

Poverty, Trauma, and Homelessness: Supporting All Students So They Can Achieve

Framingham State University

Course Number and Title: Poverty, Trauma, and Homelessness: Supporting All Students So They Can Achieve

Course Number: PRDV.74228C0A

Credit: 1

Format: Online Using FSU Blackboard

Instructor: Jeff Weinstein, MEd

Email: jweinstein@framingham.edu

Course Description:

This course provides a research-based overview of how being disadvantaged affects a student's ability to learn and excel in the classroom. Disadvantaged students have various factors that negatively affect their ability to learn in school. These factors may be based around family, economic, or social issues. In this course, we will take an in-depth examination of poverty, homelessness, trauma and other issues that affect children's ability to learn, including COVID-19. We will also discuss what happens to a child's brain when they are exposed to these circumstances. Most importantly, we will learn what we can do to support them and help them achieve at high levels.

Learning Outcomes/Course Objectives:

At the end of this course, successful students will be able to:

1. Explain what disadvantages students may face and how they hinder a child's ability to learn.
2. Summarize disadvantaged student and poverty data from within his/her own district.
3. Explain how poverty, homelessness, and trauma effects a child's development.
4. Explain how poverty, homelessness, and trauma negatively effects a child's ability to learn.
5. Explain how to support disadvantaged students socially and emotionally.
6. Discuss how my personal teaching practices will change as a result of taking this course

MA Curriculum Framework Connections:

MA Comprehensive Health Curriculum Framework

Social and Emotional Health Strand: All Grade Levels

- Mental Health
- Family Life
- Interpersonal Relationships

Course Expectations:

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- Participation in each weekly module is mandatory.
- Completion of all preparation work, assignments, and discussion board reflections is expected. There will be weekly reading, videos to watch, reflections to complete, and two writing assignments. Please post your ideas, successes, and frustrations, as well as your takeaways from the readings and videos each week in the discussion area.
- Being part of a successful online course requires you to read and respond to your peer's ideas and posts. Each week, it is expected that in addition to your own posts, you respond to at least two posts by your classmates.
- All assignments are expected to be completed on time. See the rubric for assignment grading criteria.

Course Texts and Materials:

Required Text:

Jensen, E. (2010). *Teaching with poverty in mind: what being poor does to kids' brains and what schools can do about it*. Alexandria, VA: ASCD.

All other required articles, videos, and support materials will be linked to in the weekly modules. The above text may be available in the FSU Library. It may be purchased either new or used online.

Instructional Strategies Used		
Online Discussion and Questioning	Summarizing through writing	Independent Learning through print and online texts
Online lecture via presentation	Reflective Response	Viewing/Reading followed by discussion

Course Content/Outline:

Week One: What do we mean by disadvantaged?

- Develop background knowledge on disadvantaged students
- What is equity literacy?

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- Examine and reflect upon state data for disadvantaged families and children
- Deficit Mindset vs. Structural Mindset

Read: “Teaching Students with Poverty in Mind” Chapters 1 and 2

View and read online presentation (includes linked videos, articles, and websites)

Assignment

Respond to three discussion prompts:

1. Introductions/What do you hope to get out of this class
2. Disadvantaged student data reflection from your district compared to other districts
3. Three takeaways from this week’s work

Week Two: Understanding Poverty

- How is poverty defined?
- How does poverty effect a child’s development?
- How does poverty effect a child’s ability to learn?

Read: “Teaching With Poverty in Mind” Chapter 3

View and read online Presentation (includes linked videos, articles, and websites)

Assignment

Write and submit a two-page written summary of learnings thus far in the course. Include reflections on your thinking and errors in your own prior knowledge and assumptions.

ALSO, respond to two discussion prompts:

1. Compare your district’s poverty data with two other districts of your choosing.
2. Three takeaways from this week’s work.

Week Three: Homelessness and Trauma

- What classifies as homelessness?
- Examining and reflecting upon state data on homelessness
- What types of trauma may our students be facing, especially due to COVID-19 and remote learning?

