

Syllabus: Graduate Teacher Education Courses

ED 500

Course Title: Reaching and Teaching Students From Low Socioeconomic Backgrounds

Credit Hours: Three credit hours.

Course Format: *In-person*

Instructor Name: Carolyn Heller

Contact Information: Carolyn Heller 3858 Drakewood Dr. Cincinnati, Ohio 45209
jimplaceservices@gmail.com

Catalog Description: The goal of this class is to provide participants with tools to help close the inequity gap between students in the classroom, namely those from low economic backgrounds. In order to address the needs of this population, class participants will discover programs and strategies to implement into their classrooms. Participants will develop a plan to incorporate a systematic change in their pedagogy or classroom to better educate students from disadvantaged backgrounds.

Course Materials: This class will stress the philosophy of Dr. Ruby Payne. Guest speakers will relate their proven techniques and philosophies. A number of audio visual presentations will be used. Group discussions will be very important to the class.

Course Outline:

Lecture 1– Basic human emotions
Lecture 2 – Disparity in education
Lecture 3– What is the disparity gap
Lecture 4 – 30 million word gap
Lecture 5 – State report cards
Lecture 6 and 7 A mind shaped in poverty
Lecture 8 – Hidden rules among class
Lecture 9 -Could you survive in poverty
Lecture 10, 11 and 12 – Panel presentation Q and A, group discussion lecture
13 and 14 –Gigi Naughton
Lecture 15 – NPR segment – group discussion
Lecture 16 – Dr. Lynda Huggins
Lesson 17 – Jim Place – 10 beliefs about working with students in poverty
Lesson 18 – Earl White – Challenges of working in the inner city
Lesson 19 – Lavar Gover - Language

Technology Requirements: Access to Gmail and Google classroom

Course Objectives: Upon completion of the course, the student will have accomplished the objectives

listed under the following categories:

Knowledge:

1. Students will develop a plan for how they are going to implement a change in their class to close the achievement gap.
2. Students will explore the challenges they will face in your school when trying to close the achievement gap.
3. Students will create their own vision, passion, and motivation to close the achievement gap for students in your class or school
4. Students will be challenged to reconnect to that part of themselves that caused them to become an educator, their desire to help young people succeed. This involves not only academic preparation but character development. There are two things needed for a young person to break the cycle of poverty: a dedication to education; one person who cares about them to the extent that they will walk the extra mile for them.
5. Students will realize the importance of a character program in their school district. Federal government has come out with a report saying most of the past drug prevention programs have not been successful. Just say “No”. They now say the key component is schools and communities working together.

Skills:

1. Develop a personal philosophy regarding working with students from lower socioeconomic backgrounds.
2. Develop a personal plan for improving the development of students from lower socioeconomic backgrounds
3. Choose an appropriate style for yourself in working with students from lower socioeconomic backgrounds.
4. Demonstrate competence in writing through required assignments.

Dispositions:

1. Appreciate the importance of modeling growth behavior for others.
2. Appreciate the complexity of providing effective education for students from lower socioeconomic backgrounds
3. Model respect for the dignity of the individuals in the school/organization setting.
4. Appreciate the importance of working in a global, multicultural, nonsexist society.
5. Demonstrate respect for all individuals—their uniqueness and value systems in dealing with others.
6. Appreciate the strengths and weaknesses in one's self and others.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and	3

assessment.	
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Course Requirements:

Class Description/Overview:

- All students must attend a seven hour in-person class.
- All students will actively engage in live discussion and reflection, and complete a worksheet.
- All students will read three articles on character education and write a 100-word response to each article. Your response should reflect on how you plan to use information from the article in your classroom. Character Education articles will be posted in the Google Classroom. Other articles are acceptable subject to instructor approval.
- Complete additional requirements as listed to earn two or three credits.

