Children of Poverty: The Implications for Teaching and Learning
Syllabus

Professional Development in Education
School of Education, Health, and Human Performance
The College of Charleston, South Carolina
Syllabus

Course Number and Title: EDPD: Children of Poverty: The Implications for Learning and Teaching

Graduate Hours: 3 graduate credits*

*This course is for professional development credit only. VirtualSC PD courses do not count towards any type of degree.

Location of Course: Online learning environment for the South Carolina Department of Education Office of eLearning, VirtualSC PD. Currently using the Moodle course management system located at http://virtualscpd.mrooms.net/, with username and password required for course access.

Facilitator:
Email:
Phone:

Semester:
Course Dates and Times Course:

Communication: This is an online course. There will be no face-to-face meetings; however the facilitator will communicate with her students in various ways such as email, Blackboard Collaborate, Skype, and other audio and electronic communication. The facilitator will be available online daily from 7 PM–10 PM to communicate with students. Facilitators will use the following communication guide to make sure all students have a positive experience with the course. The communication below will serve as a bridge between the teacher and participant.

- Contact each participant at the beginning of the course:
  - Send out a welcome e-mail which, includes a welcome letter.
  - All contact information for the facilitator will be listed in the e-mail and the letter.
- Send out weekly email reminders about work progress and work due. The facilitator will contact a participant if they miss one week’s worth of work and offer to assist with catching up.
- Host three (3) Blackboard Collaborate meetings during the course (one every other week). Participants are expected to attend. In the event a participant cannot attend, the meetings will be recorded with a "keyword" at the end of each presentation. All participants, in attendance or listening to a recording, will enter the “keyword” into an electronic quiz for credit.
Children of Poverty: The Implications for Teaching and Learning
Syllabus

- Communication outside of the course (e-mail, phone) will be documented within a spreadsheet for communication tracking purposes. This spreadsheet can be turned in with the grade book at the end of the semester.

Text/Materials:
All materials in this course are the property of the South Carolina Department of Education Office of VirtualSC PD. All course materials found within the workshop are available on-line.

Grading: Pass/Fail. As per the College of Charleston Graduate Catalog, a Pass/Fail course carries zero (0) credits and thus cannot be converted to a letter grade.

Purpose of the Course and Expected Participation Outcomes:
This workshop will enable participants to recognize when they are teaching a child who is coming from a home of poverty. This course will contemplate not only the learning of children of poverty (low or no income), but also the best practices that should be used to motivate them to learn.

Course Description:
Poverty is an issue that more and more of our children are dealing with daily, and an issue that our nation must address. What are the implications for learning and teaching when it comes to children raised in poverty stricken homes? This course will contemplate not only how children of poverty-stricken homes (low or no income) learn, but the best practices that should be used to motivate them to learn. Resources and activities to inform and “reform” more developmentally-appropriate teaching instruction will be offered to participants.

This course relates to the C of C conceptual framework and theme of making the teaching and learning connection by participants becoming familiar with what poverty is, and how this may affect a child in school. By the end of the workshop, participants will be able to classify students according to the poverty they may be experiencing, identify and compare the outcomes of poverty on children as seen in the classroom, interpret the implications that poverty has on teacher-parent/teacher-student/parent-student relationships, identify ways in which motivation can be instilled in children of poverty, implement curriculum adaptations for children of poverty (including the effective use of technology), and execute teaching that puts in practice effective and efficient methods for teaching children of poverty.

Prerequisites: This is an advanced level course for teachers, technology specialists, curriculum specialists, professional development specialists, or other school personnel. Participants are expected to have regular access to computers with Internet access. They will also need speakers and a microphone (or a headset or telephone) to participate in the Blackboard Collaborate Virtual Meeting sessions. In addition, participants should be proficient with browsing the Internet, uploading and downloading content, navigating to computer files, and with using word processing software, email, and attachments.

Goals/Standards/Objectives: All goals and objectives are correlated to the C of C Teaching and Learning Standards and the National Educational Technology Standards and Performance Indicators for Teachers.
This course will enable participants to demonstrate the ability to:

- Identify and understand what it means to be in poverty (EHHP VII) (ISTE 1, 5).
- Use brain-based research to determine the effects that poverty may have on a child’s learning (EHHP I, II) (ISTE 1, 5).
- Classify students according to the level of poverty experienced (EHHP VII) (ISTE 1, 5).
- Identify and compare the outcomes of poverty on children as seen in the classroom (EHHP I) (ISTE 1, 5).
- Interpret the implications that poverty has on teacher/parent/student relationships (EHHP V) (ISTE 1, 5).
- Identify ways in which motivation can be instilled in children of poverty (EHHP III) (ISTE 1, 2, 3, 4, 5).
- Implement curriculum adaptations for children of poverty (including the effective use of technology) (EHHP II, III) (ISTE 2, 3, 4).
- Execute teaching that puts in practice effective and efficient methods for teaching children of poverty (EHHP VI) (ISTE 1, 2, 3, 4, 5)

Expected Time Dedication: This course is expected to take students between 60 and 70 hours to complete. Times listed below are average dedication times per week/topic:

- Orientation Session – 4 hours
- 6 Weekly Sessions – 42 hours
- 6 Weekly Discussion Forum Initial Posts and Responses – 18 hours
- Blackboard Collaborate Virtual Meetings – 3 hours, plus “keyword” quiz completion

Attendance and Late Assignments Policy: Attendance will be determined by completion of weekly online assignments, discussions, and participation in the three (3) synchronous sessions.

