Course Number and Title: EDPD: 817 A “Children of Poverty: The Implications for Learning and Teaching”

Graduate Hours: 3 graduate credits

Location of Course: On-line learning environment for the South Carolina Department of Education Office of eLearning, currently using Moodle course management system located at http://scde.mrooms.org/ with username and password required for course access.

Facilitator: Ginger A. Baggette
Email: gbaggette@elearningscpd.com
Phone: 843-307-2290

Grading: Pass/Fail

Semester: Fall 2013

Dates and Times Course:
September 30, 2013 – November 18, 2013
Orientation Session: 2 hours
6 Weekly Sessions: 42 hours
Discussion Forum and responses: 14 hours
Blackboard Collaborate Meetings: 3 hours

Communication:
This is an online course. There will be no face-to-face meetings; however the facilitator will communicate with her students in various ways such as email, Blackboard Collaborate, and other audio and electronic communication. The facilitator will be available online daily from 7 PM – 10 PM to communicate with students. Facilitators will use the following communication guide to make sure all students have a positive experience with the course. The communication below will serve as a bridge between the teacher and participant.

1. Contact each participant at the beginning of the course:
   a. Send out a welcome email with a welcome letter with contact information for the facilitator listed in the welcome letter and email.
   b. All contact information for the facilitator will be listed.

2. Send out weekly email reminders about work progress and work due. The facilitator will contact a participant if they miss one week’s worth of work and offer to assist with catching up.
3. Host 3 Blackboard Collaborate meetings during the course (one every other week). Participants are expected to attend. In the event a participant cannot attend, the meetings will be recorded with a "keyword" at the end of each presentation. All participants, in attendance or listening to a recording, will enter the “keyword” into an electronic quiz for credit.

4. Communication outside of the course (email, phone) will be documented within a spreadsheet for communication tracking purposes. This spreadsheet can be turned in with the grade-book at the end of the semester.

Text/Materials:
All materials in this course are the property of the South Carolina Department of Education Office of eLearning SC PD. All course materials found within the workshop are available online.

Grading:
Pass/Fail *** As per the College of Charleston Graduate Catalog a pass/fail course carries zero (0) credits and thus cannot be converted to a letter grade.

Purpose of the Course and Expected Participation Outcomes:
This workshop will enable participants to recognize when they are teaching a child who is coming from a home of poverty. This course will contemplate not only the learning of children of poverty (low or no income), but also the best practices that should be used to motivate them to learn.

Course Description:
Poverty is an issue that more and more of our children are dealing with on a daily basis and an issue that our nation must currently address. What are the implications for learning and teaching when it comes to children raised in poverty stricken homes? This course will contemplate not only the learning of children of poverty (low or no income), but also the best practices that should be used to motivate them to learn. Resources and activities to inform and “reform” more developmentally appropriate teaching instruction will be offered to participants. This workshop will enable participants to recognize when they are teaching a child who is coming from a home of poverty. This course relates to the C of C conceptual framework and theme of making the teaching and learning connection by participants becoming familiar with what poverty is, and how this may affect a child in school. By the end of the workshop, participants will be able to classify students according to the poverty they may be experiencing, identify and compare the outcomes of poverty on children as seen in the classroom, interpret the implications that poverty has on teacher/ parent/ student relationships, identify ways in which motivation can be instilled in children of poverty, implement curriculum adaptations for children of poverty (including the effective use of technology), and execute teaching that puts in practice effective and efficient methods for teaching children of poverty.

Goals/Standards/Objectives: All goals and objectives are correlated to the C of C Teaching and Learning Standards and the National Educational Technology Standards and Performance Indicators for Teachers. www.cofc.edu/~pdie www.iste.org
This course will enable participants to:

- Identify and understand what it means to be in poverty (EHHP VII) (ISTE 1, 5).
- Use brain-based research to determine the effects that poverty may have on a child’s learning (EHHP I, II) (ISTE 1, 5).
- Classify students according to the level of poverty experienced (EHHP VII) (ISTE 1, 5).
- Identify and compare the outcomes of poverty on children as seen in the classroom (EHHP I) (ISTE 1, 5).
- Interpret the implications that poverty has on teacher/parent/student relationships (EHHP V) (ISTE 1, 5).
- Identify ways in which motivation can be instilled in children of poverty (EHHP III) (ISTE 1, 2, 3, 4, 5).
- Implement curriculum adaptations for children of poverty (including the effective use of technology) (EHHP II, III) (ISTE 2, 3, 4).
- Execute teaching that puts in practice effective and efficient methods for teaching children of poverty (EHHP VI) (ISTE 1, 2, 3, 4, 5).

