

TEACHING AND ASSESSING CHILDREN OF POVERTY

EDUC 599

Greenwood 50 Cohort

SPRING 2019

Instructor: Dr. Tammy Pawloski
Office: CEMC 215, 843.661.1475
Office Hours: Before and After Class
E-mail: tpawlosk@fmarion.edu
Prerequisite: EDUC 555

Cell: 843.260.8792

Corequisites: None

Face-to-Face Meeting Dates/Times:

Tuesday, January 15, 2019	4:30 PM – 7:00 PM	Face-to-Face
Wednesday, February 27, 2019	4:30 PM – 7:00 PM	Face-to-Face
Tuesday, March 19, 2019	4:30 PM – 7:00 PM	Face-to-Face

Meeting Location:

Face-to-Face Sessions location site TBD.

Asynchronous Distance Sessions:

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

Course Description

This course and its required clinical experiences are designed to provide graduate students with focused study of purposeful teaching and assessment, specifically as they relate to children of poverty. It includes use of the Revised Bloom's Taxonomy to facilitate an understanding of the cognitive processes and types of knowledge uniquely represented and aligned with the six mandated Teaching Children of Poverty Standards and eight strategies. Students will engage in an in-depth study of the Action Research process, followed by use of the model to methodically develop, implement, and assess instructional strategies. Authentic formative and summative assessment processes will be explored, and data collected from these measures will be used to study the effectiveness of in-class instruction and assessment in schools serving children of poverty.

Objectives

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

Describe how background knowledge and circumstances of birth and life in poverty can impact academic performance.
Identify, implement, and assess methods, materials, and best practices that support the growth, development and achievement of children of poverty.
Identify and implement accommodations or modifications that are designed to support identified needs of individual children of poverty.
Develop and implement an on-going plan for data study that informs curriculum design and instructional strategies.
Identify and implement formative and summative assessment measures that drive instruction.
Design and implement an action research agenda.
Demonstrate a commitment to on-going learning, teacher leadership, and advocacy for children of poverty.

Texts

None required.

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 educators. Peer coaching and peer review techniques may 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 and students are expected to be present for the full class period.

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, and 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 School of Education 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. **Note: Blackboard access to assignments may be closed after the due date.** **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 must be submitted through the Blackboard platform---no email submissions can be accepted.

#	General Activity Descriptions														
1	<p>Action Research Activities: The graduate student in education will study specific content areas, and then use that information to plan, implement and reflect on a series of action research studies that are uniquely designed by the student to reflect personal strengths, areas for improvement, and attitudes, especially as they relate to work with children of poverty.</p> <table border="0"> <tr> <td>Module 1 – Visible Learning</td> <td>Module 8 – Questioning</td> </tr> <tr> <td>Module 2 – Revisiting Relationships – Removed for GWD</td> <td>Module 9 – Rigor</td> </tr> <tr> <td>Module 3 – Academic Background Knowledge</td> <td>Module 10 – Prefrontal Cortex</td> </tr> <tr> <td>Module 4 – Mindsets</td> <td>Module 11 – Homework (and Grading) Practices</td> </tr> <tr> <td>Module 5 – Motivation</td> <td>Module 12 – Assessment</td> </tr> <tr> <td>Module 6 – Teach Like a Pirate</td> <td>Module 13 – Other Topics</td> </tr> <tr> <td>Module 7 – Unpacking and Planning</td> <td></td> </tr> </table>	Module 1 – Visible Learning	Module 8 – Questioning	Module 2 – Revisiting Relationships – Removed for GWD	Module 9 – Rigor	Module 3 – Academic Background Knowledge	Module 10 – Prefrontal Cortex	Module 4 – Mindsets	Module 11 – Homework (and Grading) Practices	Module 5 – Motivation	Module 12 – Assessment	Module 6 – Teach Like a Pirate	Module 13 – Other Topics	Module 7 – Unpacking and Planning	
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2	<p>Learning from Observation and Reflection: Videotaped Instruction/Professional Study The graduate student in education will create a mini-professional learning module that 1) could be delivered in PLCs, faculty meetings, or at professional conferences, and that 2) illustrates the importance and application of a teaching and assessment content topic <u>specifically for under-resourced learners</u>. This activity must include these three elements:</p> <ul style="list-style-type: none"> • PowerPoint presentation that defines the key concepts related to the content study topic. Creativity and content count! Try to honor the rule of thumb of no more than 15 words per slide. Pictures and graphics are required. A minimum of 5 slides are required, but more are likely needed. • Embedded videotaped in-class illustration of the content study topic in action that would be used with the PPT presentation (above) to ‘teach’ about this important practice. The video could be of your instruction in practice or you may videotape a colleague in action. • Handout or other hard-copy take-away that would be provided to attendees. <p style="text-align: right;">Module 14</p>														
3	<p>I used to think...And now I think: 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.</p> <p style="text-align: right;">Module 15</p>														