- Due dates are posted for each initial discussion post, replies, assignments/assessments/projects in the online Learning Management System.
- VirtualSC PD’s Learning Management System time stamp, given within the assignments, assessments, and discussions will determine if submissions were completed on time.
- Late assignments will not be accepted without prior arrangement with facilitator.
- An assignment calendar, and rubrics for participant, use can be viewed online or downloaded via the Syllabus link, after the course facilitator has given registered participants login information for the online course.

Discussion Forum Participation: Participants will be evaluated on the frequency and quality of their discussion board participation. Participants are required to post a minimum of three substantial postings each session, including one that begins a new thread and one that responds to two others’ threads. Postings that begin new threads will be reviewed based on their relevance, demonstrated understanding of course concepts, examples cited, and overall quality. Postings
that respond to other participants will be evaluated on relevance, degree to which they extend the discussion, and tone.

**Student Learning Outcomes:**
- Students will…
  - Identify and understand what it means to be in poverty
  - Classify students according to the level of poverty
  - Interpret the implications that poverty has on teacher/parent/student relationships
  - Identify ways in which motivation can be instilled in children of poverty
  - Implement curriculum adaptations for children of poverty
  - Practice effective and efficient methods for teaching children of poverty

**In-Class Course Activities:** This course is divided into seven, one-week sessions (one Orientation Session and six Content Sessions, with the last session including course wrap-up activities), each of which include readings, activities, and an online discussion among course participants.

**Course Calendar:** The outline for the course is as follows:

<table>
<thead>
<tr>
<th>Session</th>
<th>Calendar Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Orientation</td>
<td></td>
<td>Getting to Know Your VirtualSC PD Environment</td>
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<tr>
<td>Session 1</td>
<td></td>
<td>Children of Poverty: Introduction to &amp; History of the Research</td>
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<tr>
<td>Session 2</td>
<td></td>
<td>Identifying At-Risk Students, Addressing Diversity, and Parental Involvement</td>
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<td>Session 3</td>
<td></td>
<td>The Achievement Gap, the Lack of Readiness, and Student Motivation to Learn</td>
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<td>Session 4</td>
<td></td>
<td>The Implications for Curricular Adaptations</td>
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<td>Session 5</td>
<td></td>
<td>Embracing Technology in Impoverished Areas</td>
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<tr>
<td>Session 6</td>
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<td>Classroom Implementation</td>
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</tbody>
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**Out of Class:** Course participants are expected to complete weekly assignments, including active participation in the online discussion board. In addition, participants will develop and share their ideas to incorporate tools and strategies presented in the course into their own curricula.

**Assessment and Grading:** The discussion forum and grade book features, accessed by the user within the course, will serve as the participant’s portfolio and provide assessment feedback. Participants will be assessed throughout this course in various ways, including assignments, initial discussion posts and replies, quizzes, and projects. The grade book will be used to provide participants with weekly grades of assignments and discussion.

Participants are required to complete readings, activities, discussions, and an assignment/assessment/project for each session. Below are the criteria to be used for evaluating successful participation in and completion of this course for 3 hours of graduate credit:
## Children of Poverty: The Implications for Teaching and Learning

### Syllabus

<table>
<thead>
<tr>
<th>Session</th>
<th>Graded Item</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td></td>
<td><strong>Orientation</strong></td>
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<td></td>
<td>Discussion Forum</td>
<td>22</td>
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<td></td>
<td>Orientation Quiz</td>
<td>17</td>
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<td></td>
<td>PreTest</td>
<td>10</td>
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<tr>
<td></td>
<td><strong>Session 1</strong></td>
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<tr>
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<td>Discussion Forum</td>
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<td></td>
<td>Session 1 Quiz</td>
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<tr>
<td></td>
<td>Blackboard Collaborate Attendance + Keyword Quiz</td>
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<tr>
<td></td>
<td>Weekly Planning Template Submission - 1</td>
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<tr>
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<tr>
<td></td>
<td>Discussion Forum</td>
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<td></td>
<td>Session 2 Quiz</td>
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<td></td>
<td>Weekly Planning Template Submission – 2</td>
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<td></td>
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<td></td>
<td>Discussion Forum</td>
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<td></td>
<td>Session 3 Quiz</td>
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<tr>
<td></td>
<td>Blackboard Collaborate Attendance + Keyword Quiz</td>
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<tr>
<td></td>
<td>Weekly Planning Template Submission – 3</td>
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<tr>
<td></td>
<td><strong>Session 4</strong></td>
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<tr>
<td></td>
<td>Discussion Forum</td>
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<td>Session 4 Quiz</td>
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<tr>
<td></td>
<td>Weekly Planning Template Submission - 4</td>
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<tr>
<td></td>
<td><strong>Session 5</strong></td>
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<tr>
<td></td>
<td>Discussion Forum</td>
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<tr>
<td></td>
<td>Session 5 Quiz</td>
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<tr>
<td></td>
<td>Blackboard Collaborate Attendance + Keyword Quiz</td>
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<tr>
<td></td>
<td>Weekly Planning Template Submission - 5</td>
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<tr>
<td></td>
<td><strong>Session 6</strong></td>
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<tr>
<td></td>
<td>Discussion Forum</td>
<td>22</td>
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<td></td>
<td>Session 6 Quiz</td>
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<tr>
<td></td>
<td>Weekly Planning Template Submission – 6</td>
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<td>Final Course Assessment</td>
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<td>PostTest</td>
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<tr>
<td></td>
<td>Participation</td>
<td>Overall Course Participation</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td>443</td>
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**Pass:** 354 points or higher  
**Fail:** 353 points or lower

**Ongoing Support:** Online support is provided in the form of a guided discussion forum used to discuss and share strategies, challenges, and resources.

**Professionalism and Ethics:** As a member of the professional development community, participants are expected to evidence a high standard of personal conduct, respect and honorable professional characteristics in the presentation of their course assignments and interaction with class peers.

**Disability Statement:** If there are participants in this class who have a documented disability that allows him/her to receive accommodations they are asked to please speak privately with the course instructor.
Auditing Statement: Some students may have elected to audit this course. If you have selected to audit, no official record will appear that you have audited the course at the College of Charleston. Additionally, you may not be added to the class roll after the class has been in session for more than two (2) weeks.

Obtaining Credits and Transcripts: Beginning November 1st of 2013, all Transcript Requests received in the mail will be returned. Detailed instructions and information regarding Transcripts are available in the Transcripts section of the Registrar’s website at, located at http://registrar.cofc.edu/transcripts/index.php. There are two options for requesting an Official Transcript:

- Online, through the Banner Self-Service in MyCharleston (with a non-Visa credit card or eCheck).
- In person, to pay at the Treasurer’s Office and submit the receipt and request at the Registrar’s Office. Payment must be provided at the time of request. We do not accept requests or payment by fax, email, or telephone.

Coursework: The readings and activities/assessments for each session week are listed below:

Orientation Session: Getting to Know Your VirtualSC PD Environment
In this session, you will become familiarized with the Moodle Learning Management system used by all VirtualSC PD courses. Additionally, you will educate yourself on VirtualSC PD policy and procedure, as well as participate in professional discourse with your instructor and other colleagues.

Activities
Getting Started
Interacting in Your Course
Obtaining Renewal Credits
VirtualSC PD Policy and Procedures
VirtualSC PD Acceptable Use Policy
VirtualSC PD Academic Integrity Policy

Assignments
VirtualSC PD Participant Contract
Course participants will complete a contract, agreeing to the VirtualSC PD and College of Charleston rules and regulations concerning grading, credit, transcripts, and more.

Orientation Quiz
Course participants will complete a quiz on the content they have learned about both VirtualSC PD and the College of Charleston.

PreTest
Complete the PreTest by answering two essay questions about your current knowledge concerning teaching and learning of children of poverty.

Discussion
Children of Poverty: The Implications for Teaching and Learning
Syllabus

**Getting to Know Each Other**
For your first discussion forum, please take some time to tell us about yourself.

1. Tell us your name, location, current position and what it entails, and what you hope to learn from this course.
2. Tell us about yourself, your kids, whatever you think will help your facilitator and fellow classmates get to know you better.

Remember to keep it professional! Be sure to return to the discussion forum frequently during the session to read and respond to comments posted by other participants.

**Session One: Children of Poverty: Introduction to & History of the Research**
Since it has been brought to the forefront as an important issue to consider when teaching children, much research has been conducted to investigate just how much poverty affects children in their academic, social, and behavioral life within the walls of a classroom. This week's readings and activities will explore some of that research, and ask you to consider if this is aligned with your personal beliefs.

**Readings & Activities**

**Introduction**
- **Frontline: Poor Kids**
  Watch this video as an introduction to understanding how children and parents affected by poverty interpret their conditions, and feel about their situation.

**State & Local Statistics**
- **2017 Kids Count Profile for South Carolina**
  Evaluate this data-rich chart to see how South Carolina stacks up against the nation in terms of Economic Well-Being, Education, Health, and Family and Community statistics. Do these numbers surprise you?
- **2017 Kids Count Profile for South Carolina: Data by County**
  Now that you've seen the statistics for the state of South Carolina, find the county in which you live or teach, and click the "County Profile - PDF >" link to see how these statistics vary from the state-level data. Do these numbers scare you? Why?

**Historical Views**
- **Understanding and Working with Students and Adults from Poverty**
  Read this resource by Ruby Payne, who was considered the most influential person to bring the issues of poverty and learning to the forefront in American education system. Consider how this work aligns (or does not align) with your thoughts around children of poverty.
- **Ruby Payne's Hidden Rules Among Classes**
  This document details Ruby Payne's beliefs about the importance, use, and beliefs among different constructs, based on social/financial class.
- **Poverty and Payne: Support Teachers to Work with Children of Poverty**
  Now that you've read some of Ruby Payne's work, read this article published in Phi Delta
Children of Poverty: The Implications for Teaching and Learning

Syllabus

Kappan, concerning how to evaluate your own culture and beliefs, and how it impacts children of poverty in your classroom.

