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Teacher Effectiveness in Underserved, Underfunded, and Under-Resourced Elementary Schools

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TEACHER EFFECTIVENESS IN UNDERSERVED, UNDERFUNDED, AND UNDER-
RESOURCED ELEMENTARY SCHOOLS

by

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A thesis submitted in partial completion of the requirements
for the Honors Interdisciplinary Thesis in Elementary Education
in the College of Community Innovation and Education
and in The Burnett Honors College
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ABSTRACT

Based on previous studies and the author's observations pre-service teachers do not typically consider teaching in underserved areas as their preferred option (Aragon et al., 2014). My goal for this study was to provide PSTs with a different perspective on teaching in urban areas by developing a compendium of evidenced-based practices based on the five major patterns found in effective teaching in underserved elementary schools. A qualitative content analysis of research on teacher effectiveness in underserved, underfunded, and under-resourced elementary schools allowed me to gather data from previous studies to identify evidenced-based best practices for this particular setting. Based on the review of literature, I found the following five major patterns when discussing teacher effectiveness in underserved, underfunded, and under-resourced elementary schools: Student-Teacher Relationships, Safe and Supportive, Learning Environment, Real-world Connections, Collaborative Learning, and Differentiation. Pre-service teachers considering working in an urban environment and veteran teachers can benefit from learning about these five commonalities found in effective instruction when serving underserved populations. A comprehensive website was created to provide educators with a resource that concisely explains evidence-based practices in the urban education setting.

INTRODUCTION

Education is paramount in every individual's life for many notable reasons such as quality of life, employment, and enhancing critical thinking skills. Receiving a quality education is referred to as the great equalizer for marginalized groups. Horace Mann, a pioneer in education, put it this way:

Education then, beyond all other devices of human origin, is a great equalizer of the conditions of men -- the balance wheel of the social machinery.

Although there has been a history of inequality based on the color of one's skin in this country (*Plessy v. Ferguson, 1896; Brown v. Board of Education, 1954*), in later years, education shifted in a way that is intended to give every child the opportunity to succeed (*Serrano v. Priest, 1971; Every Student Succeeds Act, 2015*). However, numerous obstacles have prevented this from being a reality in the United States, such as school funding being based primarily on local property taxes. This system results in areas with higher property values and higher incomes to accumulate more property taxes, subsequently leading to more school funding in that area. Students should not have to receive anything less than a high-quality education because they were born into a family that doesn't make a certain amount of money. This particular educational system leads to some students having advantages over other students who are usually children of color.

In the writer's opinion, the U.S. educational system should be a true meritocracy where students from any background or zip code can have the same learning outcomes as other students if they have worked equally as hard. The research of Jackson, Johnson, and Persico (2014) showed that increasing school funding levels by 10% was associated with 7% higher incomes as adults. This indicates that students who reside in areas that receive more school funding tend to

perform at higher levels than those in less well-funded districts. Those schools can hire the best teachers, have more access to technology, and provide extracurricular activities. A quality education allows for unrepresented men and women to have a better chance of competing for employment and admission into higher educational institutes. A recent study has examined how a young person's education level even has a strong correlation to their health-related quality of life (Gil-Lacruz et al., 2020).

Purpose of Study

Through my field experiences and coursework, I noticed an alarming and recurring theme: the lack of desire to teach in low-income areas. It is the author's opinion through observation, that pre-service teachers are discouraged to consider working at underserved schools because of the negative remarks people make about these schools. The question remains: Why are there mainly only negative things to say when people talk about teaching in low-income areas? Countless urban educators have successfully taught for decades and know how to differentiate instruction to meet diverse needs. These educators are committed to leading their students to success. Cochran-Smith (2016) describes these educators as Lovers, Learners, and Leaders. If you enter any underserved elementary school, you see educators who not only are conscious of the systemic issues that negatively affect people of color, but they are working towards breaking those barriers for the children they serve.

The main obstacles that urban education faces today are finding a common language, lack of diversity, research, and practice issues (Milner, 2012). Teaching in an urban setting does have difficulties of their own. However, the teaching profession is not an easy one; overall, no matter where you teach. This thesis's primary focus was to empower pre-service teachers to serve the

underserved and create a comprehensible website that provides them with resources to be effective in the urban setting.

