EDU 450 – Teaching (Working) in Areas of High Need (High Poverty Area)  
Fall 2018

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T & TR 11:00am-12:30pm,  
W 10-11:15am

Course Description

This course will address the racial, cultural, and economic needs of school districts and communities trying to narrow the opportunity gap. During the semester, students will be analyzing the historical, socioeconomic, and political factors school districts in areas of high need confront. Specifically, students will investigate effective instructional and organizational practices, examine home-school connections, and identify possible disparities in available resources for urban and rural schools. Students will participate in an in-depth practicum in a school or social work agency of high need under the mentorship of qualified professionals.

Course Objectives

1. Students will be able to explain the historical context of poverty.
2. Students will be able to discuss the perspective of cultural minority.
3. Students will be able to create a plan for home-school/agency connections in areas of high need.
4. Students will be able to implement research-based strategies in school/agency areas of high need.
5. Students will participate in practicums in classrooms/agencies of high need and journal about their experience.

Text


Evaluation and Assignments

The evaluation process for this course will be composed of two main areas. The first are routines that will be due during or prior to class sessions. These class
assignments will include meaningful participation, chapter summaries, and written reflections on relationship-building. These are designed to help you keep pace with the material covered in this course.

The second area that will contribute toward your evaluation are the application activities. The activities are designed to help you apply the concepts that are discussed as well as to provide you practice in using these principles and concepts effectively in high poverty classrooms/communities.

Class Assignments

**Meaningful Participation** (10pts/each class - 70 pts./total)
Participation is not passive. We will depend on each other for learning through discussion, debate, and questioning. Be prepared to actively participate in class discussions and activities. Active participation is essential and will be evaluated.

**Chapter Summaries** (5 pts/each summary - 45 pts./total)
For each week that reading is assigned throughout this course, written summaries will be required. The requirements for these will be that they are about 1 page in length, and that they target the focal point of the readings. Summaries will be due on class meeting days as noted in the course calendar. This is required to ensure that you are making adequate progress through the readings during the week and will be fully prepared to discuss them during class meetings. These will be submitted via D2L.

**Reflections on Relationship Building** (5pts/each summary - 15 pts./total)
Positive and collaborative relationships are one of the key components to influencing home-school/community connections in any context. As educators (or service care providers) of individuals who live in high poverty communities, we not only need to be able to build beneficial connections with others, but also with their home lives. These exercises may involve supplemental reading and will require a short written statement of reflection that will be discussed during the course meeting. Reflections will be due on class meeting days as noted in the course calendar. These will be submitted via D2L.

**Research-based strategies** (10 pts)
1. Identify research-based teaching/counseling strategies
2. Provide a detailed description of how it is applicable to high need classrooms/communities
3. Develop a lesson plan/intervention plan/service based-plan using the research-based strategies
Application Assignments

**Interaction Design- High Quality Practicum Instruction/Service** (5 pts)
As educators/service providers, our goal is to increase individuals’ levels of engagement through high quality interactions, and you will be asked to analyze a lesson that you’ve taught/interaction you’ve planned or one that you’ve observed being taught/conducted for areas in which improvements could be made. Upon finding these areas for improvement, you'll be asked to define what the actual problem is, and propose a solution that might help to increase the quality of your instruction/interaction, and in turn, your students’/clients’ levels of engagement with the material. For those of you not in a classroom based setting, you will observe the service provided to identify noticings about engagement and access for students, and then identify areas for improvement, define what the actual problem is, and propose a solution that might help to increase the quality of your service.

**Student/Client Observation Protocol Reflection** (5 points)
During your practicum, you will shadow a student/individual during one session to gain knowledge on the personal experiences of students/individuals who attend high needs schools/agencies. This involves a purposeful observation of only one student/individual throughout his/her day at school. You will follow the student observation protocol and then write a 2-3 page reflection about what you discovered. Be prepared to discuss these findings with the class.

**Lesson Plan/Support Services Plan** (10 points)
During your practicum experience, you will be responsible for developing a lesson plan or service plan incorporating research-based strategies appropriate for areas of high need. In addition, you will teach the lesson (or provide the service) during your practicum. Following the execution of this plan, you will submit a reflection that addresses what went well, what you could have change, and what you learned about the students, and what you learned about yourself.

**Practicum** (20 points) – You will be assigned a placement in a classroom/community agency from an area of high poverty. You are expected to visit this placement for atleast 10 hours during your practicum (typically one hour per week). You earn points for regularly attending practicum, productively contributing to the classroom/agency environment, and completing D2L posts during your consecutive weeks out at practicum.  