Recent Literature

Chapter 1. Understanding the Nature of Poverty
Eric Jensen is considered a modern-day expert on teaching children coming from impoverished backgrounds. Read this chapter from his book, Teaching with Poverty in Mind, in order to learn more about what poverty truly is.

Discussion

Researchers have recently begun to discover that poverty is about more than just being "poor." After completing the readings for the week, tell us two new things that you discovered about poverty. Tell how this definition of poverty is different from or similar to your definition of poverty upon entering this course.

In your response, make sure to cite the resources you have read and watched. Be sure to return to the discussion forum frequently during the session to read and respond to comments posted by other participants. Remember to read and respond to at least two other participant's posts.

Assignment

Session 1 Lesson Plan
In this session you will begin the major assessment for this course, called the Lesson Plan Final Project. Download the Lesson Plan Final Project Template from the Course Resources folder at the top of the course in order to get started on this assessment.

Session 1 Quiz
Complete the Session 1 Quiz to test your knowledge based on what you have learned in this session.

Blackboard Collaborate Meeting #1
Join the first of three Blackboard Collaborate meetings to learn more about Children of Poverty and how to complete your course work successfully. Your facilitator will provide you with a schedule for this meeting (date and time) as well as access instructions.

Blackboard Collaborate Meeting #1 Keyword Quiz
After you have attended or watched the recording of the first Blackboard Collaborate meeting, make sure to complete this quiz in order to earn your attendance points.

Session Two: Identifying At-Risk Students, Addressing Diversity, and Parental Involvement
As a classroom teacher, administrator, guidance counselor, or another adult who works with a child, it is imperative that you understand where that child is coming from... that you know that child personally, and acknowledge the differences that child may have. One of the best ways to obtain this information is through the child and the child's parent(s) or guardian(s). Getting parents involved is a must!
Readings & Activities

Identifying At-Risk Students
The Effects of Poverty on Teaching and Learning
In this session, you will read several sections of this article. For now, read The Concept of Being At-Risk, and consider how you currently identify students as at-risk.

Let's Address the Needs of Critically At-Risk Youth
Watch this TEDx presentation from educator Donna Dukes, concerning identifying students who classify as being "critically" at-risk, and what we, as educators, need to give them... hope.

Addressing Diversity
The Effects of Poverty on Teaching and Learning
As a classroom teacher, administrator, guidance counselor, or another adult who works with a child, it is imperative that you understand where that child is coming from... that you know that child personally, and acknowledge the differences that child may have. Return to the article you started earlier, The Effects of Poverty on Teaching and Learning, and read the section Challenge: Diversity.

Overlooked Gems: Poverty, Diversity, and Promise
In this online book, read the third article in Section III titled Poverty, Diversity, and Promise (beginning on page 31). This article, written by Margie K. Kitano, discusses children coming from multicultural, impoverished backgrounds who show great academic promise.

Empty Tissue Boxes: Considering Poverty in Diversity Discourse
Student diversity in the classroom can be viewed in two ways; as a challenge to overcome, or as an asset. Diversity is viewed as an asset by the optimistic teacher. Diversity in levels of poverty itself is an issue that must be addressed as well. Read this article to explore diversity as related to poverty level.

Parental Involvement
The Effects of Poverty on Teaching and Learning
It's no secret that students benefit from having parents who are positively involved with their education. Return to the article you started earlier, The Effects of Poverty on Teaching and Learning, and read the section Challenge: Relationships with and Involvement of Parents and Families.

Linking Family Engagement to Learning: Karen Mapp's '8 for 8'
Watch this video, in which, Dr. Karen Mapp describes what the research shows about parental and family involvement in a student's educational journey.

Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships
Published by the U.S. Department of Education, Dr. Karen Mapp's Framework for Family-School Partnerships meets the challenge of constructing programs for relevant parent and family involvement in their child's academic career. As you read, pay special attention to pages 5-11, and 25-26 (you may skip the use cases found in the middle of this document).

Discussion
Embracing student diversity and positive relationships between parents and teachers are two important aspects for educating students. This week, tell us about how you address the issues of cultural and academic diversity among the students in your class. Also tell us one strategy that you use for effective communication with parents.

In your response, make sure to cite the resources you have read and watched. Be sure to return to the discussion forum frequently during the session to read and respond to comments posted by other participants. Remember to read and respond to at least two other participant's posts.

Assignment

Session 2 Lesson Plan
In this session you will continue working on the major assessment for this course, the Lesson Plan Final Project. Return to the work you saved from Session 1 on your template, and continue editing to complete the sections for this session.

Session 2 Quiz
Complete the Session 2 Quiz to test your knowledge based on what you have learned in this session.

Session Three: The Achievement Gap, the Lack of Readiness, and Student Motivation to Learn
In today's classroom, there is a noticeable achievement gap. This gap normally affects boys of African American descent in high poverty areas. Is this achievement gap caused by the individual student's lack or readiness and motivation to learn, or are there underlying factors that contribute, too? Decide for yourself as you complete this week's reading and activities.

