

Course Number and Title: PRDV 74228 Poverty, Trauma, and Homelessness: Supporting All Students So They Can Achieve

Credit: 1

Course Number: PRDV 74228

Format: Online

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Course Description:

This four-week course provides a research-based overview of how specific disadvantages that students may face affect their ability to learn and excel in the classroom. These disadvantages 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. 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 personal educational practices that need to change as a result of the material learned in 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:

- Participation in each weekly module is mandatory.

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

- 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 required text 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 students with specific disadvantages
- What is equity literacy?
- 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 students as homeless?
- Examining and reflecting upon state data on homelessness
- What types of trauma may our students be facing and how might it effect behavior?

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
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?

Additionally, respond to two discussion prompts on the discussion board:

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

Assessment/Grading:

Recorded Grade	Equivalent Quality Points	Suggested Numerical Value
A	4.0	100-95
A-	3.7	94-90
B+	3.3	89-87
B	3.0	86-83

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

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 course. Paper is written with minimal grammar, spelling, and mechanics errors. Any errors do not affect	Paper shows evidence of a good understanding of most concepts learned to date during this course. There are several grammar, spelling, or mechanics errors. Any errors minimally affect the readability of the	Paper shows minimal understanding of concepts learned to date during this course. There are numerous grammar, spelling, or mechanics errors. Errors

		<p>the readability of the paper.</p> <p>Any material quoted (including data) is written with proper citations in APA format.</p>	<p>paper.</p> <p>Some material quoted (including data) is written with proper citations in APA format.</p>	<p>affect the readability of the paper.</p> <p>Most quoted material (including data) is NOT written with proper citations in APA format</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>

Copyright

The course website may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise

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

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Americans With Disabilities Act

Worcester State University and this instructor are committed to the full participation of all students and will provide accommodations for any student with documented disabilities who are registered with the Disability Services Office. Please contact the instructor as early as possible to discuss necessary accommodations. All information regarding disabilities will be treated with confidentiality.

Academic Honesty Policy:

Academic integrity is an essential component of a Worcester State education. Education is both the acquisition of knowledge and the development of skills that lead to further intellectual development. Faculty are expected to follow strict principles of intellectual honesty in their own scholarship; students are held to the same standard. Only by doing their own work can students gain the knowledge, skills, confidence and self-worth that come from earned success; only by learning how to gather information, to integrate it and to communicate it effectively, to identify an idea and follow it to its logical conclusion can they develop the habits of mind characteristic of educated citizens. Taking shortcuts to higher or easier grades results in a Worcester State experience that is intellectually bankrupt.

Academic integrity is important to the integrity of the Worcester State community as a whole. If Worcester State awards degrees to students who have not truly earned them, a reputation for dishonesty and incompetence will follow all graduates. Violators cheat their classmates out of deserved rewards and recognition. Academic dishonesty debases the institution and demeans the degree from that institution.

It is in the interest of students, faculty, and administrators to recognize the importance of academic integrity and to ensure that academic standards at Worcester State remain strong. Only by maintaining high standards of academic honesty can we protect the value of the educational process and the credibility of the institution and its graduates in the larger community.

Instructor Profile

Jeff Weinstein, MEd



Jeffrey Weinstein has worked as a district leader for Framingham Public Schools for 12 years. In that time, in addition to teaching fifth grade, he has written multiple standards aligned curriculum units in all content areas for his district of nine elementary schools. He has developed and delivered numerous professional development workshops in the areas of math, science, and technology. He is the co-creator and facilitator of an equity based professional development workshop in his school of 530 students. He has also developed a Professional Learning Community course, as well as worked with outside consultants and other district educators to develop performance-based assessments that align with the 2016 Science, Technology, and Engineering Framework. As an adjunct professor, he teaches online at Framingham State University and Worcester State University.

As a DESE Science Ambassador, he collaborated with the Department of Elementary and Secondary Education's Science Department, the Boston Museum of Science, and educators throughout the state of Massachusetts to develop professional development workshops and then traveled throughout the state to other districts to deliver these workshops to audiences of administrators and teachers. This coincided with the statewide rollout of the 2016 Science, Technology, and Engineering Framework.