**In-Class Course Activities:**
This course is divided into seven, one-week sessions (one Orientation session, six content sessions with last session including the Course Wrap-Up) which each include readings, activities, and an online discussion among course participants.

The outline for the course is as follows:
- **Orientation Session**
- **Session One:** Poverty and Children: What the Research Says
- **Session Two:** Being “At-Risk,” Addressing Diversity, and the Involvement of Parents
- **Session Three:** The Achievement Gap, The Lack of Readiness, and Student Motivation to Learn
- **Session Four:** The Implications for Curricular Adaptations
- **Session Five:** Embracing Technology in Impoverished Areas
- **Session Six:** Classroom Implementation/ Final Project/ Course Wrap-Up Session

**Out of Class:**
Course participants are expected to complete weekly assignments, including active participation in the online discussion board. In addition, participants will develop and share their ideas to incorporate tools and strategies presented in the course into their own curricula.

**Assessment and Grading:**
The Discussion Forum and the Grade Book feature accessed by the user within the course will serve as the participant’s portfolio and provide assessment feedback. Participants will be assessed throughout this course by the assignments submitted to the facilitator via the assignments and Discussion Forums. The Grade Book will be used to provide participants with weekly assessment of assignments and discussion.

These are the criteria to be used for evaluating successful participation in and completion of this course for 3 hours of graduate credit. Participants are required to complete readings, activities, and a discussion assignment for each session.
<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>60pts</td>
</tr>
<tr>
<td>Pretest</td>
<td>10pts</td>
</tr>
<tr>
<td>Discussions – Original Thread and Response Thread</td>
<td>7x30=  210pts</td>
</tr>
<tr>
<td>Session Quizzes</td>
<td>6x10=60pts</td>
</tr>
<tr>
<td>Blackboard Collaborative Attendance</td>
<td>3x20=60pts</td>
</tr>
<tr>
<td>Final Project</td>
<td>120pts</td>
</tr>
<tr>
<td>Posttest</td>
<td>60pts</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>20pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600pts</strong></td>
</tr>
</tbody>
</table>

*Pass: 444 points or higher    *Fail: 443 points or lower

**Ongoing Support** is provided online within a guided discussion forum used to discuss and share strategies, challenges, and resources.

**Discussion Forum Participation:**
Participants will be evaluated on the frequency and quality of their discussion board participation. Participants are required to post a minimum of three substantial postings each session, including one that begins a new thread and two that respond to an existing thread. Postings that begin new threads will be reviewed based on their relevance, demonstrated understanding of course concepts, examples cited, and overall quality. Postings that respond to other participants will be evaluated on relevance, degree to which they extend the discussion, and tone.

**Attendance:**
- Attendance will be determined by completion of weekly online assignments.
- Assignment due dates are midnight of the last date of each session.
- Office of e Learning’s Learning Management System’s time stamp given within the Assignment Attachments and the Discussion Forum will determine if the assignments were completed on time.
- Late assignments will not be accepted without prior arrangement with facilitator.
- An assignment calendar and rubrics for participant use can be viewed online or downloaded via the Syllabus link, after the course facilitator has given registered participants login information for the online course.

**Professionalism and Ethics:**
As a member of the professional development community, participants are expected to evidence a high standard of personal conduct, respect and honorable professional characteristics in the presentation of their course assignments and interaction with class peers.

