

**Spadoni College of Education
Coastal Carolina University
Course Syllabus
EDUC 459
Home, Community, and Classroom Partnerships in High Poverty Areas
3 Credits**

Instructor of Record: Dianne Mark

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Office Location: Prince 105A

Locations of Class: TBA

Office Hours: TBA

Class Meeting Date(s) and Time: TBA

Special Note: This course will be taught as a hybrid course; students are required to participate in both online and face to face sessions.

Intended Audience: Teacher Education Majors

Prerequisite(s): EDUC 455

Course Description: The study of the nature and results of family, school, and community partnerships as it relates to poverty and how it impacts students' growth, development, and academic attainment. An examination of approaches for organizing and sustaining school-based programs for families and community engagement; developing and implementing goal-oriented family, school, and community partnership programs in the classroom setting; and strategies for ensuring all P-12 students, regardless of circumstances, are college and career ready.

Required Text and Resources: A *Moodle* site has been designed specifically for this class. You will find electronic copies of course documents, including this syllabus and assignments. Your continual and timely participation online is crucial to your success in this course. It is your responsibility to be vigilant pertaining to staying abreast of any due dates, updates/changes, and your timely interactivity on *Moodle* account.

Gorski, P.C. and Banks, J.A. (2013). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*. New York, NY: Teachers College Press.

Epstein, J. L. (2011). *School, family, and community partnerships: Preparing educators and improving school (2nd Edition)*. Boulder, CO: Westview Press.

Epstein, J. L., et. al. (2011). *School, family, and community partnerships: Your handbook for action (3rd Edition)*. Boulder, CO: Westview Press.

Jensen, E. (2013). *Engaging students with poverty in mind: Practical strategies for raising achievement*. Alexandria, VA: ASCD.

Jensen, E. (2016). *Poor students, rich teaching: Mindsets for change*. Bloomington, IN: Solution Tree Press.

Jensen, E. (2019). *The handbook for poor students, rich teaching*. Bloomington, IN: Solution Tree Press.

Vance, J.D. (2016). *Hillbilly elegy: A memoir of a family and culture in crisis*. New York, NY: Harper Collins Publishers.

Suskind, R. (1998). *A hope in the unseen: An American odyssey from the inner city to the Ivy League*. New York,

NY: Broadway Books.

Required Technology Specifications:

Access to *Moodle* website and the Kimbel Library Online Databases

Software: Microsoft *Office 2010 or 2016 Professional*,* Adobe *Flash*, Adobe *Reader*, *Java*, *QuickTime*

Broadband Internet service

Home, portable, or remote storage – 2 GB minimum. USB drive recommended *Moodle*

Important Websites:

- Center of Excellence to Prepare Teachers of Children of Poverty – <https://www.fmucenterofexcellence.org/>
- Children Trends – <https://www.childtrends.org/>
- Circles USA: Building Community to End Poverty – <https://www.circlesusa.org/>
- Institute for Research on Poverty – <http://www.ssc.wisc.edu/irp>
- National Center for Children in Poverty (NCCP) – <http://www.nccp.org/>
- National Network of Partnership Schools (NNPS) – Johns Hopkins University - <http://nnps.jhucos.com/>
- Teaching Tolerance – Exploring Poverty and Respect – <https://www.tolerance.org/node/110190>
- Teaching Tolerance – Poverty and Unemployment: Exploring the Connections – <https://www.tolerance.org/classroom-resources/tolerance-lessons/poverty-and-unemployment-exploring-the-connections>
- Teaching Tolerance – Race and Poverty – <https://www.tolerance.org/classroom-resources/tolerance-lessons/race-and-poverty>
- Teaching Tolerance – The Cycle of Poverty – <https://www.tolerance.org/classroom-resources/tolerance-lessons/the-cycle-of-poverty>
- Teaching Tolerance – The Poverty Myth – <https://www.tolerance.org/magazine/spring-2012/the-poverty-myth>
- Teaching Tolerance – Understanding Poverty – <https://www.tolerance.org/learning-plan/class-understanding-poverty>
- Teaching Tolerance – What is Poverty – <https://www.tolerance.org/classroom-resources/tolerance-lessons/what-is-poverty>
- The Stanford Center on Poverty and Inequality – <https://inequality.stanford.edu/>
- The Center for Poverty Research at University of California, Davis – <https://poverty.ucdavis.edu/>
- The Center on Poverty and Social Policy (CPSP) at the Columbia School – <https://www.povertycenter.columbia.edu/>
- U.S. Census Bureau: Small Area Income and Poverty Estimates (SAIPE) Program – <https://www.census.gov/programs-surveys/saipe.html>

