EDG 6445: Meeting the Educational Needs of Children Living in Poverty
Fall, 2016 – Section 1452, 27F0, 029E, 029G
(This is a 6 page document)

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Virtual Office Hours: By Appointment requested via Email
Technical Issues: http://helpdesk.ufl.edu

Course Overview

Many teachers struggle to effectively teach students living in poverty. The course is designed to be responsive to one of the most critical needs faced by teachers—the need to support the learning and development of children who come from homes of poverty, yet face the same high academic expectations as their more privileged peers. By taking this course, you will enhance your knowledge of the impact of poverty on students, and improve your instructional and management strategies to better meet the needs of these as well as other students.

Course Objectives

1. The learner will understand the role of poverty and culture in student learning, motivation, and achievement-basically the lived schooling experience of children in poverty.
2. The learner will understand the ways in which poverty has been historically created, perpetuated, conceived and addressed within society, as well as within schools/classrooms.
3. The learner will identify instructional strategies to advance or disrupt in order to make his/her instruction more engaging for all students living in poverty.
4. The learner will assess his/her instructional strategies and the classroom climate and/or content area and make recommendations for improvement by completing an audit live-time within the classroom developing a plan to implement and assess the impact of strategies to increase the responsiveness of his/her instruction.

Course Organization and Key Questions

Topic 1: Understanding the links between poverty, learning, achievement and motivation
WEEKS 1 & 2

- What is poverty? How is it defined? Where does it come from? Where do we see it? In what ways do we see it? What role does the concept of “equity” play in all of this?
- In what ways does poverty impact how we conceive “achievement”?
- In what ways does race/ethnicity matter when we discuss and conceptualize systems that perpetuate poverty?
- What factors besides school play a role in the achievement or opportunity of students living in poverty?
What are the principles of a teacher committed to making a difference for students living in poverty?

**Topic 2: The school and teacher’s role in students’ connection or resistance to schooling**  
WEEK 3

- What is the Equity Literacy framework and what does it tell us about how we should be looking at addressing inequities?
- How do we conceive of the difference between schooling and education? Schooling and learning?
- How can teachers, as well as school culture, engage ad inspire students who may perform like they are resistant to schooling?
- How does the process of schooling over time impact students’ engagement?

**Topic 3: Differentiating the context, content, and product of instruction**  
WEEKS 4 & 5

- In what ways does understanding and using culturally responsive pedagogy (CRP) help us better serve students living in poverty?
- What are the key attributes of CRP? What are some examples of CRP?
- What are the challenges of creating relevant content in today’s classrooms and how can we overcome those challenges?
- What does high expectations really mean in your context area/grade level?

**Topic 4: Differentiating the process and assessment of instruction**  
WEEKS 6 & 7

- What is Marzano’s self-system? Who does Marzano draw from to help us understand the role of self-efficacy?
- What are meta-cognitive strategies? What are cognitive system strategies?
- What are the barriers to implementing these strategies and how can we overcome them?
- What kinds of assessment make the most difference in students’ learning?
- What key guidelines for assessment are suggested? What challenges do you face in implementing the guidelines and how can we overcome those challenges?

**Required Course Text:**


**Additional Required Course Readings:** Provided on course website. (*Please note: The students in this course do not all teach the same level (a mix of secondary and elementary). Therefore to ensure the job-embedded nature of this course, these additional readings may be subject to change for relevance to your particular practice. As the facilitator, I will attempt to meet your needs in the readings we choose, based on what we know about our goals and context as the course develops, this list is flexible – some may be added, but we will not get to many of them. If this course awakens a passion in you then this is a comprehensive list of readings that are related to the topics that will be discussed to keep for future reference.*
*If there are any titles below that are of particular interest to you (at any point throughout this course) please highlight them and let me know via email what they are:


Ladson, Billings, G. (2007). Pushing past the achievement gap: As eas


### Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Web-based Course participation (Includes on-line discussion, participation)</td>
<td>20%</td>
</tr>
<tr>
<td>Theory to Practice Abstracts with Implementation Reflections (20 points each)</td>
<td>40%</td>
</tr>
<tr>
<td>Equity Literacy + CRP Inquiry/Action Plan</td>
<td>40%</td>
</tr>
</tbody>
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*Course Planning Tool* contains a weekly detailed list of readings and assignment due dates.
**Course Grading Scale**
A = 94 or above  
A- = 90-93  
B+ = 87-89  
B = 83-86  
B- = 80-82  
C+ = 77-79  
C = 73-76  
C- = 70-72  
D+ = 67-69  
D = 63-66  
D- = 60-62  
E = 59 or below

**Supplies**
- Internet access and current Internet browser (Mozilla is preferred)
- Word processing software (such as Microsoft Word)
- Library access
- Access to course text and readings
- Gatorlink email account (for ALL instructor/student correspondence outside of class)

**COURSE POLICIES**

Respect, honesty, and professionalism are always expected in this course. Please respond in an appropriate fashion. We expect graduate students to abide by the following policies.

**Participation:**
On line courses can be a very time intensive. Please make sure you allocate enough time to successfully complete this course.

In an online course, it is important to be involved in all aspects of the learning experience. You will be notified of the minimal number of times you must interact in each learning situation. However, we expect that each of you desires to get the most out of your educational opportunities and experiences and will fully participate. This is also a graduate course and we expect a high level of scholarly, professional work and behavior from you. It is also important to share diverse opinions because we all learn from new perspectives. Please remember that the quality of your participation matters just as much as the quantity of participation.

In writing and thinking about poverty and learning, you may be talking about challenges posed by specific students in your class. **It is essential that you protect their anonymity.**

**Assignment/Grading Policy**
Unless otherwise specified, assignments are due by **midnight of the day listed.** Please do your assignments carefully and on time. If you are having difficulty meeting assignment time lines, **please contact the instructor prior to the due date.**
• Papers submitted late without prior approval of the instructor, if accepted, will not receive a grade higher than "B," although a note is made of the quality.

• Papers, submitted on time, receiving less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. A revised assignment will not receive a grade higher than B.

• Poorly written and/or carelessly proofread papers are sometimes returned ungraded until spelling, punctuation, or mechanical errors are corrected. Such papers will not receive a grade higher than "B".

• Papers which use material quoted from other sources without appropriate citation will receive a failing grade. (See academic honesty policy below)

• Grade of Incomplete: We do not give incompletes, a grade of (I), except in extremely unusual circumstances and with appropriate documentation. It is up to you to plan accordingly and finish work during the scope of this course.

Quality of Writing
All students must demonstrate competence in writing. Ability to write and to document the sources you use in your writing will be a part of the assessment.

Electronic Submission of Papers
How you title the file in which your papers are sent to me is VERY important. Please use the following labeling structure (lastname_assignmentname). So if my name were Candace Smith I would label my file: smith_finalpaper.doc). All assignments must be submitted using Word format (doc OR docx) – assignments turned in in pdf format will NOT be accepted.

Student Conduct Code
As a result of completing registration at the University of Florida every student has agreed to the following statement:

“I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

Please note that plagiarism from the internet, from any published or unpublished manuscript, or from any current or former student’s work will be considered a violation of the UF Academic Honesty policy. If you are not certain of the definition of plagiarism, please speak with your instructor. Failure to comply with the academic honesty guidelines 6C1-4.017, F.A.C. is a violation of the University of Florida Student Conduct Code and may result in expulsion or any lesser sanction. In this class be especially careful that you do not plagiarize. Written work submitted for a grade may be submitted to screening by anti-plagiarism software (at the discretion of the instructor).

Online Course Evaluation Procedure
Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/ .
Acceptable Use Policy
Please read the University of Florida Acceptable Use Policy that can be found at http://www.it.ufl.edu/policies/aupolicy.html. You are expected to abide by this policy.

Software Use
All faculty, staff, and students of the University of Florida are required and expected to obey laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against the University policies and rules, disciplinary action will be taken as appropriate.

Students with Disabilities: Students with disabilities who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria are encouraged to contact the instructor as early in the course as possible to identify and plan specific accommodations. Students must supply an official letter from the Office for Students with Disabilities to assist in planning accommodations.

Academic Resources
E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.

Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.