

Appendix to the Faculty Agenda – October 15, 2009

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School: Honors

Date: 08-26-09

Course No. or level: 200 Title: Honors Science Colloquium Experience

Semester hours: 1 Clock hours: 1 Lecture: 1 Laboratory     

Prerequisites: Honors eligibility

Enrollment expectation: 15

Indicate any course for which this course is a (an)

modification:

**CHANGE** the title of Honors 200 **FROM:**

Honors Science Colloquium Experience

**TO:**

Honors Science Symposium

Rationale: In order to graduate ‘With University Honors,’ students are required to complete HNRS 397, the Honors Colloquium, a graded course, which carries 3 credit hours. Changing the name of HNRS 200 (a non-required S / U course which carries 1 credit hour) from ‘Honors Science Colloquium Experience’ to ‘Honors Science Symposium’ will prevent students from confusing these two courses.

substitute: None

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate: None

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Pamela A. Rooks (with input from Latha M. Malaiyandi)

Department Chairperson’s/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation \_\_\_\_\_

Date of School/Department approval \_\_\_\_\_

**Catalog description:** Requires students to prepare for, attend, and respond in writing to weekly Science Symposium (presentations on a variety of science-related topics, given by FMU and visiting faculty). Carries elective, but not General Education, departmental, or school credit. Assessed as S (Satisfactory) or U (Unsatisfactory). May be taken for credit no more than three times.

- Purpose:
1. **For Whom (generally?):** Honors-eligible students from any major.
  2. **What should the course do for the student?** Make the student aware of current developments in a variety of scientific disciplines; introduce them to science faculty from FMU and other institutions.

**Teaching method planned:** Lecture

**Textbook and/or materials planned (including electronic/multimedia):** Journal entries to be submitted to a BlackBoard account; no new materials necessary.

**Course Content:** (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

The Science Colloquium has been a well-established campus event for several years. Each week (usually Thursdays, 3:45 – 5:00), faculty and students gather to hear a presentation on a science-related topic. Most of the presenters are faculty, both from FMU and other institutions. Sometimes upper-division FMU students who have completed research projects make presentations. The Science Colloquium is coordinated by a committee (members for 2009-2010 are Dr. Latha Malaiyandi, Biology; Dr. Kris Varazo, Chemistry; Dr. Larry Engelhardt, Physics & Astronomy).

To earn one hour of elective credit for HNRS 200, the student would be required to attend colloquium each week, and to post a thoughtful abstract and response to a BlackBoard account following each presentation. The course would be assessed as S (Satisfactory) or U (Unsatisfactory), and could be taken up to 3 times for credit. A student would earn a U if s/he missed 2 presentations and/or failed to post 2 satisfactory BlackBoard responses.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School **EDUCATION** Date **8/19/09**

Course No. or Level **EDUC 555**

Title **TEACHING CHILDREN OF POVERTY**

Semester hours **3** Clock hours: Lecture **3** Laboratory **0**

Prerequisites **Permission of the Graduate School of Education**

Enrollment expectation **20**

Indicate any course for which this course is a (an)

Modification n/a  
(proposed change in course title, course description, course content or method of instruction)

Substitute n/a  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate n/a  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description TAMMY PAWLOSKI

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation SPRING 2010

Date of School/Department approval August 19, 2008

**Catalog description:**

This course and its required clinical experiences are designed to provide graduate students in education with in-depth study of issues related to teaching children of poverty. It includes collaborative research activities and the use of existing research evidence in the areas of the culture of poverty; the classroom community; family and community partnerships; curriculum design, instructional strategies and assessment; relationship-driven classroom management; and teachers as learners, leaders and advocates to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty. This course is required for all Center of Excellence Scholars.

**Purpose: 1. For Whom (generally?)**

This course is designed for graduate students in education who have an interest in teaching children from impoverished backgrounds or who have interest in seeking designation as a Center of Excellence Scholar through the FMU School of Education.