Supplemental Readings:

Allen, J. and Delgado-Gaitan, C. (2007). *Creating welcoming schools: A practical guide to home-school partners with diverse families*. New York, NY: Teachers College Press.

Jensen, E. (2005). *Teaching with the brain in mind (2nd Edition)*. Alexandria, VA: ASCD.

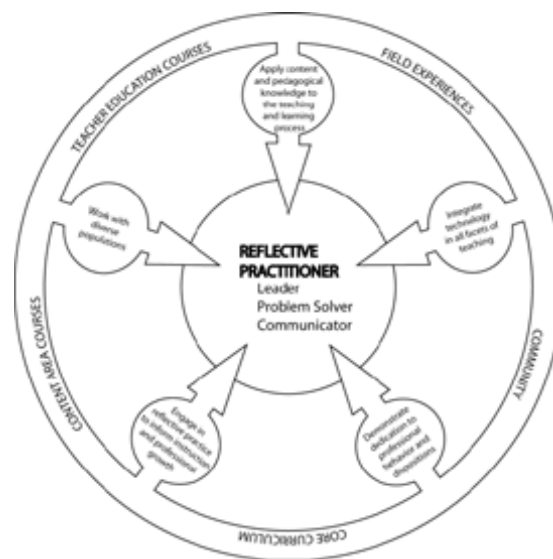
Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it (1st Edition)*. Alexandria, VA: ASCD.

- Jensen, E. (2019). *Poor students, rich teaching: Seven high-impact mindsets for students from poverty (Revised Edition)*. Bloomington, IN: Solution Tree Press.
- Haberman, M. (1995). *Star teachers of children in poverty*. West Lafayette, Indiana: Kappa Delta Pi.
- Marzano, R. (2004). *Building background knowledge for academic achievement*. Alexandria, VA: ASCD.
- Sanders, M.G. and Sheldon, S. B. (2016). *Principals matter: A guide to school, family, and community partnerships*. Thousand Oaks, CA: Corwin Press.
- Smiley, T. and West, C. (2012). *The rich and the rest of us: A poverty manifesto*. New York, NY: SmileyBooks.
- Springgate, K.W., Stegeline, D. A., and Hartle, L. C. (2006). *Building family, school, community partnerships (3rd Edition)*. Upper Saddle River, NJ: Prentice Hall.

Conceptual Framework:

The overarching theme of the Conceptual Framework for all educator preparation programs in the Spadoni College of Education is **"The Educator as Reflective Practitioner."** The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their program. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit's assessment system. The Conceptual Framework reflects our commitment to the ability to:

- apply content and pedagogical knowledge to the teaching and learning process
- integrate technology to improve teaching and learning
- work with diverse populations
- demonstrate professional behavior and dispositions
- engage in reflective practice to improve teaching and learning



Intertwined in our professional unit are the Conceptual Framework, SCTS 4.0, InTASC Standards, NBPTS Propositions, ISTE Standards, and Standards for Teachers of Children of Poverty.

Standards Crosswalk	
CF	CF 1, 3, 5
SCTS 4.0	Instruction Domain (Motivating Students, Presenting Instructional Content, Lesson Structure and Pacing, Activities and Materials, Questioning, Academic Feedback, Grouping Students, Teacher Content Knowledge, Teacher Knowledge of Students, Thinking, Problem Solving,); Planning Domain (Instructional Plans, Student Work, Assessment); and Environment Domain
InTASC	#1: Learner Development #2: Learning Differences #3: Learning Environment #4: Content Knowledge #6: Assessment #7: Planning for Instruction #8: Instructional Strategies
NBPTS	Proposition 1, 2, 3, 4
ISTE	1 – Learner; 2 – Leader; 3 – Citizen (3a, 3b, 3c, 3d); 5 – Designer; and 6 – Facilitator
STCP	1-6

Standards for Teachers of Children of Poverty
Center of Excellence to Prepare Teachers of Children of Poverty

Standard 1: Life in Poverty

ELEMENT 1.1

Apply current research to interpret the impact of limited resources on school and life success. ELEMENT 1.2 (Clinical)

Apply current research-based knowledge, skills, and dispositions to generate and implement classroom strategies designed to support the unique needs of under-resourced learners.

