

## Introduction to Educational Programs for Children of Poverty

**EDUC 555**

**TIME: Hybrid**

<b>Instructor</b>	Tammy Pawloski
<b>Office</b>	RCC 103, 661-1475
<b>Office Hours</b>	Before and after class; other hours TBD
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<b>Prerequisite</b>	None
<b>Corequisite</b>	None
<b>Live On-Line Meetings</b>	January 10, 2022 - 4 – 6 PM January 24, 2022 - 4 – 6 PM February 7, 2022 - 4 – 6 PM March 7, 2022 - 4 – 6 PM April 25, 2022 - 4 – 6 PM
<b>Meeting Location</b>	Online

### 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.

### Course Objectives and Standards Alignment

#### Objectives

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

- 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 socio-emotional needs of under-resourced learners.
- Demonstrate a commitment to on-going learning, teacher leadership, and advocacy for children of poverty.

### Course Materials

#### Required Texts

Online-accessible materials, only.

#### Other Course Materials

1 composition book (stitched in type) & art supplies (colored pencils, crayons, gel pens, etc.)

### Content Outline

1. What is financial poverty?
2. Why does financial poverty matter?
3. What are resources and what is a new definition for poverty?
4. What resources matter most?
  - Build Relationships
  - Decrease Stress
  - Increase Status
  - Increase Hope
  - Proactively Guide
  - ME Strategies

- Understand Goals of Behavior
- Emotional Skills, Soft Skills, and Hidden Rules

**Methods of Presentation**

The format for this course is hybrid by design, including some face-to-face class meetings and asynchronous distance instruction. All 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 Requirements**

Attendance and participation in every required class meeting. **NOTE:** Final course grades may be reduced by one full 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**

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 [no more than two absences]; punctuality for all classes and meetings [note: two tardies/early departures equal one absence]; and the active cultivation of positive professional relationships.

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 instructional leader, and is never allowed.

It is expected that all students contribute to class in an appropriate and meaningful manner.

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.

**Collaboration**

Students are encouraged to take advantage of peers as resources as appropriate throughout the course, and, **when approved in advance by the professor**, students may collaborate on assignments.

**Assignment Deadlines and Assessments**

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.**

**Scoring Rubric**

SCORE		DESCRIPTORS
<b>OK FOR CREDIT</b>	2	<b>Exemplary.</b> 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.
	1	<b>Meets Expectations.</b> 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.
<b>MUST RESUBMIT FOR CREDIT</b>	0	Does not meet expectations.

## 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. **Special Note:** A grade of "1" or higher must be earned on **ALL** assignments in order to complete this course successfully. **You may not "opt out" of an assignment.**

### **"About Me" Padlet Assignment**

This assignment is designed to provide opportunities for students in this class to build connections and relationships. Student should create a Padlet entry following instructions provided in class. Create your entry here: <https://padlet.com/tpawloski/h3ruivfedijvhn4m>

### **Assignment F1: Neuroscience and the Classroom Sketch Notes**

This module explores the latest research on the science of learning that provides a foundation for all units of study in this course. The graduate student in education will explore this instructional component and complete sketch notes following the required format. View Video Here: **OnDemand Modules** <https://everykideveryday.com/modules/>

### **Assignment F2: Financial Poverty & a Look at Local Data Sketch Notes**

This module explores a definition of financial poverty and the latest data regarding the prevalence of financial poverty at the national, state, local, and school levels. The graduate student in education will explore this instructional component and complete sketch notes following the required format.

Link to SC School Poverty Indices: <https://screportcards.ed.sc.gov/files/2020/data-files/2020-poverty-index/>

SAIPE Website: [https://www.census.gov/data-tools/demo/saipe/#/?map\\_geoSelector=aa\\_c](https://www.census.gov/data-tools/demo/saipe/#/?map_geoSelector=aa_c)

(Note: SAIPE (deep poverty only) does not have school data, only District.)