During your practicum, you will shadow a student/individual during one session to gain knowledge on the personal experiences of students/individuals who attend high needs schools/agencies. In addition, you will be responsible for developing a lesson plan or service plan.
incorporating research-based strategies appropriate for areas of high need. In addition, you will teach the lesson (or provide the service) during your practicum. You will also complete posts about your practicum experiences and respond to at least two others’ posts via D2L. This information is described in detail in the EDU 450 Teaching in Areas of High Need Handbook.

**Final Reflection** (20 pts) - You will present your final reflections from the course highlighting course readings, activities, and practicum experiences that impacted your thinking. The presentations will be conducted during the final week of classes.

**Grading Policies**
- Assignments are due on the date listed in the syllabus.
- **LATE ASSIGNMENTS:** Late work will not be accepted for full credit, 10% will be deducted for each day the assignment is late.
- All written and typed assignments are to be clear and coherent.
- Typed assignments are to be double spaced with 12 point times new roman font.
- Unless specified otherwise, all out of class assignments should be submitted through D2L.

Grades will be determined in the following manner:

- A 93%-100%
- A- 90%-92.99%
- B+ 87%-89.99%
- B 83%-86.99%
- B- 80%-82.00%
- C+ 77%-79.99%
- C 73%-76.99%
- C- 70%-72.99%
- D 60 – 69%
- F Below 59%
<table>
<thead>
<tr>
<th>INTASC Standard #1: Knowledge of Subject Matter</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTASC Standard #2: Knowledge of Human Development &amp; Learning</td>
<td>Chapter Summaries</td>
</tr>
<tr>
<td>INTASC Standard #3: Adapting Instruction to Individual Needs</td>
<td>Lesson Plans, Student Observation</td>
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<tr>
<td>INTASC Standard #4: Multiple Instructional Strategies</td>
<td>Lesson Plans, Strategy Presentation, Final Reflection</td>
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<tr>
<td>INTASC Standard #5: Classroom Motivation &amp; Management</td>
<td>Practicum, Student Observation</td>
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<tr>
<td>INTASC Standard #6: Communication Skills</td>
<td>Practicum, Class Discussions</td>
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<tr>
<td>INTASC Standard #7: Instructional Planning Skills</td>
<td>Lesson Plans, Strategies Presentation</td>
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<tr>
<td>INTASC Standard #8: Assessment of Student Learning</td>
<td>Lesson Plans, Student Observation</td>
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<tr>
<td>INTASC Standard #9: Professional Commitment &amp; Responsibility</td>
<td>Practicum, Lesson Plans, Class Discussions</td>
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<td>INTASC Standard #10: Partnerships</td>
<td>Practicum, Lesson Plans</td>
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</tbody>
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Students can expect:

**Variety** – Whole class, small groups, cooperative learning, peer teaching, hands and critical writing

**Social Interaction** – Learning is not passive. We will depend on each other for learning through discussion, debate, questioning

**Opportunities** – You have a choice of practicum options to interact with individuals from high poverty areas

**Fairness** – As a teacher or service provider, this is crucial. If at any time, you feel you have been treated unfairly, please speak with me so we can clear up any misunderstanding.

The Professor expects:

**Professionalism** – Be on time, speak respectfully, use professional language in email correspondence, and be attentive in class

**Integrity in your assignments** – All written assignments are expected to demonstrate college level work with correct use of grammar, writing mechanics, spelling and proper format. Plagiarism or turning in others’ work as your own will result in a violation report to Academic Affairs to determine your status as Westminster College student.

**Responsibility** – All assignments are due at the beginning of class and considered late thereafter. Just as it would be unthinkable for you to tell your principal/boss that you are unprepared to teach/counsel, it should be unthinkable to come to class unprepared.

I am very interested in your development as a teacher/service provider and will make every effort to be available to you. Please do not hesitate to call me at school, make an appointment to meet, drop by the office during office hours, or email.

**Attendance** – You are expected to attend each class. Dependability, professionalism, and a strong work ethic are necessary qualities of an educator. Therefore, absences will only be considered excused under the following criteria.

If all of these criteria are met, an absence can be considered excused. You need to take the initiative in meeting these requirements.