Standard 2: Language and Literacy

ELEMENT 2.1

Apply current research to explain the nature of language differences frequently registered by children in or of poverty.

ELEMENT 2.2 (Clinical)

Apply current research-based knowledge, skills, and dispositions to create effective instructional environments that support the growth of language skills necessary for success in school.

Standard 3: Family and Community Partnerships

ELEMENT 3.1

Apply current research to explain ways that familial access to resources can impact home, school, and community partnerships and engagement.

ELEMENT 3.2 (Clinical)

Apply current research-based knowledge, skills, and dispositions to a) generate and implement a plan for partnerships and engagement between home, school, and community stakeholders, and b) participate in related service learning experiences.

Standard 4: Classroom Community

ELEMENT 4.1

Apply current research to explore the impact of limited resources on a learner's social, emotional, and cognitive development, experiences, and abilities.

ELEMENT 4.2 (Clinical)

Apply current research-based knowledge, skills, and dispositions to develop and implement positive classroom community strategies that recognize children in or of poverty as capable learners.

Standard 5: **Curriculum Design, Instructional Strategies, Assessment**

ELEMENT 5.1

Apply current research to a) explain how alignment of state mandated curriculum with instruction and assessment impacts achievement of under-resourced learners; and b) analyze (align) state content standards with planned instruction and assessment.

ELEMENT 5.2

Apply current research to identify best practices for assessment of under-resourced learners. ELEMENT 5.3

Apply current research to identify appropriate instructional strategies for use with under- resourced learners.

ELEMENT 5.4 (Clinical)

Apply research-based knowledge, skills, and dispositions to create and implement results-driven instructional strategies and assessments for under-resourced learners.

Standard 6: **Teachers as Leaders, Learners, and Advocates**

ELEMENT 6.1

Apply current research to a) generate a plan for life-long learning that includes self-reflection and self-evaluation related to the knowledge, skills, and dispositions, necessary for success as a teacher of under-resourced learners, and b) exemplify professional leadership through participation in a variety of professional activities that focus on issues that impact children in or of poverty.

ELEMENT 6.2 (Clinical)

Apply current research-based knowledge, skills, and dispositions to create and execute advocacy activities designed to illuminate the needs and improve academic success of under- resourced learners.

Unit Assessments and SPA Assessments required of this course: No

Course Outline:

- Poverty, Segregation, and Desegregation of Schools
- Poverty in America: Rural and Urban
- Family and Parenting
- Family and Children Across Class Lines
- Poverty and Parenting: Influences on Education
- Home-School Communication
- Homelessness
- Early Access to Education
- Resiliency of Children
- Poverty and Safe Schools
- Providing Engaging Instruction
- School-Based Interventions
- Value and Impact of the Home on Students' Potential and Access to Success
- Engagement and Impact of Community
- Societal Impacts and Stressors of Poverty
- Poverty and Community: Influences on Education
- Healthcare Access
- Community-Based Health
- Poverty and Local Employment: Influences on Education
- Theory and Research of Initiatives to Address the Needs of Students Living in Poverty
- Adverse Effects of Lack of Relationships And Partnerships Between Home, Community, and School

- Establishing Mutually Beneficial Relationships and Partnerships Between Home, Community, and Schools

Student Learning Outcomes/Assessment of Student’s Knowledge and Skills: Candidates who successfully complete this course will be able:

Demonstrates an understanding of the diversity in American families to poverty.	Reading Reflective Responses, Comparative Research Paper: Rural and Urban Poverty, Final Examination, and Professional Attendance, In-Class Activities, Assignments, Discussions, Homework, and Participation
Develop an awareness of resources available to families.	Reading Reflective Responses, Comparative Research Paper: Rural and Urban Poverty, Literature Review, and Professional Attendance, In-Class Activities, Assignments, Discussions, Homework, and Participation
Articulate the benefits of and challenges to educators, parents, and community partners working together to engage all families and the community in productive ways.	Reading Reflective Responses, Comparative Research Paper: Rural and Urban Poverty, and Professional Attendance, In-Class Activities, Assignments, Discussions, Homework, and Participation
Identify structures and processes that improve the quality of family and community involvement in schools that serve families and children in diverse communities and that contribute to the academic and behavioral success of students.	Reading Reflective Responses, Comparative Research Paper: Rural and Urban Poverty, Literature Review, Final Examination, and Professional Attendance, In-Class Activities, Assignments, Discussions, Homework, and Participation
Identify the dynamics and effects of district and school leadership in terms of partnerships.	Reading Reflective Responses, Comparative Research Paper: Rural and Urban Poverty, Literature Review, Final Examination, and Professional Attendance, In-Class Activities, Assignments, Discussions, Homework, and Participation
Design and implement research-based and goal-oriented plans for engaging all families and the community in productive ways.	Comparative Research Paper: Rural and Urban Poverty, Literature Review, and Professional Attendance, In-Class Activities, Assignments, Discussions, Homework, and Participation
Develop and implement strategies for evaluating the quality and progress of school programs for family and community partnerships.	Reading Reflective Responses, Comparative Research Paper: Rural and Urban Poverty, and Professional Attendance, In-Class Activities, Assignments, Discussions, Homework, and Participation
Demonstrate a commitment to on-going learning, teacher leadership, and advocacy for children of poverty.	Reading Reflective Responses, Comparative Research Paper: Rural and Urban Poverty, Literature Review, and Professional Attendance, In-Class Activities, Assignments, Discussions, Homework, and Participation

Instructional Procedures:

- Lectures
- Written and oral reflections
- Written assignments
- Creative projects
- Discussion
- Evaluations
- Presentations
- Group work
- Simulations
- Technology-based assignment

Technology Issues:

- Because all of the course activities and assessments depend upon successful use of technology to meet the requirements of the course, candidates are expected to utilize computer technology in ways that permit timely submission and thorough completion of assignments/assessments.
- Unless a Coastal Carolina University system failure (designated by an alert from the university as a whole and not individually) prevents completion of coursework, “technology issues” will **NOT** be an acceptable excuse for any student’s lack of class participation or timely submission of assignments/assessments. Candidates having technology “issues” should contact the Coastal Carolina University Student Computing Services (<http://www.coastal.edu/scs/>).

Attendance/Administrative Policy:

- **Professionalism:** This is a professional preparation course, so you are expected to demonstrate professional dispositions, behavior, attire, and work at **all times**.
- **Attitude:** Appropriate classroom behavior is mandatory. You are expected to exhibit a positive and professional attitude throughout the course and during your middle school site experience. Unprofessional behavior will result in the development of a “Professional Improvement Plan” and/or the reduction of your course grade by at least one letter grade.
- **Attendance and Punctuality:** Attendance is a major requirement of this course and component of professional behavior. Students are expected to attend class except in the case of illness or extreme emergency. Missing classes and tardiness are not acceptable professional behavior. Points will be deducted for each unexcused absence and tardy. Written documentation is needed to confirm any and all excused absences such as: a recognized emergency or from a serious illness. It is the responsibility of each student to assume the loss of instruction when not in attendance. It is also the sole responsibility of each student to obtain any missed instructional materials and/or notes. It is advisable that you designate another classmate to collect your materials in your absence. Please note that the Coastal Carolina University catalog states that an instructor is permitted to assign an F to a student with unexcused absences in excess of 25% of regularly scheduled class meetings. Please see the LiveWell@Coastal program for matters both personal and academic that may prevent you from completing your course responsibilities at <https://www.coastal.edu/livewell/>
- **Electronic Devices:** Cell phones, laptops, iPods, iPads, beepers, PDAs, pagers and/or other image/recording/electronic devices must be turned off during class and **kept out of sight** during the entirety of the class. Any use of these items during class is strictly prohibited, except in cases of emergency with advance approval of the instructor. Any use or presence of these items during class is a violation of class policies and procedures and deemed unprofessional behavior which will result in the development of a “Professional Improvement Plan” and/or the reduction of your course grade by at least one letter grade.
- **Participation:** Active engagement and participation in course related activities and assignments are expected and required, which includes a) reading the assigned material prior to each class and coming to class prepared to learn with questions to clarify any ideas in the readings and assignments that are unclear, b) participating respectfully in class during lectures, discussions, and group activities, including listening attentively when peers are contributing to class discussion. Class participation is a major requirement of the

course. To enable you to incorporate the material covered in the readings and in class into your beliefs, attitudes, and teaching practices, it is necessary for you to reflect on that material and how it can be applied in you in your future classroom. To encourage that reflective process, we will discuss your reactions to and beliefs about the course content throughout the semester.

- **Written Assignments:** All written assignments will be professionally presented, typed and follow the prescribed format set forth by the assignment unless otherwise specified by the instructor. All written work is expected to be turned in with no spelling, grammatical, structural, typographical, and format errors. If you need support in this area feel free to contact the Writing Center or Student Technology Services. The **Tutoring and Learning Center** and **Student Technology Services** are available for the purpose of student support in the area of writing and technology use. Points will be deducted relating to the correctness of the assignment, as well as spelling, grammatical, structural, typographical, and format errors. Remember to always proof your work and have someone else proof your work. If an assignment is allowed to be handwritten it must be written neatly and legibly. Remember that observations are being made based on your readiness to be a teacher, penmanship is a necessity to communicate in writing to your future students, if you cannot write legibly it may prevent your future students from reaching their full potential and success. If you need assistance in this area, please practice penmanship development skills.
- **Course Requirement:** Successful completion of **all** course components and requirements are expected and important to your overall success in this course.
- **Due Dates:** Class assignments are due at the beginning of the class period on the assigned due date **ONLY**. Failure to submit assignments on the published due date will result in the loss of a credit for the assignment. If you are absent on the day an assignment is due, remember your assignment is **still due**, therefore it must be submitted on time. It is the sole responsibility of the student to stay abreast of all due dates and assignment expectations. Failure to manage scheduled due dates does not demonstrate professional behavior or disposition.
- **Make Up:** If extenuating circumstances necessitate a make-up, students must present appropriate documentation for an excused absence and complete the alternate task by arrangement and approval of instructor no **later than 2 class meeting days** after their return to class. This arrangement is solely the responsibility of the student. All class assignments/activities cannot be made up because of the timing and nature of the experience. No assessment can be made up unless permission was granted prior to the initial offering of the assessment.
- **Grade:** All grades are assigned on the accuracy, quality, thoroughness and completion of the work according to the professional judgment of the instructor.
- **Originality of Work and Plagiarism:** In no case should assignments for this course be ones which have been submitted for another course or completed by another student. In case of collaboration, the work submitted by you should be the work created by you, not any member of your collaborative group (see **Academic Integrity Code**). Specific information about academic dishonesty can be found at the following at <https://www.coastal.edu/academicintegrity/code/>.
- **Academic Support:** Academic Support: Coastal Carolina University is committed to providing reasonable accommodations for all persons with disabilities. If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Office of Accessibility and Disability Services. This office is located in Laurel Hall and the phone number is 843-349-2341. Please make an appointment with a staff member in Accessibility and Disability Services so that such accommodations can be considered. To receive academic accommodations for this class, please obtain the proper forms and meet with me to discuss the provisions of those accommodations as soon as possible. It is recommended that this must be completed within the first two weeks of class. <http://www.coastal.edu/disabilityservices>
- **Closing of the University for Inclement Weather:** In the event of hazardous weather, faculty, staff, and students are requested to listen to local radio and television stations or visit the Coastal Carolina University website for official University closing announcements. Announcements about hazardous weather are also

posted on the University’s homepage. Review the Hazardous Weather and Emergency Conditions Leave Policy (FAST-HREO-220). Instructors may refer to the Contingency Instruction website or Section VIII N. Contingency Instruction for information about what to do if class has been cancelled.