Readings & Activities

The Achievement Gap
The Effects of Poverty on Teaching and Learning
In this session, you will continue reading specific sections of the article, The Effects of Poverty on Teaching and Learning. For now, click on the link about and read the section, Challenge: The Achievement Gap.

Which Achievement Gap
In today's world of "No Child Left Behind," all educators struggle to close the achievement gap in schools across the country. But, just what gap are we trying to "close"? Read the article, Which Achievement Gap? , and try to determine which your school deals with most closely.

Achievement Gap Between Rich and Poor Grows
While research shows that the achievement gap is impacted by poverty, it is not the only contributing factor. In this video, listen to the data found by the Stanford Center of Education.

Chicago Takes Early Aim at 'Achievement Gap' in Schools
Since we know that poverty is a main indicator for low-achievement, one city targets high-risk, low-income students before they begin falling behind in school. Watch this video to explore causes and solutions.
The Lack of Readiness

The Effects of Poverty on Teaching and Learning

Children growing up in poverty are highly susceptible to not being ready to learn when they enter public school at age five (5). Return to the article you started earlier, The Effects of Poverty on Teaching and Learning, and read the section Challenge: Lack of Readiness to Learn.

How Does 'Toxic Stress' of Poverty Hurt the Developing Brain?

A growing body of research shows that the stress of growing up in poverty can have long-term effects on children's brains and cognitive development. How can so-called "toxic stress" be prevented? In this video, follow one family's experiences with poverty in parenthood and childhood.

Standing Up to Poverty - Kindergarten Readiness

Watch this video from NELOvesPS, about how children in poverty are at a distinct disadvantage when coming into school, and what Nebraska teachers are doing to rectify the problem.

Student Motivation to Learn

The Effects of Poverty on Teaching and Learning

Motivating students to get excited about learning is even more difficult when a child does not have positive thoughts and emotions about school or learning. Return to the article you started earlier, The Effects of Poverty on Teaching and Learning, and read the section Challenge: Student Motivation to Learn.

Why Teach Differently to Those from Poverty?

Returning to the research of Eric Jensen's brain-based focus on teaching and learning for children from impoverished homes, read this article around stress, and how it affects the developing brain. Consider how student motivation is affected in this way.

Rita Pierson: Every Kid Needs a Champion

Rita Pierson, a 40-year educator, once heard a colleague say, "They don't pay me to like the kids." Her response: "Kids don't learn from people they don't like." Watch this rousing call to educators to believe in their students, and actually connect with them on a real, human, personal level.

Discussion

Students being "ready to learn" when they come to school, and how much they are intrinsically motivated are two very important factors in student performance and achievement. Tell us about one way you determine student readiness (relevant to the grade(s) you currently or formerly teach/ taught), and one way that you motivate students within your classroom. Make sure that your post fully explains any curriculum or technology that you might use. Remember that you may get great ideas for use in your classroom or school through this discussion as well, so be prepared to take some notes!

In your response, make sure to cite the resources you have read and watched. Be sure to return to the discussion forum frequently during the session to read and respond to comments posted by other participants. Remember to read and respond to at least two other participant's posts.

Assignment
Session 3 Lesson Plan
In this session you will continue working on the major assessment for this course, the Lesson Plan Final Project. Return to the work you saved from Session 2 on your template, and continue editing to complete the sections for this session.

Session 3 Quiz
Complete the Session 3 Quiz to test your knowledge based on what you have learned in this session.

Blackboard Collaborate Meeting #2
Join the second of three Blackboard Collaborate meetings to learn more about Children of Poverty and how to complete your course work successfully. Your facilitator will provide you with a schedule for this meeting (date and time) as well as access instructions.

Blackboard Collaborate Meeting #2 Keyword Quiz
After you have attended or watched the recording of the second Blackboard Collaborate meeting, make sure to complete this quiz in order to earn your attendance points.

Session Four: The Implications for Curricular Adaptations
When creating or choosing a curriculum for use in schools or districts with high poverty levels, the challenges faced by the student population should be considered. Though poverty in and of itself should not be considered an "excuse," the implications for student learning should be carefully assessed. Finding the ways children learn best, and creating or modifying curriculum for these needs, is essential.

Readings & Activities
Making Changes in Preparation
A Childhood in Poverty Informs Her Teaching
Read this article, in which, a young woman who was raised in severe poverty tells how coming from that background has effected the ways she teaches her students.
Preparing Teachers for Children in Poverty
Read how one school district in a high poverty area (Nashville, Tennessee) is preparing their pre-service teachers to teach children of poverty.

Suggestions and Techniques for Achievement
Startling Secrets of High-Achieving School with High-Poverty Students
For this reading, we're back to Eric Jensen and his brain-based research on how poverty affects children's capacity for learning. Pay special attention to each IMPLICATIONS area.
The Effects of Poverty on Teaching and Learning
Return to this article that you've been reading by Karen M. Pellino. For this session, read the section titled Implications for Curricular Adaptations.
Teach Me Different! Prizing Diversity
Watch this video with Sally L. Smith, on teaching children with disabilities. While many children from impoverished backgrounds do not have learning disabilities, some of the strategies used with those children also work quite well with children of poverty.
Children of Poverty: The Implications for Teaching and Learning
Syllabus

Educating Everybody's Children: We Know What Works--And What Doesn't
In this chapter from Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners, Revised and Expanded 2nd Edition (edited by Robert W. Cole), you will learn about three major strategies to use with children of poverty, to increase their classroom success.