Module 1: Getting Started: Why Teachers Matter MORE when Learning is Visible CLASS 1/15

In this module, the graduate student in education will explore John Hattie's work, specifically in terms of the "effect" of specific influences and the impact of this work on individual philosophy and practice. The graduate student in education will participate in the lecture/discussion instructional component and complete the activities and assignments:

Module 1 - Getting Started: Why Teachers Matter and Visible Learning	DUE	WEIGHT
Visible Learning – Foundations for Practice or Sketch Notes	*1/28	1
Visible Learning – Action Plan	*1/28	1
Visible Learning – Implementation and Reflection	*2/25	1

Module 2: Know the Audience: Revisiting Relationships – NOT REQUIRED FOR GREENWOOD 50

The purpose of this first assignment is to redirect our focus to the needs of students, particularly those with limited resources. Without high quality relationships, teaching and assessing strategies are likely to be unsuccessful. The graduate student in education will participate in the lecture/discussion instructional component and complete the activities and assignments:

Module 2 - Know the Audience: Revisiting Relationships	DUE	WEIGHT
Relationships Action Plan		
Relationships Action Implementation and Reflection		

Module 3: Know the Audience: Accessing Academic Background Knowledge

Background knowledge—what students know before instruction begins—must be authentically assessed and then used to inform instruction. The graduate student in education will participate in the lecture/discussion instructional component and complete the activities and assignments:

Module 3 - Know the Audience: Accessing Acad. Background Knowledge	DUE	WEIGHT
Accessing Background Knowledge – Foundations for Practice or Sketch Notes	*1/28	1

Accessing Background Knowledge – Action Plan	1/28		1	
Accessing Background Knowledge – Implementation and Reflection	2/25		1	

Module 4: Change the Brain: Mindsets

The work of Carol Dweck informs this study of mindsets—how mindsets develop and why they matter for both short-term and long-term learning. The graduate student in education will participate in the lecture/discussion instructional component and complete the activities and assignments:

Module 4 - Change the Brain: Mindsets	DUE		WEIGHT	
Mindsets – Foundations for Practice or Sketch Notes	*2/4		1	
Mindsets – Action Plan	2/4		1	
Mindsets – Implementation and Reflection	3/4		1	

Module 5: Engage the Audience: Motivation

Motivation matters and many teachers struggle with finding ways to motivate students who have different interests and background experiences. The graduate student in education will participate in the lecture/discussion instructional component and complete the activities and assignments:

Module 5 - Engage the Audience: Motivation	DUE		WEIGHT	
Motivation – Foundations for Practice or Sketch Notes	*2/11		1	
Increase Value – Action Plan	2/11		1	
Increase Value – Implementation and Reflection	3/11		1	
Increase Expectancy for Success – Action Plan	2/11		1	
Increase Expectancy for Success – Implementation and Reflection	3/11		1	

Module 6: Teach Like a Pirate **CLASS 2/27**

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:

Module 6 - Teach Like a Pirate	DUE		WEIGHT	
Hooks – Foundations for Practice or Sketch Notes	*3/4		1	
Hooks – Action Plan	3/4		1	
Hooks – Implementation and Reflection	4/1		1	

Module 7: Hitting the Target with Purpose: Unpacking and Planning

Standards are used to inform our practice, and teachers are expected to both understand the intent of the standard and implement them authentically. The Revised Bloom's Taxonomy and Webb's Depth of Knowledge can be used to unpack standards prior to planning. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

Module 7 - Hitting the Target with Purpose: Unpacking and Planning	DUE		WEIGHT	
RBT/DOK – Foundations for Practice or Sketch Notes	*2/18		1	
RBT/DOK – Practice Assignment	*3/18		2	

Module 8: Elevating Questioning

New research indicates that a teacher's questioning skills have an important impact on learning. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

Module 8 - Elevating Questions	DUE		WEIGHT	
Questioning – Foundations for Practice or Sketch Notes	*2/25		1	
Questioning – Action Plan	2/25		1	
Questioning – Implementation and Reflection	3/25		1	

