The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: When Poverty Comes to the Classroom
Credits: 3 credits
Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

COURSE DESCRIPTION:
When Poverty Comes to the Classroom will introduce participants to the latest research on poverty and how it affects students' cognitive development, engagement, and academic performance. In this course, participants will learn how to differentiate among various types of poverty and understand the unique aspects and effects of each upon today's learner and its impact upon the developing brain. Participants will learn schoolwide and classroom-level strategies for alleviating the lagging skills demonstrated by students battling poverty. Course topics will include examination of the different types of poverty and its impact upon the learner, how poverty affects students' cognitive development, engagement, and academic performance, research on and implementation of schoolwide and classroom-level strategies for alleviating the lagging skills demonstrated by students battling poverty, the social emotional effects of poverty on the learner, behavior management strategies, and educating about poverty.

COURSE PREREQUISITES: None

LEARNING GOALS:
GLOBAL GOALS OF THE COURSE:
1. Critique and synthesize current research and theories on poverty and its impact on student achievement.
2. Critique, synthesize, and interpret current research and theories on best instructional practices for students in poverty.
3. Synthesize and apply principles of best instructional classroom practices for addressing poverty in schools.
INSTRUCTIONAL OBJECTIVES:
1. Design and implement an effective plan for addressing poverty in schools.

2. Identify, critique, synthesize, and implement effective strategies for alleviating the lagging skills demonstrated by students battling poverty.
3. Implement essential facets for engaging and teaching students in poverty.
4. Select and implement strategies for improving student engagement, achievement, social emotional affect, and behaviors of students in poverty.
5. Design and implement the best practical and applicable instructional strategies for educating about poverty.

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Dill, V. Homeless-And Doubled Up. Alexandria, VA: Association for Supervision and Curriculum Development, March 2015. 72.6. Pgs. 42-47.

Jensen, E. How Poverty Affects Classroom Engagement. Alexandria, VA: Association for Supervision and Curriculum Development, May 2013. 70.8. Pgs. 24-30.

Souers, K. Responding with Care to Students Facing Trauma. Alexandria, VA: Association for Supervision and Curriculum Development, December 2017/January 2018. 75.4. Pgs. 32-36.

EVALUATION METHODS:

1. <u>One Page Response Journals:</u> Participants should write a one page response to the required reading article. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it? Journals should be a minimum of one page in length (12 point Times New Roman, double spaced).
2. <u>Online Discussions:</u> Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week and include a minimum of 150 words.
3. <u>Final Assignment:</u> For the final assignment, you will write a 2-3 page report on a plan of action for addressing poverty in an educational setting of choice (i.e. classroom, therapy sessions, school) with the goal of increasing student engagement and achievement   The report should include student population data as well as steps to be taken in order to address poverty in an educational setting and rationale for steps. Participant papers should include the integration of course topics and materials. The final assignment is due at the end of week 6 / the close of the course.

Final Assignment Rubric:	
<u>Student Population Data</u> included to provide background on the students in the educational setting of choice and to identify factors of poverty for student engagement and achievement	__ / 10
<u>Plan of Action</u> includes steps to be taken to address poverty in an educational setting.	__ / 25
<u>Rationale</u> includes reasons for the Plan of Action's steps to be taken to address poverty in an educational setting.	__ / 25

Course Integration (integration of course topics and materials)	__ / 30
Assignment Requirements: 2-3 pages	__ / 10
Total: ___ / 100	

TESTING AND GRADING:
- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final Assignment

ADA Policy
If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university._As a student, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement
Students are required to abide by the *Academic Integrity Policy*.

Course Credit Guidelines
For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.
6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE
Week One
- Review Syllabus
- Topics Covered:
    - o   Different types of poverty and its impact upon the learner

Assignment(s)
Online Discussion

Week Two
- Topics Covered:
    - o   How poverty affects students' cognitive development, engagement, and academic performance

Assignment(s)
Required Reading:
Jensen, E. How Poverty Affects Classroom Engagement. Alexandria, VA: Association for Supervision and Curriculum Development, May 2013. 70.8. Pgs. 24-30.

One Page Response Journals - Written Response

Week Three
- ● Topics Covered:
  - o Implementation of schoolwide and classroom-level strategies for alleviating the lagging skills demonstrated by students battling poverty

Assignment(s)
Required Reading:
Souers, K. Responding with Care to Students Facing Trauma. Alexandria, VA: Association for Supervision and Curriculum Development, December 2017/January 2018. 75.4. Pgs. 32-36.

One Page Response Journals - Written Response

Week Four
- ● Topics Covered:
  - o Social emotional effects of poverty on the learner

Assignment(s)
Required Reading:
Dill, V. Homeless-And Doubled Up. Alexandria, VA: Association for Supervision and Curriculum Development, March 2015. 72.6. Pgs. 42-47.

One Page Response Journals - Written Response

Week Five
- ● Topics Covered:
  - o Behavior management strategies

Assignment(s)
Online Discussion

Week Six
- ● Topics Covered:
  - o Educating about poverty

Assignment(s)
Final Assignment.

* Syllabus is subject to change.

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
Week One ● Review Syllabus ● Topics Covered: o Different types of poverty and its impact upon the learner **Assignment(s)**	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

Online Discussion		

Week Two
    ● Topics Covered:
        o How poverty affects students' cognitive development, engagement, and academic performance
 	
Assignment(s)
Required Reading:
Jensen, E. How Poverty Affects Classroom Engagement. Alexandria, VA: Association for Supervision and Curriculum Development, May 2013. 70.8. Pgs. 24-30.
 	
One Page Response Journals - Written Response
	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

Week Three
    ● Topics Covered:
        o Implementation of schoolwide and classroom-level strategies for alleviating the lagging skills demonstrated by students battling poverty
 	
Assignment(s)
Required Reading:
Souers, K. Responding with Care to Students Facing Trauma. Alexandria, VA: Association for Supervision and Curriculum Development, December 2017/January 2018. 75.4. Pgs. 32-36.
 	
One Page Response Journals - Written Response
	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

Week Four
    ● Topics Covered:
        o Social emotional effects of poverty on the learner
 	
Assignment(s)
Required Reading:
Dill, V. Homeless-And Doubled Up. Alexandria, VA: Association for Supervision and Curriculum Development, March 2015. 72.6. Pgs. 42-47.
 	
One Page Response Journals - Written Response
	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

Week Five
    ● Topics Covered:
        o Behavior management strategies
 	
Assignment(s)
Online Discussion
	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

Week Six
    ● Topics Covered:
        o Educating about poverty
	Posted Lecture Notes, Articles, PowerPoint, and	22.5

Assignment(s) Final Assignment.	Websites, Discussion Board, Written Response	
		Total 135 hours