View Video Here: **OnDemand Modules** <https://everykideveryday.com/modules/>

### **Assignment F3: Poverty Matters Sketch Notes**

This module explores the potential impact of financial poverty on the brain and on life. The graduate student in education will explore this instructional component and complete sketch notes following the required format. View Video Here: **OnDemand Modules** <https://everykideveryday.com/modules/>

### **Assignment F4: The Impact of Resources & Poverty Redefined Sketch Notes**

This module explores the impact of a variety of resources on school success. The graduate student in education will explore this instructional component and complete sketch notes following the required format.

View Video Here: **OnDemand Modules** <https://everykideveryday.com/modules/>

### **Assignment F5: Play Spent Sketch Notes**

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 complete sketch notes following the required format.

Access handout for information and instructions here:

<https://www.dropbox.com/s/s0mboigir9ps1rn/Play%20Spent%20Instructions%20EDUC%20525%20Summer%202021.pdf?dl=0>

Complete the Play Spent activity here: <http://playspent.org/>

### **Assignment F6: The Controversy over Equitable Funding Sketch Notes**

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 sketch notes following the required format.

View Video Here: <https://vimeo.com/manage/videos/486224002/8613e91003>

*You do not have to do the additional assignments that are mentioned in the video. You are only required to view this video from 0:00 – 24:05 and to represent that section in your sketch notes journal entry.*

### **Assignment F7: Teachers and Schools Can Matter More Sketch Notes**

This module explores research findings regarding the importance of the instructional leader in the classroom and the impact of the teacher on student school and life success. The graduate student in education will explore this instructional component and complete sketch notes following the required format.

View Video Here: <https://vimeo.com/657063855/d79e558d89>

### **Assignment F8: Summer Institute Webinar Sketch Notes**

This module provides an opportunity to view one of a selection of Summer Institute webinars. **(Choose from: Griffin, King, Dixon/Waiksniis, Holliday, Hodge, Sanchez, Hamilton, Fisher)** Note: These are ONLY available through August 15, and you may view as many as you like, but be sure to choose from those listed above for this course assignment. The graduate student in education will explore this instructional component and complete sketch notes following the required format. The website is here: <https://learn.fmucenterofexcellence.org/> Create a subscription account and when prompted to pay, enter this discount (free) code: **This link will be provided directly.**

### **Module 1: Build Relationships Sketch Notes**

This module explores the importance growing relationships with students through the lens of the science of learning. The graduate student in education will explore this instructional component and complete sketch notes following the required format. **Note: This is a possible topic for one of three action research studies.**

View Video Here: **OnDemand Modules** <https://everykideveryday.com/modules/>

### **Module 2: Decrease Stress Sketch Notes**

This module explores the impact of stress on school and life success through the lens of the science of learning.. The graduate student in education will explore this instructional component and complete sketch notes following the required format. **Note: This is a possible topic for one of three action research studies.**

View Video Here: **OnDemand Modules** <https://everykideveryday.com/modules/>

### **Module 3: Increase Status Sketch Notes**

This module explores the impact of status on school and life success through the lens of the science of learning. The graduate student in education will explore this instructional component and complete sketch notes following the required format. **Note: This is a possible topic for one of three action research studies.**

View Video Here: **OnDemand Modules** <https://everykideveryday.com/modules/>

### **Module 4: Increase Hope Sketch Notes**

This module explores the impact of hope to school and life success through the lens of the science of learning. The graduate student in education will explore this instructional component and complete sketch notes following the required format. **Note: This is a possible topic for one of three action research studies.**

View Video Here: **OnDemand Modules** <https://everykideveryday.com/modules/>

### **Module 5: Proactive Guidance Sketch Notes**

This module explores the impact of proactive guidance through the lens of the science of learning. The graduate student in education will explore this instructional component and complete sketch notes following the required format.

View Video Here: **OnDemand Modules** <https://everykideveryday.com/modules/>

### **Module 6: 'Me' Strategies Sketch Notes**

This module explores the impact of specific teacher actions through the lens of the science of learning. The graduate student in education will explore this instructional component and complete sketch notes following the required format. **Note: This is a possible topic for one of three action research studies.**

View Video Here: **OnDemand Modules** <https://everykideveryday.com/modules/>

### **Module 7: Understanding Goal of Behaviors Sketch Notes**

This module explores the impact of understanding the goals of student behaviors through the lens of the science of learning. The graduate student in education will explore this instructional component and complete sketch notes following the required format. **Note: This is a possible topic for one of three action research studies.**