## 2. What should the course do for the student?

This course is designed to provide graduate students in education with in-depth study of issues related to teaching children of poverty. The course will include collaborative research activities and the use of existing research evidence in the areas of the culture of poverty; the classroom community; family and community partnerships; curriculum design, instructional strategies and assessment; relationship-driven classroom management; and teachers as learners, leaders and advocates to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty.

The course is also designed to equip graduate students in education with the knowledge and skills needed to work effectively with families, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state.

Ultimately, it is designed to help solve the problems inherent in educating children of poverty by developing expertise in those that work with these children on a daily basis. This course will become the keystone requirement of the Center of Excellence Scholars program, a professional development program to be sponsored by FMU's Center of Excellence to Prepare Teachers of Children of Poverty.

### Teaching method planned:

Each class will be a combination of demonstration/modeling, discussion, and direct teaching of techniques followed by hands-on practice by students. Graduate students in education will have opportunities to work independently and collaboratively with other graduate students in education. Peer coaching and peer review techniques will be used to facilitate instruction, learning and assessment.

This course will include the use of the following teaching methods:

- Lecture
- Small and Large Group Traditional and Action Research-Based Activities
- Role play
- Journaling
- Field Trips and Guest Speakers
- Independent Observation and Practice

### Textbook and/or materials planned (including electronic/multimedia):

*The materials listed below are a portion of the holdings of the FMU Center of Excellence to Prepare Teachers of Children of Poverty Resource Library:*

#### Books

<i>Poverty Children and Their Language</i>	Adler, S
<i>What Really Matters for Struggling Readers</i>	Allington, R
<i>Schools that Work: Where all Children Read and Write</i>	Allington, R & Cunningham, P
<i>Service-Learning in Teacher Education</i>	Anderson, J., Swick, K. J., & Yff, J.
<i>A Taxonomy for Learning, Teaching, and Assessing – Revision of Bloom's Taxonomy (Abridged edition)</i>	Anderson, Lorin W. and Krathwohl, David R.
<i>Reading First and Beyond</i>	Block, C. & Israel, S.
<i>Raising Lifelong Learners</i>	Calkins, L.
<i>Differential Assessment Strategies: One Tool Doesn't Fit All</i>	Chapman, C. & King, R.
<i>Six Pathways to Healthy Child Development and Academic Success</i>	Comer, Joyner, Ben-Avie
<i>Classrooms that Work: They Can All Read and Write</i>	Cunningham, P. & Allington, R.

*The Three Minute Classroom Walk-Though*

*Reaching and Teaching Children Who are Victims of Poverty*

*Years of Poverty, Years of Plenty*

*Putting the Pieces Together*

*School, Family, and Community Partnerships*

*Handbook of Classroom Management*

*Differentiating Instruction with Style*

*Differential Instructional Strategies*

*Data Driven Differentiation in the Standards-Based Classroom*

*Star Principals Serving Children in Poverty*

*Star Teachers of Children in Poverty*

*Individualizing Professional Development*

*Critical Knowledge for Diverse Teachers and Learners*

*Dynamic Instructional Leadership*

*Building Background Knowledge for Academic Achievement*

*Building Academic Vocabulary*

*Teach Them All to Read*

*A Framework for Understanding Poverty*

*Crossing the Tracks for Love*

*Understanding Learning: the How, the Why, the What*

*What Every Church Member Should Know About Poverty*

*Hidden Rules of Class at Work*

*Bridges Out of Poverty*

*The Action Research Guidebook*

*Living on a Tightrope: a Survival Guide for Principals*

*Aligning and Balancing the Standards-Based Curriculum*

*10 Best Teaching Practices*

*Relationship-Driven Classroom Management*

Downey, C., Steffy, B., English, F., Frase, L. & Poston, W.

Duhon-Ross, A.

Duncan, G.

Ellis, K.

Epstein, J, Sanders, M., Simon, B., Salina, K., Jansorn, N., & Voorhis, F.

Evertson, C. & Weinstein, C.

Gregory, G.

Gregory, G & Chapman, C.

Gregory, G & Kuzmich, L.

Haberman, M.

Haberman, M.

Husby, V.

Irvine, J.

Joyner, Ben-Avie, Comer

Marzano. R.

Marzano, R. & Pickering, D.

