m1 DEPARTMENT OF EDUCATION

Jacob Javits Grant: Project North Star Module One

Professional Learning Module One: The Effects of Rural Poverty

Introduction

Rural poverty is on the rise in this country. Families are increasingly facing challenges in their lives that place them in emotional, health, and economic distress. The life conditions of the family impact children. There is evidence that the impact of poverty does short change students in terms of preparation, resources, and readiness for school success (Jensen, 2013). The ongoing stress of poverty damages student confidence which impacts academic achievement. However, poverty is not necessarily a life sentence. Although inter- generational poverty is a persistent problem, effective education can break the cycle. Effective teaching and learning means knowing and understanding how students impacted by rural poverty are different and thus, how their academic, psychosocial, and career needs are unique. This module focuses on the importance of understanding the impact of rural poverty on students and the resulting academic and socio-emotional needs.

Rationale

Rural students impacted by poverty possess unique learning and psychosocial characteristics that make them unique learners. Associated with these traits or characteristics, related learning and psychosocial needs exist. Understanding these needs enhances educators' ability to support all students' continuous progress and healthy personal development. In order to facilitate this process, developing learner profiles can guide the appropriate differentiation of curriculum and instruction for students when necessitated.

Professional Learning Goal

Educators recognize the unique student learning and psychosocial characteristics and needs associated with living in rural areas and impacted by poverty.

Learning Objectives

1. Educators create meaningful and challenging learning activities addressing students' unique characteristics and needs.
2. Educators make students aware of their preferred approaches to learning and expand their repertoire.

Module Sessions

1. Introductory Warm-Up
2. Understanding the Effects of Rural Poverty on Students

3. Developing Student Learning Profiles
4. Interpreting Student Learning Profiles
5. Final Reflection

Required Resources

Directions: Place participants at tables (round preferred) in preparation for small group activities.

Part	Module Materials
1	Viewable copy of Jefferson's Quote (project on screen, chart paper, one copy per table)
2	Read-A-Loud Book (see list in Appendix A)
3	Copies of student profile Instruments (see Appendix B)
4	Copies of completed instruments for local elementary, middle, and high school students Viewable copy of Student Data Analysis Form (see Appendix C)
5	Viewable copy of the Carol Tomlinson quote (project on screen, chart paper, one copy per table).

Part One: Introductory Warm-Up (5 minutes)

1. Present the quote to the participants and ask them to discuss what it means in small groups.

> *"There's nothing so unequal as the equal treatment of unequal people."*
> *(T. Jefferson paraphrasing Aristotle)*

2. Have small groups share the highlights of their discussion with the entire group.

Part Two: Understanding the Effects of Rural Poverty on Students (60 minutes)

1. Present the **definition of rural poverty** to the participants (project, post chart paper, share copies on tables).

Rural poverty occurs in nonmetropolitan areas with populations below 50,000. In rural areas, there are more single-guardian households, and families often have less access to services, support for disabilities, and quality education opportunities. The rural poverty rate is growing and has exceeded the urban rate every year since data collection began in the 1960s (Jensen, 2013).

Source: http://www.ascd.org/publications/books/109074/chapters/Understanding-the-Nature-of- Poverty.aspx

2. Share 10 Facts About How Poverty Impacts Education

The student impacted by poverty:

    a. Is disadvantaged before birth
    b. Experiences less verbal exposure
    c. Possesses a poor sense of agency (sense of control of one's thoughts and actions)
    d. Possesses low executive function (a set of mental skills that help one get things done)
    e. Lives in a demanding environment
    f. Are unique, thus comparisons among students are misleading
    g. Are increasingly likely to drop out of high school
    h. Require targeted interventions to combat the effects of poverty
    i. Brain plasticity works both ways, thus, cognitive deficits can be caught up
    j. Smart design education considers the deficits in cognition while improving executive functions

Source: https://www.scilearn.com/blog/ten-facts-about-how-poverty-impacts-education

3. Show one or more videos that introduces the effects of poverty on schools, and in particular, on student achievement.

    a. The Effects of Poverty on Education
       Source: (https://youtu.be/-D5Vvdv8Q1s)
    b. Poverty and Student Achievement
       Source: (https://youtu.be/NyMOj2YEFFE)

4. Explain the primary effects of poverty on school-age children

The four primary risk factors afflicting families living in poverty are:

    a. Emotional and social challenges.
    b. Acute and chronic stressors.
    c. Cognitive lags.
    d. Health and safety issues.

Source: http://www.ascd.org/publications/books/109074/chapters/Understanding-the-Nature-of-Poverty.aspx

5. Present the effects of rural poverty on students (Jensen, 2013)

    a. Health and Nutrition
    b. Vocabulary
    c. Hope
    d. Growth Mindset
    e. Cognition
    f. Relationships
    g. Distress

Source: Educational Leadership, *How-Poverty- Affects-Classroom-Engagement,* Faces of Poverty, May 2013, Volume 0, Number 8.

6. Choose a book that represents your local community from the book list provided in Appendix A. Look for theme, characters, or setting that identifies with your community.
7. Read the book aloud to the participants.
8. Use the following questions to guide small-group discussion about the book read aloud.

      a. Which evidence of poverty exists in the story (words & pictures)?

      b. Where in the book do characters demonstrate the influence of poverty on their lives?

      c. What are the effects of poverty portrayed in this book?

Part Three: Developing Student Learning Profiles (120 minutes)

1. Ask educators to participate in a large group activity. Have them walk to the corner that represents the response that best describes themselves (a-d). Afterwards, discuss how this activity models collecting student learning profile information. This is an example of learning modalities information.

   Four Corners Activity: *When I am learning something new and challenging …*

   a. need to see it.
   b. prefer to hear about it.
   c. need to move around the room.
   d. like a hands-on activity.

2. Introduce the purpose and components of a student learning profile. Generally, the learning profile contains information about a student that influences learning, such as: interests, strengths, learning preferences (or modalities), learning styles, work product preferences, and more (Williams and Kusama-Powell, 2011).

   a. Provide a list of possible data for a comprehensive student profile.

      ▪ Biological Traits
      ▪ Cultural and Societal Factors
      ▪ Emotional and Social Influences
      ▪ Academic Performance
      ▪ Learning Preferences

         A. Interests
         B. Learning Modalities
         C. Expression or Work Production Styles

Source: http://www.ascd.org/publications/books/111011/chapters/Knowing-Our-Students-as-Learners.aspx.

   b. Show a video that introduces educators to a student learning profile.

Source: https://youtu.be/IwgxAPOgvuo

   c. Show a video that demonstrates how to create a student profile.

Source: https://www.youtube.com/watch?v=UtiSil4s9

   d. Introduce a sample class learning profile template.

Source: http://www.ascd.org/publications/books/101042/chapters/Template-1@-Class-Learning-Profile.aspx

   e. In small groups, participants brainstorm what types of student information and data are available within the school district that would be useful in understanding the nature and needs of students

impacted by rural poverty. It is best if participants are grouped by similar age level (elementary, middle, and high school). Share ideas with the entire group of participants.

3. Review a sample completed student profile.

    a. Present a sample student profile.

    Source: http://mychesterfieldschools.com/wp-content/uploads/parents_files/ptrc/ptrc_popups/student_profile_example.pdf

    b. Discuss the contents of the profile. Participants turn to a partner and discuss, the thinking strategy Plus-Minus-Interesting (PMI) of the sample profile? Have tables use chart paper to create 3 columns Plus (advantages), Minus (disadvantages), and Interesting aspects of the sample profiles for their own students.
    c. Share the activity results by having participants complete a Gallery Walk of the chart paper to read each other's ideas.

4. Present sample learning profile data collection instruments (see Appendix B).

    a. Work Preference (determines older student preferences for optimal work environments).
    b. Work Time (determines younger student preferences for optimal work environments).
    c. Learning Modalities (determines which ways of learning are dominant).
    d. My Way (determines student preferences for how to express what they have learned in a work product).

Part Four: Interpreting Student Profiles (60 minutes)

1. **Prior to the professional learning session**, ask teachers to complete a student profile on one classroom of students each from elementary, middle, and high school who are impacted by rural poverty. Use the instruments in part three (Appendix B).
2. Present the Sherlock Holmes' quote and ask participants to discuss in pairs how this applies to understanding their students' learning profiles.

    "There's nothing like first-hand evidence."
    -Sherlock Holmes

3. Play the video of a digital student learning profile (https://youtu.be/Y2Te1i2Wkvk) and have small groups of participants discuss how having this information influences their thinking about the student and teaching the student for optimal success.
4. Introduce the importance of interpretation of learning profiles and the impact for responsive teaching. Share a model student data analysis approach (see Appendix C).

Source: http://www.ascd.org/publications/books/111011/chapters/Knowing-Our-Students-as-Learners.aspx

5. Have participants sit by level (elementary, middle, and high school) of student they teach. Have copies of the local student profiles by level available to participants in small groups. Review the student profile and interpret what needs exist AND how they provide guidance or suggestions for teaching that is responsive to the unique traits and needs of the students. Participants prepare a class learning profile of the sample students. Share results with the entire group to demonstrate similarities and differences.

Part Five: Final Reflection (10 minutes)

6. Project or share on chart paper or white board the following quote from Dr. Carol Tomlinson. Ask participants to reflect on the relationship of what they have learned and this quote. Ask volunteers to share their reflections.

> *"Excellence in education is when we do everything that we can to make sure they become everything that they can."*

Professional Learning Extensions

1. Create school-based or district-wide book clubs. Free study guides provided on ASCD website. Recommended books include:

    a. Budge, K.M. and Parret, W. H. (2017). *Disrupting poverty: Five powerful classroom practices*. Alexandria, VA: ASCD.
    b. Scherer, (Ed*.). On poverty and learning: Readings from Educational Leadership.* Alexandria, VA: ASCD.

2. Create faculty work groups to create templates for learning profiles.

References

Jensen, E., (2013*). How poverty affects classroom engagement*. Educational Leadership, 70(8), pages 24-30.

Powell, W. and Kusuma-Powell, O. (2011). *How to Teach Now.* Alexandria, VA: ASCD.

Appendices

Appendix A Table 1. Matrix for data of 58 picture books

Author and Title	Poor/Main Same	Time Era & Geo Locale	Focal Poor Character	Action (Who/Type)
Amelia's Road	yes	Present rural	female child, parents, Latino	poor individual
Andersen, 1999 *The Little Match Girl*	yes	early 1900s urban	female child, family unclear	poor individual
Barbour, 1991 *Mr. Bow Tie*	no	Present urban	male adult White	other individual
Bartone, 1993, *Peppe the Lamplighter*	yes	pre-1900s urban	male child, male adult, family White	poor individual
Baylor, 1994 *The Table Where Rich People Sit*	yes	present rural	female child, parents, family White	poor individual
Boelts, 2007, *Those Shoes*	yes	present urban	male child, female adult African American	poor individual
Bunting, 1996 *Fly Away Home*	yes	present urban	male child, male adult White	poor individual
Bunting, 1994 *A Day's Work*	yes	present urban	male child, male adult Latino	poor individual
Bunting, 1996 *Going Home*	yes	present rural	male child, parents, family Latino	poor individual
Bunting, 1996 *Train to Somewhere*	yes	late 1800s rural	female child White	other community
Carmi, 2003 *A Circle of Friends*	no	present urban	male adult White	other individual
Chinn, 1995 *Sam and the Lucky Money*	no	present urban	male adult Asian	other individual
Cohn, 2002 *¡Si, Se Puede!: Yes, We Can*	yes	present urban	male child, female adult Latino	poor and other systematic
Cooper, 1998 *Gettin' Through Thursday*	yes	present urban	male child, female adult African American	poor individual
DiCamillo, 2007 *Great Joy*	no	mid-1990s urban	adult male White	other individual
DiSalvo, 1994 *City Greent*	yes	present urban	female child African American	poor community
DiSalvo, 2001 *A Castle on Viola Street*	yes	Present urban	male child, parents, family unclear	poor and other community
DiSalvo Rayn, 1991 *Uncle Willie and the Soup Kitchen*	no	present urban	multiple	poor and other community

Author & Title	Poor/ Main Same	Time Era & Geo Locale	Focal Poor Character	Action (Who/Type)
Fernlund, 2007 *The Magic Beads*	no	present urban	female child, female adult White	poor individual and community
Friedrich, 1990 *Leah's Pony*	yes	mid-1900's rural	female child, parents White	poor individual and community
Gunning, 2004 *A Shelter in Our Car*	yes	present urban	female child, female adult, African American	poor individual
Harper, 2005 *Finding Daddy*	yes	mid-1900's rural	female child, parents White	poor individual
Hathorn, 1994 *Way Home*	yes	present urban	male child White	poor individual
Herrera, 1995 *Calling the Doves*	yes	present urban	male child, parents Latino	poor individual
Hesse, 2008 *Spuds*	yes	mid-1900's rural	female child, male child, adult female white	other individual
Hubbard, 2004 *The Lady in the Box*	no	present urban	female adult White	Poor and other individual
Kennedy, 2004 *The Pickles Patch Bathtub*	yes	early 1900's rural	female child, parents, family White	poor individual
Ketteman, 2001 *Mama's Way*	yes	present urban	female child, female adult White	poor and other individual
Kidd, 1996 *Building Friends*	yes	present urban	male child, parents White	poor and other community
Lambert, 1995 *Joey's Birthday Wish*	no	present urban	female child, male adult White	poor individual
Levitin, 2007 *Junk Man's Daughter*	yes	mid-1900s urban	female child, parents White	poor individual
Lied, 1997 *Potato*	yes	mid-1900's rural	female child, parents, White	poor individual
Lyon, 2009 *You and Me and Home Sweet Home*	yes	present urban	female child, female adult African American	poor and other individual and community
Martin, 1996 *Rosie: The Shopping Cart Lady*	no	present urban	adult female White	other community
Maslac, 1996 *Finding a Job for Daddy*	yes	present urban	female child White	poor individual
McCourt, 1998 *Chicken Soup for Little Souls: The Braids Girl*	no	present urban	female child, female adult White	poor and other individual and community
McCully, 1996 *The Bobbin Girl*	yes	1830's urban	female child, female adult White	poor systemic

Author and Title	Poor/Main Same	Time Era and Geo Locale	Focal Poor Character	Author & Title
McGovern, 1997 *The Lady in the Box*	no	present urban	female adult White	other individual
McPhail, 2002 *The Teddy Bear*	no	present urban	male adult White	other individual
Medina, 2001 *Christmas Makes Me Think*	no	present urban	multiple	no action
Miller, 1997 *A House by the River*	yes	present rural	female child, female adult African American	poor individual
Mills, 1991 *The Rag Coat*	yes	pre-1900s rural	female child, female adult White	poor and other individual
Mitchell, 1993 *Uncle Jed's Barbershop*	no	1930s Rural	male adult African American	poor individual
Noble, 2007 *The Orange Shoes*	yes	mid-1900s rural	female child, parents, family White	poor individual
Parton, 1994 *Coat of Many Colors*	yes	present rural	female child, family White	poor individual
Partridge, 2001 *Oranges on Golden Mountain*	yes	1894 Gold Rush urban	male child, female adult Asian	poor individual
Pérez, 2000 *My Very Own Room*	yes	present unclear	female child, parents, family Latino	poor individual
Seskin and Shamblin, *2006 A Chance to Shine*	no	present urban	male adult White	poor and other individual
Spohn, 1994 *Broken Umbrellas*	yes	present urban	female adult White	poor individual
Taback, 1999 *Joseph Had a Little Overcoat*	yes	pre-1900s rural	male adult White	poor individual
Testa, 1996 *Someplace to Go*	yes	present urban	male child, female adult, family White	poor community
Trottier, 1996 *The Tiny Kite of Eddie Wing*	yes	present urban	male child Asian	other individual
Tunnell, 1997 *Mailing May*	yes	1913 rural	female child, parents White	poor individual
Upjohn, 2007 *Lily and the Paper Man*	no	present urban	adult male White	other individual
Wild, 1992 *Space Travelers*	yes	present urban	Male child, female adult White	poor and other individual

Appendix B

Learning Style Questionnaire

The modality (learning channel preference) questionnaire reproduced here is by O'Brien (1985). To complete, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

1	2	3
Never applies to me.	Sometimes applies to me.	Often applies to me.

SECTION ONE:

1. _____I enjoy doodling and even my notes have lots of pictures and arrows in them.
2. _____I remember something better if I write it down.
3. _____I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.
4. _____When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my mind.
5. _____If I am taking a test, I can "see" the textbook page and where the answer is located.
6. _____It helps me to look at the person while listening; it keeps me focused.
7. _____Using flashcards helps me to retain material for tests.
8. _____It's hard for me to understand what a person is saying when there are people talking or music playing.
9. _____It's hard for me to understand a joke when someone tells me.
10. _____It is better for me to get work done in a quiet place.

Total _____

SECTION TWO:

1. _____ My written work doesn't look neat to me. My papers have crossed-out words and erasures.
2. _____ It helps to use my finger as a pointer when reading to keep my place.
3. _____Papers with very small print, blotchy dittos or poor copies are tough on me.
4. _____I understand how to do something if someone tells me, rather than having to read the same thing to myself.
5. _____I remember things that I hear, rather than things that I see or read.
6. _____Writing is tiring. I press down too hard with my pen or pencil.
7. _____My eyes get tired fast, even though the eye doctor says that my eyes are ok.
8. _____When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad."
9. _____ It's hard for me to read other people's handwriting.
10. _____ If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.

Total _____

SECTION THREE:

1. _____ I don't like to read directions; I'd rather just start doing.
2. _____ I learn best when I am shown how to do something, and I have the opportunity to do it.
3. _____ Studying at a desk is not for me.
4. _____ I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.
5. _____ Before I follow directions, it helps me to see someone else do it first.
6. _____ I find myself needing frequent breaks while studying.
7. _____ I am not skilled in giving verbal explanations or directions.
8. _____ I do not become easily lost, even in strange surroundings.
9. _____ I think better when I have the freedom to move around.
10. _____ When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

Total _____

SCORING:

Now, add up the scores for each of the three sections and record below. The maximum score in any section is 30 and the minimum score is 10. Note the preference next to each section.

