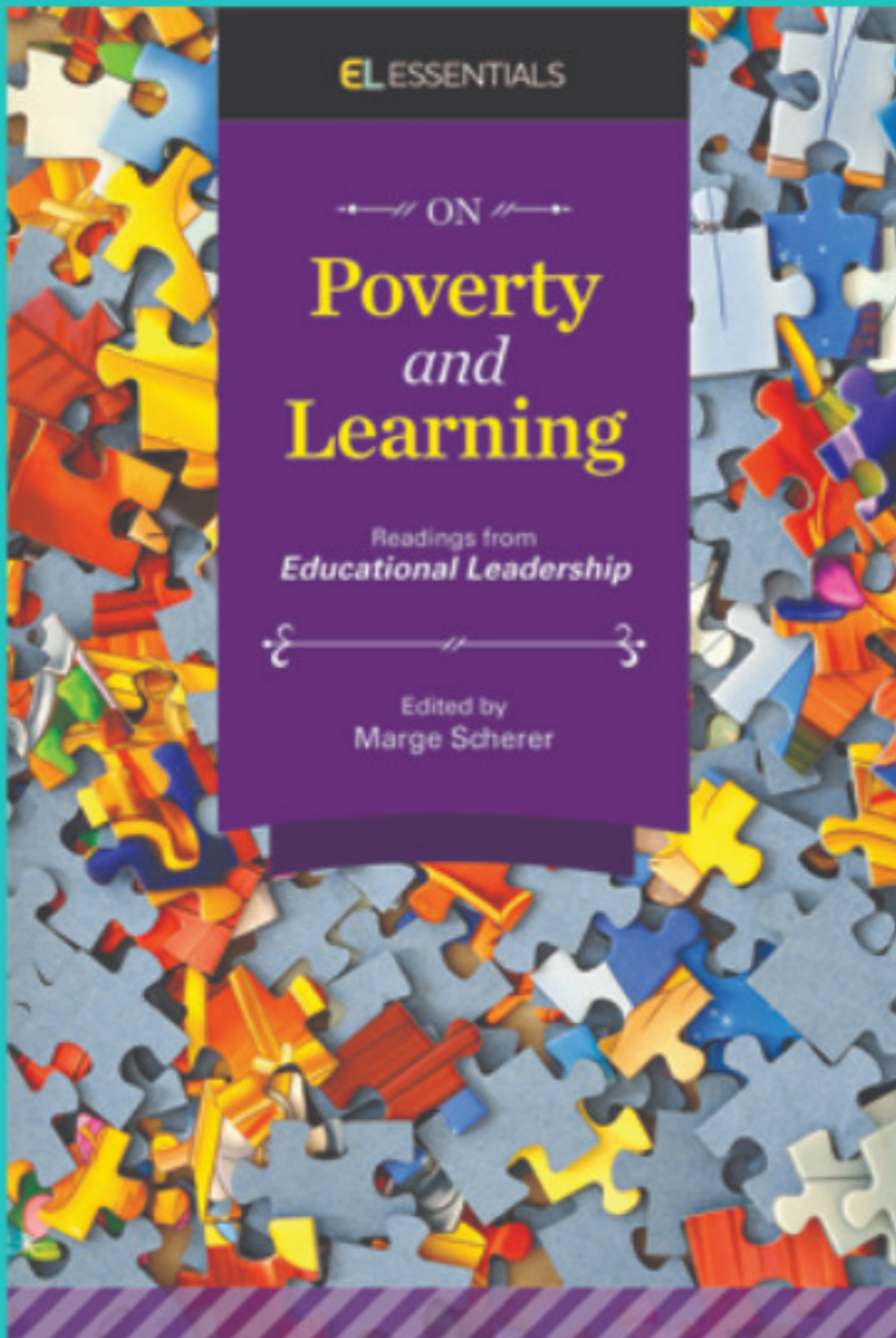


# On Poverty in Learning



## Action Book Club Presentation

-Kayleigh  
-Jasmyn  
-Shanna



<https://www.youtube.com/embed/6H8gIYxKknM>

# The Poor--Not So Very Different, After All

"We've reached the juncture in our public schools where the education of low-income students is not simply a matter of equity and fairness. It's a matter of our national future.... If public education in this country fails, the nation fails, and that is the message we have to come to grips with."