Statement of Problem

Based on previous studies and the author's observations pre-service teachers do not typically consider teaching in underserved areas as their preferred option (Aragon et al., 2014). My goal for this study was to provide PSTs with a different perspective on teaching in urban areas by developing a compendium of evidenced-based practices based on the five major patterns found in effective teaching in underserved, underfunded, and under-resourced elementary schools. Working towards dismantling the barriers that children of color face when trying to obtain a high-quality education, this thesis explored teacher effectiveness in underserved elementary schools.

A qualitative content analysis of research on teacher effectiveness in underserved, underfunded, and under-resourced elementary schools allowed me to gather data from previous studies to identify evidenced-based best practices for this particular setting.

REVIEW OF LITERATURE

Since this study focused on teacher effectiveness in underserved, underfunded, and under-resourced elementary schools the following subheadings guided the review of literature:

- I. The Role of an Educator
- II. The Characteristics of Effective Teachers
- III. What Makes a "Good" Teacher
- IV. Avenues of Improvement in Urban Education
- V. The Impact of Deficit Thinking in Urban Education
- VI. The Importance of Quality Teachers in Students' Lives
- VII. Evidenced Based Practices For Underserved Elementary Schools

To provide pre-service teachers with a different perspective on teaching in urban areas, it is vital to consider the role an educator can have in a child's life. There are educators who desire to be change agents but don't have the knowledge necessary to be effective in this particular setting. There is limited research on evidenced based practices for underserved elementary schools. In efforts to empower these educators, one must consider the value of an educator, effective instructional practices, the impact of deficit thinking in urban education, and avenues of improvement in urban education. Through my undergraduate studies and infield experiences over the last four years, the seven subheadings are critical topics of consideration that address the problem at hand.

The Role of an Educator

The role of an educator in a child's life is significant. Every student enters a classroom with different needs. As educators, we must do our part to provide them with equitable instruction based on those needs. Teachers serve as role models, whether intentionally or

unintentionally, to their students, and effective student-teacher relationships lead to positive student outcomes such as higher student engagement. Cherng (2017) conducted a study that indicated how early student-teacher relationships strongly correlate to students' academic expectations. Educators have the power to help students have high academic expectations for themselves. Teachers can show students the enormous potential they may not see in themselves, which is a strength that not all educators possess. To build these meaningful relationships, there must be a level of knowledge and understanding on the teacher's behalf. Without it, they will not be able to connect with their students fully. The most beneficial student-teacher relationship has characteristics of "the ethic of care" (Ransom, 2020, p. 904). A teacher who implements these characteristics does not just build rapport with their students; they demonstrate a sense of commitment to the child's growth. They are reflective and responsive to the needs of all their students.

The Characteristics of Effective Teachers

How teachers decide to instruct their class varies greatly, just as their instructional performance does as well. Numerous different factors go into how an educator develops their teaching philosophy and the instructional practices they implement. Certain variables have to be taken into consideration when measuring teacher effectiveness. Researchers have been motivated to determine how teachers whose practices have been ineffective can learn to implement best practices to improve their students' outcomes. Baier, Decker, Voss, Kleickmann, Klusmann, and Kunter (2019) attempted to answer this crucial question that policymakers around the country are curious to find the answer to. They aimed to analyze generic and profession-specific variables to find their connection to effective instruction. Instructional quality was measured through these three aspects of teaching: learning support, classroom disruptions, and cognitive activation.

Researchers found that "In terms of profession-specific teacher variables, we found that those who reported more enthusiasm were more likely to have higher ratings in all dimensions of instructional quality except for cognitive activation even when other predictors were considered" (Baier et al., 2019, p. 779). An increase in enthusiasm is a simple concept that could be applied seamlessly and has the potential of having excellent outcomes. That is why in the teaching profession, specifically, we must always be in a state of reflectiveness.

Baier et al. (2019) found a strong correlation between the educator's pedagogical/psychological knowledge and instructional quality. Teachers should be knowledgeable about the content they teach and aware of the current research-based best practices for all content areas. For optimal learning conditions, the educator must create an environment where students feel comfortable to ask questions and make mistakes. Withitness is a significant factor that contributes to effective instruction because teachers are aware of their students' needs at all times.