McEwan, E.

Payne, R.

Payne, R.

Payne, R.

Payne, R. & Ehlig, B.

Payne, R & Krabill, D.

Payne, R, DeVol, P., & Smith, T.

Sagor, R.

Sommers, B & Payne, R.

Squires, D.

Tileston, D.

Vitto, J.

## **Media**

"Conrack" (VHS)

Corridor of Shame: The Neglect of South Carolina's Rural Schools (CD)

Corridor of Shame: The Neglect of South Carolina's Rural Schools (CD)

What Every Church Member Should Know about Poverty: Sermons (Cassettes)

The Water is Wide (CD)

## **Training Materials**

Framework for Understanding Poverty: 2 day Workshop (Set of 5 CDs)

Rita's Stories (VHS) (Companion to "Framework for Understanding Poverty")

## **Journal/Magazine Articles**

- [Newsweek Health, Sept. 11, 2006 issue: The New First Grade: Too Much Too Soon?](#)
- [Decatur Daily News, Sept. 06, 2005 issue: Children and poverty: How teachers overcome barriers.](#)

- [The Item, Sumter, SC, October 22, 2006 issue: "How do you get out of poverty"](#)
  - (Month-long series, click Poverty at top of page to view all the articles in the series)
- [The Achievement Gap: Overcoming the Income Gap \(article\) INFOBRIEF](#)
- [Recent Research on the Achievement Gap](#)
- [Education Week article "From Cradle to Career - Connecting American Education From Birth Through Adulthood"](#)
- ["Poverty in America with Some Focus on South Carolina" by Richard D. Young](#)
- ["The Effects of Poverty on Teaching and Learning" by Karen M. Pellino](#)
- [edweek.org Online Chat – Feb. 12, 2007 - Topic: Educational Equity on Trial](#)
- [National Center for Children of Poverty article, Sept. 2006](#)
  - "Effective Preschool Curricular and Teaching Strategies"
- [Creating Good Schools for Children in Poverty Through Title 1 Schoolwide Programs](#)
- [Education World Wire Side Charts – How Understanding Poverty Can Help Low-Income Children Learn](#)
- [Rand Corporation – Children at Risk - Consequences for School Readiness and Beyond](#)
- [Preparing teachers for children in poverty...](#)
- <http://www2.edtrust.org/EdTrust/Press+Room/High+School+2005.htm>
- <http://www2.edtrust.org/EdTrust/Press+Room/Funding+Gap+2005.htm>
- [http://www.usatoday.com/news/education/2006-04-26-teachers-poor\\_x.htm](http://www.usatoday.com/news/education/2006-04-26-teachers-poor_x.htm)
- <http://search.learningpt.org/query.html?qt=achievement+gap>
  - "Breaking the Link Between Teacher Expectations and Black Students' Performance"
  - "Teachers Make a Difference in Student Performance"
  - "Researchers Offer Lessons Learned to Overcome the Achievement Gap"
- [http://www-gse.berkeley.edu/research/crede/tools/aera/position\\_paper.html](http://www-gse.berkeley.edu/research/crede/tools/aera/position_paper.html)
  - "Closing the Achievement Gap Through Teacher Preparation"
- <http://www.edexcellence.net/foundation/publication/publication.cfm?id=363>
  - "How Well Are States Educating Our Neediest Children"
- [http://www.nwea.org/assets/research/national/AchGap\\_11.11.061.pdf](http://www.nwea.org/assets/research/national/AchGap_11.11.061.pdf)
  - "Achievement Gap: An Examination of Differences in Student Achievement and Growth"
- [Risk and Protective Factors for Childhood Vulnerability](#)
  - Dr. Doug Willms (2007 COE Spring Colloquium speaker)
- <http://www.edweek.org/ew/articles/2007/01/04/17wellbeing.h26.html>
- <http://www.thestate.com/editorial-columns/story/185851.html>
  - "Schools Can't Repair All of Poverty's Ills"
- [http://news.bbc.co.uk/2/hi/uk\\_news/education/6982090.stm](http://news.bbc.co.uk/2/hi/uk_news/education/6982090.stm)
  - Schools alone 'cannot help poor' – BBC News
- [http://findarticles.com/p/articles/mi\\_ga3785/is\\_199809/ai\\_n8814936](http://findarticles.com/p/articles/mi_ga3785/is_199809/ai_n8814936)
  - Teaching for Meaning in High-Poverty Classrooms – [www.FindArticles.com](http://www.FindArticles.com)
- [Preparing Teachers for Children in Poverty](#) – The School Administrator – Dec. 05
- <http://www.childtrendsdatabank.org/indicators/4Poverty.cfm>
  - Children in Poverty
- <http://www.uwsp.edu/Education/lwilson/poems/dressings.htm>
  - Poem: Dressings
- <http://www.prb.org/Articles/2008/childpoverty.aspx>
  - Child Poverty is Highest in Rural Counties in U.S.
- [http://www.ncfr.org/about/news\\_read.asp?id=1070](http://www.ncfr.org/about/news_read.asp?id=1070)
  - National Council on Family Relations – "Future of Children Fall 2007 Journal"
- [Researchers Gain Understanding of How Poverty Alters the Brain](#)
- [Poor Rural Children Attract Close Study](#)
- What We All (Supposedly) Know About the Poor: A Critical Discourse Analysis of Ruby Payne's "Framework." – Available in the Center of Excellence Office Resource Library