**Disability Statement:**
If there are participants in this class who have a documented disability that allows him/her to receive accommodations they are asked to please speak privately with the course instructor.
Auditing Statement:
Some students may have elected to audit this course. If you have selected to audit, no official record will appear that you have audited the course at the College of Charleston. Additionally you may not be added to the class roll after the class has been in session for more than two (2) weeks.

Coursework

Orientation Session:
Orientation is an important part of your course. Please complete the following areas to ensure successful completion:

1. Complete the Orientation course. Make sure that you upload your orientation completion certificate in the orientation assignment block.
2. Watch the following video Poverty in the Classroom to begin thinking about how poverty impacts our children. This inspirational video will get you thinking!
3. Post an original thread and at least two responses to two other participant’s threads to push the learning forward.
4. Complete Pretest

Session One: Poverty and Children: What the Research Says

Readings

1. Ruby Payne is a speaker and writer who is well known for her views on children of poverty and the effects of poverty in schools. While she was instrumental in bringing the issue of poverty in schools into the public's eye, many educators do not agree with her stereotypes of "poverty." Read the article Poverty and Payne: Supporting Teachers to Work with Children of Poverty: Preparing Teachers to Support Students Who Live in Poverty Begins by Helping Teachers Understand How Their Own Values and Experiences Might Differ from Their Students'. What do you think about this?
2. In the on-line book Overlooked Gems, read the third article in Section III titled Poverty, Diversity, and Promise. This article, written by Margie K. Kitano, discusses children coming from multicultural, impoverished backgrounds who show great academic promise.

Activities

1. Watch the Frontline video entitled, Poor Kids. This is a 4 part video capturing the expansive effects of poverty on children and their learning. This unique video gives the participant insight into poverty from a child’s eyes.
2. Make sure to participate in our first Blackboard Collaborate meeting on TIME TO BE DETERMINED. The purpose of this meeting is to communicate about any issues concerning the course content, or navigating through Moodle. If you have specific questions, it would be beneficial to e-mail them to the
facilitator ahead of time so that she can be prepared to best help you. The facilitator will send you an e-mail with the link to follow, along with directions for logging in and participating in the real-time meeting. You will need a computer with speakers, and a microphone to participate in the verbal chat. You can also participate non-verbally through the IM chat box.

3. Post an original thread and at least two responses to two other participant’s threads to push the learning forward.

4. Complete the Session 1 quiz.

Additional/Optional Material:
- Study: More SC Kids Living in Poverty
- The Effects of Poverty on the Brain
- Responding to the Needs of AtRisk Students in Poverty

Session Two: Being “At-Risk,” Addressing Diversity, and the Involvement of Parents

Readings
1. From the article, The Effects of Poverty on Teaching and Learning, read the following sections:
   - The Concept of Being At-Risk
   - Challenge: Diversity
   - Challenge: Relationships with and Involvement of Parents and Families

2. Student's diversity in the classroom can be viewed in two ways; as a challenge to overcome, or as an asset. Diversity, is viewed as an asset by the optimistic teacher. Diversity in levels of poverty itself is an issue that must be addressed. Read the article Empty Tissue Boxes: Considering Poverty in Diversity Discourse. Is it important to consider a background of poverty as a type of diversity in and of itself?

Activities
1. Watch the video What is a Family-School Partnership Supposed to Look Like? from the Achievement Gap Initiative at Harvard University. In the video, by Karen Mapp “provides examples of parent engagement and partnerships that exist within schools with AYP scores ranging from below basic, to basic, proficient, and advanced. She identifies the core beliefs of each of the school environments. She details the value of joining families, communities, and schools together to build trusting and respectful relationships among school staff, community members, students and families.”

2. Post an original thread and at least two responses to two other participant’s threads to push the learning forward.

3. Begin on your Final Project Lesson Plan Template this week. Complete the following sections:
Session Three: The Achievement Gap, the Lack of Readiness, and Student Motivation to Learn

Readings
1. Read the following sections from The Effects of Poverty on Teaching and Learning:
   - Challenge: The Achievement Gap
   - Challenge: Student Motivation to Learn
   - Challenge: Lack of Readiness to Learn
2. In today's world of "No Child Left Behind," all educators struggle to close the achievement gap in schools across the country. But, just what gap are we trying to "close"? Read the article Which Achievement Gap? and try to determine which your school deals with most closely.

Activities
1. How is the achievement gap impacted by poverty. In the following short videos, explore causes and solutions.
   - Watch the video, Achievement Gap Between Rich and Poor Grows.
   - Watch the video Standing Up to Poverty: Kindergarten Readiness. This is a “video from NElovesPS about how children in poverty are at a distinct disadvantage when coming into school, and what Nebraska teachers are doing to rectify the problem.”
   - Watch the video Chicago Takes Early Aim at “Achievement Gap” in Schools. Here, “Education correspondent John Merrow reports on a Chicago program that targets high-risk, low-income students before they begin falling behind in school.”
2. Make sure to participate in our second Blackboard Collaborate meeting on TIME TO BE DETERMINED. The purpose of this meeting is to discuss
course readings and activities of interest, and to begin talking about the final project lesson plan. If you have specific questions, it would be beneficial to e-mail them to the facilitator ahead of time so that she can be prepared to best help you. The facilitator will send you an e-mail with the link to follow, along with directions for logging in and participating in the real-time meeting. You will need a computer with speakers, and a microphone to participate in the verbal chat. You can also participate non-verbally through the IM chat box.

3. Post an original thread and at least two responses to two other participant’s threads to push the learning forward.

4. Go to the ISTE’s website (the International Society for Technology in Education). From here, you can download the student standards, teacher standards, and administrator standards (all in PDF format). Please print and review these standards, as you will be required to implement them within your lesson plan. Remember that technology is constantly changing, and it is essential for educators to implement new technologies into their classrooms.

5. Continue to work on your Final Project Lesson Plan Template this week. Complete the following sections:
   - Goals
   - Standards (make sure to list both academic and technology standards)
Upload your work-in-progress to the Final Lesson Plan Template Addition 1 Assignment Box.

6. Complete the Session 3 quiz.

Additional/Optional Material:
- Examining the Culture of Poverty: Promising Practices
- Parent Involvement, Cultural Capital, and the Achievement Gap Among Elementary School Children
- Parent, Family, Community Involvement in Education

Session Four: The Implications for Curricular Adaptations

Readings
1. This week, we will begin by reading an article entitled A Childhood in Poverty Informs her Teaching. In this article, a young woman who was raised in severe poverty tells how coming from that background has affected the way in which she teaches her students.

2. Next, read how one school district in a high poverty area is preparing there pre-service teachers to teach children of poverty in the article Preparing Teachers for Children in Poverty: The Nashville District Picks up the Mantle for Qualified Instruction in High-Needs Schools.

3. Read Startling Secrets of High Achieving Schools with High Poverty Students. This article provides excellent background on curricular modifications for children in poverty.
4. Finally, read the last section of the article you printed, *The Effects of Poverty on Teaching and Learning*, titled *Implications for Curricular Adaptations*. While reading this section, think about if you in your classroom, your school, and your district as a whole makes any/all of these adaptations.

**Activities**

1. Watch the following short videos aimed at addressing poverty gaps in the classroom.
   - Watch a segment from the video *Teach Me Different! Prizing Diversity* with Sally L. Smith. There are other videos listed in this site if you are interested in browsing. A new video on YouTube has put the "haves" and "have nots" in perspective.
   - Watch the video *Community Schools: Reducing the Risks of Poverty*. Here, "TVOParents visited the newly opened Dr. J. Edgar Davey Elementary School in downtown Hamilton. The school is one of the highest needs schools in the Hamilton-Wentworth District School Board (HWDSB), and is a hub for the Beasley neighborhood."

2. Post an original thread and at least two responses to two other participant’s threads to push the learning forward.

3. Continue to work on your Final Project Lesson Plan Template this week. Complete the following sections:
   - Materials
   - Student Activities and Teacher Activities
   Upload your work-in-progress to the Final Lesson Plan Template Addition 2 Assignment Box.

4. Complete the Session 4 quiz.

**Additional/Optional Material:**

- *How One School is Fighting Poverty*
- *How Poverty Effects Classroom Engagement*
- *Chapter 1. Educating Everybody's Children: We Know What Works—And What Doesn't*

**Session Five: Embracing Technology in Impoverished Areas**

**Readings**

1. In the article *Instructional Approaches Used to Integrate Literacy and Technology*, a 3 year study is conducted to determine the effects of using technology with emergent readers in an area with nearly 50% of the children at or below the national poverty line.

2. Read the article *Taking Computers Out of the Corner: Making Technology Work in the Classroom*. This article is found on the IRA’s (International Reading Association) on-line electronic journal. It discusses how the use of
technology in the classroom has expanded in recent years, and also gives some "downsides."

3. Read the article Using Web 2.0 to Counter the "Pedagogy of Poverty". Think about the statement made that in traditional schools of poverty, teachers focus more on "practice and review activities rather than with opportunities that require higher-order thinking and problem solving". Think: "Is this true in my classroom?"

**Activities**

1. Watch the following videos:
   - Watch the video Teaching Through Technology Number Forty-Seven: Assistive Technology at Elementary School, Assistive Technology at Middle School, Assistive Technology at High School. This is a Discovery Education video, so you will need your username and password to view it (facilitator will provide). At this relatively new school, teachers and staff have formed an assistive technology team to compile technology that can help students to reach their full potential, regardless of previous experience with technology or learning difficulties.
   - 21st Century School-in-a-Box for the Developing World: Jim Teicher at TEDxTeachersCollege. The cofounder and CEO of CyberSmart Education “provides examples of how innovative technology can be used to transform education in communities that face significant barriers in access to technological resources and even electricity.”

2. Make sure to participate in our third, and final, Blackboard Collaborate meeting on TIME TO BE DETERMINED The purpose of this meeting is to review several case studies, and to make sure that everyone is comfortable working on their final project lesson plan. If you have specific questions, it would be beneficial to e-mail them to the facilitator ahead of time so that she can be prepared to best help you. The facilitator will send you an e-mail with the link to follow, along with directions for logging in and participating in the real-time meeting. You will need a computer with speakers, and a microphone to participate in the verbal chat. You can also participate non-verbally through the IM chat box.

3. Post an original thread and at least two responses to two other participant’s threads to push the learning forward.

4. Continue to work on your Final Project Lesson Plan Template this week. Complete the Assessment Section. Upload your work-in-progress to the Final Lesson Plan Template Peer Forum for review. While there, review two other participant’s plans and provide feedback.

5. Complete the Session 5 quiz.

**Additional/Optional Material:**

- Based on the technology at your school, select one of the following sites to explore:
1. SMARTBOARD: http://education.smarttech.com/ste/en-us/. This is the home site for the manufacturers of the Smart Board. This is a white board/ projection screen kit that enables students to actively engage in learning. If you are already familiar with this product, and have the programs loaded onto your home or school computer, you can browse through their free lessons to see if there are any you might be able to utilize.

2. PROMETHEAN: http://www.prometheanworld.com/. This is the home site for another manufacturer of interactive white boards. If you are already familiar with this product, and have the programs loaded onto your home or school computer, you can browse through their free lessons to see if there are any you might be able to utilize.

- Evaluating the Effectiveness of Technology in Our Schools
- Top 10 Reasons to Use Technology in Education: iPad, Tablet, Computer, Listening Centers
- Technology in the Classroom - Advancing Student Learning in Boise Schools
- Information Technology Making a Difference in Children’s Lives: An Issue Brief for Leaders for Children

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### Session Six: Classroom Implementation/ Final Project

#### Readings

1. In the article The Effects of Poverty on Teaching and Learning, read the section titled Brain-Based Research, Learning and Poverty. Pay special attention to the author's stand on creating a classroom environment in which students feel safe and loved.

2. This article about best practices in the classroom, called Classroom Practices, gives an overview of the Highscope curriculum, but all of the elements have been proven to increase success with children of poverty.


#### Activities

1. Post an original thread and at least two responses to two other participant’s threads to push the learning forward.

2. Complete your lesson plan template and submit it for your final course project. Make sure that you address diversity, motivate students, integrate technology, and demonstrate that you are using best practices when educating children of poverty. Reflect on and implement both peer and facilitator feedback. After you have completed your Lesson Plan, upload it to the Final Project Lesson Plan Assignment Box.

3. Complete the Course Post Test.

4. Complete the course survey.
**Additional/Optional Material:**

- [7 Skills Students Need for their Future](#)
- [Educating Students Who Live In Poverty](#)
- [Everything You Wanted to Know About Kids and Poverty](#) (resource)
- [Sugata Mitra: The child-driven education](#)

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**Final Project Lesson Plan Template**  
**Children of Poverty: The Implications of Teaching and Learning**

<table>
<thead>
<tr>
<th>Participant:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The participant is a: (teacher, administrator, work at home, etc.)</td>
</tr>
</tbody>
</table>

**Directions**

For your final project in this workshop, you will create a lesson plan for your students. This workshop has introduced you to the issues surrounding teaching children in high poverty areas, and given you strategies to use and consider when teaching and planning. This template is meant to help you organize your thoughts as you add to it throughout the course. Make sure that you consider best practices for teaching according to the research, the integration of technology, how to motivate students, and appropriate assessment.

**Lesson Title:**

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>Time Allotted:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
Lesson Overview  
Write a summary of the lesson plan. |

**Goals**

What are the goals or objectives for this lesson? What should the students be able to do at the conclusion of the lesson?

**Standards**

List the South Carolina State Standards and the NETS Standards (ISTE) that this lesson directly addresses.
### Materials

What software (technology) and other materials are needed for this lesson? If the software you are using was not explored in the "Children of Poverty: The Implications for Teaching and Learning" workshop, then please describe how it works.

### Activities

On the left, please list all activities and/or preparations that the teacher will need to make. On the right, please list the student activities.

<table>
<thead>
<tr>
<th>Teacher Activities</th>
<th>Student Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Assessment

Include how you will assess students’ work on this lesson. If you are using a rubric for assessment, please include it below the template chart. Otherwise, list the forms of assessment that you will use (i.e. teacher observation, class-work activity sheet, group-work activity sheet, etc.).

### Notes

Add any notes here that you would like the facilitator to consider while looking at the lesson plan.

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**Final Project Lesson Plan Rubric**

**Participant:**

In the top rubric are the points awarded for completion of the parts of the lesson plan template. In the bottom portion of the rubric are the points possible for applying course knowledge to plan an effective lesson for children of poverty. The total points from each rubric are added together for a possible total point value of 120 points.

<table>
<thead>
<tr>
<th>Lesson Component</th>
<th>Description</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Each section is awarded all possible points, or no points.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>The lesson’s title is descriptive and the topic is evident.</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>The content is appropriate for the grade level and meets grade level standards.</td>
<td>2</td>
</tr>
<tr>
<td>Time Allotted</td>
<td>The time allotted for the lesson is adequate.</td>
<td>2</td>
</tr>
<tr>
<td>Overview</td>
<td>The lesson overview gives a brief summary of the plan and content addressed.</td>
<td>6</td>
</tr>
<tr>
<td>Goals</td>
<td>The goals for the lesson are clear, concise, and match the lesson content.</td>
<td>6</td>
</tr>
<tr>
<td>Standards</td>
<td>The standards listed are SC state standards, or NETS standards, and are evident throughout the lesson.</td>
<td>6</td>
</tr>
<tr>
<td>Materials</td>
<td>All materials needed for the lesson are listed, and any technology or software not discussed in the workshop is explained.</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Activities</td>
<td>Activities that will be completed by the teacher are complete, organized, written clearly and are easy to understand.</td>
<td>5</td>
</tr>
<tr>
<td>Student Activities</td>
<td>Activities that will be completed by the student are complete, organized, written clearly and are easy to understand.</td>
<td>5</td>
</tr>
</tbody>
</table>
The assessment planned for the lesson is appropriate for the indicated grade level, and is an appropriate assessment for the lesson activities. If a rubric is used, it is included with the lesson template.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>12</td>
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</table>

<table>
<thead>
<tr>
<th>Application of Course Knowledge</th>
<th>Description</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrates the use of Best Practices</strong></td>
<td>The participants overall plan demonstrates outstanding knowledge of course content as related to using best practices with children of poverty.</td>
<td>24 points</td>
</tr>
<tr>
<td></td>
<td>The participants overall plan demonstrates adequate knowledge of course content as related to using best practices with children of poverty.</td>
<td>15 points</td>
</tr>
<tr>
<td></td>
<td>The participants overall plan does not demonstrate knowledge of course content as related to using best practices with children of poverty.</td>
<td>5 points</td>
</tr>
<tr>
<td><strong>Demonstrates the Integration of Technology</strong></td>
<td>The participants overall plan demonstrates well-organized and highly meaningful integration of technology.</td>
<td>24 points</td>
</tr>
<tr>
<td></td>
<td>The participants overall plan demonstrates organized and somewhat meaningful integration of technology.</td>
<td>15 points</td>
</tr>
<tr>
<td></td>
<td>The participants overall plan does not demonstrate organized and meaningful integration of technology.</td>
<td>5 points</td>
</tr>
<tr>
<td><strong>Demonstrates Techniques to Motivate Students</strong></td>
<td>The participants overall plan demonstrates at least 3 different ways to motivate children of poverty.</td>
<td>24 points</td>
</tr>
<tr>
<td></td>
<td>The participants overall plan uses 2 different ways to motivate children of poverty.</td>
<td>15 points</td>
</tr>
<tr>
<td></td>
<td>The participants overall plan does not demonstrate knowledge of motivating children of poverty.</td>
<td>5 points</td>
</tr>
</tbody>
</table>

**Total Points Earned:**

<p>| | | |</p>
<table>
<thead>
<tr>
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## Attendance and Participation Rubric

**Participant:**

Participants are expected to contribute to and attend each weekly course session. This is demonstrated through the completion of course activities, readings, and posting to the discussion forum. The final project must also be turned in promptly. Points awarded for the completion of the End-of-Course Survey in Moodle, and the Final Course Project are either all or none (participants either earn 5 points or no points).

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Points Available</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Activities</strong></td>
<td>2 points Per Session</td>
<td>1 points Per Session</td>
</tr>
<tr>
<td></td>
<td>2 x 6 - 12</td>
<td></td>
</tr>
<tr>
<td>The participant actively participated in each of the six course sessions.</td>
<td>The participant actively participated in 3 or 4 of the six course sessions.</td>
<td>The participant actively participated in 1 or 2 of the six course sessions.</td>
</tr>
<tr>
<td><strong>End-of-Course Survey</strong></td>
<td>The participant completed the end-of-course survey provided through ERO.</td>
<td></td>
</tr>
<tr>
<td><strong>Final Course Project</strong></td>
<td>The participant completed and posted the final course project by the specified due date.</td>
<td></td>
</tr>
</tbody>
</table>

Total Points:
Discussion Forum Rubrics
Includes Original Thread and Response to Original Thread

Participant: Session Week:

Participants are required to post a minimum of 3 postings during each course session. The postings must include one original thread, and two threads that respond to an existing thread created by another participant. Original thread postings will be reviewed based on their relevance, demonstrated understanding of course concepts, examples cited, and overall quality. Response postings will be evaluated on relevance, the degree to which they extend the discussion, and positive tone.

Rubric for an Original Thread

7 x 10 = 70

<table>
<thead>
<tr>
<th>Dimension</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Professionalism</td>
<td>The participants thread was posted by Wednesday of the session week.</td>
<td>The participants thread was posted by Thursday of the session week.</td>
</tr>
<tr>
<td>Relevance</td>
<td>The participants thread directly responded to the questions or directions specified in the assignment.</td>
<td>The participants thread partially responded to the questions or directions specified in the assignment.</td>
</tr>
<tr>
<td>Understanding</td>
<td>The participants thread directly showed evidence that he/ she read and understood</td>
<td>The participants thread partially showed evidence that he/ she read and understood</td>
</tr>
</tbody>
</table>
understood the assigned reading selections. | understood the assigned reading selections. | the assigned reading selections.
---|---|---
### Examples
- The participants thread included more than 3, examples and/or specific ideas in regards to the topic listed.
- The participants thread included 2 or less, examples and/or specific ideas in regards to the topic listed.
- The participants thread included 1 or less examples and/or specific ideas in regards to the topic listed.

### Quality
- The participants thread demonstrates outstanding professional depth and quality.
- The participants thread demonstrates adequate professional depth and quality.
- The participants thread did not demonstrate professional depth and quality.

<table>
<thead>
<tr>
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<th>Points Available</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>The participant’s response was specific to the concepts discussed in original message.</td>
<td>0</td>
</tr>
<tr>
<td>Relevance to Session Material</td>
<td>The participant’s response connected to session work.</td>
<td></td>
</tr>
<tr>
<td>Extension of Discussion</td>
<td>The participant’s response</td>
<td></td>
</tr>
</tbody>
</table>
extended the discussion by introducing a new idea or adding to the idea introduced in the original message.

**Tone and Professionalism**
The participant’s response was positive in tone and professional in nature.

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**Blackboard Collaborate Attendance Rubric**

**Participant:**

Participants are expected to attend (either live-time or by listening to the recording and e-mailing the facilitator the keyword at the end of the meeting) 3 Blackboard Collaborate meetings throughout the course. After each meeting, the participant is expected to reflect on the meeting via a journal on Moodle. Each Blackboard Collaborate meeting will be held on Thursday of the designated session week, and the reflection is due no later than 7 days after the meeting (the following Thursday).

**3 x 20 – 60 points**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Points Available</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>20 points</strong></td>
<td><strong>10 points</strong></td>
<td><strong>0 point</strong></td>
</tr>
</tbody>
</table>

| Attendance | The participant attended the Blackboard Collaborate meeting and participated | The participant attended the meeting but did not add to the conversation. | The participant did not attend the session. |
Rubric for Orientation Course

(60 total possible points)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Points Available</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started</td>
<td>The participant will read information concerning best practices for taking online courses, will read information about managing their time while they take an online course, and will complete a quiz about what it means to take an online course.</td>
<td>3</td>
</tr>
<tr>
<td>eLearningSC Policy and Procedures</td>
<td>The participant will read eLearningSC PD’s Policy and Procedures document and will agree to terms.</td>
<td>3</td>
</tr>
<tr>
<td>eLearningSC PD Websites</td>
<td>The participant will review websites that are vital in successful completion on an eLearningSC PD’s online course. Participants will also complete an online quiz about websites.</td>
<td>2</td>
</tr>
<tr>
<td>Completing Assignments</td>
<td>Participants will review information on how to successfully upload assignments. Participants will review videos and will complete How to Complete Assignments quiz.</td>
<td>3</td>
</tr>
<tr>
<td>Checking Your</td>
<td>Participants will read about</td>
<td>2</td>
</tr>
<tr>
<td><strong>Progress</strong></td>
<td>how to find their grades.</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Integrity</strong></td>
<td>Participants will read eLearningSC PD’s Academic Integrity Policy and agree with policy.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Acceptable Use Policy</strong></td>
<td>Participants will read and agree to policy.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Communication and Netiquette</strong></td>
<td>Participants will read about best practices in communication and netiquette in an online environment. Participants will take a quiz on information.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Technical Requirements</strong></td>
<td>Participants will read the technical requirement guidelines and agree to terms.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Online Meeting</strong></td>
<td>Participants will review information on how to attend BB Collaborate meetings.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Official Documents and Transcripts</strong></td>
<td>Participants will review the procedures on how to obtain official documents and transcripts</td>
<td>3</td>
</tr>
<tr>
<td><strong>Get Your Certificate</strong></td>
<td>Participants will receive a certificate when they complete the course. Participants must upload their certificate in the Orientation Session Block of each course they take.</td>
<td>11</td>
</tr>
<tr>
<td><strong>Discussion Forum</strong></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

| **Total Orientation Course Points** | 20 |