

Strategies for Teaching Children of Poverty Professional Development Graduate Course	
EDPD 525	June 2018
Instructor	Dr. Tammy Pawloski
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Office Hours	By Appointment
Meeting Dates	June 13, 14, 18, 19, 20, 21 7:30 AM – 4:00 PM
Meeting Location	Campus of Francis Marion University – Rooms TBD
School of Education Conceptual Framework:	
<p>The School of Education prepares competent and caring teachers.</p> <p>I. Competent teachers possess</p> <ol style="list-style-type: none"> A. Knowledge of content in their area of teaching B. Professional knowledge and skills <ol style="list-style-type: none"> 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 <p>II. Caring teachers possess</p> <p>Professional Dispositions</p> <ol style="list-style-type: none"> A. Exhibits professional attributes B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that <u>all students can learn</u> regardless of their backgrounds. C. Upholds Ethical and Professional Standards D. Shows respect for families, cultures and communities and demonstrates a <u>sense of fairness</u> and respect to all participants within each group. E. Shows respect for colleagues, P -12 students, faculty and staff. 	
Course Description	
<p>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.</p>	
Course Objectives	
<i>Upon completion of the course teacher candidate will be able to:</i>	
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		
<p><i>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."</i> NOTE: The schedule and design of this course will not allow late or make-up work.</p> <p>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.</p> <p>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.</p> <p>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.</p>		
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	<u>Journal Entries:</u> The student will complete a personal journal that documents all class activities.	55%
2	<u>Class Participation and Dispositions:</u> The student will participate 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	<u>Professional Learning:</u> The student will participate in the Center of Excellence to Prepare Teachers of Children of Poverty 2018 Summer Institute convened on the campus of Francis Marion University on June 19-20, 2017. Attendance on both days is required and verified documentation of attendance during each time period is required for course completion. 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. The graduate student in education will participate in two days of professional development, including keynote addresses and breakout sessions.	20%
4	<u>Poverty Simulation:</u> The student will participate in the Missouri Community Action Partnership Poverty Simulation. Attendance is required, as is the post-simulation reflection.	10%
5	<u>Final Reflection: "I used to think and now I think":</u> 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 assignment MUST be submitted electronically.	10%

Scoring Rubric

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

SCORE	DESCRIPTORS
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.
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.

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 F = Below 2.0

Class Calendar

Date	REQUIRED ACTIVITY
June 13 8:00AM- 4:00PM	Class Meeting – FM Campus – Room TBD
June 14 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	
1	Table of Contents			
2	T-W-L			
3	Play Spent			
4	Look at local data.			
5	Why poverty matters.			
6	Foundation in neuroscience.			
7	Build relationships.			
8	Decrease stress.			
9	Increase status.			
10	Increase hope.			
11	Use effective proactive guidance.			
12	Employ 'ME' strategies.			
13	Understand goals of misbehaviors.			
14	Support health needs.			
15	Implement a results-driven partnership plan.			
16	Use RBT or DOK to unpack standards to align instruction.			
17	Motivate the unmotivated – Increase Value.			
18	Motivate the unmotivated – Increase Expectancy			
19	Promote a growth mindset.			
20	Build background knowledge.			
21	Grow executive functions.			
22	Build memory trace.			
23	Explicitly Teach			
24	Teach socio-emotional Skills, Soft Skills, and Hidden Rules.			
25	Purposefully teach.			
26	Use questioning strategically.			
27	Use feedback and data to drive instruction.			
28	Make learning fun.			
29	Accommodate.			
30	Include the ARTS.			
31	Hold high expectations.			
32	Be a leader (or follow good leaders).			
33	The Water is Wide			
TOTAL				
Divided by 33			This is your Journal Entries Score	
Weighted Entries				
1	Journal Entries (averaged score from above-best possible score is 3)		x .55	
2	Participation and Dispositions		x .05	
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	
TOTALS				This is your total point score.
<p>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:</p> <p style="text-align: center;"> 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 </p>				



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		