What Makes a "Good" Teacher

The importance of student-teacher relationships is a vital aspect of positive student outcomes for all students. Student-teacher relationships are a critical component of students' performance and engagement (Ransom, 2020). What makes a good teacher could be a subjective question, but researchers have narrowed down commonalities between what people believe makes a great teacher through different studies. There are four qualities to consider when discussing what a good teacher is like; knowledge, communication skills, interest, and respect for students. Ransom (2020) suggests that in a classroom where the teacher implements the Care Theory, his/her students will know their teacher is concerned with their needs meaning they would have undergone motivational displacement.

Building a sense of commitment to the children you serve is vital to creating stronger connections with your students. Benekos (2016) found that gratification coming from their employment and providing students with quality instruction were predictors of effective instruction. To be memorable to students, one must be openly committed to helping their class grow in their education, social, and emotional growth. Any employee needs to take pride in the work they do, and one aspect of doing so is self-efficacy, which means believing you are capable of carrying out desired outcomes. What is required to stay a good teacher is equally as significant when discussing the variables that make a good teacher (Benekos, 2016). This motivation enables educators to be reflective and consistently think about improving their instruction across all subjects.

Avenues of Improvement in Urban Education

According to Milner (2012), there are several areas of struggle in urban education, including common language issues among teachers, diversity among teachers, and the lack of prevalent research in the field. One of the core issues discussed was the direct correlation of teacher training/preparation for students' success in urban settings. Concerning the issue of a common language in the teaching profession, we face a considerable struggle. Optimally training a teacher without knowing the culture and environment they are being placed in is a challenging situation (Milner, 2012).

Consequently, the standard training seems to be focused on suburban culture throughout the country, leading to struggles when placing trained teachers in urban environments. These urban environments differ in staff and student culture than base training would provide. Additionally, the language used for academic instruction could differ. This gap between training and implementation for teachers entering urban environments causes the lack of preparedness

and competence for teachers to sufficiently provide the best possible education for their students to reach their full potential.

Similar to how a lack of common language in training leads to gaps in urban education, diversity presents a similar issue. Ensuring that teachers themselves come from various backgrounds and training should be of the utmost importance (Milner, 2012). An issue that has become a focus recently is the lack of research on the best strategies to be used in an urban education setting. Field research needs to be conducted for any profession. The same holds for urban education as educators continue to research how to best accommodate teaching strategies in urban environments and the best way to practically implement the strategies (Milner, 2012). The educators will gradually learn and develop these skills to apply them in the classroom and better teach in that landscape. This process is not rapid and will take several years of continual research and subsequent application to reach the standards we hope for in urban education.

The lack of connection between the curriculum and real-world situations is a primary factor in students dropping out. According to the Bill & Melinda Gates Foundation, 47% of students describe their reasoning for dropping out of school to be due to a lack of interest in the curriculum. They cannot relate or identify with what they are learning which creates a disconnect between the student and their education. This lack of interest leads to disengagement and in the worst case, dropping out.

The Impact of Deficit Thinking in Urban Education

The rhetoric of teaching in an urban setting is often negative. Deficit thinking is crushing to a practicing teacher's perception of working in low-income areas. People may have the perception that minority children don't do as well as other children because of their viewpoints, families, and living situation. Individuals within the teaching profession can get in the habit of

just speaking on the deficit behaviors of the students, families, and communities they serve instead of focusing primarily on the reflection of their teaching practices. This leads to pre-service teachers being less inclined to consider working in the urban setting due to negative statements made about working in this particular setting.

Although this may be the experience of some PSTs, there are still teachers who want to make a difference and provide a quality education for students who live in low-income areas. Teachers who understand the significance and impact of serving the historically underserved. A canonical correlation analysis was used to gather data on pre-service teachers' profiles who have shown different levels of commitment to working in urban schools (Aragon et al., 2014). One of the alarming takeaways was that first-year teachers are content with the possibility of working in urban areas because they viewed it more as a placeholder until they were able to find a job in a suburban area.

The Importance of Quality Teachers in Students' Lives

Several authors throughout the teaching profession have stressed the importance of teachers in students' lives. It is argued that teacher relationships with students provide social capital to the students (Cherng, 2017). Students can use this social capital to benefit them in terms of better employment and career success. The best way to develop these relationships differs on a student-to-student basis. Therefore, teachers need to realize which students may need more aid than others to have their needs met from their classroom role models. Ivanova, Vinogradova, and Zadadaev (2019) emphasized a similar point to how developing this idea of social capital is essential to students, recognizing that teacher relationships apply and that extracurricular activities and need-based accommodations are influential in development.

