

EDCO 200: DEVELOPMENTAL SCIENCES AND THE CONTEXT OF POVERTY

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Credit Hours: 3

Course Description (Catalog): Lecture and field-based course that explores the strands of growth and development from preschool to adolescence. Significant time will be devoted to the application of these strands to working with students living in poverty. Topics include typical human development; contexts of poverty and their effect on P-12 learners; family and community exploration.

Prerequisites Courses: Grade of C or better in EDCO 101

Required Materials:

- LiveText – Field Experience Edition
- Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it*. Alexandria, VA: ACSD.
- Woolfolk, A. (2019). *Educational Psychology*. NY: Pearson.
- Optional reading material found on Blackboard.

The Education Core: The Winthrop Teacher Education Program is a developmental and clinically-based program that provides teacher candidates with opportunities to construct knowledge and develop skills through course work that is integrally linked to practical experiences in schools. Candidates learn by doing under the tutelage of expert mentor teachers and supportive university instructors and supervisors. The core courses require candidates to learn about and work with learners with diverse backgrounds and needs, including, but not limited to, learners with special needs, English language learners, learners identified as gifted, and learners living in poverty. Pedagogical focus is on assessment, classroom management and the learning environment, technology, and professional learning and ethical practice. Together with content area courses, the array of experiences in schools and well-sequenced, coordinated content in the education core provides candidates in all teacher education fields the opportunity to develop the knowledge, skills, and dispositions needed for success as a teacher in 21st century schools.

Description of Clinical Component of this Core Course

Number of hours in school setting: 21 hours

Field performance expectations: Teacher candidates work with a learner living in poverty under the guidance of a mentor teacher in their discipline. During a series of course-integrated field activities, candidates examine the multiple contexts influencing the learner and analyze important aspects of the learner's physical, cognitive, language, and social-emotional development. Candidates plan and implement evidence-based instructional strategies for learners living in poverty. **Candidates MUST pass the field rubric in order to pass the class.**

Supervision of field performance: Mentor teacher and course instructor

Description of Course in Relation to Education Core: Candidates use observation and analysis skills from EDCO 101 to develop understanding of typical growth and development. Knowledge and understanding of contextual factors is applied to work with students in poverty and then applied to work with other diverse learners in the following STAR Rotation courses.

Description of Course in Relation to Touchstone Social Science Requirements: This course fulfills requirements as a Touchstone Social Science course. In the course, candidates will acquire and appreciate quantitative skills through conducting basic assessment and analysis of K-12 student learning; use critical thinking to research, analyze, and apply understanding of the context of poverty to teaching practice; and engage in self-reflection to examine personal values, beliefs and assumptions about families and students living in poverty.

Attendance Policy:

Daily attendance is a minimal expectation in this course. Unexcused absences (no-shows without prior discussion and approval) are unacceptable. This course is training you to become a professional educator. Professional educators plan for approved absences well in advance and have appropriate communication with superiors when emergencies arise. You are being held to the same standards. If you have an official Winthrop event, significant documented illness, or documented family emergency (e.g., funeral), your absence will be waived if you: 1) contact me before the missed class to let me know; and 2) provide documentation required for a waiver.

You are responsible for all requirements of the course, including submitting assignments due on-time, regardless of absences. Being absent from class does not grant you an extension on assignment due dates/times. If you miss a class, it is your responsibility to obtain notes, handouts, summary of discussion, and any other materials from a peer in your class.

Promptness is an aspect of professional behavior. You are expected to be on-time and remain the entire class period. For attendance purposes, any combination of two tardies or early departures will be counted as one absence. Below is a breakdown of how absences impact you overall grade in the course:

# Absences	Impact on Course Grade
3	Drop of one letter grade
7+ (25% of class)	Course Failure
1 or more Field Absences	Course Failure

In order to pass this course, you MUST have perfect field attendance. If you miss a field experience day, for ANY reason, you must contact your Mentor Teacher **beforehand** and arrange to make up the missed visit.

Late Work:

Assignments will not be accepted one week past the due date. There will be no exceptions. Late work will result in one lower letter grade.

Assignment Completion. Students must complete ALL course requirements regardless of the desired grade in order to pass the course. The assignments are necessary in mastery for content mastery. Even if assignments earn no points due to extreme tardiness, they must be completed by the last day of the course. Any unsubmitted assignments will result in a failing grade for the course.

Assessments and Assignments

Jensen Book Review (10%): You will complete a 3-5 page paper analyzing the Jensen text, *Teaching with Poverty in Mind*. This review is an opportunity to show not only that you have read the text, but that you truly understand the complexities that poverty creates in our developing youth. The review should be well-written and demonstrate a sophisticated grasp of critical course-related content. Papers are due at the beginning of class on the date indicated on your course schedule.

Homework/ Classroom Assignments (5%): There are 4 homework assignments. In the case of an excused absence, homework is due before the absence. All homework assignments must be typed and free from careless errors.

Service-Learning Assignment (5%): Students will complete a service-learning assignment that requires engagement in the local community. The activity will occur during a class meeting OR outside of the class; and require the student to serve individuals, families, or a community organization that focuses on poverty. Students will participate in a group reflection on the engagement activity.

Field Journal (10%): You will be working under the tutelage of an assigned mentor teacher this semester in a local public school, as part of your course responsibilities. You will be in the field for 11 of our class sessions. The Field Journal is a series of observations and reflections that you will collect each visit. There will be a total of 9 entries made into the Field Journal.

Mastery Exams (30%): We will have two mastery assessments throughout the semester. The format of these assessments will be multiple choice, matching, fill-in the blank, & essay. If you answer less than 80% correct, you have not demonstrated mastery over the content and will have the opportunity to submit formal corrections. Formal corrections need to be handed in the following class period, for a possible score of 80% on the mastery assessment.

Learner Support Report (25%): This course is built around your experiences with a learner living in poverty. The culminating project, the Learner Support Report, is an 8-10 page paper that documents your work and your reflective analysis of your experiences. The project is complex, using skills you learn through a series of classroom activities, field-based activities, and journal field notes. **A grade of C or better must be earned on the key assessment, Learner Support Report, in order to pass the course.**

Comprehensive Final Exam (15%): A presentation for the final exam covering physical, cognitive, language and social/emotional development will be used to measure your mastery of developmental content. Choosing a topic approved by the professor, you will create a 5-10 minute presentation on how to effectively address student needs as it relates to poverty and best teaching practices.

Host Teacher Evaluation: Teacher candidates must receive at least 13/18 on the host teacher evaluation in order to pass the course. Otherwise, the highest possible grade for the course is a C-.

Grade Composition:

Assessment/Assignment	% of Final Grade
Jensen Book Report	10%
Homework (4)	5%
Field Journal	10%
Service Learning	5%
Learner Support Report	25%
Mastery Exams (2)	30%
Presentation: Final Exam	15%

% Earned	Course Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
<60%	F

Student Code of Conduct/ Academic Integrity

As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the Student Conduct Academic Misconduct Policy in the Student Handbook.

I value academic integrity; Therefore, I will take appropriate action if I suspect cheating or plagiarism in class. I expect that the work you submit is original and that you provide citations to anything you quote or paraphrase that is not your own work. If you are unsure about what constitutes plagiarism, talk with me or consult the *Student Academic Misconduct Policy* in the Winthrop University Student Handbook.

Office Visits/ Communication

I am always willing to go over questions with you during office hours. You can stop in to see me any time during office hours if I am not meeting with another student. I encourage students to visit my office to discuss assignments, educational issues, and professional topics related to your growth as an educator.

I am also willing to communicate through email and telephone calls. I do not respond to email or telephone calls after 8pm on weekdays or on the weekends. In case of an emergency, please leave a message on my voicemail or email me. You may also contact the Core Department office or leave a message at 803-323-4734. I will respond as soon as possible.

Students with Disabilities/Need of Accommodations for Access:

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility.

Professional Clothes Closet: It is important that future educators maintain a professional disposition at all times, and appropriate dress is a key component to maintaining professionalism in the field. Winthrop University has a professional clothes closet, housed in Withers, which provides free professional clothing for all students in the College of Education. If you would like to take advantage of this opportunity, please email Dr. Catalana (catalanas@winthrop.edu).

I reserve the right to make changes in the policies, requirements, and schedule of the course as needed.

Course Goals, Learning Outcomes, and Assessments

<i>Unit Standards/Elements</i>	<i>Student Learning Outcome – Course Content (SLO-C)</i> <i>Student Learning Outcome – Field Work (SLO-F)</i>	<i>Content Assessment (CA)</i> <i>Field Assessment (FA)</i> <i>*Key Assessment(s)</i>
CG1. Use observation and data-based research to explore the strands of growth and development as they related to teaching and learning.		

US1. Diverse Needs of Learners E1. The teacher candidate demonstrates foundational knowledge of characteristics of diverse learners, how they learn, their learning readiness, and individual interests and needs.	SLO1-C. Analyze the cognitive, language, moral, and social/emotional development of a learner.	CA-Learner Support Report CA-Test
US1. Diverse Needs of Learners E2. The teacher candidate analyzes relevant contextual factors that influence learning to meet the needs of all learners (<i>learners living in poverty</i>).	SLO2-C. Analyze school, classroom, family, and community contexts of a learner.	CA-Learner Support Report
US5. Instruction and Learner Engagement E2. The teacher candidate motivates learners and engages them in appropriately challenging experiences that encourage higher order thinking.	SLO3-C. Identify aspects of a classroom that promote higher order thinking.	CA-Learner Support Report CA- Test
CG2. Apply strands of growth and development to working with students living in poverty.		
US1. Diverse Needs of Learners E3. The teacher candidate plans and implements differentiated learning experiences that address diverse learner needs (<i>learners living in poverty</i>).	SLO4-F. Implement a strategy for teaching learners living in poverty.	CA – Learner Support Report FA- Field Journal
US5. Instruction and Learner Engagement E1. The teacher candidate utilizes knowledge of pedagogical content and developmental science domains to plan and implement learner-centered lessons aligned with curriculum goals and standards.	SLO5-C. Use developmental sciences research to plan instructional strategies based upon evidence-based teaching practices for learners living in poverty.	CA-Learner Support Report FA- Field Journal
	SLO4-F. Implement strategies for teaching learners living in poverty.	FA-Field Journal
US7. Professional Learning and Ethical Practice E2. The teacher candidate meets expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy, and carries out practice in ways that uphold learners’ rights and teacher responsibilities.	SLO6-C. Demonstrate professional dispositions related to teaching learners living in poverty.	FA-Host Teacher Evaluation
	SLO4-F. Implement strategies for teaching learners living in poverty.	FA- Field Journal
General Education Requirements for Social Science:		
This course fulfills General Education requirements for Social Science. The Social Science designation requires a writing component met through the Learner Support Report.		
General Education Goals	EDUC 200 Course Objectives	
2.2 Make valid inferences from data	Apply critical thinking and analytical skills to understand and plan for a learner living in poverty.	
3.0 Use critical thinking, problem solving, and a variety of research methods.	Use structured observation and data-based research to explore the six strands of growth and development (cognitive, social-emotional, moral, physical, language/literacy, cultural) as they relate to teaching and learning.	
3.2 Analyze and use a variety of information-gathering techniques.		

4.0 Recognize and appreciate human diversity	Apply six strands of growth and development to teaching/working with learners living in poverty.
	Apply knowledge of motivation to designing positive classroom or setting climates.
	Understand the social, economic, geographic, cultural, historical, moral/ethical, and psychological correlates of poverty.
7.0 Examine values and beliefs	Use personal reflection process to examine and analyze accuracy of own beliefs about poverty.
	Incorporate self-regulation models into self-evaluation of work with learners.

Tentative Schedule

Class	Date	Topic	Assessments Due
1	8/21	Course Introduction The Nature of Poverty (Jensen Ch1)	Jensen Ch. 1 Woolfolk Ch. 1
2	8/26	How Poverty Affects Behavior & Academics (Jensen Ch.2) Achievement Gap/Education Debt Culturally Relevant Learning	Jensen Ch. 2 Woolfolk Ch. 14
3	8/28	Mindset of Change (Jensen Ch.3)	Jensen Ch. 3 Woolfolk Ch. 6, Ch.12
4	9/04	Success Strategies for High Poverty Schools (Ch.4)	Jensen Ch. 4
5	9/09	Success Strategies for High Poverty Classrooms (Ch.5)	Jensen Ch. 5
6	9/11	Instruction that Succeeds in Poverty (Ch.6) Read to Succeed Act Growth Mindset	Jensen Ch. 6 Woolfolk pp. 141-145,163,164, Ch. 9
7	9/16	Educational Philosophies Review for Exam One	Jensen Book Report Due
8	9/18	FIELD DAY #1	Field Journal 1
9	9/23	Mastery Exam One	
10	9/25	Cognitive Development: Piaget	Woolfolk Ch. 2 Homework 1
11	9/30	FIELD DAY #2	Field Journal 2
12	10/02	FIELD DAY #3	Field Journal 3

13	10/07	Cognitive Development: Vygotsky Social/Emotional Development: Erikson	Woolfolk pp. 94-100, 122-140, Ch. 9, 10 Homework 2
14	10/09	FIELD DAY #4	Field Journal 4
15	10/16	Social/Emotional Development: Goleman & Gardner	Woolfolk Ch. 4 Homework 3
16	10/21	Moral Development: Kohlberg	Woolfolk Ch. 3 Homework 4
17	10/23	FIELD DAY #5	Field Journal 5
18	10/28	FIELD DAY #6	Field Journal 6
19	10/30	FIELD DAY #7	Field Journal 7
20	11/04	FIELD DAY #8	Field Journal 8
21	11/06	FIELD DAY #9	Field Journal 9
22	11/11	Review for Exam Two Key Assessment Scoring	
23	11/13	FIELD DAY #10	Field Journal-catch-up
24	11/18	FIELD DAY # 11	Field Journal- catch-up
25	11/20	Mastery Exam Two	
26	11/25	Wrap-Up	Learner Support Report & Field Journal Due
27	12/02	Presentations: Final Exam	

Final Exam: Tuesday, December 10 at 11:30am.