Discussion
Knowing your students’ backgrounds, abilities, and learning styles is key to effectively and efficiently teaching them. This week, tell us how you determine what curricular adaptations to make to accommodate your students. List at least two curricular adaptations you make/ have made in your class

In your response, make sure to cite the resources you have read and watched. Be sure to return to the discussion forum frequently during the session to read and respond to comments posted by other participants. Remember to read and respond to at least two other participant's posts.

Assignment
Session 4 Lesson Plan
In this session you will continue working on the major assessment for this course, the Lesson Plan Final Project. Return to the work you saved from Session 3 on your template, and continue editing to complete the sections for this session.

Session 4 Quiz
Complete the Session 4 Quiz to test your knowledge based on what you have learned in this session.

Session Five: Embracing Technology in Impoverished Areas
While technology may not be readily available in homes of children from impoverished areas, it is important for schools to integrate technology into the daily education of all children. As our world becomes more and more technology-dependent, students from all walks of life need to be highly "tech-literate." There are many programs and technologies available that even children who have never been exposed to technology will quickly and easily learn to use and love.

Readings & Activities
Standards
ISTE
From the menu at the top of the ISTE website, drill down into the Standards tab. Read the What are the ISTE Standards? page, then access/download the Standards for Students and the Standards for Educators. Read these standards and consider if your classroom currently supports learners to meet these student standards.

Research
Information Technology Making a Difference in Children’s Lives: An Issue Brief for Leaders for Children
Read this brief concerning children and the digital revolution. Pay special attention to
areas concerning the digital gap, and how technology can improve care for at-risk children.  
Evaluating the Effectiveness of Technology in Our Schools  
This ACT policy report discusses the evaluation of technology usage in United States classrooms. Read the Recommendations section, starting on page 14.

Implementation and Design  
Watch each of the videos below in order to see how and why technology integration is so important, as well as to see how some schools are solving the issues that may come up around this integration.

- Top 10 Reasons to Use Technology in Education: iPad, Tablet, Computer, Listening Centers
- 21st Century School-in-a-Box for the Developing World: Jim Teicher at TEDx Teachers College
- Technology in the Classroom - Advancing Student Learning in Boise Schools

Discussion  
While technology may not be readily accessible in homes of children of poverty, it is important to integrate it into the classroom environment in this ever-evolving technological world. For this discussion forum, share two meaningful ways that you incorporate technology into your classroom to support academic instruction. List any specific computer programs that you use to achieve this, or any ways that technology is used not just as a tool, but to promote learning.

In your response, make sure to cite the resources you have read and watched. Be sure to return to the discussion forum frequently during the session to read and respond to comments posted by other participants. Remember to read and respond to at least two other participant's posts.

Assignment  
Session 5 Lesson Plan  
In this session you will continue working on the major assessment for this course, the Lesson Plan Final Project. Return to the work you saved from Session 4 on your template, and continue editing to complete the sections for this session.

Session 5 Quiz  
Complete the Session 5 Quiz to test your knowledge based on what you have learned in this session.

Blackboard Collaborate Meeting #3  
Join the final Blackboard Collaborate meeting to learn more about Children of Poverty and how to complete your course work successfully. Your facilitator will provide you with a schedule for this meeting (date and time) as well as access instructions.

Blackboard Collaborate Meeting #3 Keyword Quiz  
After you have attended or watched the recording of the final Blackboard Collaborate meeting, make sure to complete this quiz in order to earn your attendance points.
Session Six: Classroom Implementation

Through the readings, activities, and videos in sessions 1-5, you should have learned new information, and now begun implementing some changes in your classroom to better accommodate your children of poverty. Doing what we know is best for children from certain circumstances is the only way to see them succeed.

Readings & Activities

Classroom Practice

Read or watch each of the resources below for ideas on practical classroom practice. While many of these resources provide just plain "good teaching," consider your current instructional practices, and how they are supporting/affecting children of poverty.

• 7 Skills Students Need for their Future
  Watch this video, in which, Dr. Tony Wagner, co-director of Harvard's Change Leadership Group identifies what he calls a "global achievement gap" -- the leap between what even our best schools are teaching, and the must-have skills of the future.

• The Effects of Poverty on Teaching and Learning
  In Sessions 1 through 5, you have been reading this article by Karen M. Pellino. Finish this article by reading the session titled Brain-Based Research, Learning, and Poverty. Consider if you currently employ instructional practices and strategies that support students whose learning has been affected by impoverished living conditions.

• The Child-Driven Education
  Education scientist Sugata Mitra tackles one of the greatest problems of education -- the best teachers and schools don't exist where they're needed most. In a series of real-life experiments from New Delhi to South Africa to Italy, he gave kids self-supervised access to the web and saw results that could revolutionize how we think about teaching. Watch this video, and consider your personal thoughts on Mitra's efforts and strategies.

