

EDUC 599 TEACHING AND ASSESSING CHILDREN OF POVERTY	
Instructor	Tammy Pawloski
Office	RCC 103, 661-1475
Office Hours	Before and after class
E-mail	tpawloski@fmarion.edu or thpawloski@aol.com
Prerequisite	EDUC 555 or Permission of the Graduate School of Education
Corequisite	None
Face-to-Face Meeting Times	January 25, 2016 4:30 PM – 7:30 PM Face-to-Face (Columbia, SC) March 21, 2016 4:30 PM – 7:30 PM Face-to-Face (Columbia, SC) June 22-23, 2016 8:00 AM – 4:00 PM Face-to-Face (FMU) All other course requirements are completed by asynchronous distance through the Blackboard platform.
Meeting Location	Face-to-Face Sessions will be held at SC Archives Building or FMU.

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

FMU Center of Excellence Teaching Children of Poverty Standards

TCOP STANDARD 1: Life in Poverty

ELEMENT 1.1: The student applies current research to interpret the impact of life in poverty as it relates to educational environments.

ELEMENT 1.2: The student applies current research-based knowledge, skills, and dispositions to generate and implement classroom strategies designed to support the unique needs of children who live with limited resources. (Clinical)

TCOP STANDARD 2: Language and Literacy

ELEMENT 2.1: The student applies current research to explain the nature of language differences frequently registered by children of poverty.

ELEMENT 2.2: The student applies current research to generate and implement appropriate strategies for facilitating home-based language learning required for school success.

ELEMENT 2.3: The student applies current research-based knowledge, skills, and dispositions to create effective instructional environments that support the growth of language skills needed for success in school. (Clinical)

TCOP STANDARD 3: Family and Community Partnerships

ELEMENT 3.1: The student applies current research to explain how family structures of children of poverty can impact home-school-community partnerships.

ELEMENT 3.2: The student applies current research-based knowledge, skills, and dispositions to generate and

implement a plan for service and partnerships between home, school and community stakeholders. (Clinical)

TCOP STANDARD 4: The Classroom Community

ELEMENT 4.1: The student applies current research to compare the social, emotional, and cognitive development, experiences and abilities of under-resourced students with those of their more affluent peers.

ELEMENT 4.2: The student applies current research-based knowledge, skills, and dispositions to create and implement success-oriented classroom strategies that cultivate a positive classroom community that recognizes children of poverty as capable learners. (Clinical)

TCOP STANDARD 5: Curriculum Design, Instructional Strategies & Assessment

ELEMENT 5.1: The student applies current research to explain the importance of accessing students' background knowledge prior to planning instruction.

ELEMENT 5.2: The student applies current research to a) explain how alignment of state mandated curriculum with instruction and assessment impacts achievement of children of poverty; and b) analyze (align) standards with planned instruction and assessment.

ELEMENT 5.3: The student applies current research to explain appropriate types of assessment methods for use with children of poverty.

ELEMENT 5.4: The student applies research-based knowledge, skills, and dispositions to create and implement results-driven instructional strategies and assessments for children of poverty. (Clinical)

STANDARD 6: Teachers of Children of Poverty as Learners, Leaders, and Advocates

ELEMENT 6.1: The student applies current research to generate an appropriate plan for life-long learning that includes the elements of self-reflection and self-evaluation, especially as they relate to personal qualities, including knowledge, skills, and dispositions, necessary for success as a teacher of children of poverty.

ELEMENT 6.2: The student applies current research-based knowledge, skills, and dispositions to exemplify professional leadership through participation in professional activities that focus on the issues that impact children of poverty.

ELEMENT 6.3: The student applies current research-based knowledge, skills, and dispositions to advocate for children of poverty by creating and executing appropriate advocacy activities that illuminate needs and improve academic success. (Clinical)

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.