As mentioned by many and reviewed earlier in the introduction, students of color, on average, lack access to these ideal affordances compared to other students. According to Cherng (2017), in a study of over 30 racially-diverse students, the majority had at least one teacher they deemed caring. The primary purpose behind studying these relationship is because it has been determined that these relationships prove worthwhile in developing successful futures for students. Cherng (2017) focused on the features that affect the relationships between students of color and their teachers, including the school characteristics, student demographics, and the teacher's demographics. The results of their study found the presence of subtle racial discrimination present in these metrics where students of color were posed with more difficulties in developing these strong relationships with their teachers.

Heinz (2015) discussed how minority pre-service teachers aside from altruistic, extrinsic, and intrinsic reasons enter the teaching profession to make a social impact. These pre-service teachers are considered change agents who are working towards social justice and a more equitable education system.

Evidenced Based Best Practices For Underserved Elementary Schools

Nicholas, Baker-Sennett, McClanahan, and Harwood (2012) studied how a community-based interprofessional education approach could lead pre-service teachers to gain the necessary skills and knowledge to best serve the students in their communities. Previous research studies have examined the significance and positive student outcomes when making schools the "heart" of the community. Researchers are now more focused on analyzing the outcomes of practicing teachers engaging with community members and professionals. The Nicholas et al. (2012) study found the following:

The analysis of the combined data from all pre-service teachers across all data sets indicates that their community inquiry projects helped to facilitate learning in three main categories : (1) inquiry skill development, (2) understanding collaboration, and (3) learning about the community. (p. 225)

When considering best practices for underserved elementary schools, it is critical to acknowledge that both traditional and progressive strategies should be utilized (Maczynski et al., 2020). It is vital to be conscious of the effective teaching practices that educators around the country have employed to bring about positive learning outcomes for their students'. Doing so will allow these practices to be better taught and applied in all urban education environments to create an optimal learning environment for students. Young (2018) conducted research with this goal in mind. The research consisted of a qualitative assessment of several teachers in urban title one schools. Each teacher was asked a series of open-ended questions, and their answers were compiled to find themes among the best performing teachers (Young, 2018). The research conducted resulted in seven main themes that help define what makes an effective urban education teacher. The themes were as follows: intrinsic motivation, peer-to-peer collaboration, conducive environment, real-world connections, differentiation, relationships, and technology.

First, considering intrinsic motivation, this is not entirely in the teacher's control but applies to the students. The more students in the teacher's class were involved and motivated in their education, the better the teacher performed in their given environment. For peer-to-peer collaboration, teachers who utilized this technique tended to improve student relations and class performance. Slaughter (2009) stresses how effective instruction considers the following questions: how learners are connected to the content of the course, the instructor, and each other. For teachers to promote a conducive environment, it was essential to ensure students felt safe and

secure while facing the challenges teachers would give to their students. For real-world connections, it was best for students' to connect the concepts they were learning in class to real-world scenarios and situations they have experienced (Young, 2018). Differentiation was a critical aspect in the classroom because teachers had to include and adapt several different learning styles to accommodate all students best. Cultivating meaningful relationships is a factor that applies to all the previous themes. This study emphasized the value of teachers building relationships with their students to understand their learning styles and needs in the classroom. Integrating technology within the classroom resulted in an increase of student motivation and enjoyment as explained by the educators who Young interviewed. The following themes were found to be driving factors in successful teachers in the urban environment: intrinsic motivation, peer-to-peer collaboration, conducive environment, real-world connections, differentiation, relationships, and technology.

METHODOLOGY

Based on previous studies and the author's observations pre-service teachers do not typically consider teaching in underserved areas as their preferred option (Aragon et al., 2014). My goal for this study was to provide PSTs with a different perspective on teaching in urban areas by developing a compendium of evidenced-based practices based on the five major patterns found in effective teaching in underserved, underfunded, and under-resourced elementary schools. Working towards dismantling the barriers that children of color face when trying to obtain a high-quality education, this thesis explored teacher effectiveness in underserved elementary schools.