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Read: "Teaching With Poverty in Mind" Chapter 4

View and read online presentation (includes linked videos, articles, and websites)

Assignment

Respond to three discussion prompts:

1. Homelessness reflection, including thoughts on data, videos, and articles
2. Reflection on trauma material and impact of COVID-19/remote learning on students
3. Three overall takeaways from this week

Week Four: Supporting disadvantaged students socially, emotionally and academically

- What social and emotional structures can a teacher put in place to support disadvantaged students?
- How can a teacher support disadvantaged students academically?
- What other resources, outside of my classroom, are available to support disadvantaged students?

Read: "Teaching With Poverty in Mind" Chapter 5 and 6

View and read online presentation (includes linked videos, articles, and websites)

Assignment

Write and submit a two-page written paper reflecting on your overall learnings during this class. In this paper, please answer the following questions:

1. Reflecting upon how you thought about your students before this course and then after this course, did your mindset about your students change? If so, how?
2. How will your educational practices change as a result of this course?

Respond to two discussion prompts:

3. Why do we need to support disadvantaged students **both** socially and academically?
4. Three takeaways from this week

Assessment/Grading:

Recorded	Equivalent	Suggested
Grade	Quality	Numerical

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	Points	Value
A	4.0	100-95
A-	3.7	94-90
B+	3.3	89-87
B	3.0	86-83
B-	2.7	82-80
C+	2.3	79-77
C	2.0	76-73
F	0.0	Below 70

Please post responses to discussion board prompts weekly and respond to at least two other postings to develop our learning amongst ourselves. The instructor will also respond to postings, so please keep an eye open for those, as well. In this course, please note that the final two-page paper is due by the last day of the course, so plan accordingly. Contact the instructor via email at any time with any questions or concerns. *Two points will be deducted for each assignment that is submitted late.* Course grades are based on the following rubric:

Item	% of Final Grade	Exemplary	Proficient	Let's Talk!
Weekly Discussion board posts and comments (10 total personal posts + minimum of 2 responses per week)	50	All discussion board posts are complete, detailed, reflective, and show a solid understanding of the week's contents. Insightful and helpful responses to other's postings are present.	All discussion board posts are complete, detailed, somewhat reflective, and show a good understanding of the week's content. Some helpful responses to other's postings are present.	Late or missing postings. Lacks good understanding of week's content.
Two-page written paper at end of week two	25	Paper shows clear evidence of a thorough understanding of all concepts learned to date during this	Paper shows evidence of a good understanding of most concepts learned to date during this course.	Paper shows minimal understanding of concepts learned to date during this course.

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		<p>course.</p> <p>Paper is written with minimal grammar, spelling, and mechanics errors. Any errors do not affect the readability of the paper.</p> <p>Any material quoted (including data) is written with proper citations in APA format.</p>	<p>There are several grammar, spelling, or mechanics errors. Any errors minimally affect the readability of the paper.</p> <p>Some material quoted (including data) is written with proper citations in APA format.</p>	<p>There are numerous grammar, spelling, or mechanics errors. Errors affect the readability of the paper.</p> <p>Most quoted material (including data) is NOT written with proper citations in APA format</p> <p>.</p>
<p>Two-page written paper on overall course learnings and reflections</p>	<p>25</p>	<p>Paper shows clear evidence of a thorough understanding of all concepts learned to date during this course.</p> <p>Paper is written with minimal grammar, spelling, and mechanics errors. Any errors do not affect the readability of the paper.</p> <p>Any material quoted (including data) is written with proper citations in APA format</p>	<p>Paper shows evidence of a good understanding of most concepts learned to date during this course.</p> <p>There are several grammar, spelling, or mechanics errors. Any errors minimally affect the readability of the paper.</p> <p>Some material quoted (including data) is written with proper citations in APA format</p>	<p>Paper shows minimal understanding of concepts learned to date during this course.</p> <p>There are numerous grammar, spelling, or mechanics errors. Errors affect the readability of the paper.</p> <p>Most quoted material (including data) is NOT written with proper citations in APA format</p> <p>.</p>

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Copyright

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Academic Honesty Policy:

Framingham State University Academic Honesty Policy:

“Integrity is essential to academic life. Consequently, students who enroll at Framingham State College agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student’s oral and written, technical and artistic work; and observing the policies regarding the use of technical facilities.”

FSU Graduate Catalog, Student Conduct section, page 7

Accommodations:

“Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments.”

Please see the Disability/Access Services website for more information or
Contact LaDonna Bridges, Associate Dean of Academic Success,
lbridges@framingham.edu