• Nine Powerful Practices
  While we know today that many of Ruby Payne's initial assumptions about children and poverty are not necessarily correct for all populations, we know that her heart was in the right place, and that she provided some powerful lessons for all educators. Read this article about nine powerful practices that all teachers can put in place in their personal teaching practice to empower children and families from poverty.

• Educating Students Who Live in Poverty
  Read this brief as a review of all you've learned in this course. Also, pay special attention to the areas about the various and multiple meanings of poverty, and building relationships.

Discussion

Now that you have completed the course readings and activities, you have learned new strategies and skills in working with children of poverty. For your final discussion, tell us what changes you have made/ will make in your classroom to accommodate and motivate students. Be sure to include two specific strategies that worked for you. As well, attach the most completed version of your Lesson Plan Final Project for your colleagues to review and use themselves (if applicable for their grade level).
In your response, make sure to cite the resources you have read and watched. Be sure to return to the discussion forum frequently during the session to read and respond to comments posted by other participants. Remember to read and respond to at least two other participant's posts.

Assignments

**Session 6 Lesson Plan**
In this session you will finalize the major assessment for this course, the Lesson Plan Final Project. Return to the work you saved from Session 5 on your template, and complete the sections for this session to make your final submission.

**Session 6 Quiz**
Complete the Session 6 Quiz to test your knowledge based on what you have learned in this session.

**Final Course Assessment**
Complete the Final Course Assessment to test your knowledge based on what you have learned in this course.

**PostTest**
Complete the PostTest for the course. These are the same questions that you answered for the PreTest at the beginning of the course. This will help you gauge how your thoughts and beliefs changed over the duration of the course.

**Rubrics for Assessment**: Each discussion forum, assignment, and/or assessment (other than the summative quiz) are assessed using rubrics. Below, each of those rubrics can be found.

**Attendance and Participation Rubric (Overall Course Participation – 35 points possible)**
Participants are expected to contribute to, and attend, each weekly content course session (six (6) in total). This is demonstrated through the completion of course activities, readings, and posting to the discussion forum. Points awarded for the completion of the End-of-Course Survey in Moodle are either all or none (participants either earn 5 points, or no points at all).

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Points Available</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completion of Course Activities</strong></td>
<td>Completion of course session, including timely assignment submission and discussion forum participation. The participant’s work reflected his/her</td>
<td>The participant actively participated in the course session, including timely assignment submission and discussion forum participation. The participant’s work reflected his/her</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>


Children of Poverty: The Implications for Teaching and Learning
Syllabus

| Completion of the End-of-Course Survey | The participant completed the end-of-course survey (provided in Moodle) at the completion of the course. | The participant did not complete the end-of-course survey (provided in Moodle) at the completion of the course. | 5 |

Discussion Forum Rubrics (6 Discussion Forums x 22 points = 132 Possible Points) Includes Original Reply and Replies to Other Participants

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>The participant's Forum Brief was posted by Wednesday midnight of the session week</td>
<td>2</td>
</tr>
<tr>
<td>Relevance</td>
<td>The participant's thread directly responded to the questions or directions specified in the assignment.</td>
<td>2</td>
</tr>
<tr>
<td>Understanding</td>
<td>The participant's thread showed evidence that he/she read and understood the assigned reading selections.</td>
<td>2</td>
</tr>
<tr>
<td>Examples</td>
<td>The participant's thread included 3 or more examples and/or specific ideas in regard to the topic listed. These are cited.</td>
<td>2</td>
</tr>
<tr>
<td>Quality</td>
<td>The participant's thread demonstrated outstanding professional depth and quality.</td>
<td>2</td>
</tr>
<tr>
<td>Replies to Other Participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>The participant replied to two peer's initial forum replies by Sunday midnight EST. AND The participant's replies were professional, positive in tone, and specific to the concepts discussed in original message.</td>
<td>6</td>
</tr>
<tr>
<td>Extension of Discussion</td>
<td>The participant's response extended the discussion by introducing new ideas or adding to the ideas introduced in the original message.</td>
<td>6</td>
</tr>
</tbody>
</table>
**Blackboard Collaborate Attendance Rubric**

Participants are expected to attend (either live-time or by listening to the recording and e-mailing the facilitator the keyword at the end of the meeting) 3 Blackboard Collaborate meetings throughout the course. *This is an all or none activity.*

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Points Available</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance for 1st Session</td>
<td>The participant attended the Blackboard Collaborate session (live or recording) and submitted the Keyword Quiz.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The participant did not attend the Blackboard Collaborate session (live or recording) and did not submit the Keyword Quiz.</td>
<td></td>
</tr>
<tr>
<td>Attendance for 2nd Session</td>
<td>The participant attended the Blackboard Collaborate session (live or recording) and submitted the Keyword Quiz.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The participant did not attend the Blackboard Collaborate session (live or recording) and did not submit the Keyword Quiz.</td>
<td></td>
</tr>
<tr>
<td>Attendance for 3rd Session</td>
<td>The participant attended the Blackboard Collaborate session (live or recording) and submitted the Keyword Quiz.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The participant did not attend the Blackboard Collaborate session (live or recording) and did not submit the Keyword Quiz.</td>
<td></td>
</tr>
</tbody>
</table>

**Final Project Lesson Plan Rubric**

In the top rubric are the points awarded for completion of the parts of the lesson plan template. In the bottom portion of the rubric are the points possible for applying course knowledge to plan an effective lesson for children of poverty. The total points from each rubric are added together for a possible total point value of 100 points.