Requirements	Students Effort (hours)
Attend a seven hour in-person class.	7

Reflect on the ideas shared in the live discussion and how these ideas impact you as an educator.	2
Complete worksheet after discussion, reflection and collaboration with peers.	2
Read three articles on character education and write a 100-word response to each article. Your response should reflect on how you plan to use information from the article in your classroom.	4
Write a six page reflection paper to the required work provided. Include how you are going to implement at least one idea from class into your educational setting. The paper must be typed, double-spaced, 12-point Times New Roman font, following APA protocol.	15
<p>A. Book Critique - Read one of the books provided below and write a two page critique of the book. You should include a summary, how the book relates to your classroom, and how you will implement an idea from the book.</p> <p>B. Become a Character Education Leader - Take a leadership role in your grade level or content area Professional Learning Community (PLC), building, or district that involves character education. Write a two-page paper as assigned in class. Your principal's signature will be required to verify. These activities could include but are not limited to:</p> <ul style="list-style-type: none"> ● A parent information night ● An all-school assembly ● An all-school character program ● Your school applying for an award based upon character education ● Membership in your school's PBIS Committee ● Starting a character based program in your content/building/district from something you have learned in the class ● Leadership Roles as approved by the instructor ● Please submit this form with your administrator's signature <p>C. Character Education Book - Students must read the entire Are You a Character Educator by Jim Place and write a two page reflection paper outlining the philosophies that resonated with them the most and why.</p> <p>D. Philosophy Book - Students must read the entire Jim Place's Philosophy Book and write a two page reflection paper outlining the philosophies that resonated with them the most and why.</p> <p>E. Community Service - Volunteer a minimum of six hours at an organization that will inspire you to be a character educator and design lessons with social justice in mind for students. These hours can be with or without students. The site manager's signature is required. Please use this form for the signature.</p> <ul style="list-style-type: none"> ● Write a two page reflection paper on your experience and how this will impact your lesson design and the impact of community service to your students. ● Suggested organizations include but are not limited to: ● St. Vincent DePaul ● House of Bread 	15

<ul style="list-style-type: none"> ● The Free Store Food Bank ● Any local food pantry or soup kitchen ● Organizations as approved by the instructors. <p>F. Character Professional Learning Community - Form a Professional Learning Community of Character Educators at your school or in your district. You must have at least three other members in your PLC. Your group must meet at least five times (in person or virtually) for a minimum of one hour to discuss how you can create more positive character programs for your school or district.</p> <ul style="list-style-type: none"> ● The PLC must create a product that builds better character in their school. Examples include but are not limited to: <ul style="list-style-type: none"> ● PBIS initiative ● School-wide character week ● Professional Development for staff ● Social-Emotional Standards based lesson examples for all content areas ● A two page paper reflecting on your work is required. <p>G. Character Lesson Design - Implement a character lesson or program in your class or school that you learned in class. The planning and execution should consist of a minimum of six hours of work. Your principal's signature will be required. Write a two page reflection paper on the lesson design, implementation, barriers, and successes of your character program.</p> <p>H. Character Day - Implement a Character Day at your school using the ideas and model you learned in Class 2. Please have an administrator fill out this form to verify.</p>	
Total for three credit hours	45

**You may not repeat a specific assignment that you completed for another class. You may choose the same option, but it has to be new material, lessons, PLCs, etc.

Approved Book Critique Books:

Teaching with Poverty in Mind by Eric Jensen

Bridges Out of Poverty by Ruby Payne

Emotional Poverty by Ruby Payne

Engaging Students with Poverty in Mind by Eric Jensen

Poor Students, Rich Education by Eric Jensen

Reaching and Teaching Students in Poverty by Paul Gorski

A Framework for Understanding Poverty by Ruby Payne

Savage Inequalities by Jonathan Kozol

Poor Students, Richer Education by Eric Jensen

Poor Schools, Rich Music by Douglas Boughter

Turning High Poverty Schools into High Performing Schools by Parrett and Budge

Helping Students Succeed by Paul Tough

Difficult Students and Disruptive Behavior in the Classroom: Teacher Responses That Work By:
Daniel Sciarra and Vance Austin

Attendance/Participation: Attendance is required for the in-person seven hour class.

Grading: Students will earn a Satisfactory (S) or Unsatisfactory (U) grade for this class. To earn a S students must successfully complete the work as outlined above.

Late Work: An assignment is late if it is not turned in at the place, date, and time established by the instructor. The instructor understands that at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the instructor before the due date (and not the night before) in order for any extension to be given.

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations: If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center (DRSC) as soon as possible to arrange services. The DRSC is located in LARC 169, and can be reached by phone (719-549-2648) and email (dro@csupueblo.edu).

Academic Dishonesty: Academic dishonesty is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is

considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct.

Mandatory Reporting: Colorado State University Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website ([www.csupueblo.edu/institutional equity](http://www.csupueblo.edu/institutional-equity)).

Please familiarize yourself with the reporting requirements of this policy. Because faculty and staff at CSU Pueblo are "Responsible Employees," we have to report to the Director of the Office of Institutional Equity if you tell us that you were subjected to, or engaged in, any of the following acts: *discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.*