationship-driven classroom management*. Thousand Oaks, CA: Corwin Press.

Content Outline

This course will address the content areas listed below:

Methods of Presentation

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

This course may include the use of the following teaching methods:

- Lecture/Video Presentations
- Small and Large Group Activities
- Action Research
- Journaling
- Field Trips and Guest Speakers
- Independent Observation and Practice

Teaching Strategies and Course Activities

- Lecture and presentations aligned with study topics
- Readings and discussion aligned with study topics
- Field applications of study topics
- Collaboration through small/large group activities that require thought about issues aligned with study topics
- Peer coaching and review of assignments and projects aligned with study topics
- Reflection on applications of study topics

Course Requirements

- Attendance and participation in every face-to-face class is required. There are **NO EXCUSED** absences for face-to-face class meetings. **NOTE:** Final course grades are dropped one letter grade for every class absence. More than two absences will result in withdrawal from class.
- Successful completion of all class assignments as outlined in syllabus and on Blackboard.

Course Policies (Attendance, Grading, Professional Behavior)

Professional Behavior/Attendance: **Dispositions are as important as academic work.** Graduate students are expected to conduct themselves in a professional manner at all times. This includes adhering to the attendance policy; punctuality for all classes and meetings [two tardies/early departures equal one absence]; and the active cultivation of positive peer and teacher relationships. The graduate student in education will **attend and participate** in each class discussion and related activity in a genuine and informed manner to exemplify preparation for class. Note that attendance is required at all face-to-face class meetings. Each absence (3 hour time period = 1 absence) will result in the reduction of the final grade by one letter grade. Attendance will be recorded at each face-to-face class meeting.

In this course, 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 for other activities, inattentive behavior 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 may result in disciplinary actions that comply with FMU SOE policies that may include withdrawal from the course.

Collaboration: Graduate students are encouraged to take advantage of peers as resources throughout the course, and, when approved in advance by the professor, students may collaborate on assignments. If students participate in such collaborative efforts, "Collaboration Rubrics" may be required that outline the roles and responsibilities of each team member.

Assignments:

Due Dates: Assignments and responsibilities are due as specified in Blackboard. Assignments will be considered unacceptable past the due date, unless approved in advance by the professor, and late assignment grades may be

dropped one letter grade for each day late even if a late submission is approved by the professor.

Should students have questions about an assignment, the professor must be contacted WELL IN ADVANCE of the due date for clarification or other assistance.

Course Modules and Assessments

The graduate student in education will complete face-to-face and online activities that supplement the in-class or recorded class lectures. These assignments will require computer and internet access, and may include viewing YouTube videos, exploring websites, and participating in class-related discussion forums. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments. All assignments are submitted through the Blackboard platform. (*General descriptions of each assignment are included below. Specific written instructions for each project are provided in Blackboard Modules.*)

Special Notes:

- A grade of “3” or higher must be earned on all assignments for inclusion in the final grade.
- **Assignments in red print are required.**
- Assignments in black are optional, however a minimum of five complete 2-part action research studies are required. Be sure to plan your time to allow for the implementation process.

“About Me” System Test Assignment REQUIRED

This assignment is designed to provide practice in using the required elements of Blackboard. The graduate student in education will complete the short assignment:

DUE August 27, 2018

About Me System Test Assignment

Module 1: The Controversy over Equitable Funding

This module explores the concept of equitable funding and the ways in which this controversy has played out across South Carolina and the nation. The graduate student in education will explore this instructional component and complete the required activities and assignments:

DUE November 5, 2018

Equitable Funding - Action Reflection or Sketch Notes

Module 2: Poverty Simulation REQUIRED

The poverty simulation is designed to afford opportunities to explore the problems faced by families living in or near poverty. The graduate student in education will participate in this activity and then use the format provided to reflect upon the poverty simulation experience.

DUE August 27, 2018

Poverty Simulation - Action Reflection or Sketch Notes

Module 3: Why Poverty Matters/Foundation in Neuroscience REQUIRED

This module explores the possible impact of poverty on the brain. The graduate student in education will participate in the lecture/discussion instructional component and complete the activities and assignments:

DUE September 10, 2018

How Poverty Changes the Brain - Reflection or Sketch Notes

Module 4: Why Resources Matter PARTIALLY REQUIRED

This module explores the impact of resources on school success. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

DUE DATES VARY

Resources – Reflection / Sketch Notes

DUE September 24, 2018 **REQUIRED**

Resources – Action Plan

DUE September 24, 2018

Resources – Action Implementation

DUE October 22, 2018

Module 5: Build Relationships PARTIALLY REQUIRED

This module explores the importance of building classroom community and growing relationships with students. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

DUE DATES VARY

Build Relationships – Reflection / Sketch Notes	DUE October 1, 2018	<u>REQUIRED</u>
Build Relationships – Action Plan	DUE October 1, 2018	
Build Relationships – Action Implementation	DUE October 29, 2018	

Module 6: Decrease Stress **PARTIALLY REQUIRED**

This module explores the importance of building classroom community and growing relationships with students with a focus on decreasing stress. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

DUE DATES VARY

Decrease Stress – Reflection / Sketch Notes	DUE October 8, 2018	<u>REQUIRED</u>
Decrease Stress – Action Plan	DUE October 8, 2018	
Decrease Stress – Action Implementation	DUE November 5, 2018	

Module 7: Increase Status **PARTIALLY REQUIRED**

This module explores the importance of building classroom community and growing relationships with students with a focus on increasing status. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

DUE DATES VARY

Increase Status – Reflection / Sketch Notes	DUE October 15, 2018	<u>REQUIRED</u>
Increase Status – Action Plan	DUE October 15, 2018	
Increase Status – Action Implementation	DUE November 12, 2018	

Module 8: Increase Hope **PARTIALLY REQUIRED**

This module explores the importance of building classroom community and growing relationships with students with a focus on hope. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

DUE DATES VARY

Increase Hope – Reflection / Sketch Notes	DUE October 22, 2018	<u>REQUIRED</u>
Increase Hope – Action Plan	DUE October 22, 2018	
Increase Hope – Action Implementation	DUE November 19, 2018	

Module 9: Proactive Guidance & ‘Me’ Strategies **PARTIALLY REQUIRED**

This module explores the importance of teacher behaviors in terms of classroom climate and community and supporting student engagement and positive behaviors. The graduate student in education will videotape an instructional lesson, participate in the lecture/discussion instructional component, and complete the required activities and assignments:

DUE DATES VARY

‘Me’ Strategies – Reflection / Sketch Notes	DUE November 26, 2018	<u>REQUIRED</u>
‘Me’ Strategies– Looking at Guidance	DUE November 26, 2018	<u>REQUIRED</u>
‘Me’ Strategies – Looking at ME	DUE November 26, 2018	<u>REQUIRED</u>

Module 10: Chronic Misbehaviors **PARTIALLY REQUIRED**

This module explores chronic student misbehaviors, specifically why they occur and how differing teacher responses can diffuse or escalate the disruptions caused by the behaviors. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

DUE DATES VARY

Chronic Disruptive Behaviors – Reflection / Sketch Notes	DUE November 5, 2018	<u>REQUIRED</u>
Chronic Disruptive Behaviors – Action Plan	DUE November 5, 2018	
Chronic Disruptive Behaviors – Action Implementation	DUE December 3, 2018	

Module 11: Why Emotional and Soft Skills Matter **PARTIALLY REQUIRED**

This module explores the importance of soft skills and emotional behaviors and how they can and must be engendered as specific component of the curriculum for all aged students. The graduate student in education will participate in the

lecture/discussion instructional component and complete the required activities and assignments:

DUE DATES VARY

Emotional and Soft Skills – Reflection / Sketch Notes	DUE November 12, 2018	REQUIRED
Emotional and Soft Skills – Action Plan	DUE November 12, 2018	
Emotional and Soft Skills – Action Implementation	DUE December 3, 2018	

Module 12: Final Representation Project REQUIRED

The graduate student in education will complete a capstone project that is a cumulative representation of learning that meets an identified goal. (Examples: *Share ways to support children of poverty with faith community, Help parents understand ways they can help to grow their children’s brains, Share new information with colleagues.*) The representation must be a useable product that exemplifies the key theories and practices addressed in this course. Students may select from traditional choices (research paper, PowerPoint presentation, Prezi, or video), or propose another activity that better aligns with their goals or needs.

