



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: Shifting the Perspective on Poverty: Asset-Based Mindset and Strategies

Course Description: Students in poverty have long been viewed through a deficit perspective, one that immediately eliminates the assets and strengths such students surely have. One in five American children under the age of 18 live in poverty making the effects on students' well-being and academic success vast. As educators, we must delve in to understand it and how to best reach the students by shifting our perspective. Instead of a deficit viewing, this course will show how to shift one's perspective and mindset, connect with students, teach and empower students through an asset-based lens. This course will explore shifting perspectives on poverty to one of deficit to one of asset based and how this shift in mindset will provide a new way to better reach and support students. Awareness, strategies and outreach opportunities educators can put into practice will be provided, assessed and ultimately implemented by those participating in this course. Further, this course will give participants the tools to develop structures and routines to engage students and opportunities to grow.

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 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

Objectives	Educators will: <ul style="list-style-type: none"> • Examine and understand the benefits of Culturally Responsive teaching practices to best serve students • Explore how poverty and inequity impacts student learning and academic performance while embracing an asset-based mindset and instructional practices • Explore the tenets of asset-based instruction and how embracing and practicing an asset based instructional pedagogy leads to more opportunities for connections with students and their success • Understand poverty so that participants are better equipped to recognize and support students • Conduct a self-reflection of their own students and classrooms to learn the best strategies to enhance their instruction and challenge to status quo
Topics	Personal Introductions <ul style="list-style-type: none"> • Culturally responsive Practices • Equity • Abandoning the Deficit Model Mindset • The role and power of asset-based instruction • Poverty • Shifting perspectives challenging the status quo
Application to Instruction & Student Learning	By studying different types of poverty and impact of poverty on students, participants will gain a better understanding of an asset-based mindset and instructional practices to work to empower students and support them in learning and development. Participants will understand how culturally responsive practices and growing critical consciousness will strengthen their support of students and families to meet their diverse needs. Participants will also learn what equity means while reflecting on their growing knowledge of poverty to craft best practices to meet student’s needs. At the close of the week’s instruction, a shift in perspective about what poverty entails, how to approach instruction with an asset-based mindset and abandon a deficit view creates the foundation for how improve instruction and student outcomes while through a critical consciousness lens.

Session II

Objectives	<ul style="list-style-type: none"> • Understand the major assignments for course; midterm and final • Examine Marginalization • Analyze and formulate Pedagogy of Prosperity • Examine Brave Learning Environments and Disrupting status quo • Appraise role and strategies for building CRP& D connections and climate • Personally assess their own growth and shifting perspective of poverty and role of asset-based mind set
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Topics	<ul style="list-style-type: none"> • Review major assignments • Marginalization • Creating brave learning environments • Importance of connections and climate • Personal growth and shifting perspective • Creation of pedagogy
Application to Instruction & Student Learning	<p>Continuing the shift in perspective, educators will be focused on creating equity and opportunities for those marginalized populations while doing so with an asset-based approach instead of the historically deficit view. That asset-based approach will help educators cultivate their newly developed pedagogy of teaching reflecting the tenets of pedagogy of prosperity and providing a foundation for their instructional goals and decisions. In addition, the fostering of brave learning and disrupting previously held deficit views will provide students with more opportunity and instruction that reflects their diverse experiences and needs. Finally, making the connection between an asset-based view of students, notably those in poverty, and an educator's responsibility and ability to create strong and meaningful connections with both students and, later with their families and community only strengthens the educator's positive impact and successes of students in their care.</p>

Session III

Objectives	<p>Educators will:</p> <ul style="list-style-type: none"> • Examine requirements and resources to support development of midterm (pedagogy of prosperity) and final project. • Examine and assess own biases and learn strategies for addressing them. • Critique the notion of "grit" and examine the complexity • Examine the Hidden Rules of Class and explore the impact on students and our own philosophy • Examine various models and resources of asset-based instruction • Create and share your developing philosophy/pedagogy for an asset-based instruction when supporting those in poverty • Begin creation of final project to support students with a focus on culturally responsive practices
Topics	<p>Asset-Based Models</p> <ul style="list-style-type: none"> • Developing an Asset-based approach • Changing instructional practices and shift in perspective • Complexity of what "grit" means
Application to Instruction & Student Learning	<p>Crafting one's own pedagogy that reflects the tenets of an asset-based approach and CRP and dispositions provides the educator with a foundation for their instructional decisions and techniques. By examining their own biases, they further strengthen their pedagogy being mindful to again, challenge the preconceived ideas and instead work to embrace and reflect the unique needs and experiences of those in their care. By examining what is considered "grit" and the complexities and complaints of such a term, educators will again be asked to conform their previous notions and make a positive change in their practices and mindset. By doing such, educators in this course will grow their own empathy and understanding of their students, their communities, their strengths and circumstance to better serve their needs and improve performance and foster growth of students, not just academically but personally. Combining these new understandings and realizations with the various models of asset-based instruction, educators will see how they too work together to provide students, with more meaningful and empowering instruction.</p>

Session IV

Objectives	<p>Educators will:</p> <ul style="list-style-type: none"> • Create and present self-chosen culminating project that highlights asset-based instruction for students in poverty while simultaneously employing tenets of CRP and dispositions learned during course • Explore projects and reflect on strengths and areas participants may wish to employ in their own instruction
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	<ul style="list-style-type: none"> • Examine and formulate ways in which connections to family and community can strengthen students • Assess one’s growth with regard to their shift in perspective regarding students in poverty and how best teach them with a focus on asset-based mindset and approach as the importance of doing such through a culturally responsive practices and overall disposition. • Understand the opportunity to extend course learning and application of skills and perspectives beyond course
Topics	<ul style="list-style-type: none"> • Project Presentations • Family and Community Connections • Final Reflection: How Have You Grown? • Extension of Course
Application to Instruction & Student Learning	<p>Projects presented will provide educators with ample resources to see and employ asset-based instruction through CRP and dispositions. The opportunity to reflect upon and understand how colleagues weave the tenets of asset based instruction, the unique needs of those in poverty and CRPs provides all with additional resources and strategies they can bring to their own instruction and students. Further, students will benefit from educators that know understand have concrete way sin which to connect to their families and community to further support heir students not just academically but personally. Finally, self-reflection to examine the powerful shift in mindset to one of embracing an asset- based approach, and how to reach students in poverty through that lens empowers these educators to make meaningful change and have, ee=even more importantly, powerful connections and supports in place to further help their students.</p>