**Course Content:** (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

This course will address the content areas listed below.

**1. The Culture of Poverty**

- a. Necessary Resources for Success
- b. Risk Indicators and Contextual Risk Factors
- c. Health Issues, Signs and Symptoms
- d. The “Hidden Rules of Poverty”
- e. Generational vs. Situational Poverty
- f. Family-based Relationships and Role Models
- g. Self-efficacy, Learned Helplessness, Learned Optimism
- h. Service Learning

**2. The Classroom Community**

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

**3. Family and Community Partnerships**

- a. Family Structures that Impact Partnerships and Strategies
- b. A Framework for Partnerships
  - 1. Parenting
  - 2. Communicating
  - 3. Volunteering
  - 4. Learning at Home
  - 5. Decision Making
  - 6. Collaborating with Community
- c. Service Learning

**4. Curriculum Design, Instructional Strategies & Assessment**

- a. Background Knowledge
- b. Language and Literacy
  - 1. Language-oriented background knowledge and experiences
  - 2. Language rich classrooms
  - 3. Struggling readers
- c. Curriculum Design
  - 1. Growth and development as it drives curriculum design
  - 2. Alignment of curriculum with instruction and assessment
  - 3. Appropriate instructional strategies
  - 4. Metacognitive strategies that facilitate student learning
  - 5. Horizontal and vertical teaching teams
- d. Assessment
  - 1. Authentic assessment
  - 2. Formative assessment strategies
  - 3. Summative assessment strategies
  - 4. Assessment data and effective instructional planning
  - 5. Assessment data organized by poverty subgroups

**5. Teachers as Learners, Leaders and Advocates**

- a. The Teacher as a Learner
  - 1. Self-reflection and self-evaluation
  - 2. The responsibilities of role models
  - 3. Teacher qualities that result in student success
- b. The Teacher as a Leader

1. Ways teachers lead
  2. Leadership through professional organization membership/participation
- c. The Teacher as an Advocate for Children of Poverty
1. The importance of advocacy
  2. Strategies for advocacy

(Syllabus attached)