# Overcoming the Challenges of Poverty

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|--|--|
| <ul style="list-style-type: none"><li>➤ Make time for extras: a time before and after school to work</li><li>➤ Tell students to ask for help: let them know what you expect</li><li>➤ Use visuals to help organize assignments: calendars and charts</li><li>➤ Imagine their obstacles and see their strengths</li></ul> | <ul style="list-style-type: none"><li>➤ LISTEN</li><li>➤ Don't tolerate teasing</li><li>➤ Connect curriculum to students' interests: one word-MOTIVATION</li><li>➤ Speak out: Advocate for your students-YOU ARE THE ONE</li><li>➤ Find Allies</li></ul> |
|--|--|

# The Myth of the Culture of Poverty

- Thinking there is a cultural difference between low and high incomes results in stereotyping
- MYTH: Poor parents are not involved in their children's education namely because they do not value it



**Collaborate!**

**Basic Needs**

# How Poverty Affects Classroom Engagement

Get to know your students!

RESPECT is everything!

7 differences between low and middle-income classes:

- Health & Nutrition
- Vocabulary
- Effort (It CAN be taught)
- Hope & Growth-Mindset
- Cognition
- Relationships
- Distress (2 behaviors result: assertiveness or passivity)

# Whose Problem is Poverty?

**EVERYONE'S!!**

What we can do:

- School-based clinics
- Expand housing subsidy programs
- Higher quality early childhood care
- Increasing tax credit and minimum wage
- Promote mixed-income housing developments
- Fund after-school programs



# Savage Inequalities

On the next slide you will view a video by activist, writer and educator, Jonathon Kozol. His theories were the focus of chapter five in the book.



<https://www.youtube.com/embed/9x7Ub9fqLGM>

# Boosting Achievement by Pursuing Diversity

What can we learn from schools that are improving student achievement by breaking up concentrated student poverty?

Food for thought: “What if instead of changing the principal, teachers, or management in the hope that this will turn around a high-poverty school, we changed the mix of students, rebalancing enrollment so that the school did not serve a concentration of the most disadvantaged students?”

On average, students' socioeconomic backgrounds have a huge effect on their academic outcomes and so do the background of their peers.

Poor students in mixed-income schools do better than poor students in high poverty schools)

# Enrolling a Diverse Student Body

- Geographic boundaries
- Systems of school choice can be used as an alternative to redrawing attendance zones
  - A weighted lottery

## Serving a diverse student body:

- Offering all a single challenging curriculum
- Offering classes with an honors option
- Flexible grouping

# When Mobility Disrupts Learning

- When students move repeatedly their reading skills often fall further and further
- Without intervention, highly mobile students are likely to experience reading difficulty throughout school careers and possibly their lives
- The most successful schools acknowledge the problem and implement school wide reading systems to provide instructional support for all students, including students who move into the school midyear

## Strategies for success:

- Implement an enrollment plan
- Implement a schoolwide instructional support plan
- Implement a coordinated assessment plan
- Building ties with family

Shop freestanding play components that will enhance new or existing designs!

## Addressing student mobility and homelessness in schools

Brian Stack

Monday, August 29, 2016

Share this article

As schools across America embark upon a new school year this fall, hundreds of thousands — perhaps millions — of students will be playing the often difficult and complex role of "the new kid." They will have to quickly make new friends,



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The importance of guided practice in the classroom

the gaps from one school experience to another.

It reminds me of my own experience in that role when I made a move from one state to another between sixth and seventh grade. Although schools see a higher-than-normal number of new students at the start of the school year, the reality is that new students can move into the system



guided reading, interventions, support

The importance of hands-on learning and movement for English learners

10 common mistakes band directors make during rehearsals

School districts weigh pros, cons of later start times for high schools

Working memory in English language

# The American Dream; Slipping Away?

## Stark differences:

- Print resources
  - Differences in the amount and quality of print
- Adult supports
  - Parents in upper and middle class engage in the child-rearing strategy known as concerted cultivation- consciously developing children's use of language, reasoning skills, and negotiation abilities

- Working class and poor parents tend to practice- NOT NECESSARILY BY CHOICE- a more hands-off approach called natural growth- parents have less education and less time to spend to impress values that will give them an advantage in school

- Independent reading

## Consider:

- Un-level the playing field
- Strengthen parent involvement
- Engage students' minds



## Think Big, Bigger... and Smaller

When it comes to closing achievement gaps, big interventions are not always big enough, and small intervention can yield surprising results

# Students Without Homes

- 3.5 million homeless Americans- between 1.4 and 1.5 million- are children
- One in 50 U.S. children experience homelessness in any given year
- Identifying Homeless Students
  - McKinney-Vento Law
    - Children who lack "fixed, regular, and adequate" residence are considered homeless
    - Educators sometimes miss that the law's definition also includes "children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason."

- Depression
- Poor health, hygiene, and nutrition
- Chronic stress
- Avoid using the word homeless
- Homeless liaison

# Got Books?

- A new study suggests that increasing summer reading can help prevent low-income children from losing ground during vacation.
- many low-income students who make great strides during the school year see their gains slip away over the summer break.
- a long history of research has shown that summer reading setback is a primary source of the reading achievement gap. For example, both Hayes and Grether (1983) and, more recently, Alexander, Entwisle, and Olson (2007) reported that summer setback explains approximately 80 percent of the reading achievement gap between poor and nonpoor students at age 14.
- Students from low-income families are likely to have more restricted access to reading material at home than their more-advantaged peers do. Research found roughly 10 times greater access to reading material in higher-income neighborhoods than in lower-income neighborhoods in the same large urban center.

# What Can We Do?

- Rethink access to school book collections.
- Revisit the school budget to create programs similar to our experimental intervention, routinely sending students home for the summer with a collection of self-selected books.
- Acknowledge the role of popular culture in students' lives. Rather than denigrating series books or books that derive from movies or video games, build on this prior knowledge to create communities of readers who share, discuss, and swap favorite books.
- Identify local knowledge. Children and families in particular communities know a lot about some animals or habitats. For example, our informational books in Florida focused on alligators and swamps in one community and sharks and oceans in another, building on students' interests and background knowledge.

# Open Ended Question

**How do you ensure your students have access to ample reading material over the summer vacation?**

# Poll

## What percentage of children in the United States live in poverty?

- 44%
- 2%
- 22%
- 75%



# Teaching the 22 Percent

A Toolbox for effective teachers should include:

- A well-trained team who make the education of ALL students a priority.
- Like-minded teachers who model teamwork and harmony as realistic goals.
- Cohesiveness
- Ability to continually learn.

# Teachers Who Stare Down Poverty

Certain beliefs and practices are central in the lives of educators who help children of poverty turn their hopes for better lives into reality. These educators:

- Believe without reservation in the capacity of each student to succeed personally and academically.
- See richness in the lives, experiences, and cultures of youth they mentor.
- Connect on a level that conveys belief in a young person's worth.

- Make their faith in the young person visible by offering opportunities for new experiences to expand that child's sense of possibilities.
- Help the young person learn to set goals and take actions toward accomplishing them.
- Take a diagnostic/prescriptive approach to developing students' academic skills.
- Support students in learning to live comfortably in two worlds.
- Build networks that support both achieving and belonging.
- Sign on for the long haul.

# Tough Questions for Tough Times

In high-poverty schools, leaders can find the right answers to raising student achievement—when they start with the right questions from three interrelated domains.

1. building the necessary leadership capacity.
2. focusing the staff's everyday core work on student, professional, and system learning.
3. creating and fostering a safe, healthy, and supportive learning environment for all.

Some schools show that it's possible to reverse historic trends of underachievement, and also sustain their gains. They are able to do it by:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>➤ Staying focused on the priorities that guide their work when faced with budget constraints.</li><li>➤ Beginning with an individual or a small group of leaders committed to equity and the goal of successfully teaching every student.</li><li>➤ Using data based decision making with measurable goals and aggressive timelines for achieving them.</li><li>➤ Encouraging frequent parent-school communication.</li><li>➤ Believing in students' ability to meet high academic standards.</li><li>➤ Extending learning time for those who need it.</li></ul> | <ul style="list-style-type: none"><li>➤ Maintaining a high level of instructional program coherence.</li><li>➤ Establishing clear learning targets and helping students acquire assessment literacy.</li><li>➤ Making literacy skills a priority.</li><li>➤ Providing targeted interventions</li><li>➤ Emphasizing student safety.</li><li>➤ Understanding the influence of poverty on student learning.</li><li>➤ Fostering a bond between students and school</li><li>➤ Engaging parents, families, and the community.</li></ul> |
|--|--|

# Making a Difference Every Day

Teachers have a unique influence on how young people see their life possibilities. That influence is so powerful because for many students, that teacher becomes their mother, their father, their counselor, their nutritionist, and their life coach.

- Teachers can provide perspective by explaining that they too may have struggled to become successful.
- Help students understand fixed vs. growth mindset.

- Encourage activities like chess to develop critical thinking and problem-solving skills.
- Discipline with dignity.
- Model leadership.
- Make sure the students' basic needs are met.
- Convince each child that you believe in them.
- It is more important for your students to respect you than like you.
- Help your students understand that you are human and have feelings too.

# Reference

Scherer, Marge. On Poverty and Learning: Readings from Educational Leadership (EL Essentials) (Kindle Location 56). Association for Supervision & Curriculum Development. Kindle Edition.