Course Objectives and Standards Alignment

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

Objectives	Standards
Describe how background knowledge and circumstances of birth and life in poverty can impact academic performance.	TCOP 1
Identify, implement, and assess methods, materials, and best practices that support the growth, development and achievement of children of poverty.	TCOP 5
Identify and implement accommodations or modifications that are designed to support identified needs of individual children of poverty.	TCOP 5
Develop and implement an on-going plan for data study that informs curriculum design and instructional strategies.	TCOP 5
Identify and implement formative and summative assessment measures that drive instruction.	TCOP 5
Design and implement an action research agenda.	TCOP 5
Demonstrate a commitment to on-going learning, teacher leadership, and advocacy for children of poverty.	TCOP 6

Course Materials

Required Texts

NONE

Other Course Materials

Computer and internet access for distance learning
Video camera for recording of instruction

Content Outline

1. The Action Research Model

- a. Identifying goals for action research
- b. Collection and organization of data
- c. Interpretation of data
- d. Action based on data
- e. Evaluate results
- f. Plan next steps

2. Action Research: The Classroom Community

- a. Self-efficacy and Achievement
- b. Motivation and Engagement
- c. School-based Relationships and Role Models
- d. Relationship Driven Classroom Management Plans

3. Action Research: Curriculum Design, Instructional Strategies & Assessment

- a. Background Knowledge
- b. Language and Literacy
 - i. Language-oriented background knowledge and experiences
 - ii. Language rich classrooms
 - iii. Struggling readers
- c. Curriculum Design
 - i. Growth and development as it drives curriculum design
 - ii. Alignment of curriculum with instruction and assessment using the Revised Bloom's Taxonomy
 - iii. Appropriate instructional strategies
 - iv. Metacognitive strategies that facilitate student learning
 - v. Horizontal and vertical teaching teams
- d. Assessment
 - i. Authentic assessment
 - ii. Formative assessment strategies
 - iii. Summative assessment strategies
 - iv. Assessment data and effective instructional planning
 - v. Assessment data organized by poverty subgroups

4. Teachers as Learners, Leaders and Advocates

- a. The Teacher as a Learner
 - i. Self-reflection and self-evaluation
 - ii. The responsibilities of role models
 - iii. Teacher qualities that result in student success
- b. The Teacher as a Leader
 - i. Ways teachers lead
 - ii. Leadership through professional organization membership/participation
- c. The Teacher as an Advocate for Children of Poverty
 - i. The importance of advocacy
 - ii. Strategies for advocacy

Methods of Presentation

Each class will be a combination of demonstration/modeling, discussion, and direct teaching of techniques followed by hands-on practice. Graduate students will have opportunities to work independently and

collaboratively; 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.
2. Completion of required text or internet readings and other preparations before class dates indicated on schedule.
3. Successful completion of all assignments/projects.
4. Successful completion of quizzes/demonstrations.

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, 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 peer and teacher relationships.

In every 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 assignments for another class, checking cell phones, emails, or text messages, or otherwise being inattentive **distracts other class participants, including your professor**, and will not be tolerated. 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 SOE 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

Assignments and responsibilities are due at the beginning of class on the date specified. 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 **IF** the late submission is accepted by the professor.

Students must retain all graded assignments throughout the course. These must be presented should any discrepancy occur between grades received and recorded. **Should students have questions about an assignment, the professor must be contacted WELL IN ADVANCE of the due date for clarification or other assistance.**

Neatness/Accuracy

All assignments must be prepared with great attention to detail, neatness, and accuracy. Assignments must be typed (single spaced, 10-12 point font) unless otherwise noted by the instructor. ANY concerns regarding writing skills will be immediately called to the student's attention, and will generally include referral to the FMU Writing Center for assistance and support. While the focus of the course is content, it is expected that all students submit assignments that demonstrate excellent writing skills.

