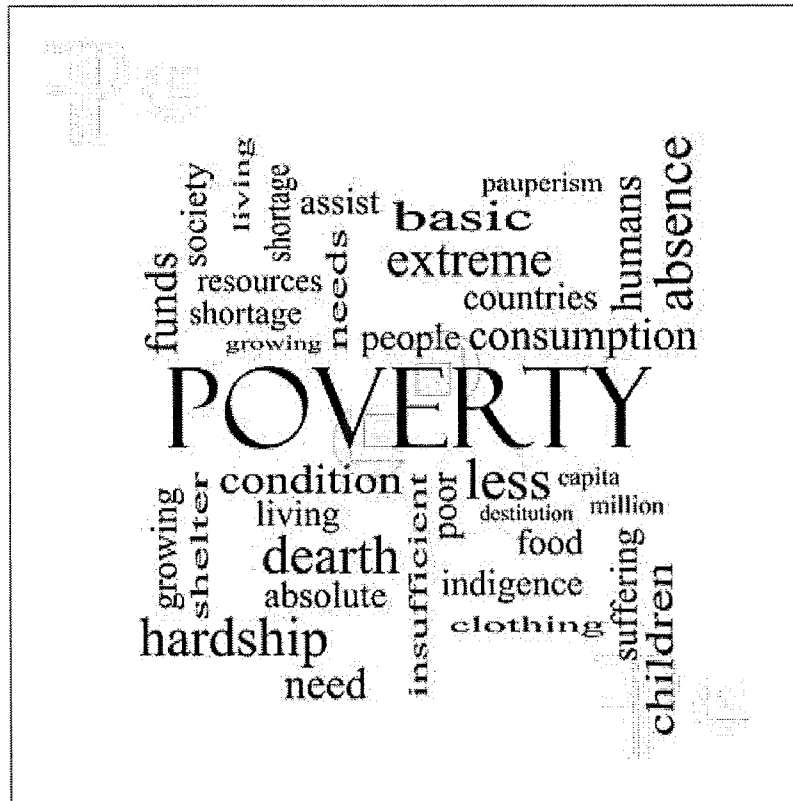


Engaging Students from Poverty



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The World As 100 People

- 59% of the entire world's wealth would be in the hands of only 6 people and all 6 would be US citizens
- 80% would live in substandard housing
- 70% would be unable to read
- 50% would suffer from malnutrition
- 1% would be near death
- 1% would be near birth
- 1% would own a computer
- 1% would have a college education

Characteristics of the Poor

- Blacks (28.4%) and Hispanics (29.4%) have the highest rates of poverty
- 39% of the poor in our society are under age 18
- 10% of the poor in our society are 65 years of age or older

Solutions Exist

Save the Children's Report

- **Education**-strong learning skills and high school completion may well be the single most important factor in determining those who will escape poverty and those who will not.
- **Health**-Basic health practices and a healthy lifestyle can make a difference not just for the children themselves, but for their families and communities as well.
- **Economic opportunities**-The skills, motivation and opportunity to achieve economic self-sufficiency are what will give children and families a fighting chance to overcome poverty.

Some Hidden Rules

- 1. Often the noise is higher.
- 2. Important information is passed on non-verbally.
- 3. Your value to the group is your ability to entertain.
- 4. You are not respected in generational poverty unless you're personally strong.
- 5. A wider range of behaviors is considered acceptable.

Dr. James Comer

- *No significant learning occurs without a significant relationship.*

- "If I don't like you, I'm not going to learn from you."

Registers of Language

Register	Explanation
Frozen	Language that is always the same. For example: the Lord's prayer, wedding vows, etc.
Formal	The standard sentence syntax and word choice of work and school. Has complete sentences and specific word choice.
Consultative	Formal register when used in conversation. Discourse pattern not quite as direct as formal register.
Casual	Language between friends and is characterized by a 400-800 word vocabulary. Word choice is general and not specific. Conversation dependent upon non-verbal assists. Sentence syntax is often incomplete.
Intimate	Language between lovers or twins. Language of sexual harassment.

The Role of Language

- The language of school and testing is Formal Register...it is a second language for our students from poverty.
- Discipline referrals...90% of referrals are from 5% of the students.
- Is there a language relationship? Have students find other ways to express themselves.

Betty Hart Language Study Children 1-3 yrs.

- | | |
|--|--|
| <ul style="list-style-type: none"> • Welfare Home- • 10 million words | <ul style="list-style-type: none"> • 5 negatives to 1 positive |
| <ul style="list-style-type: none"> • Working Class Home • 20 million words | <ul style="list-style-type: none"> • 2 negatives to 2 positives |
| <ul style="list-style-type: none"> • Professional Home • 30 Million Words | <ul style="list-style-type: none"> • 5 positives to 1 negative |

"I figured out why you hated the last novel I assigned."
"Because it was boring and confusing?"
"No! Because it wasn't real enough. That's why our next book is 800 dense pages on supply chains in the automotive industry."
"Can't we read Lord of the Rings?"
"No, you'd hate that! It's not Real World"

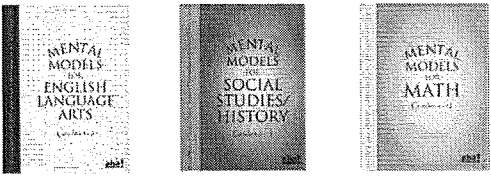
What can you do in the classroom?

Language and Story
When students speak in casual register, have them give two other ways to say the same thing in formal register.

Give information to parents and students in story form.

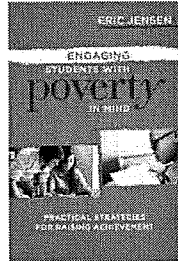
Importance of Mental Models

- Draw LOVE, ENGAGEMENT, POVERTY



The Seven Engagement Factors- Eric Jensen

1. Health and nutrition
2. Vocabulary
3. Effort and energy
4. Mind-set
5. Cognitive capacity
6. Relationships
7. Stress level



3 Essential Questions

- **If kids from poverty are different, how are they different?**
Brains have developed differently. Neurons are different. Areas of brain that are affected: Stressors, working memory, impulse regulation, visual/spatial skills, cognitive skills, emotional development, stress response, conflict resolution. Students aren't lazy, brains are different-should generate empathy.
- **How can the brain change for the better?**
Yes, 12,000 humans and animal studies show that exposure to targeted, enriching environments can make an impact on the brain. Teach with skill building. You can boost IQ points.
- **How do we operationalize instruction for students in poverty?**
Yes, turn the science into strategies. More targeted instruction. Work collaboratively.

5 Rules for Engagement

- 1. Upgrade your attitude
- 2. Build relationships and respect
- 3. Get buy-in
- 4. Embrace clarity
- 5. Show your passion

Upgrade your attitude

- Write affirmations like, "I choose to engage every student every day of the week!"
- When kids get fatigued or low on energy, get them up and moving. Take deep breaths of confidence. Have students pair up to solve a problem.

Build relationships & respect

- Students don't care how much you know until they know how much you care.
- Share a bit of yourself everyday.
- Integrate students' cultural and social capital into any goals or criteria for success you set for them.
- Upgrade your interactive language, make eye contact and affirm the good in them.

Get buy-in

- You need to "sell" learning to students.
- Issue the "bigger kid" challenge.
- Use incentives, "Hey if we finish this we can..."
- Pique curiosity-start a lesson by holding up a mystery box or say, "Can I share a secret with you?"

Embrace Clarity

- Master the details that make up the big picture. Clarity of teachers' words and actions are linked to student achievement.
- Clearly explain the purpose of the lesson.
- Speak with intention and pause instead of adding more words.
- Say what you want from students, not what you don't want.
- "I need your eyes up front!"

Simple Clarity

Use a quick hook to attract attention and get buy-in (Hey, I've got a great idea!")

Tell them when they will start the activity, but never go longer than 30 seconds.

Use a consistent trigger word (When I say 'go', you'll find a partner you haven't paired up with before and wait for further directions)

Give directions one at a time. If there are numerous steps, post them in front of the classroom.

Scan students' faces and body language for readiness. If students are ready, proceed with the activity. If not, or they seem confused, repeat the directions. If unengaged, start again with a different hook.

Show your passion

- Nonverbal communication is the most powerful communication form. Feelings are contagious. Demonstrate your passion.
- Move around the classroom, gesticulate dramatically and be dynamic
- Vary your voice purposefully
- Focus on what you want to happen.
- Make the magic happen

Engage for deep understanding- Eric Jensen

“ Some teachers believe it’s nearly impossible to build these deep representations in the minds of their low-SES students, but this belief is usually based on misapprehension. When teachers see that low-SES students have smaller academic vocabularies, they often assume that they need to ‘dumb down’ the learning and accordingly end up teaching only surface understanding of labels instead of going for deeper learning. Yet highly effective teachers demonstrate repeatedly that low-SES students not only can engage in complex learning, but also prefer it.”

Five actions to build deep understanding

1. Understand labels
2. Discover properties
3. Develop context and meaning
4. Get it right
5. Learn to transfer

Five steps of building a deep representation of Kangaroo

Understand labels:

Introduce the subject to students. “This animal is a kangaroo.”

To help the brain create markers so it knows where to store information



Step 2

Discovering properties:

Help students identify properties of kangaroos—"Kangaroos have strong legs and tails for jumping. Joeys start in the pouch."



To learn qualities, properties of content: unique features, essential elements

Step 3

• Develop context and meaning:

Bring the class to the zoo or show them the movie *Joey*. Ask students to share their own impressions of or experiences with kangaroos.



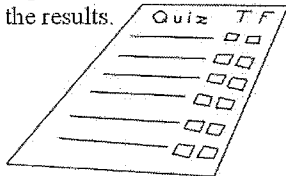
Situate content in some sort of context



Step 4

• Getting it right!

Have students create and exchange quizzes about kangaroos, then collect them and discuss the results.



To ensure accuracy of understanding

Step 5

Learning to transfer:

Discuss: "Do you think the invention of hands-free baby carriers, family packs, or pogo sticks was inspired by kangaroos' properties?"