**When completed, forward to the Office of the Provost.**

9/03



## New Course Syllabus

### TEACHING CHILDREN OF POVERTY EDUC 555 Graduate - SPRING 2010

**Instructor:** Dr. Tammy Pawloski

**Office:** CFC 119, 661-1475

**Home:** 676-0299 (Before 7:30 p.m.)

**Office Hours:** Wed: 8:00-8:30; 2:30-3:30; others as posted

**E-mail:** [tpawloski@fmarion.edu](mailto:tpawloski@fmarion.edu) or thpawloski@aol.com

**Prerequisites:** Permission of the Graduate School of Education

**Corequisites:** None

**Meeting Times:** \_\_\_\_\_

**Meeting Location:** \_\_\_\_\_

#### School of Education Conceptual Framework:

##### The School of Education prepares competent and caring teachers.

- I. Competent teachers possess
  - A. Knowledge of content in their area of teaching
  - B. Professional knowledge and skills
    1. Ability to plan instruction
    2. Ability to apply skills and knowledge in a clinical setting
    3. Ability to cause learning in P -12 students
    4. Ability to assess learning and learners
    5. Ability to work with children of poverty
    6. Ability to use technology
- II. Caring teachers possess Professional Dispositions
  - A. Exhibits professional attributes
  - B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
  - C. Upholds Ethical and Professional Standards
  - D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
  - E. Shows respect for colleagues, P -12 students, faculty and staff

#### Course Description

This course and its required clinical experiences are designed to provide graduate students with in-depth study of issues related to teaching children of poverty. It includes collaborative research activities and the use of existing research evidence in the areas of the culture of poverty; the classroom community; family and community partnerships; curriculum design, instructional strategies and assessment; relationship-driven classroom management; and teachers as learners, leaders and advocates to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty. This course is required for all Center of Excellence Scholars.

## Objectives

Upon completion of the course, the graduate student in education will be able to:

Objective
Demonstrate an understanding of the culture of poverty.
Develop a plan for building a relationship driven classroom community.
Develop a plan for building family and community partnerships in schools that serve children of poverty.
Design curriculum, instructional strategies and assessments appropriate for the unique needs of children of poverty.
Demonstrate a commitment to on-going learning, teacher leadership, and advocacy for children of poverty.

## Texts (*all texts are recommended only*)

Anderson, Lorin W. and Krathwohl, David R. (2001). *A taxonomy for learning, teaching, and assessing Revision of Bloom's Taxonomy (Abridged edition)*. New York: Longman.

Epstein, J., Sanders, M., Simon, B., Salina, K., Jansorn, N., and Voorhis, F. (2002). *School, family and community partnerships*. Thousand Oaks, CA: Corwin Press, Inc.

Haberman, M. (1995). *Star teachers of children in poverty*. West Lafayette, Indiana: Kappa Delta Pi.

Marzano, R. (2004). *Building background knowledge for academic achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Payne, R. (2005). *A framework for understanding poverty*. United States: aha! Process, Inc.

Sagor, R. (2005). *The action research guidebook*. Thousand Oaks, CA: Corwin Press.

Vitto, J. (2003). *Relationship-driven classroom management*. Thousand Oaks, CA: Corwin Press.

## Content Outline

This course will address the content areas listed below.

### 1. The Culture of Poverty

- a. Necessary Resources for Success
- b. Risk Indicators and Contextual Risk Factors
- c. Health Issues, Signs and Symptoms
- d. The "Hidden Rules of Poverty"
- e. Generational vs. Situational Poverty
- f. Family-based Relationships and Role Models
- g. Self-efficacy, Learned Helplessness, Learned Optimism
- h. Service Learning

### 2. The Classroom Community

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

### 3. Family and Community Partnerships

- a. Family Structures that Impact Partnerships and Strategies
- b. A Framework for Partnerships
  - 1. Parenting
  - 2. Communicating
  - 3. Volunteering
  - 4. Learning at Home
  - 5. Decision Making
  - 6. Collaborating with Community
- c. Service Learning

#### **4. Curriculum Design, Instructional Strategies & Assessment**

- a. Background Knowledge
- b. Language and Literacy
  - 4. Language-oriented background knowledge and experiences
  - 5. Language rich classrooms
  - 6. Struggling readers
- c. Curriculum Design
  - 1. Growth and development as it drives curriculum design
  - 2. Alignment of curriculum with instruction and assessment
  - 3. Appropriate instructional strategies
  - 4. Metacognitive strategies that facilitate student learning
  - 5. Horizontal and vertical teaching teams
- d. Assessment
  - 1. Authentic assessment
  - 2. Formative assessment strategies
  - 3. Summative assessment strategies
  - 4. Assessment data and effective instructional planning
  - 5. Assessment data organized by poverty subgroups

#### **5. Teachers as Learners, Leaders and Advocates**

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

#### **Methods of Presentation**

Each class will be a combination of demonstration/modeling, discussion, and direct teaching of techniques followed by hands-on practice by students. Graduate students in education will have opportunities to work independently and collaboratively with other students. Peer coaching and peer review techniques will be used to facilitate instruction, learning and assessment.