DUE October 15, 2018 REQUIRED

Final Representation Proposal Approved - DUE October 15, 2018

DUE December 3, 2018 REQUIRED

Final Representation – Student Selection - DUE December 3, 2018

Module 13: Final Representation: “I used to think and now I think” REQUIRED

The graduate student in education 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.

DUE December 3, 2018 REQUIRED

Final Reflection - DUE December 3, 2018

The Scoring Rubric for all assignments is as follows:

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

—All assignments marked **IN RED** are required – Must Score 3 or higher for credit —

Must successfully complete (plan and implementation) at least 5 OPTIONAL (in BLACK) 2-part Action Research Studies.

****Must earn a score of 3 or higher on ALL assignments for credit.****

GRADING SCALE:

A = 152-116 B+ = 115-111 B = 110-106 C+ = 105 - 101 C = 100–96 NC= Below 96

FACE-TO-FACE CLASS DAYS: 8/23/18 -- 9/26/18 -- 11/26/18 4:00 – 7:00 PM

—ATTENDANCE IS REQUIRED TO PASS COURSE—

EDUC 555 ASSIGNMENTS	Due	Score (3 or higher only)	Weight	Score
About Me and System Test Assignment - REQUIRED				
About Me and System Test Assignment	8/27		1	
Module 1: The Controversy over Equitable Funding				
Equitable Funding - Action Reflection / Sketch Notes	11/5		3	
Module 2: Poverty Simulation - REQUIRED				
Poverty Simulation - Action Reflection / Sketch Notes	8/27		1	
Module 3: Why Poverty Matters/Foundation in Neuroscience - REQUIRED				
Why Poverty Matters – Action Reflection / Sketch Notes	9/10		1	
Module 4: Why Resources Matter				
Resources – Reflection / Sketch Notes	9/24		1	
Resources – Action Plan	9/24		1	
Resources – Action Implementation	10/22		1	
Module 5: Build Relationships				
Relationships – Reflection / Sketch Notes	10/1		1	
Relationships – Action Plan	10/1		1	
Relationships – Action Implementation	10/29		1	
Module 6: Decrease Stress				
Stress – Reflection / Sketch Notes	10/8		1	
Stress – Action Plan	10/8		1	
Stress – Action Implementation	11/5		1	
Module 7: Increase Status				
Status – Reflection / Sketch Notes	10/15		1	
Status – Action Plan	10/15		1	
Status – Action Implementation	11/12		1	
Module 8: Increase Hope				
Hope – Reflection / Sketch Notes	10/22		1	
Hope – Action Plan	10/22		1	
Hope – Action Implementation	11/19		1	
Module 9: Proactive Guidance & ‘Me’ Strategies				
Proactive Guidance/Me Strategies – Reflection / Sketch Notes	11/26		1	
Proactive Guidance/Me Strategies – Looking Guidance	11/26		1	
Proactive Guidance/Me Strategies – Looking at ‘Me’	11/26		1	
Module 10: Understanding Chronic Disruptive Behaviors				
Chronic Misbehaviors – Reflection / Sketch Notes	11/5		1	
Chronic Misbehaviors – Action Plan	11/5		1	
Chronic Misbehaviors – Action Implementation	12/3		1	
Module 11: Why Emotional and Soft Skills Matter				
Emotional/Soft Skills – Reflection / Sketch Notes	11/12		1	
Emotional/Soft Skills – Action Plan	11/12		1	
Emotional/Soft Skills – Action Implementation	12/3		1	
Module 12: Final Representation - REQUIRED				
Final Representation – Proposal Approval	10/15		1	
Final Representation – Student Selection	12/3		5	
Module 13: Final Reflection - REQUIRED				
“I used to think and now I think” - Final Reflection	12/3		2	
4 x 38 = 152 TOTAL POSSIBLE POINTS				
96 points are REQUIRED TO EARN A “C”				