Course Modules, Assignments 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 assignments are included below. Specific written instructions are provided in Blackboard Modules.*)

#	Activity Description				
1	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.				
2	Videotaped Lessons and Peer Observation: The graduate student in education will plan, teach and digitally record a lesson that is delivered to a group of students. The videotape should be recorded as a wide-shot that includes a view of students so that reflection of student responses to instruction can be observed. A lesson plan must be provided to accompany the videotaped lesson. Students will work in teams to view peer videos and to complete observations. Students will engage in a peer-review of videotaped instruction implemented by at least one peer teacher. NOTE: Each student must serve as a peer observer AND each student must offer a lesson for observation.				
3	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.				
Grading Scale					
Rubric Scale for All Assignments:					
Not Met – NC – 0	Partially Met – C – 1	Met – B – 2	Exceeded – A – 3		
Grading Scale for Course:					
A = 135-121	B+ = 120-115	B = 114-108	C+ = 107-101	C = 100-94	NC= Below 94
Grades: Points earned on each activity and assignment will be totaled to determine final grade.					
NOTE: A Grade of 'C'-is NO CREDIT for EDUC courses!					

The Scoring Rubric for all assignments is as follows:

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

EDUC 599 ASSIGNMENTS	Available on Bb	Due	Grade	Weight	Points Earned
Getting Started: Why Teachers Matter and Visible Learning	JAN				
Visible Learning Foundations for Practice		JAN		1	
Visible Learning Action Plan		JAN		1	
Visible Learning Action Implementation and Reflection		JAN		1	
I used to think... Final Reflection	JAN				
"I used to think and now I think" - Final Reflection		JUNE		2	
Know the audience: Revisiting Relationships	JAN				
Relationships Action Plan		FEB		1	
Relationships Action Implementation and Reflection		FEB		1	
Know the audience: Accessing Academic Background Knowledge	JAN				
Background Knowledge Action Plan		FEB		1	
Background Knowledge Action Plan		FEB		1	
Background Knowledge Action Implementation and Reflection		FEB		1	
Change the Brain: Mindsets	JAN				
Mindsets Foundations for Practice		FEB		1	
Mindsets Action Plan		FEB		1	
Mindsets Action Implementation and Reflection		FEB		1	
Engage the Audience: Motivation	FEB				
Motivation Foundations for Practice		MAR		1	
Motivation Action Plan		MAR		1	
Motivation Action Implementation and Reflection		MAR		1	
Hitting the Target with Purpose: Unpacking and Planning	FEB				
Unpacking and Planning Foundations for Practice		MAR		1	
Applying Principles of Unpacking and Planning		MAR		1	
Using Assessment to Inform, Understand and Drive the Process	FEB				
Assessment Foundations for Practice		MAR		1	
Assessments in Practice		MAR		2	
Elevating Questions	MAR				
Questioning Foundations for Practice		APR		1	
Questioning Action Plan		APR		1	
Questioning Action Implementation and Reflection		APR		1	
Differentiation: Rigor for ALL	MAR				
Differentiation and Rigor Foundations for Practice		APR		1	
Differentiation and Rigor Action Plan		APR		1	
Differentiation and Rigor Action Implementation and Reflection		APR		1	
Supporting the Prefrontal Cortex: Executive Functions & Memory Trace	MAR				
Pre-frontal Cortex Foundations for Practice		APR		1	
Pre-frontal Cortex Action Plan		APR		1	
Pre-frontal Cortex Action Implementation and Reflection		APR		1	
Homework and Grading Practices	APR				
Homework and Grading Practices Foundations for Practice		MAY		1	
Homework and Grading Practices Action Plan		MAY		1	
Homework and Grading Practices Action Implementation and Reflection		MAY		1	
OTHER TOPICS – YOUR SELECTION	FEB				
Foundations for Practice		MAY		1	
Action Plan		MAY		1	
Action Implementation and Reflection		MAY		1	
Learning from Observation and Reflection: Videotaped Lesson	FEB				
		MAY		2	
		MAY		2	
Summer Institute Reflection	JUN				
		JUN		5	

45 x 3 = 135 TOTAL POSSIBLE POINTS

—ATTENDANCE AT FACE-TO-FACE CLASSES IS REQUIRED TO PASS COURSE—

GRADING SCALE:

A = 135-121 B += 120-115 B = 114-108 C+ = 107-101 C = 100-94 NC= Below 94

Please notify your professor if you are ever unable to view assignments on Bb.