View Video Here: **OnDemand Modules** <https://everykideveryday.com/modules/>

### **Module 8: Social Skills, Emotional Skills, Soft Skills, and Hidden Rules Sketch Notes**

This module explores the impact of social skills, emotional skills, soft skills and hidden rules through the lens of the science of learning. The graduate student in education will explore this instructional component and complete sketch notes following the required format. **Note: This is a possible topic for one of three action research studies.**

View Video Here: **OnDemand Modules** <https://everykideveryday.com/modules/> (On Demand Module # 16)

### **Module 9: Accommodate Sketch Notes**

This module explores the impact of needed accommodations through the lens of the science of learning. The graduate student in education will explore this instructional component and complete sketch notes following the required format.

View Video Here: **OnDemand Modules** <https://everykideveryday.com/modules/> On Demand Module # 22

### **Module 10: High Expectations Sketch Notes**

This module explores the impact of high expectations through the lens of the science of learning. The graduate student in education will explore this instructional component and complete sketch notes following the required format.

View Video Here: **OnDemand Modules** <https://everykideveryday.com/modules/> On Demand Module # 24

### **Module 11: Final Project**

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 some of the key theories and practices addressed in this course. Students may select from traditional choices (research paper, PowerPoint presentation, Prezi, pamphlet, video, infographic on Canva, others) or propose another activity that better aligns with their goals or needs.

Remember that the final project proposal must be approved before beginning the project.

### **Module 12: Final Reflection: "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. The "I used to think...And now I think..." template must be used and one entry labeled as aligned with Assignments F1-F8 and Modules 1- 10 must be included.

#### **Final Reflections – Teaching Children of Poverty**

Based on the format of the text by R. F. Elmore (2011), *I used to think...And now I think.*

<i>I used to think...</i>	<i>And now I think...</i>
F1.	
F2.	
F3.	
.....	
F8	
M1	
M2	
.....	
M9	
M10	

### **Action Research Study # 1, #2, & #3**

The graduate student in education will complete three Action Research Studies. A content study topic (Modules 1-4,6-8 only) will be selected, and an action research study planned, implemented, and analyzed using the 1-page



## ACTION RESEARCH CHECK-BRIC

Each item must be present in order to earn the minimum acceptable grade of 1 on an Action Research assignment.

### PLAN

#### ORGANIZATION

Template used

Prompts followed

#### DESIGN & DEVELOPMENT

Neat, easily read

Photo submission clear and readable

#### WHO/WHY CONTENT

Who – A student of focus identified (multiple students are NOT recommended)

Why – Reason for selecting student clearly described

#### GOAL CONTENT

Acceptable module of focus listed

Student of focus listed (multiple students are NOT recommended)

How student will change as a result of teacher action listed

Plan for measuring change is listed

#### PLANNED STRATEGIES CONTENT

Minimum 3 separate planned strategies listed in bullet points

Strategies focus on teacher moves aligned with identified MODULE OF STUDY

#### PLANNED TALLY/DATA COLLECTION MATRIX

Data tally/collection matrix **aligned with the goal** is designed and included

Proposed start/end date included

If goal includes a comparative term (increase, more, improve, etc.), baseline data included

### IMPLEMENTATION

#### OUTPUTS (Actual Implemented Strategies) CONTENT

Implemented strategies listed in bullet points (*past tense!*)

#### OUTCOMES CONTENT

Data from tally/collection matrix **reported** (What does data **say** in terms of planned goal?)

Data from tally/collection matrix **analyzed** (What does data **mean** in terms of planned goal?)

If goal included comparative term (see above), change from baseline discussed

#### REFLECTION/

Appropriate next steps for teacher actions listed in bullet points

Take-aways for self or lessons learned from study included as list or narrative

#### COMPLETED TALLY/DATA COLLECTION MATRIX

Data tally/collection matrix **aligned with the goal** is designed and included

Actual start/end date included

### “Big Fat Handout”

<https://www.dropbox.com/s/uzxkweg56svutf/TP%20REVISED%2025%20Handout%202.1.2021.pdf?dl=0>

# HOW TO: SKETCH NOTES:

**INTERACTIVE NOTEBOOKS**  
*Include the topic, perhaps the date, and any essential questions posed before study begins.*

**FOUNDATIONS**  
 Enter detailed notes related to the 'instructional content' from class, from readings, or outside sources.

