



**Midwest Teachers Institute**  
Teachers Helping Teachers

[www.MidwestTeachersInstitute.org](http://www.MidwestTeachersInstitute.org)

***MTI 538-How Poverty Affects Students' Brains:  
Brain Research and Effective Strategies  
to Improve Academic Achievement and Life Readiness***

**Instructor Information:**

<b>Instructor Name:</b>	Rachel Burrell
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<b>Instructor Background:</b>	Ms. Burrell has an Master's Degree in Intercultural Studies and TESOL from Wheaton College. Ms. Burrell is a K-9 certified teacher with ESL & Special Education endorsements. She currently works in Illinois as a K-5 ESL teacher. In addition to working in her district as a teacher, she has also served in the role of instructional coach. Ms. Burrell has experience working with students of diverse backgrounds and is passionate about engaging students from poverty and narrowing the achievement gap.

**Course Information**

<b>Course Format (distance learning, online, webinar, experiential onsite courses):</b>	<b>Online Course</b> The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above.  Approximately 45 hours of instructional time is devoted to this course.  We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then <a href="#">Canvas 101</a> .
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	If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i> .
<b>Prerequisites</b>	All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. <b>All courses are for 3 graduate semester hours/credits. When you register, you may choose which of our accredited university partners you would like to receive your official transcript from.</b>
<b>Accrediting Partners</b>	For information about our accrediting partners, please visit our website at <a href="http://www.midwestteachersinstitute.org">www.midwestteachersinstitute.org</a> and click on partners to learn more about the choices available for you.
<b>Required Books and Materials</b>	<i>Teaching with Poverty in Mind: What Being Poor Does to Kids’ Brains and What Schools Can Do About It.</i> By Eric Jensen (2009). <b>This book is FREE and included with the registration fee.</b>
<p><b>Learning Outcomes/Competencies:</b> At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate poverty and how it affects students brains and their performance in school. InTASC 3</li> <li>2. Interpret what drives change at a school/district level and also on a student-brain level. InTASC 1,5</li> <li>3. Recommend effective strategies from those who have succeeded and ways to replicate those best practices in his/her own school. InTASC 1,2,9</li> <li>4. Engage the resources necessary to make change happen for students coming from poverty. InTASC 9,10</li> </ol>	
<p><b>Course Description:</b> In this course, teachers will learn how poverty hurts children, families, and communities and how schools can improve academic achievement and life readiness for students coming from poverty. Author Eric Jensen’s research demonstrates that chronic exposure to poverty can result in negative changes to the brain, but equally how this ability of the brain to change can result in success for economically disadvantaged students when given the right circumstances. Teachers will learn how to create a rich, balanced learning environment and strong teacher-student relationships that have the potential to change the trajectory of students’ lives for the better.</p>	
<p><b>Learning Strategies:</b> Group discussions, professional collaboration, personal reflection, individual assignments (applications, research projects and evaluation essays).</p>	
<p><b>Experiential Learning Opportunities:</b> Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.</p>	

**Format of the Course and Submitting Work**

This course has a total of 5 individual assessments/assignments. You are required to complete all of the pieces with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

<b>Assessments</b>		<b>Approximate contact hours for each assessment</b>
<b>Answer and Discuss-</b> Weekly Questions Posted By Instructor to Online Classroom at Canvas Forum. Questions Found On Canvas Classroom. One question per week for 5 weeks. 9 points per question.	45 points	6 hours
<b>Reflect and Respond</b> to 2 Posts Weekly (10 posts total) Made By Colleagues Online at Canvas Classroom Forum. 9 points per response.	90 points	9 hours
<b>Application Assignments#1 and #2</b> (45 points ea)	90 points	10 hours
<b>Research Project-</b> Due end of week # 4	100 points	10 hours
<b>Evaluation/Reflection Paper-</b> Due end of week #5	100 points	10 hours
<b>Total</b>	<b>425 points</b>	<b>45 hours</b>
<p><b>Grading Scale: A (90-100%); B (80-89%)</b>  <i>*Anything below a B will not receive graduate credit and result in a failing grade of F.</i></p> <p>If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.</p>		

<b>Answer and Discuss Rubric - 5 answers @ 9 points each total 45 points</b>			
<b>Category</b>	<b>Superior (3 pts)</b>	<b>Sufficient (2 pts)</b>	<b>Minimal(1pt)</b>
<b>Supporting Evidence in Practice</b> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Accuracy</b> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.

<b>Grammar and Spelling</b> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.
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**Reflect and Response Rubric- 10 responses @ 9 points each for 90 points**

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<b>Supporting Evidence in Practice</b> ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Accuracy</b> ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<b>Grammar and Spelling</b> ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

**Application Rubric- 2 assignments @ 45 points each**

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
<b>Supporting Evidence in Practice</b> ____/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Accuracy</b> ____/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<b>Grammar and Spelling</b> ____/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

**Project Rubric- 100 points**

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal ( 15-14pts)
<b>Understanding of web tool</b> ____/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
<b>Practical evidence</b> ____/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.

<b>Completion</b> ____/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
<b>Grammar and Spelling</b> ____/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
<b>Sequencing</b> ____/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

<b>Evaluation Rubric- 100 points</b>				
<b>Category</b>	<b>Superior (20-17 pts)</b>	<b>Sufficient (16-13 pts)</b>	<b>Minimal(12-9pts)</b>	<b>Below Standard (8 pts)</b>
<b>Supporting Evidence in Practice</b> ____/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
<b>Accuracy</b> ____/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
<b>Grammar and Spelling</b> ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
<b>Logical Sequencing</b> ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
<b>Reflection</b> ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

<b>Course Schedule</b>
<i>*All assignments must be completed the week assigned. In emergencies, please contact instructor.</i>
<b><u>Week 1 – Introduction to Course and LMS-Canvas Tutorial</u></b>
<ul style="list-style-type: none"> <li>● Syllabi/Assignment Review</li> <li>● Read Chapter 1 in your textbook.</li> </ul>

- Answer and Discussion Activity- Answer Week #1 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

### **Week 2 – How Poverty Affects Behavior and Academic Performance**

- Read Chapter 2 in your textbook.
- Answer and Discussion Activity- Answer Week #2 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

#### **Application #1- Due Sunday end of week #2 (45 points)**

In chapters 1&2, Jensen encourages deeper staff understanding of the effects of poverty (the “EACH” acronym). Create a PowerPoint/Slideshow that would build staff understanding of the effects of poverty. Address myths about students in poverty and share information about the brain-based physical effects of chronic poverty. Minimum 8-10 slides.

### **Week 3 –Embracing the Mind-Set of Change**

- Read Chapter 3.
- Answer and Discussion Activity- Answer Week #3 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

#### **Application #2- Due Sunday end of week #3 (45 points)**

Keeping in mind that student brains can be “changed for the better” by the school environment, evaluate your school’s environment for your students coming from poverty. What practices are or are not helping these students? What could be done to improve your school’s approach? Include brain-based research as well as Jensen’s recommendations in your response. Write a 2 to 3 page paper explaining. APA format.

### **Week 4 –Schoolwide Success Factors**

- Read Chapter 4 in your textbook.
- Answer and Discussion Activity- Answer Week #4 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

#### **Research Assignment- Due Sunday end of week #4 (100 points)**

After reading chapter 4, further research the concept of success in high-poverty schools by reading one or more of the following studies.

*High Performance in High Poverty Schools: 90/90/90 and Beyond* (Reeves, 2003)

*Inside the Black Box of High Performing High-Poverty Schools* (Kannapel & Clements, with Taylor & Hibpshman, 2005)

*Similar Students, Different Results: Why Do Some Schools Do Better? A Large Scale Survey of California Elementary Schools Serving Low-Income Students* (Williams et al., 2005)

After reading the chapter and studies, what success factors stood out to you most? Why are some schools successful with students coming from poverty and others not? Explain your thoughts on what should be done to raise awareness and make needed changes.

Write 3 to 5 pages, APA format. Cite all your work.

### **Week 5 –Classroom Level Success Factors & Instructional Light and Magic**

- Read Chapters 5 and 6 in your textbook.
- Answer and Discussion Activity- Answer Week #5 Instructor Posted Online Question by Tuesday.
- Reflect and Respond Activity- Post/Communicate 2 Responses Online To Your Colleagues Answers by Thursday.

### **Final Evaluation Assignment due by Sunday night end of week # 5 (100 points)**

In chapter 5, Jensen discusses five themes from his research that are “drivers of change.” He describes them as the SHARE factors.

S-Standards-Based Curriculum and Instruction  
H-Hope Building  
A-Arts, Athletics, and Advanced Placement  
R-Retooling of the Operating System  
E-Engaging Instruction

Explain how and why each of these factors is significant. Additionally, how could your classroom be transformed as was the example of Mr. Hawkins’s classroom? Which SHARE factors would you prioritize to implement first and how would you take those steps? Write 3 to 5 pages APA format. Cite your work.

## **End of Course Survey**

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#).

We appreciate your help and your commitment to the profession.

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## **Academic Honesty**

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Any academic dishonesty is grounds for dismissal. Any student judged to be engaged in cheating may receive a failing grade for the course, or any other penalty, which the instructor finds appropriate. Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the Student Code of Conduct.

**Acts of Dishonesty Include:**

- Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.
- Fabrication—intentional and unauthorized falsification or invention of information or citation in an academic exercise.
- Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.
- Plagiarism—the deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own without acknowledgement.

Unauthorized Collaboration—intentionally sharing information or working together in an academic exercise when the course instructor does not approve such actions.

## **ADA Statement**

The University abides by the Americans with Disability Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may affect your work in this class and for which you may require accommodations, please contact the Disability Resource Coordinator as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource Office.

The Disability Resource office will provide Extended Studies with documentation of the disability and any accommodations that are needed.

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**The ten INTASC STANDARDS are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.**

## **The InTASC Model Core Teaching Standards (April 2011)**



## **The Learner and Learning**

### **Standard #1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

### **Standard #2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

### **Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

## **Content Knowledge**

### **Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

### **Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

### **Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

### **Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

### **Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## **Professional Responsibility**

### **Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### **Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.