



## LILIE, LLC Course Information

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*\*More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

**Title of Course:** : Displaced Students and The Educational Impact of Homelessness

**Course Description:** The number of homeless, or displaced, students has been consistently increasing over the past several years. In fact, in NYC alone, that number has reached a record high where nearly 1 in 10 students have been considered homeless at some point. Understandably, this living situation can have an extreme impact on a child's education. This course will discuss a topical overview of the McKinney-Vento Act as it relates to the classroom, common misconceptions of the definition of homelessness, some of the challenges that displaced students face, tips to communicate with the families of displaced students, and strategies to accommodate for this group's diverse academic needs.

### **Instructor Consultation and Interaction**

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

### **Proof of Course Completion**

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



**Scope & Sequence/Weekly Topics and Objectives**

**Session I**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Understanding homelessness and how it affects academic performance:</li> <li>● Understand the McKinney-Vento definition of homelessness</li> <li>● Analyze different classifications of homelessness &amp; examine racial disparities among homeless</li> <li>● Explain how the McKinney-Vento act guides educational policy</li> <li>● Discuss some of the challenges faced by displaced students</li> <li>● Examine the challenges faced by displaced students during remote learning</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>● Personal introductions</li> <li>● Thorough review of the course objective and recognition of personal biases in regards to homelessness</li> <li>● Study of the McKinney-Vento Act</li> <li>● Classify different situations that can be considered homeless or displaced &amp; examine causes among marginalized groups</li> <li>● Share experiences with the challenges faced by homeless or displaced students</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<p>By becoming familiar with components of the McKinney-Vento Act regarding education law, participants will gain a better understanding of what type of living situations are considered homeless and how long-standing historical and structural racism feeds into the prevalence of homelessness among marginalized groups. Through reflection and discussion, participants will also identify and respond to the challenges that displaced students face both in the classroom and during virtual/remote learning opportunities. This knowledge will facilitate</p>

**Session II**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Develop an inclusive and supportive school culture for displaced students:</li> <li>● Research and analyze best practices for communication with families of displaced students</li> <li>● Identify strategies to empathize with displaced students in a non-enabling manner, for in-person and virtual learners</li> <li>● Gain familiarity with the common characteristics of students experiencing homelessness</li> <li>● Learn about how to work collaboratively with support staff to best meet the diverse learning needs of displaced students</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>● Communication do's and don'ts</li> <li>● Description of empathetic, compassionate, and supportive activities to enhance learning and social-emotional development</li> <li>● Leverage of available support staff as related to supporting displaced students</li> </ul>

<b>Application to Instruction &amp; Student Learning</b>	Participants will develop skills to communicate effectively with displaced students and their families. By reflecting on their own practice and studying research on compassionate, empathetic, and supportive strategies, they will also develop the skills to best support displaced students. Through dialogue and peer experiences, participants will also attain a more thorough understanding of how to utilize support staff to help improve the educational outcomes of displaced students. A focus will be given to developing an empathetic culture and leveraging support staff to provide necessary interventions for displaced students who are struggling with remote learning or access to remote learning.
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**Session III**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Designing and implementing highly effective strategies to engage displaced students in academic and social-emotional activities:</li> <li>● Integrate compassionate and supportive learning activities into daily practice, including those on remote learning</li> <li>● Continue to analyze, discuss, and relate challenges faced by displaced students, across all learning settings, to daily practice</li> <li>● Relate tips and suggestions to help students who are homeless to current practice</li> <li>● Create lesson activities that are engaging, yet sympathetic to some of the frustrations that displaced children face</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>● Participants will research and design highly effective academic activities while carefully demonstrating a sensitivity to students who may be experiencing homelessness:</li> <li>● Understand frustrations faced by students, and teachers, regarding students experiencing homelessness and how institutional beliefs, norms, practices, and assumptions contribute to these frustrations and inequities.</li> <li>● Research and elaborate on best practices and explain how to integrate them into practice</li> <li>● Expand upon their personal view of flexibility in an academic setting</li> <li>● Create lessons or activities, both social-emotional and academic, to support students experiencing homelessness</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	By becoming familiar with the frustrations faced by displaced students, families, and teachers, educators will develop their understanding, empathy, and compassion and integrate these into practice. Their research and discussion regarding flexibility in the classroom, and via distance learning, will enhance the academic experiences of displaced students. Combining this knowledge, along with a review of lesson strategies, will support the development of inclusive and highly effective lessons for students experiencing homelessness.

**Session IV**

<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Assess all facets of your current practice to devise an improvement plan for your classroom or current practice:</li> <li>● Identify components of your current classroom that may be insensitive, or challenging, for displaced students, both in the classroom and via remote learning</li> <li>● Identify areas of your current instruction that could inhibit the progress of in-person and remote learning students experiencing homelessness</li> <li>● Develop specific, intentional plans to support students from marginalized groups</li> <li>● Develop an improvement plan for your current practice and outline steps to implement this plan</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>● Assess current practice</li> </ul>

	<ul style="list-style-type: none"> <li>● Identify targeted areas for improvement</li> <li>● Create improvement plans for their classrooms or professional environment</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<p>By identifying flaws in their own practice and applying the information gathered in previous weeks, participants will develop improvement plans for their current students. By creating these plans, educators will be able to better meet, and exceed, the diverse academic needs of students experiencing homelessness. Participants will reflect on the impact that remote learning has on displaced students and develop strategies to adapt their practice to ensure equity for all learners.</p>