A qualitative content analysis of research on teacher effectiveness in underserved, underfunded, and under-resourced elementary schools allowed me to gather data from previous studies to identify evidenced-based best practices for this particular setting.

Patterns Based on the Literature Review that Informed the Website

Based on the review of literature, I found the following five major patterns when discussing teacher effectiveness in underserved, underfunded, and under-resourced elementary schools:

- I. Student-Teacher Relationships
- II. Safe and Supportive Learning Environment
- III. Real-world Connections
- IV. Collaborative Learning
- V. Differentiation

Pre-service teachers considering working in an urban environment and veteran teachers can benefit from learning about these five commonalities found in effective instruction.

Student-teacher relationships are of the utmost importance because of the implications they have on student learning. If educators take the time to connect with their students, they will see increased engagement, achievement, grades, and a decrease in classroom disruptions. These relationships can also result in social capital for the students. Educators have the power to mitigate the advantages certain children have over others through using real-world connections. Connecting the content to real-world examples allows students to understand themselves and the world around them. Collaborative learning allows students to enhance their oral communication skills, increase self-esteem, and understand diverse views. Cultivating a safe and supportive learning environment allows students to feel secure and willing to take risks. We must also differentiate the content, product, process, and environment to meet diverse needs. These themes are evidence-based practices when teaching in underserved, underfunded, and under-resourced elementary schools. Therefore, this thesis provides a comprehensive website that includes articles and videos that educators are able to reference when considering evidenced-based practices in underserved, underfunded, and under-resourced elementary schools.

Website Development (Appendix A): <https://placenciaanais.wixsite.com/website>

The comprehensive website provides PSTs with a resource that concisely explains evidence-based practices in the urban education setting. The website is sectioned into five areas: Home, Blog, Video Player, and Subscription. Every person who visits the site is first presented with a home page that provides them a short description of what the website includes. The blog and video player sections have met specific criteria to be published on the site. Farrah, Saiful, Maslin, and Mohamad Noorman (2016) suggest that a website should be interactive, intuitive, and integrative. Therefore, I added a subscription section where fellow teachers can subscribe to

the website free of charge and be notified when there is a new posting on the website. Every article and video that is published on the website has met the following criterion:

- I. Domain
- II. Peer-Reviewed
- III. Writing/Speech Style
- IV. Scholarly
- V. Accuracy
- VI. Purpose

Title	Domain	Peer-Reviewed	Writing/Speech Style	Scholarly	Accuracy	Purpose
Creating a Successful Climate for Urban Students. By: Terri Slaughter	.org	✓	Expository	✓	✓	This article provides comprehensible strategies to create a successful learning environment, such as technology integration.
Every kid needs a champion: Rita Pierson	.com	✓	Persuasive	✓	✓	This TED Talk explains the value of human connection and the impact you can have in the life of your students.

Stayers, Leavers, Lovers, and Dreamers: Why people teach and why they stay Marilyn Cochran-Smith		✓	Expository	✓	✓	To continue showcasing the beauty of the teaching profession and why so many teachers continue to teach.
Education in the 21st Century - Student Centered Learning	.com	✓	Expository	✓	✓	Provides a description of how the world has changed and the skills necessary to succeed have shifted.
Progressive Education in the Classroom	.com	✓	Expository	✓	✓	Describes what progressive education is. Provides examples of the benefits of progressive education (interdisciplinarity).
Flexible Classrooms: Providing the Learning Environment That Kids Need	.com	✓	Expository	✓	✓	Provides examples as to how teachers can support student collaboration.
Differentiating Instruction: It's Not as Hard as You Think	.com	✓	Expository	✓	✓	Describes the misconception some people have about differentiation. Explains how differentiation occurs in the following three areas: content, process, and product.

Creating a Positive Learning Environment	.com	✓	Persuasive	✓	✓	Emphasizes how much of an impact environment has on student learning. Provides strategies to create a positive learning environment.
Cooperative Learning in the Elementary School	.com	✓	Expository	✓	✓	Explains why teachers need to be deliberate about how they group students.
Station Rotation: Differentiating Instruction to Reach All Students	.com	✓	Persuasive	✓	✓	This video provides a rationale for differentiation and explains the impact it can have on student achievement.
Solving Real-World Problems: Bringing Authentic Context to Learning	.com	✓	Expository	✓	✓	To provide an example of student-empowerment through the use of solving real-world problems (problem-based learning).
SEL: Creating Safe & Supportive Learning Environments	.com	✓	Persuasive	✓	✓	To demonstrate the importance of creating a safe and supportive learning. Provide an example of how SEL can be integrated within schools.

