Strategies for Teaching Children of Poverty II
Professional Development Graduate Course

EDPD 527

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Office Hours	By Appointment
LIVE Meeting Date	

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
  - Professional Dispositions
  - 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 a continuation of the study of theory and practice learned in EDPD 526 related to the education of students living in or poverty, with poverty defined as limited access to financial, social, emotional, spiritual, cognitive, or physical resources. Content is grounded by the Center of Excellence to Prepare Teachers of Children of Poverty's six standards for teachers of children of poverty and selected pedagogy from the Center's 25 Best Practices. A lens of cognitive neuroscience is used to consider barriers that can result from life with limited resources, and students explore ways to apply the science of learning to teaching practices in order to remove those barriers that can negatively impact school and life success.

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

- 1 'Marble' notebook & art supplies (colored pencils, crayons, gel pens, etc.
- Internet capabilities
- Ability to scan or photograph journal entries and transmit electronically

Content Outline

EDPD 526 and EDPD 527 together, include a study of the **25 Best Practices for Teachers of Children of Poverty** listed below.   EDPD 526 includes those topics highlighted in green, while EDPD 527 includes those topics highlighted in yellow.

Foundations for Learning
- F1. Neuroscience and the classroom.
- F2. Financial poverty and a look at local data.
- F3. Why financial poverty matters.
- F4. The impact of resources and poverty redefined.
- F5. Play Spent, a poverty and low-income simulation.
- F6. Equitable funding and SC schools.
- F7. Teachers and schools can matter more.
- F8. Webinar series.

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 representations by graduate students who will have opportunities to work independently and collaboratively with colleagues. Peer coaching and peer review techniques will be used to facilitate instruction, learning and assessment. Face-to-face, synchronous, and asynchronous delivery methods may be used.

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 <u>before</u> class dates indicated on schedule.
3. Successful completion of all assignments/projects.

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 <u>will not be tolerated</u>. 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 –

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

#	Activity Description
1	***Sketch Notes Journal Entries:*** The student will complete a personal journal that documents all class activities. Each entry must be scanned or photographed and submitted electronically. **Specific instructions and examples are included in the recorded videos provided to students.** NOTE: EDPD XXX(I) is a pre-requisite for this course and is where the sketch notes journal is begun. This course requires a complete journal, including those sketch notes completed in EDPD XXX(I).
2	***Planning for Application:*** The student will create a plan for the current or next academic year that includes the implementation of strategies explored in this course. **Specific instructions and the required template are provided.**
3	***Final Reflection: "I used to think and now I think":*** 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. **Specific instructions and examples are included in the recorded videos provided to students.**

Class Calendar	
Date	**REQUIRED ACTIVITY**
TBD	

Assignment Scoring Procedures

Sketch Notes Assignments will be scored as "Acceptable" or "Not Acceptable." A score of "Acceptable" must be earned on ALL ASSIGNMENTS in order to successfully complete the course and to earn credit. 'Opting-out' is not allowed for any assignment.

The following Check-Bric should be used to ensure assignments meet all expectations for "Acceptable."

SKETCH NOTES CHECK-BRIC	
Each item must be present and acceptable in order to earn the minimum acceptable grade of 1 on a sketch notes assignment.	
ORGANIZATION	
	Follows format - Left side - Content
	Follows format - Right upper - Application
	Follows format - Right lower - Reflection
DESIGN & DEVELOPMENT	
	Neat, easily read
	Photo submission clear and readable
	Inserts or glue-ins well-constructed
	Color used as a basic creative element throughout
	Emphasizers (highlights, boxes, bold lines or circles) used as basic creative elements
	Minimum of 2 inserts, glue-ins, doodles, sketches, etc. included on a 2-page spread
	Bullet points or numbering used to illuminate key points (avoid narratives!)
CONTENT	
	Content (left side) accurate
	Content (left side) detailed and thorough
	3 high-quality applications (upper right) included
	Reflection (lower right) shows evidence of thought
	Reflection (lower right) relates content to self or personal experiences
	Reflection (lower right) includes 'take-aways' for self

Check Sheet for Assignments EDPD 526 EDPD 527		Score
SECTION 1		
P	Padlet Introduction	
F1	Neuroscience and the Classroom Sketch Notes	
F2	Financial Poverty & A Look at Local Data Sketch Notes	
F3	Why Financial Poverty Matters Sketch Notes Sketch Notes	
F4	The Impact of Resources & Poverty Redefined Sketch Notes	
F5	Play Spent Sketch Notes	
F6	Equitable Funding and SC Schools Sketch Notes	
F7	Teachers and Schools Can Matter More Sketch Notes	
F8	Webinar Activities Sketch Notes	
F8	Webinar Activities Sketch Notes	
SECTION 2		
1	Build relationships Sketch Notes	
2	Decrease stress Sketch Notes	
3	Increase status Sketch Notes	
4	Increase hope Sketch Notes	
5	Use effective proactive guidance Sketch Notes	
6	Employ 'ME' strategies Sketch Notes	
7	Understand goals of student behaviors Sketch Notes	
SECTION 3		
8	Decrease health impacts Sketch Notes Sketch Notes	
9	Implement a results-driven partnership plan Sketch Notes	
10	Use RBT or DOK to unpack standards to align instruction Sketch Notes	
11A	Motivate the unmotivated – Increase Value Sketch Notes	
11B	Motivate the unmotivated – Increase Expectancy Sketch Notes	
12	Grow mindsets Sketch Notes	
SECTION 4		
13	Build academic & content background knowledge Sketch Notes	
14	Grow executive function Sketch Notes	
15	Build memory trace Sketch Notes	
16	Cultivate healthy EQ, including socio-emotional & soft skills & hidden rules Sketch Notes	
17	Purposefully teach Sketch Notes	
18	Explicitly teach specific skills Sketch Notes	
19	Use questioning strategically Sketch Notes	
20	Use feedback and data to drive instruction Sketch Notes	
21	Make learning fun Sketch Notes	
22	Accommodate Sketch Notes	
23	Include the ARTS Sketch Notes	
24	Hold high expectations for all students Sketch Notes	
25	Be a leader (or follow good leaders) Sketch Notes	
REFL	Final Reflection *(I used to think…And now I think…) 1 response per module*	
REFL	Final Reflection *(I used to think…And now I think…) 1 response per module*	
PL	Planning for Application *Complete the entire template.*	
TOTALS	**This is your total point score.**	