This course will include the use of the following teaching methods:

- Lecture
- Small and Large Group Traditional and Action Research-Based Activities
- Role play
- Journaling
- Field Trips and Guest Speakers
- Independent Observation and Practice

## Description of Teaching Strategies and Course Activities

<u>Strategy</u>	<u>Course Activities</u>
Lecture/presentation.....	related to topics in readings
Demonstration/modeling.....	of techniques for planning, implementation, and assessment of teaching strategies
Readings, question/ answer, discussion.....	related to topics in readings
Hands-on experience.....	use of various teaching strategies and multimedia technologies in the classroom as well as the clinical setting.
Collaboration.....	small/large group activities that require students to think about issues related to the text and class discussion topics
Peer coaching/review.....	of assignments and projects
Reflection.....	on effective applications of content

## Course Requirements

1. Attendance and participation in all classes.
2. Completion of textbook readings before class dates indicated on schedule.
3. Successful completion of all assignments/projects.
4. Successful completion of quizzes/demonstrations.

## Course Policies (Attendance, Grading, Professional Behavior)

Professional Behavior: **Dispositions are as important as academic work.** Graduate students are expected to conduct themselves in a professional manner at all times. This includes adhering to the FMU attendance policy [no more than two absences]; punctuality for all classes and meetings, because late arrivals to class are a disruption and a diversion from the class session already in progress [two tardies/early departures equal one absence]; and the active cultivation of positive peer and teacher relationships. In this course, all graduate students in education have the right to learn in a respectful environment and the instructor has the right to teach in a respectful environment. Engaging in personal conversations, preparing for another class, or being inattentive distracts other class participants, including your professor, and will not be tolerated. It is expected that all students participate in class appropriately. Any failure to demonstrate appropriate professional dispositions will result in disciplinary actions that comply with FMU SOE policies that may include withdrawal from the course.

Collaboration: Graduate students are encouraged to take advantage of peers as resources throughout the course, and, when approved in advance by the professor, students may collaborate on assignments. If students participate in such collaborative efforts, "Collaboration Rubrics" must be submitted by all members of the team.

### Assignments:

Due Dates: Assignments and responsibilities are due at the beginning of class on the date specified. Assignments will be considered unacceptable past the due date, unless approved in advance by the professor, and late assignment grades may be dropped one letter grade for each day late even if a late submission is approved by the professor. Graduate students must retain all graded assignments throughout the course. These must be presented should any discrepancy occur between grades received and recorded. **Should students have questions about an assignment, the professor must be contacted WELL IN ADVANCE of the due date for clarification or other assistance.**

Neatness/Accuracy: All assignments must be prepared with great attention to detail, neatness, and accuracy. Assignments must be typed (single spaced, 10-12 point font) unless otherwise noted by the instructor.

Rubrics: Rubrics for assignments are provided when appropriate and **all rubrics must be completed in full by the student and submitted along with the assignment in order for the assignment to be considered complete.** Assignments will not be graded without attached, student-completed rubrics, and will be deemed "late." The professor will determine on a case-by-case basis if the late assignment will be accepted after completed rubrics are attached.

## Course Assessments

**Academic Portfolio:** The EDUC 555 graduate student will compile a portfolio comprised of the assignments listed below: *(General descriptions of each project are included below, and examples, specific oral and written instructions, and scoring rubrics regarding each project will be provided separately.)*

