

Course Title: Teaching with Poverty in Mind

Course Description:

Based on Eric Jensen's book, *Teaching with Poverty in Mind*, this course shows how schools can improve the academic achievement and life readiness of economically disadvantaged students. Participants in the course will contribute to thought-provoking online discussions about how chronic poverty affects the brain as well as how it hurts children, families, and communities. Participants will learn how to transform their classroom into a rich learning environment and create caring relationships that will benefit their students academically and emotionally.

Class Meeting Information

This course meets online for four weeks. There is not a designated meeting time and work may be done at participants' convenience; however, there are specific deadlines that must be met. Deadlines are outlined below.

Course Schedule:

Week 1: Introduction

Week 2: Chapters 1 and 2

Week 3: Chapters 3 and 4

Week 4: Chapters 5 and 6

Number of Credit Hours:

Two contact hours per week for 8 CEUs.

One graduate credit hour available from Aurora University (additional fee applies). For more information: <http://nystromeducation.com/pdf/Aurora.pdf>

Prerequisites:

To be eligible for graduate credit, participants must have earned a minimum of a B.A. or a B.S. degree from an accredited college or university.

All participants must have a computer with Internet access available for the duration of the course. It is the responsibility of the participant to contact the instructor as soon as possible about technical difficulties that may arise during the course and to make reasonable accommodations. Unless otherwise specified, participants must complete the reading of the material by the end of the first week of the course.

Goal: By the end of the course learners will be able to:

- Understand the impact of poverty on the brain and learning.
- Understand the difference between a fixed mindset and a growth mindset and that neither are perpetual

Netiquette:

- Address issues not people (be kind and think about your words as people can't see and read your body language)
- Remember not to include the names of specific students
- Using all capital letters means you are screaming
- Highlight words for attention, but highlighting comments back to someone is being forceful similar to screaming at them

Week 1

Assignment 1: Read and listen

**“It’s a very ancient saying
But a true and honest thought,
That if you become a teacher,
By your pupils you will be taught”**

<https://www.youtube.com/watch?v=Vlx6gQWfjp0>

—from the musical: *The King and I*

Assignment 2: View

<https://www.youtube.com/watch?v=947kA6iQaaM>

Assignment 3: Participate

Go to the Discussion Board, share a little about yourself, and respond to the post of at least two of your colleagues. You can ask your colleagues questions, comment on their post, or share similar experiences.

Assignment 4: Read

Read the Introduction of *Teaching with Poverty in Mind*

Week 2

Assignment 1: Review

<https://www.youtube.com/watch?v=PB51TLFxjI0>

Assignment 2: Read and Mark-up the Text

- Chapters 1 and 2 of: *Teaching with Poverty in Mind*
- Article by Susan McDonald: "Building the Foundation"

Assignment 3: View

- PowerPoint for Chapters 1 & 2

Assignment 4: Discuss and Share

On the Discussion Board this week you will find a posting by Susan McDonald. You also will find a couple of prompts. Please respond to the prompts and engage in a dialogue with one or more of your colleagues, Susan, or myself. You may engage with them by responding to their post. You might ask question, make suggestions, or share about an article or book you have read on a similar subject.

Week 3

Assignment 1: Complete

Download and complete the checklist, and then email to Pam at PGothart@nystromeducation.com.

Assignment 2: Read Chapters 3 & 4

- Chapter 3 focuses in on the brain and the ability to stimulate growth of the brain.
- Chapter 4: This chapter's focus is on the schools who are successful. What do they have in common? What are their differences?
- Please also read Article 2: "Building the Brain through Explicit Vocabulary Instruction" & Article 3: "Bridging Gaps in the Language of Instruction" by Susan McDonald.

Assignment 3: View

View video on Growth Mindsets: <https://www.youtube.com/watch?v=75GFzikhmRY0>

Assignment 4: Participate

Please go to the Discussion Board, read the post by Susan McDonald, and interact there regarding this week's readings.

Week 4

Assignment 1: Read Chapters 5 and 6

Assignment 2: Develop an action plan for your school or classroom using this Action Plan template. Then, email to Pam at PGothart@nystromeducation.com.

Assignment 3: Discussion Board

Standards

IL State Standards for Teaching

Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum

1B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities

1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community

1E) understands the impact of linguistic and cultural diversity on learning and communication

1G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs

Performance Indicators – The competent teacher:

1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement

1I) stimulates prior knowledge and links new ideas to already familiar ideas and experiences

1J) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs

1K) facilitates a learning community in which individual differences are respected

1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Knowledge Indicators – The competent teacher:

3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction

Performance Indicators – The competent teacher:

3H) establishes high expectations for each student's learning and behavior

3I) creates short-term and long-term plans to achieve the expectations for student learning

3J) uses data to plan for differentiated instruction to allow for variations in individual learning needs

3K) incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences

3N) accesses and uses a wide range of information and instructional technologies to enhance a student's ongoing growth and achievement

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Knowledge Indicators – The competent teacher:

4A) understands principles of and strategies for effective classroom and behavior management

- 4B) understands how individuals influence groups and how groups function in society
- 4C) understands how to help students work cooperatively and productively in groups
- 4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement

Performance Indicators – The competent teacher:

- 4I) creates a safe and healthy environment that maximizes student learning
- 4J) creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals
- 4K) uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities
- 4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement
- 4M) organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities
- 4N) engages students in and monitors individual and group-learning activities that help them develop the motivation to learn
- 4O) uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports
- 4P) modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Knowledge Indicators – The competent teacher:

- 5A) understands the cognitive processes associated with various kinds of learning
- 5B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices
- 5C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources

5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics

5F) knows strategies to maximize student attentiveness and engagement

Performance Indicators – The competent teacher:

5I) uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities

5J) monitors and adjusts strategies in response to feedback from the student

5K) varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students

5L) develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical and creative thinking

5M) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences

5N) uses technology to accomplish differentiated instructional objectives that enhance learning for each student

5O) models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

5P) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student

5R) maximizes instructional time (e.g., minimizes transitional time)

5S) implements appropriate evidence-based instructional strategies

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Knowledge Indicators – The competent teacher:

7A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools

7B) understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards

7E) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction

7F) knows research-based assessment strategies appropriate for each student

7J) uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes

7K) appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole

7L) involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning