

Disrupting Poverty To Meet the Needs of Each and Every Whole Child



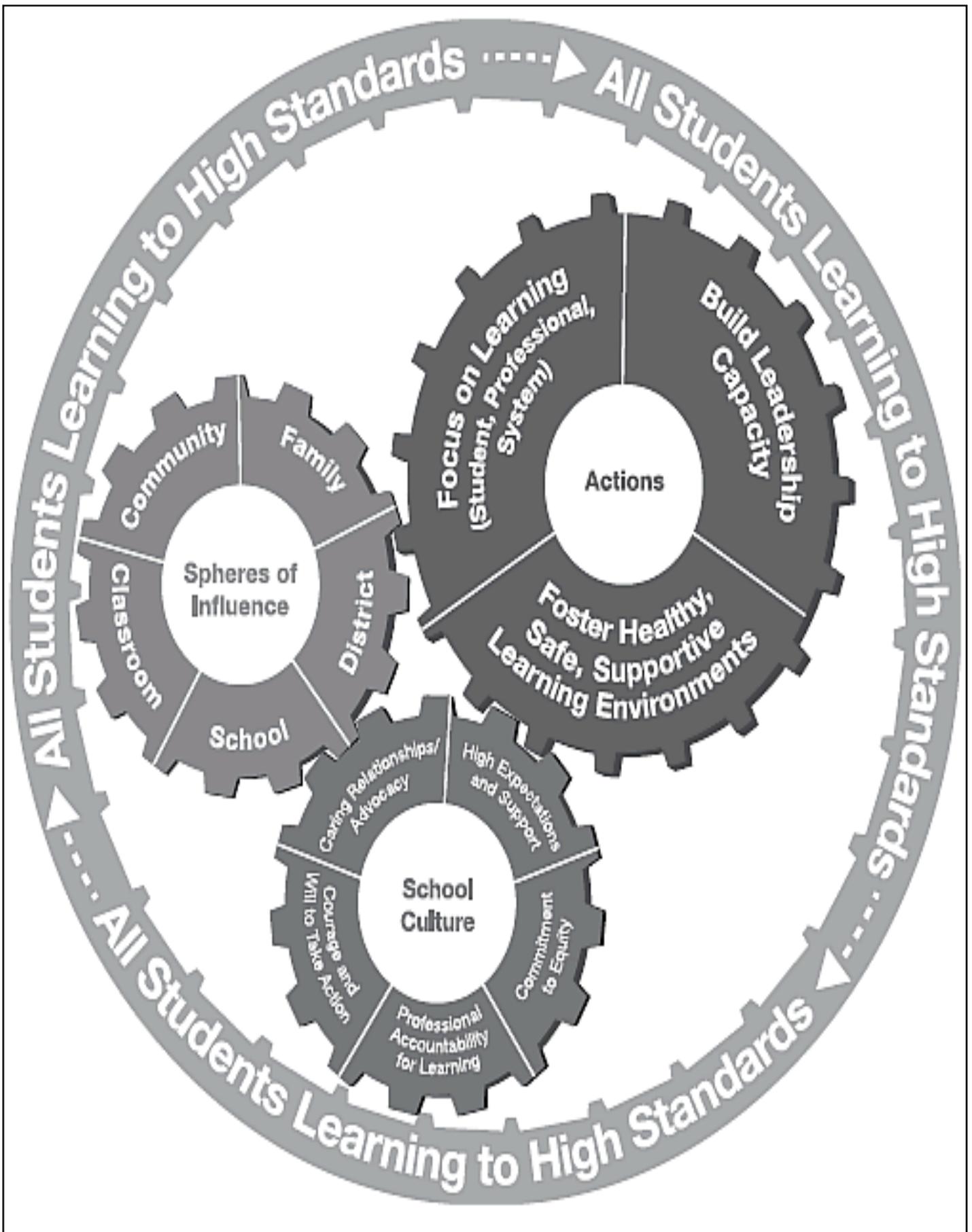
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#Disrupting Poverty



Sixteen Strategies

Foster a Healthy, Safe, and Supportive Learning Environment

1. Eliminate Blame
2. Establish A Safe Environment
3. Develop an Understanding of Poverty
4. Level The Playing Field
5. Use Structures/Processes that Promote Relationships
6. Engage Parents/Families As Partners

Focus on Learning (Student, Professional, and System)

7. Challenge the Pedagogy of Poverty: Develop a Common Instructional Framework
8. Teach Every Student to Read Proficiently
9. Confront & Eliminate Tracking/Ability Grouping
10. Provide Additional Quality Instructional Time
11. Promote Engagement and Ownership
12. Offer Job-embedded Professional Learning

Build Leadership Capacity

13. Go Back... Find The Time
14. Use Effective Hiring/Retention Practices
15. Confront & Eliminate Low Expectations
16. Consider Your Budget A Moral Document

What is Poverty Literacy?

Close Read: 1) underline claims, 2) circle key words, 3) box words used in unique ways, 4) question the text.

Poverty literacy is...

the capacity to hold in mind, on one hand, a comprehensive understanding of the general adverse effects poverty has on lives and learning, while on the other hand, recognizing the uniqueness of each individual's experience and response to poverty,

and...

the ability (knowledge and skill) to recognize the conditions that too often deny students in poverty equal access to the educational opportunities provided their more affluent peers, and the willingness (disposition) to address and correct those conditions, which can be found in classrooms, schools, districts, communities, and the broader society.

How Much Does School Cost?

Brainstorm the fees and added costs for students to fully participate in your school/district. What is the total?

My estimate...	My colleagues estimate...

Leveling the Playing Field

How does poverty affect lives and learning,
and what can we do about it?

Read pages 117-119

Intervening Factor	Our School	Other Schools' Actions
Material Resources		<ul style="list-style-type: none"> • Develop awareness of extras fees/costs and work to eliminate • Provide school supplies • Partnerships: Clothing exchanges, food banks, • Provide community resource maps • Provide technology • Grants: low cost internet
Health and Well-being		<ul style="list-style-type: none"> • Serve breakfast • Partnerships: health care professionals • Partnerships: YMCA, Girls & Boys Clubs • Preserve recess! • Targeted counseling • Student Voice/Aspirations
Mobility		<ul style="list-style-type: none"> • Intake testing • Orientation tours • 3 & 6 week follow-up • Provide transportation to original school if in district

Leveling the Playing Field

How does poverty affect lives and learning,
and what can we do about it?

Read pages 117-119

Intervening Factor	Our School	Other Schools' Actions
Language/Literacy Development		<ul style="list-style-type: none"> • Additional quality instructional time: extend the day, week, year • Teach vocabulary • Pre-teach/Build background knowledge • Be aware of bias in curricular materials and adjust • Provide books to home (esp. during summer) • Go to them: book mobiles • Equitable testing, grading, homework policies/practices
Cultural Capital		<ul style="list-style-type: none"> • Well designed field trips • Place-based pedagogies (service learning, community internships, entrepreneurship, cultural relevant curricula) • Mentoring • Student Aspirations
Social Capital		<ul style="list-style-type: none"> • Create classroom communities • Extra curricular (deal w/ barriers) • Anti-bias education • Assemblies matched to student interests

A Story About Equity

On a chilly spring day, Mr. Johnstone, a veteran high school teacher of ten years, walked into his classroom second period to find Elysa typing furiously on the keyboard in front of the computer he makes available for any student who needs to use it. The computer is connected to a printer he keeps stocked with paper, as he knows many of the students who attend the school do not have a computer or a printer at home.

Elysa is crying as she types. Asking her “What’s up?” she explains, “I had a homework assignment in my social studies class I was supposed to do over spring break. I got it done but we don’t have a computer or printer at home, so I wrote the assignment in my notebook. We were supposed to summarize six current events. I did. I used my phone to look them up, but I couldn’t get them typed up and printed.” Mr. Johnstone asks, “And, you couldn’t get into the school over break to use this computer, could you?” “No,” replies Elysa, “and I couldn’t get to the downtown library because my mom’s car isn’t working and there isn’t a bus, and I had to take care of my brothers most of the hours it was open.”

She continues: “Mr. Walther said the best I can do is half-credit and that is if I can get it to him typed up by the end of the day.” Later in the day, Mr. Johnstone decided to talk with Mr. Walther to see if he would make an exception. After all, he reasoned, Elysa had done the assignment—wasn’t that what was important? After discussing Elysa’s case, Mr. Walther remarked, “Johnstone, you’re such a bleeding heart, I am trying to teach these students responsibility. Other kids have it just as bad as Elysa, or worse, and they managed to get their assignment typed and printed. No, I am not making an exception. I would be doing Elysa a disservice. Someone has to teach her responsibility. She’ll be out in the real world soon. No one is going to make exceptions for her there.”

Are We Explicitly Building Relationships?

Brainstorm the ways you or your school explicitly build Relationships? What more might you do?

Other Teachers/Schools	My Classroom/My School
<ul style="list-style-type: none">• No Homework...Name Game• Baseball Cards• Secret Handshakes• Team Building: Desert Island/Stacking Cups/Stand up Sit Down• Bell Ringers/Warm Ups• Humans of [insert your class/school]• Survey, Interviews and Interest Inventories• Two-Minute Drill• A Little Bag About Me• Peer Puzzle• Tech to Connect• Check-in Checklist• Apple Glyphs	

Share and Compare

Step 1 – Reflect

List 3-4 implications Audri's experience has for classroom teaching and learning.

Step 2 - Share

Share your thoughts with someone with a different colored dot. Can you add to your list?

Step 3 – Compare

Compare your reflections and those of the group's thoughts. Can you add to your list?

Recap/Reflect: Closing the Knowing-Doing Gap

- Gain an Accurate Understanding of Poverty
- Level the Playing Field
- Use Structures/Process to Promote Relationships
- Use a Common Instructional Framework
(Challenge the Pedagogy of Poverty)
- Ensure Reading Proficiency for All

Arena of Action			
	<i>What new information, insights, and ideas did we gain from this session?</i>	<i>Based this information, what changes need to occur at our school/district?</i>	<i>What are our next steps?</i>
<p>Learning Environment</p> <p>AND</p> <p>Focus on Learning</p>			

YouTube References

Exam Hall: <https://www.youtube.com/watch?v=fXRZcJI9yx8>

The Tree: <https://www.youtube.com/watch?v=GPeeZ6viNgY>

Hard Times Generation: <https://www.youtube.com/watch?v=U-DGIl8leuU>

Blind Man: <https://www.youtube.com/watch?v=CNhYbJbqg-Y>

Audri/Rube Goldberg: <https://www.youtube.com/watch?v=0uDDEEHdf1Y>

Mr. Smith: www.habermanfoundation.org

World Without Teachers: <https://www.youtube.com/watch?v=RN3iLeq1828>

*The Disrupting Poverty DVD Series can be found at <http://www.ascd.org/professional-development/videos/disrupting-poverty-dvds.aspx>