Section One score: _____(Visual)

Section Two score: _____(Auditory)

Section Three score: _____(Kinesthetic)

EVALUATING THE LEARNING STYLE QUESTIONNAIRE

The modality type with the highest score indicates your preferred learning channel. The higher the score, the stronger the preference. If you have relatively high scores in two or more sections, you probably have more than one strength. If the scores in the sections are roughly equal, you probably do not have a preferred learning channel; you are a multi-sensory learner.

The following table summarizes the observable characteristic indicative of the three learning styles. It provides an informal means of assessing your preferred approach to learning.

MODALITY	VISUAL	AUDISTORY	KINESTHETIC (Hands-on)
PREFERRED LEARNING STYLE	Learns by seeing or watching demonstrations	Learns through verbal instructions from self or others.	Learns by doing and direct involvement.
SPELLING	Recognizes words by sight; relies on configurations of words.	Uses a phonics approach has auditory word attack skills.	Often is a poor speller; writes words to determine if they "feel" right.
READING	Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration.	Enjoys dialogue and plays; avoids lengthy descriptions; unaware of illustrations; moves lips or sub-vocalizes.	Prefers stories where action occurs early; fidgets while reading; not an avid reader.
HANDWRITING	Tends to be a good, particularly when young; spacing and size are good; appearance is important.	Has more difficulty learning in initial stages; tends to write lightly.	Good initially, but deteriorates when space becomes smaller; pushes harder on writing instrument.
MEMORY	Remember faces, but forgets names; writes things down; takes notes.	Remembers names, but forgets faces; remembers by auditory repetition.	Remembers best what was done, but not what was seen or talked about.
IMAGERY	Vivid imagination; thinks in pictures; visualizes in detail.	Sub-vocalizes; imagines things in sounds; details are less important.	Imagery not important; images that do occur are accompanied by movement.
DISTRACTABILITY	Unaware of sounds; distracted by movement.	Easily distracted by sounds.	Not attentive to visual or auditory presentation so may seem distracted.
PROBLEM SOLVING	Deliberate; plans in advance; organizes thoughts by writing them; lists problems.	Talks problems out; tries solutions verbally or sub-vocally; talks self through problems.	Attacks problem physically; impulsive; often selects solution involving greatest activity.
RESPONSE TO PERIODS OF INACTIVITY	Stares or doodles; finds something.	Hums, talks to self, or talks to others.	Fidgets or finds reasons to move.
RESPONSE TO NEW SITUATIONS	Looks around or examines structure.	Talks about situation; discusses pros and cons of what to do.	Tries things out; touches, feels or manipulates.

Learning Profile Questionnaire: How Do You Like to Learn

Question	Put an X in the yes/no box that best fits your learning style	Yes	No
1.	I study best when it is quiet.		
2.	I am able to ignore the noise of other people talking while I am working.		
3.	I like to work at a table or a desk.		
4.	I like to work on the floor.		
5.	I work hard for myself.		
6.	I work hard for my family or teacher.		
7.	I work on an assignment until it is completed no matter what.		
8.	When my teacher gives an assignment, I like to have exact steps on how to do it.		
9.	Sometimes I get frustrated with my work and I do not finish it.		
10.	When my teacher gives me an assignment, I like to create my own steps on how to complete it.		
11.	I like to work by myself.		
12.	I like to work in pairs or groups.		
13.	I like to have an unlimited amount of time to work on an assignment.		
14.	I like to have a certain amount of time to work on an assignment.		
15.	I like to learn by moving and doing.		
16.	I like to learn while sitting at my desk.		

Source: Developed by Denise Murphy and Ann Potter

How Do You Work Best?

Name _____ Date _____

Put an X in the yes/no box that best fits your working style	Yes	No
I like to work while sitting at my desk.		
I like to work by moving around the room.		
I like to work by myself.		
I like to work on the floor.		
I like to work with bright lights on.		
I like to work with music on.		
I like to work with a partner or group.		
I like to work on my assignment until it's done.		
I like to work at a table or desk.		
I like to work while standing up.		
I work best with calm music on.		

Appendix C

Figure 1.2 Student Analysis Instrument:

Student Name: _____

Student Interests and Strengths   **Strategies I've Tried**

Student Struggles With   **My Attitudes and Expectations**

Questions I Have About this Student   **Something I Will Change or Do Differently**

Figure 1 Source: Powell and Kusuma-Powell, 2011