### Graded Activities Related to All Content Areas:

- **Class Participation and Dispositions:** The graduate student in education will **participate** in class discussions and related activities in a genuine and informed manner to exemplify the completion of assignments and preparation for class. All materials must be maintained in a neatly organized portfolio. Format and rubric will be provided that detail assessment categories. **YOU MUST EARN THESE POINTS!** (20 points)
- **Readings Reviews:** The graduate student in education will read and review, according to the format provided, **5 journal articles** in specific areas of TCOP (The Culture of Poverty; The Classroom Community; Family and Community Partnerships; Curriculum Design, Instructional Strategies and Assessment; Teachers as Learners, Leaders and Advocates). Rubrics will be provided that detail assessment categories. (10 points each; 50 points total)
- **Multimedia Presentation:** The graduate student in education will work as a member of a small group (no more than 5 per group) to develop and present a **multi-media presentation** on *Teaching Children of Poverty*. The presentation must be fully developed, following the format discussed in class. Format and rubric will be provided that detail assessment categories. (50 points total)
- **TCOP On-Line Journal Article Submission:** The graduate student in education will work as a member of a small group (no more than 5 per group) to write a **submission to *Teaching Children of Poverty On Line Journal***. The submission must be fully developed, following all format specifications outlined by the COE. Format and rubric will be provided that detail assessment categories. (50 points total)
- **Center of Excellence Essay Contest Entry:** The graduate student in education will submit an essay in the COE Essay Contest, following all format specifications outlined by the COE. Format and rubric will be provided that detail assessment categories. (Up to 25 points EXTRA CREDIT)

### Graded Activities Related to the Culture of Poverty

- **Middle Class vs. Poverty: Comparison of Cultures:** The graduate student in education will work as a member of a group to research cultural differences. The group will develop a T-Chart, Venn Diagram, or other graphic organizer that illustrates the results of that research. Organizers will be shared with the class. Format and rubric will be provided that detail assessment categories. (10 points total)
- **Communication Guidelines** The graduate student in education will work as a member of a group to research best practices for communication with children and families that live in poverty. The group will develop a visual display (SMART board slides, chart or other graphic organizer) that illustrates the results of that research. Visual displays will be shared with the class. Format and rubric will be provided that detail assessment categories. (10 points total)
- **Service Learning Project:** The graduate student in education will work as a member of a group to plan and execute a service learning project that benefits children of poverty or their families. The project must be approved in advance by the professor and be completed within the semester of course enrollment. Format and rubric will be provided that detail assessment categories. (45 points total)

### Assignments Related to the Classroom Community

- **Personal Motivators of Children of Poverty:** The graduate student in education will conduct interviews with children of poverty in local schools and their teachers to determine personal motivators. Student

groups will brainstorm ways that classrooms, curriculum, and teaching would have to be re-designed in order to provide for meaningful, engaged learning on the part of children of poverty. Individuals or groups of students should work together to complete the **Personal Motivators DATA COLLECTION CHART** based on the readings, structured conversations and data collection conducted with local teachers. Formats and rubric will be provided that detail assessment categories. **(10 points total)**

- **Relationship-Driven Classroom Community Management Plan:** The graduate student in education will compile a strategic plan for developing and managing a relationship-driven classroom community. The plan will serve as a model for use with future students, therefore it is not expected that age-specific details will be included. The plan should be based on knowledge of child growth and development, children of poverty, theories of education, classroom management and behavior guidance strategies. The plan must have flexibility for use with children of varying chronological/ developmental ages/abilities. A format and rubric will be provided that detail assessment categories. **(50 points)**

### **Assignments Related to Family and Community Partnerships**

- **Family and Community Partnerships Plan:** The graduate student in education will develop an outline of activities based on “Epstein’s Six Types of Involvement” that will be implemented throughout the school year to facilitate family involvement/education in the classroom and especially with children of poverty and their families. A format and rubric will be provided that detail assessment categories. **(50 points)**
- **Home Visit/P-T-C Conference Plans** The graduate student in education will develop a home visit plan. The plan should include objectives for parent, child and teacher. A format and rubric will be provided that detail assessment categories. **(6 points)** The graduate student in education will develop a plan for conferencing with a parent and child. The plan should identify how a 30-minute conference will be structured to share information regarding the child’s progress with the parent and child. The plan should include objectives for parent, child and teacher. A format and rubric will be provided that detail assessment categories. **(20 points)**