Guidelines for Peer Share Oral Presentation:

- **Dress as a professional.**
- Limit the presentation to the time allotted. Presentations that are less than the required time allotted will result in point deductions.
- Cohesion of the group must be evident throughout the presentation and related media and materials.
- Equality of participation by all group members.
- If you exceed your time, you will be cut off to allow equal time and opportunity for each group.
- You will need to provide the directions for any audience participation activity/task. Audience participation may be individual, small, or large group depending on the nature of the activity, but is highly encouraged.
- Your grade will be based on your professionalism, content knowledge, oral presentation, preparation, poise, eye contact, audience engagement, related media and materials, and clear directions.

Assessment of Student’s Knowledge and Skills:

- **Reading Reflective Responses** 100
 - Write weekly reading response on Moodle based on the course required readings for the class discussion. Responses must be clearly written and focused on topics related to home, community, and school partnerships. Responses should reflect critical thinking, creativity, and a deep grasp of the reading material.
- **Comparative Research Paper: Rural and Urban Poverty** 100
 - The lives of J. D. Vance and Cedric Jennings as portrayal in *Hillbilly Elegy* and *A Hope in the Unseen* bear striking similarities. There are also striking differences. Some of the differences have to do with the fact that one was raised in an impoverished rural context and the other in an impoverished urban context. In a four-page (double-spaced) paper, you will need to discuss one similarity that exists between J. D. and Cedric. You must discuss how this similarity links to research related to a topic we covered in class. You must cite at least two research articles when discussing the similarity. You must also discuss one difference that exists between J. D. and Cedric. You must explicitly discuss if and how you believe this difference relates to the fact that J. D. grew up in a rural context and Cedric grew up in an urban context. You must cite at least three research articles when discussing the difference.
 - Vance, J.D. (2016). *Hillbilly elegy: A memoir of a family and culture in crisis*. New York, NY: Harper Collins Publishers.
 - Suskind, R. (1998). *A hope in the unseen: An American odyssey from the inner city to the Ivy League*. New York, NY: Broadway Books.
- **Literature Review** 100
 - For this assignment you will write a literature review, which means a paper describing what is already known about your topic. Follow these guidelines:
 - Your paper should be 3-5 pages long (title and reference pages not included), double-spaced, 12 pt. font
 - Should follow academic writing guidelines (please see resources for assistance)
 - Your paper should reference studies, articles, quotes internally (in your paper), using APA formatting throughout
 - Your paper should connect to your topic and population
 - Include your introduction with revisions and a reference page

- **Final Examination** 100
 - Comprehensive examination that will cover material from course assigned readings, lectures, and in-class discussions. The final examination will also include a variety of question types including multiple choice, short answer, and short essay.
- **Professional Attendance, In-Class Activities, Assignments, Discussions, Homework, and Participation** 200
(In-class activities, assignments, discussions, homework, and participation cannot be made up)
 - All candidates are expected to be attentive, active and constructive participants in all class discussion and activities. Our shared goal is to continue to develop a culture of mutual trust and respect. I will maintain high expectations for your learning and performance, while trusting in your good intentions; your commitment to your profession; and respecting the different backgrounds and interests each of us bring into the classroom. I hope to facilitate the growth of a learning community where ideas and opinions can be expressed and heard openly, opportunities to grow and broaden our understanding of students; the role of the teacher; our responsibility and duty to the profession; and the world around us is abundant; and where contention and collaboration are equally valued.

Total Possible Points **600**

Assessment of Student’s Knowledge and Skills

University Grading System: Course credit will be awarded only for earned grades of A, B+, B, C+, C, D+, D or S. The following points will earn credit:

Grading Scale	
100 – 93 Points	A
89 – 92 Points	B+
84 – 88 Points	B
80 – 83 Points	C+
75 – 79 Points	C
71 – 74 Points	D+
68 – 70 Points	D
Below 67 Points	F

Education majors are required to make the grade of “C” or above in this course.