Foundations for Practice Topic:

New Understandings

Implications for Practice

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New or Remaining Questions for Future Study

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ACTION PLAN AND IMPLEMENTATION

Identify & Explain: Who is your target (student or class) & why did you select? Relate to focus topic.

Goal(s): What will success look like for the target? Relate to focus topic.

The student or class that needs this action is:

After implementation, the target will:

Because:

Plan: What specific strategies to you intend to employ?

Actual Outputs: What specific strategies did you actually employ

I will take these steps:

I took these step:

Outcomes: Describe current behaviors of targets after you implemented your plan. Be sure to relate to focus topic and your identified goal.

The target now:

Reflection: How closely do your outcomes align with your goal? Goal met? Why or why not? Other outcomes? Implications for you? For the student(s)? What do you plan to do next?

My outcomes and goal::

Implications:

Next, I plan to:

Focus:

ACTION PLAN AND IMPLEMENTATION	
Identify & Explain: <i>Who is your target (student or class) & why did you select? Relate to focus topic.</i>	Goal(s): <i>What will success look like for the target? Relate to focus topic.</i>
<p>The student or class that needs this action is: JH – 9 years old</p> <p>Because: JH seems to be under great stress. His parents have recently separated. He does not see his dad regularly. He is alternatively aggressive and withdrawn during the school day. He lashes out at friends and teachers. He turns in homework, but he makes many more mistakes now than at beginning of year and resists making corrections. He sometimes plays alone at recess.</p>	<p>After implementation, the target will: JH will participate in class appropriately. He will interact with teachers and classmates positively. He will submit school work that reflects his abilities and grades in ELA and Math will improve.</p>
Plan: <i>What specific strategies to you intend to employ?</i>	Actual Outputs: <i>What specific strategies did you actually employ?</i>
<p>I will take these steps: Learn JH’s interests and daily interact with him on these non-academic subjects. Speak with mom about behavior and develop plan of support at home and school. Provide quiet place for JH to go when he needs time to gather himself. ✓ Use instructional time to teach coping skills for life circumstances. Use Brain Gym activities regularly and teach all students how these help their brains grow. Allow JH to select music during the school day. ✓ Handle JH’s inappropriate behaviors with empathy and supportive attitude. ✓</p>	<p>I took these steps: I did each planned activity marked with a ✓. I worked to handle outbursts with redirection and increased opportunities for JH to get himself under control in quiet place. He and I developed a signal that he used when he needed to get away.</p>
Outcomes: <i>Describe current behaviors of targets after you implemented your plan. Be sure to relate to focus topic and your identified goal.</i>	
<p>The target now: JH is able to control his behaviors better. He still appears very sad at times. His mom is aware that his school behaviors have changed, but there does not appear to be any increased opportunities for him to see his dad. JH does remove himself to a quiet place at times, and he uses our signal to let me know when he needs that. I am controlling my reactions to his behavior better and that seems to be de-escalating his behavior at times. He plays alone less at recess and more school work is completed successfully and with less resistance. Grades in ELA have improved from C to B; Math from D to B.</p>	
Reflection: <i>How closely do your outcomes align with your goal? Goal met? Why or why not? Other outcomes? Implications for you? For the student(s)? What do you plan to do next?</i>	
<p>My outcomes and goal: My strategies worked fairly well and the goal for JH was partially met. They were time-consuming at first, but became easier to implement as time went on. JH has benefitted from the extra attention I have given him and he moves closer to me more often than before. He is playing more with friends and turning in more school work. His grades have improved in ELA and Math.</p> <p>Implications: JH’s progress may be the result of time and acceptance of new life circumstances, however I will continue the strategies because it is clear he needs the stability of our growing relationship.</p> <p>Next, I plan to: Set JH up with a mentor through the school program. Look into Boys & Girls Club that might have a space for JH. Teach him to use Brain Gym when stress interferes with focus. Give him extra time to complete tasks. Keep in constant contact with mom and continue to encourage her to seek ways to set up connections for JH with his dad.</p>	

Focus: Decrease stress (SAMPLE)