About 10 entries

**BASICS**  
 ALWAYS begin with a 2-page spread (left and right, facing)

**BASICS**  
 Use doodles, pictures, word art to bring your content to life!

**BASICS**  
 Number each page as you go and enter topic and page numbers in your table of contents.

**APPLICATIONS**  
 Enter here the ways the strategy can be implemented in the classroom. How will you actually use this in your work with students? Be specific! Include at least 3 examples of applications.

- 1.
- 2.
- 3.

**BASICS**  
 Use glue-ins, but don't rely solely on my handout.

**BASICS**  
 If you need more than a 2 page spread, always begin the new topic on the next clean 2 page spread.

**REFLECTION**  
**ALWAYS** end with a reflection. It may be written in bullet point-form or as a narrative, but it should clearly express your take-aways from this study, specifically in terms of your beliefs about teaching, education, or students. This should not be a list of ways to implement, but notes on WHY this is important to you or ways you can connect it to your current or past life experiences.

**Sketch Notes Reflections Hints**  
 This section should connect the content to your own past experience. You might begin with these types of phrases (but there are many more ways to phrase, as well!):

- \*I remember a time when...\*
- \*This made me think about a student....\*
- \*Growing up, ...\*
- \*I can really relate to this because of...\*

- View this video to learn how to create sketch notes:  
<https://vimeo.com/652597540/5419c70126>
- Use the Sketch Notes Template to guide your sketch notes. (attached below)
- Use the Sketch Notes Check-bric to guide your sketch notes. (attached below)

**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

EDUC 555 Assignments	Due	Score (1 or 2 required)	Weight	Points Earned
About Me Assignment in Padlet	1/14		1	
F1. Neuroscience and the Classroom Sketch Notes	1/17		1	
F2. Financial Poverty & and a Look at Local Data Sketch Notes	1/17		1	
F3. Why Financial Poverty Matters Sketch Notes	1/17		1	
F4. The Impact of Resources & Poverty Redefined	1/24		1	
F5. Play Spent Poverty Simulation Sketch Notes	1/24		1	
F6. Equitable Funding Sketch Notes	1/24		1	
F7. Teachers and Schools Can Matter More Sketch Notes	1/24		1	
F8. Summer Institute Webinar Sketch Notes	2/28		1	
Module 1: Build Relationships Sketch Notes *AR Eligible	1/31		1	
Module 2: Decrease Stress Sketch Notes *AR Eligible	2/14		1	
Module 3: Increase Status Sketch Notes *AR Eligible	2/21		1	
Module 4: Hope Sketch Notes *AR Eligible	2/28		1	
Module 5: Proactive Guidance Sketch Notes	3/7		1	
Module 6: Me Strategies Sketch Notes	3/7		1	
Module 7: Goals of Behaviors Sketch Notes *AR Eligible	3/7		1	
Module 8: Social Skills, Emotional Skills, Soft Skills Sketch Notes *AR Eligible	3/14		1	
Module 9: Accommodate Sketch Notes	3/21		1	
Module 10: High Expectations Sketch Notes	3/21		1	
Module 11A: Final Project Plan	3/21		1	
Module 11B: Final Project	4/25		2	
Module 12: "I used to think... and now I think..." - Final Reflection	4/25		2	
<b>Action Research #1</b>				
Plan (Must focus on a content area marked with *)	2/1		2	
Implementation	2/25		2	
<b>Action Research #2</b>				
Plan (Must focus on a content area marked with *)	3/1		2	
Implementation	3/25		2	
<b>Action Research #3</b>				
Plan (Must focus on a content area marked with *)	4/1		2	
Implementation	4/25		2	
<b>Required to complete course:</b>				
<b>39 points AND successful completion of ALL ASSIGNMENTS.</b>			<b>TOTAL POINTS (72)</b>	

**A = 72- 65    B+ = 64-58    B = 57-51    C+ = 50-45    C = 44-39    NC= Below 39**