1. You notify me via e-mail before the start time of class. Phone calls, or messages relayed by a friend will not be sufficient. I need an e-mail please.
2. On the next class session, you provide a doctor’s/heath center excuse for an illness, or an e-mail from your coach, or other professor if the absence is school related.
3. You complete the make-up assignments if needed for that class period.
## Course Schedule

<table>
<thead>
<tr>
<th>Weeks and Class Dates</th>
<th>Topic</th>
<th>Essential Question</th>
<th>Readings</th>
<th>Assignments Due Prior to Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Overview</td>
<td>Who am I as a teacher or service provider?</td>
<td></td>
<td>Complete SPENT experience and handout prior to class on August 29 \textsuperscript{th}</td>
</tr>
<tr>
<td>August 27\textsuperscript{th} - August 29\textsuperscript{th}</td>
<td>Socioeconomic class, race, ethnicity, linguistic diversity, gender</td>
<td>How do race, class, gender, and language impact school experiences?</td>
<td>Milner-Introduction and Ch 1</td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>Socioeconomic class, race, ethnicity, linguistic diversity, gender</td>
<td></td>
<td>Milner-Introduction and Ch 1</td>
<td></td>
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<tr>
<td>September 3\textsuperscript{rd} - September 5\textsuperscript{th}</td>
<td>Political and Social Forces in Schooling</td>
<td>What is the purpose of schooling?</td>
<td>Milner-Ch 2-3</td>
<td>Chapter summaries and relationship reflection prior to class on September 10\textsuperscript{th}</td>
</tr>
<tr>
<td>Three</td>
<td>Political and Social Forces in Schooling</td>
<td>Case Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 10\textsuperscript{th} - September 12\textsuperscript{th}</td>
<td>Political and Social Forces in Schooling</td>
<td>Case Study</td>
<td></td>
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<tr>
<td>Four</td>
<td>Guest Speaker Practicum Reminders</td>
<td>Working with Families</td>
<td>Gorski-Chap.9</td>
<td>Chapter summaries prior to class on September 17\textsuperscript{th}</td>
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<tr>
<td>September 17\textsuperscript{th}</td>
<td>Guest Speaker Practicum Reminders</td>
<td>Working with Families</td>
<td>Gorski-Chap.9</td>
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<tr>
<td>Five</td>
<td>Models of High Needs Schools</td>
<td>What do I see, What can I learn?</td>
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<td>September 24-Field Trip to West Middlesex Elementary School Practicum</td>
<td>Models of High Needs Schools</td>
<td>What do I see, What can I learn?</td>
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<tr>
<td>Six</td>
<td>Understanding</td>
<td>How does</td>
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| October 1ˢᵗ Practicum | the Nature of Poverty  
Student Observation Protocol Review | poverty affect students?  
How does poverty affect behavior and academic performance? | Gorski-Chap.1-3  
B&P Ch 4 | Chapter summaries and relationship reflection prior to class on Oct 1ˢᵗ |
|---|---|---|---|---|
| Seven Practicum  
October 10ᵗʰ | Understanding the Nature of Poverty | How does poverty affect students?  
How does poverty affect behavior and academic performance? | Gorski-Ch. 4 & 5 | Chapter summaries prior to class on Oct 10ᵗʰ  
Interaction Design- High Quality Practicum Instruction and/or Counseling by 6PM Friday Oct 12ᵗʰ |
| Eight  
October 15ᵗʰ – field trip to Sharon Artman Elementary Practicum | Models of High Needs Schools | What do I see, What can I learn? | | Student Observation Report by 6PM Friday Oct 19ᵗʰ |
| Nine  
October 22ⁿᵈ Practicum | Reproducing Inequality  
Resiliency  
Lesson Plan Template for CRP | What do I see, What can I learn?  
How can I create an equitable classroom for all students?  
What is the role of resiliency? | Gorski-Ch 6  
Milner Conclusions and Recommendations  
B&P Ch 5 | Chapter summaries prior to class on Oct 22ⁿᵈ |
<p>| Ten | Models of High Needs Schools | | | Practicum 1 Reflection Post |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Description</th>
<th>Due Date and Time</th>
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<tbody>
<tr>
<td>October 29th</td>
<td>NO CLASS</td>
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<tr>
<td>FALL BREAK Practicum</td>
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<td></td>
<td>Eleven Practicum</td>
<td>Models of High Needs Schools</td>
<td>What do I see, What can I learn?</td>
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<td></td>
<td>Twelve November 12th Practicum</td>
<td>Teaching Diverse Students</td>
<td>How can I become a culturally responsive teacher?</td>
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<tr>
<td></td>
<td>Thirteen November 19th Practicum</td>
<td>Public Policy</td>
<td>As a future teacher, what do I need to know about public policy in relationship to students with high needs?</td>
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<td></td>
<td>Fourteen November 26th/November 28th Practicum</td>
<td>Personal Stories from Those Who Live(ed)/Worked in Areas of High Need Trauma</td>
<td>How can I effectively work in areas of high need?</td>
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Lesson/Plan with Reflection by 6PM Friday Nov 30th by 6pm
| Fifteen December 3rd  
| December 5th | Final Reflection in class work and presentations | What have I learned? How have I changed? Where do I go from here? | Final Reflection Presentation due prior to class on December 5th |