Ability to connect to student's life



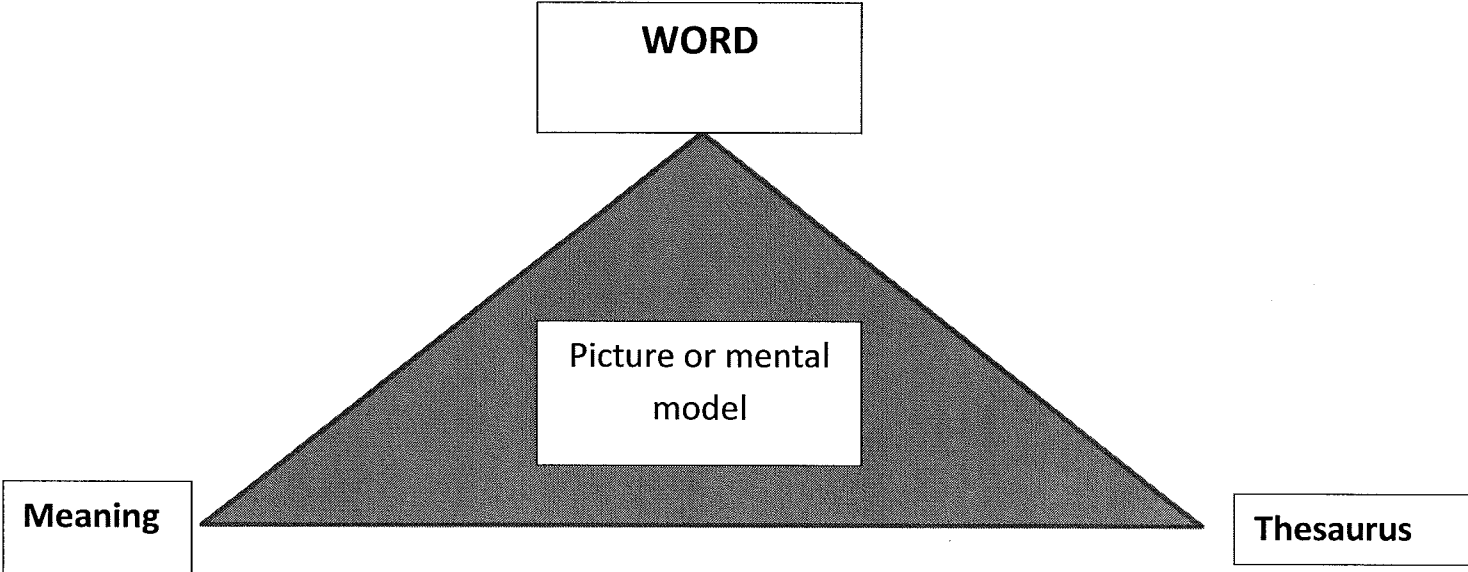
Eric Jensen

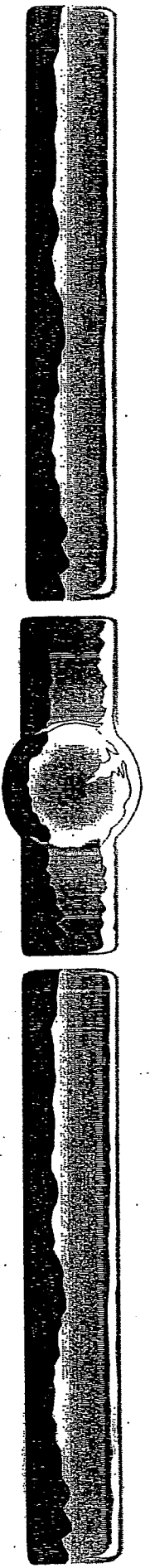
"Destiny is not fixed. The students in your class may be future doctors, activists, engineers, Nobel laureates, teachers or presidents-if they believe they can really learn... I earned poor grades and I disengaged, but a middle school teacher cared enough to connect with me to build my effort, attitude, behavior, and cognitive capacity. That teacher made all the difference in my life. Can you be that miracle teacher for your class this year? Will you try? Your students await your answer."

Mental Models

Mental models are psychological representations of real, hypothetical, or imaginary situations. They were first postulated by the American philosopher, Charles Sanders Peirce in 1896. Next the Scottish psychologist Kenneth Craik (1943) proposed a similar idea believing that the mind constructs 'small scale models' of reality that it uses to anticipate events, to reason, and to underlie explanations. Like the pictures in Wittgenstein's (1922) "picture" theory of the meaning of language, mental models have a structure that corresponds to the structure of what they represent.

A mental model is an explanation of someone's thought process about how something works in the real world. It is a representation of the surrounding world, the relationships between its various parts, and a person's intuitive perception about his or her own acts and their consequences. A mental model is a kind of internal symbol or representation of external reality.





When a caring adult intervenes, using mediation, significant learning occurs.

NOVICE	Has no experience with information, skill, process, etc. Needs terminology, models, and procedures. Needs context-free rules.
ADVANCED BEGINNER	Some experience & begins to collect episodic knowledge (stories) & strategic knowledge (strategies). Begins to see similarities across contexts or situations that he is in.
COMPETENT	Can make conscious choices about what will and will not work. Can distinguish important from unimportant. Takes personal responsibility for learning/ knows what he did to make a difference.
PROFICIENT	Sees hundreds of patterns/sorts information quickly by pattern. Uses intuition/know-how. Has wealth of experience from which to make generalizations.
EXPERT	Makes his own rules because of extensive experience. Performance is so fluid it can virtually happen without conscious thought: automaticity .