Module 9: Differentiation: Rigor for ALL

Teachers must understand diverse student experiences and needs and design appropriate learning opportunities that are rigorous for all learners. The graduate student in education will videotape an instructional lesson, participate in the lecture/discussion instructional component, and complete the required activities and assignments:

Module 9 - Differentiation: Rigor for ALL	DUE		WEIGHT	
Differentiation/Rigor – Foundations for Practice or Sketch Notes	*3/11		1	
Differentiation/Rigor – Action Plan	3/11		1	
Differentiation/Rigor – Implementation and Reflection	4/8		1	

Module 10: Supporting Development of the Prefrontal Cortex: Executive Function & Memory Trace

The prefrontal cortex, or the front third of the brain, is the source of functions critical for learning. Teachers who have a basic understanding are able to create brain-informed learning experiences. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

Module 10 - Supporting the Prefrontal Cortex: Executive Function/Memory Trace	DUE	WEIGHT
Prefrontal Cortex – Foundations for Practice or Sketch Notes	*3/18	1
Executive Function – Action Plan	3/18	1
Executive Function – Implementation and Reflection	4/15	1
Memory Trace – Action Plan	3/18	1
Memory Trace – Implementation and Reflection	4/15	1

Module 11: Homework (and Grading Practices) CLASS 3/19

How important is homework? What constitutes 'good' homework? Why does homework matter? The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

Module 11 - Homework (and Grading Practices)	DUE	WEIGHT
Homework (and Grading Practices) – Foundations for Practice or Sketch Notes	*3/25	1
Homework (and Grading Practices) – Representation	*4/29	1

Module 12: Using Assessment to Inform, Understand, and Drive the Process

This module explores the concept of growth vs. fixed mindsets. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

Module 12 - Using Assessment to Inform, Understand, & Drive the Process	DUE	WEIGHT
Assessment – Foundations for Practice or Sketch Notes	*4/1	1
Assessment Project – Action Plan	*4/22	2

Module 13: Other Topics: Your Selection

This module topics of individual interest. The graduate student in education will participate in the lecture/discussion instructional component and complete the required activities and assignments:

Module 13 A - OTHER TOPICS: YOUR SELECTION	DUE	WEIGHT
Topic: – Foundations for Practice or Sketch Notes	4/8	1
Topic: – Action Plan	4/8	1
Topic: – Implementation and Reflection	4/29	1

Module 14: Learning from Observation and Reflection: Videotaped Instruction/Professional Study

The graduate student in education will create a mini-professional learning module that 1) could be delivered in PLCs, faculty meetings, or at professional conferences, and that 2) illustrates the importance and application of a teaching and assessment content topic specifically for under-resourced learners.

This activity must include these three elements:

- PowerPoint presentation that defines the key concepts related to the content study topic. Creativity and content count! Try to honor the rule of thumb of no more than 15 words per slide. Pictures and graphics are required. A minimum of 5 slides are required, but more are likely needed.
- Embedded videotaped in-class illustration of the content study topic in action that would be used with the PPT presentation (above) to 'teach' about this important practice. The video could be of your instruction in practice or you may videotape a colleague in action.
- Handout or other hard-copy take-away that would be provided to attendees.

Module 14 - Learning from Observation & Reflection: Videotaped Instruction/Prof Study	DUE	WEIGHT
Teaching and Assessing: Best Practices Video	*4/29	2
Teaching and Assessing: Best Practices Handout	*4/29	2

Module 15: Final Representation: "I used to think and now I think"

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.

Module 15 - I used to think... Final Reflection	DUE	WEIGHT
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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 and with *** are required – Must Score 3 or higher for credit —

****Must successfully complete (plan and implementation) of at least 4 OPTIONAL (in BLACK) Action Research Studies – Must score 3 or higher ****

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

GRADING SCALE:

A = 133-118 B+ = 117-111 B = 110-105 C+ = 104-98 C = 97-92 NC= Below 92

FACE-TO-FACE CLASS DAYS: 1/15/19 – 2/27/19 – 3/19/19 4:30–7:00 PM

—ATTENDANCE IS REQUIRED TO PASS COURSE—

EDUC 599 ASSIGNMENTS		Due	Score <i>(3 or higher only)</i>	Weight	Points Earned
Module 1 - Getting Started: Why Teachers Matter and Visible Learning CLASS 1/15					
Visible Learning – Foundations for Practice or Sketch Notes		*1/28		1	
Visible Learning – Action Plan		*1/28		1	
Visible Learning – Implementation and Reflection		*2/25		1	
Module 2 - Know the Audience: Revisiting Relationships NOT REQUIRED FOR GWD					
Relationships Action Plan					
Relationships Action Implementation and Reflection					
Module 3 - Know the Audience: Accessing Acad. Background Knowledge					
Accessing Background Knowledge – Foundations for Practice or Sketch Notes		*1/28		1	
Accessing Background Knowledge – Action Plan		1/28		1	
Accessing Background Knowledge – Implementation and Reflection		2/25		1	
Module 4 - Change the Brain: Mindsets					
Mindsets – Foundations for Practice or Sketch Notes		*2/4		1	
Mindsets – Action Plan		2/4		1	
Mindsets – Implementation and Reflection		3/4		1	
Module 5 - Engage the Audience: Motivation					
Motivation – Foundations for Practice or Sketch Notes		*2/11		1	
Increase Value – Action Plan		2/11		1	
Increase Value – Implementation and Reflection		3/11		1	
Increase Expectancy for Success – Action Plan		2/11		1	
Increase Expectancy for Success – Implementation and Reflection		3/11		1	
Module 6 - Teach Like a Pirate CLASS 2/27----NOTE Out of order to align w/class date					
Hooks – Foundations for Practice or Sketch Notes		*3/4		1	
Hooks – Action Plan		3/4		1	
Hooks – Implementation and Reflection		4/1		1	
Module 7 - Hitting the Target with Purpose: Unpacking and Planning					
RBT/DOK – Foundations for Practice or Sketch Notes		*2/18		1	
RBT/DOK – Practice Assignment		*3/18		2	
Module 8 - Elevating Questions					
Questioning – Foundations for Practice or Sketch Notes		*2/25		1	
Questioning – Action Plan		2/25		1	
Questioning – Implementation and Reflection		3/25		1	
Module 9 - Differentiation: Rigor for ALL					
Differentiation/Rigor – Foundations for Practice or Sketch Notes		*3/11		1	
Differentiation/Rigor – Action Plan		3/11		1	
Differentiation/Rigor – Implementation and Reflection		4/8		1	
Module 10 - Supporting the Prefrontal Cortex: Executive Function/Memory Trace					
Prefrontal Cortex – Foundations for Practice or Sketch Notes		*3/18		1	
Executive Function – Action Plan		3/18		1	
Executive Function – Implementation and Reflection		4/15		1	
Memory Trace – Action Plan		3/18		1	
Memory Trace – Implementation and Reflection		4/15		1	
Module 11 - Homework (and Grading Practices) CLASS 3/19					
Homework (and Grading Practices) – Foundations for Practice or Sketch Notes		*3/25		1	
Homework (and Grading Practices) – Representation		*4/29		2	
Module 12 - Using Assessment to Inform, Understand, & Drive the Process					
Assessment – Foundations for Practice or Sketch Notes		*4/1		1	
Assessment Project – Action Plan		*4/22		2	
Module 13 - OTHER TOPICS: YOUR SELECTION					
Topic: – Foundations for Practice or Sketch Notes		4/8		1	
Topic: – Action Plan		4/8		1	
Topic: – Implementation and Reflection		4/29		1	
Module 14 - Learning from Observation and Reflection: Videotaped Lesson					
Teaching and Assessing: Best Practices Video		*4/29		2	
Teaching and Assessing: Best Practices Handout		*4/29		2	
Module 15 - I used to think... Final Reflection					
"I used to think and now I think" - Final Reflection		*4/29		2	
<p align="center">—All assignments marked IN RED and with * are required – Must Score 3 or higher on any assignment for credit. —</p> <p align="center">**Must successfully complete (plan and implementation) of at least 4 OPTIONAL (in BLACK) Action Research Studies – Must score 3 or higher for credit. **</p> <p align="center">**Must earn a score of 3 or higher on ALL assignments for credit.**</p>					
GRADING SCALE:					
A = 133-118 B+ = 117-111 B = 110-105 C+ = 104-98 C = 97-92 NC= Below 92					
FACE-TO-FACE CLASS DAYS: 1/15/19 – 2/27/19 – 3/19/19 4:30–7:00 PM —ATTENDANCE IS REQUIRED TO PASS COURSE---					