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Component Description</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Elements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>The lesson’s title is descriptive and the topic is evident.</td>
<td>1</td>
</tr>
<tr>
<td>Grade Level</td>
<td>The content is appropriate for the grade level and meets grade level standards.</td>
<td>1</td>
</tr>
<tr>
<td>Time Allotted</td>
<td>The time allotted for the lesson is adequate.</td>
<td>1</td>
</tr>
<tr>
<td>Overview</td>
<td>The lesson overview provides a brief summary of the plan and content addressed.</td>
<td>1</td>
</tr>
<tr>
<td>Goals</td>
<td>The goals for the lesson are clear, concise, and match the lesson content.</td>
<td>1</td>
</tr>
<tr>
<td>Standards</td>
<td>The standards listed are relevant to the lesson objectives, and both SC State and ISTE Student standards are included.</td>
<td>10</td>
</tr>
</tbody>
</table>
Directions
For your final project in this course, you will create a lesson plan for your students. This course has introduced you to the issues surrounding teaching children in high poverty areas, and given you strategies to use and consider when teaching and planning. This template is meant to help you organize your thoughts as you add to it throughout the course. Make sure that you consider best practices for teaching according to the research, the integration of technology, how to motivate students, and appropriate assessment.

<table>
<thead>
<tr>
<th>Final Project Lesson Plan Template</th>
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</thead>
</table>

**Name:** Type Your Name Here

**Directions**
For your final project in this course, you will create a lesson plan for your students. This course has introduced you to the issues surrounding teaching children in high poverty areas, and given you strategies to use and consider when teaching and planning. This template is meant to help you organize your thoughts as you add to it throughout the course. Make sure that you consider best practices for teaching according to the research, the integration of technology, how to motivate students, and appropriate assessment.

| Materials | All materials needed for the lesson are listed, and any technology or software not discussed in the workshop is explained. | 10 |
| Teacher Activities | Activities that will be completed by the teacher are complete, organized, written clearly and are easy to understand. | 10 |
| Student Activities | Activities that will be completed by the student are complete, organized, written clearly and are easy to understand. | 10 |
| Assessment | The assessment planned for the lesson is appropriate for the indicated grade level, and is an appropriate assessment for the lesson activities. If a rubric is used, it is included with the lesson template. | 10 |

**Application of Course Knowledge**

| Demonstrates the Use of Best Practices | The participants overall plan demonstrates outstanding knowledge of course content as related to using best practices with children of poverty. | 15 |
| Demonstrates the Integration of Technology | The participants overall plan demonstrates well-organized and highly meaningful integration of technology. | 15 |
| Demonstrates Techniques to Motivate Students | The participants overall plan demonstrates at least 3 different ways to motivate children of poverty. | 15 |

**Total Points Earned**
### Goals
What are the goals or objectives for this lesson? What should the students be able to do at the conclusion of the lesson?

### Standards
List the South Carolina State Standards and the NETS Standards (ISTE) that this lesson directly addresses.

### Materials
What software (technology) and other materials are needed for this lesson? If the software you are using was not explored in the "Children of Poverty: The Implications for Teaching and Learning" workshop, then please describe how it works.

### Activities
In the left column, please list all teacher activities and/or preparations that the teacher will need to make. In the right column, please list the student activities.

<table>
<thead>
<tr>
<th>Teacher Activities</th>
<th>Student Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Assessment
Include how you will assess students’ work on this lesson. If you are using a rubric for assessment, please include it below the template chart. Otherwise, list the forms of assessment that you will use (i.e. teacher observation, class-work activity sheet, group-work activity sheet, etc.).

### Notes
Add any notes here that you would like the facilitator to consider while looking at the lesson plan.

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All transcript requests are now submitted online and processed through Credentials Solutions.

Transcripts may be mailed or sent electronic PDF for $10, or picked up the next day at the College of Charleston for $12.
Current and former students can use ordering service through MyCharleston to authenticate and avoid completing the Signature Authorization Form

- Login to MyCharleston (https://my.cofc.edu/cp/home/displaylogin)
- Select either the Academic Services or the Alumni tab
- Look for the Transcripts channel
- Click the Official Academic Transcript Request link

For MyCharleston Login assistance, or if your account has been "locked due to inactivity", you may contact the Helpdesk (843-953-3375, option 3, or helpdesk@cofc.edu).

Those without current MyCharleston login may order directly on the Credentials Solutions Order Site.

Further information can be found on the CofC Transcripts Webpage

Or by calling the Credentials Solutions helpline at 847-716-3005.

Detailed instructions and information regarding Transcripts are available in the Transcripts section of the Registrar’s website at: registrar.cofc.edu/transcripts/

http://registrar.cofc.edu/general-edu/index.php

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