### **Assignments Related to Curriculum Design, Instructional Strategies & Assessment**

- **Aligned Assessments:** Working in small groups, graduate students in education will select 4 state standards and create instructional activities and accompanying assessments that are aligned with the standards and that are appropriate for children of poverty. A format and rubric will be provided that detail assessment categories. [www.myschools.org](http://www.myschools.org) **(20 points total)**
- **Assessment Plan:** The graduate student in education will compile a strategic plan for assessing the growth, development, and achievement of students. The plan will serve as a model for use with future students, therefore it is not expected that age-specific details will be included. The plan should be based upon knowledge and philosophy of child growth and development, and theories and principles of education and assessment. The plan must reflect flexibility for use with children of varying chronological/ developmental ages/abilities. A format and rubric will be provided that detail assessment categories. **(50 points)**

### **Assignments Related to Teachers as Learners, Leaders and Advocates**

- **Advocacy:** The graduate student in education will work as a member of a group to plan and execute an activity that is designed to promote awareness of the needs of children of poverty or to otherwise advocate for them. The project must be approved in advance by the professor and be completed within the semester of course enrollment. Format and rubric will be provided that detail assessment categories. **(25 points total)**
- **Professional Growth:** The graduate student in education will participate in a minimum of two professional organization events or activities approved in advance by the professor. A one page written report must be submitted. Format and rubric will be provided that detail assessment categories **(40 points total)**

- **Course Documentation Record:** The graduate student in education will complete a written record at the conclusion of each class meeting that documents attendance, participation, and key topics discussed during the class meeting. The record will be submitted during the class meeting prior to the final exam period. Format and rubric will be provided that detail assessment categories. (**Course Credit / No Course Credit**)

**The student's grade is determined as follows:**

<b>Grade</b>	<b>Description</b>	<b>Qty Pts per Sem. Hr.</b>	<b>Points</b>	<b>Grading Scale</b>
A	Indicates achievement of distinction	4.0	465-500	93-100
B+	Indicates achievement somewhat below distinction	3.5	445-464	89-92
B	Indicates above average achievement	3.0	425-463	85-88
C+	Indicates achievement somewhat above average	2.5	410-424	82-84
C	Indicates average achievement	2.0	385-409	77-81
NC	Indicates unacceptable achievement	0	0-384	Below 77

## **New Course Rationale/Justification**

This course is designed to be the capstone requirement of the **FMU Center of Excellence Scholars** program which has been developed to better equip FMU graduate students in education for future work with children of poverty by encouraging them to voluntarily pursue an intensive study of the characteristics and needs of those children during their teacher preparation.

### **Overview of Scholars Program**

All graduate students in education are generally exposed to Center of Excellence standards for teaching children of poverty through a variety of courses taken throughout their programs of study. COE Standards are currently included in all education preparation programs. While this exposure is available to all graduate students in education, those seeking the **FMU School of Education Center of Excellence Scholars** designation will complete additional work along the lines established by the program with scholarships paid only to those 'exceptional' students in education each semester that are admitted into the **COE Scholars** program cohort. There will be up to 10 participants in each of 2 cohorts during any one semester upon full program implementation.

Program participants will conduct intensive, independent study of each COE Module, along with service learning projects and other required activities. Additionally, they will successfully complete this elective 'capstone' course (*Teaching Children of Poverty*) that concentrates on the knowledge, skills, and dispositions that are necessary to successfully teach children of poverty.

Upon successful completion of all program requirements, **COE Scholars** will be honored at an awards ceremony and banquet hosted by the COE each semester prior to commencement. Certificates of successful completion and lapel pins that recognize achievement will be awarded to successful participants. Electronic portfolios will be on display.

Successful program participants will be distinguished at commencement by wearing of the **FMU School of Education Center of Excellence Scholars** lapel pin.

***Note: This program will be implemented when stable funding is available.***

## **New Course Resources**

### **Capital:**

This course will require a traditional classroom with internet capabilities. No other capital expenditures will be necessary. While this course will become a component of the COE Scholars, it will be offered for study prior to the implementation of that program.

### **Human Resources:**

This course is planned for Late Spring or Summer Session and will require salary and fringes for one faculty member. Funds have been included in the Center of Excellence Budget.