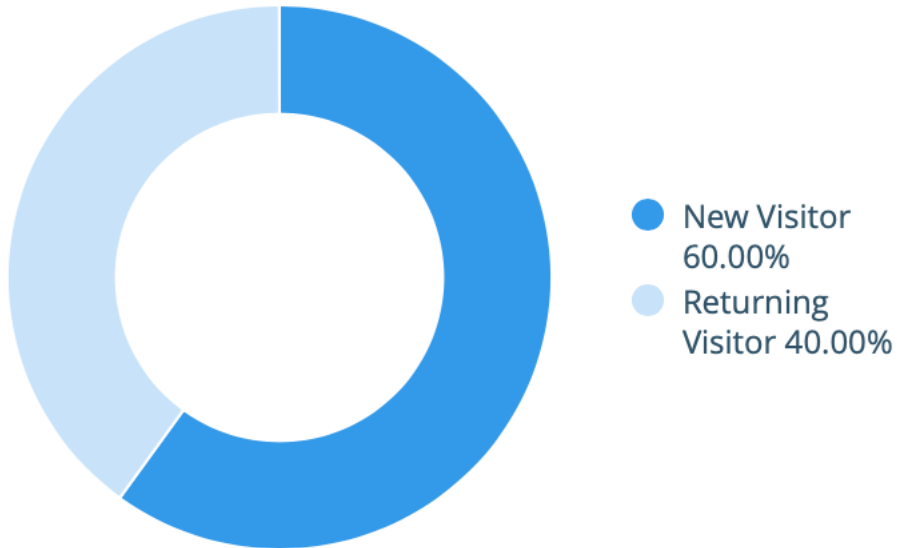
Farrah et al. (2016) explained four aspects of a website's credibility: presumed credibility, reputed credibility, surface credibility, and experienced credibility. The website considered all four of these aspects of credibility during its development.

Website Performance

Since the website's development, I have gathered data on which blogs performed best, visitor retention, and referral by category. The aim of collecting this data was to make informed decisions on how to proceed with the website's development. The most popular blog post was *Creating a Successful Climate for Urban Students*, which demonstrated that site visitors are interested in learning how to create a classroom environment that will help their students succeed. The returning visitor retention was 40%, and the new visitor percentage was 60%. I am looking to add a member area section to my site where subscribers could communicate. The member section would aim to increase visitor retention. The referral by category data allowed me to analyze how visitors found my site, whether through direct URL, social, or search. Based on the data, 60% of site visitors got to the website through a direct URL.



Visitor Retention ⓘ



To increase visitor retention, website quality, and new visitor percentages, I plan on implementing a series of extensions to the current website. Changing the URL to "Serving the Underserved" would increase the websites' quality and increase the referral by search. To grow the number of new visitors, I plan to present my research at professional development workshops such as KnightEd Talks, whose primary audience is pre-service teachers. In efforts to increase visitor retention, I plan on doing collaborations with fellow educators. The most recent one is a blog post about a fellow pre-service teacher's thesis that explored the Portrayals of African-American Culture in Award-Winning Picture Books.

CONCLUDING REMARKS

Significance of Study

The Brown v. Board of Education of Topeka Supreme Court decision made a statement to the whole country that every child in the United States deserves access to quality education. This served as a reminder of this country's fundamental principles; freedom and equality for all. Sixty-six years after this ruling, certain historical events and institutions have made it more challenging for these promises to fully come to fruition. Lyons & Chesley (2004) found that there were tradeoffs:

African American students are likely to be placed in less-challenging academic tracks and courses in integrated schools that leave them less prepared to enter college and pursue studies leading to higher status careers, greater earnings, and more economic, political, and social power. (p. 310)

These tradeoffs are still seen in classrooms today around the country. Monumental cases and laws have advanced our educational system to consistently strive to provide equitable instruction for all, but there have been some unforeseeable consequences. The Elementary and Secondary Act of 1965. These tradeoffs must be acknowledged so that educators around the country can work to ensure that they are not perpetuating these actions that negatively affect marginalized groups. As educators we have to be conscious of these tradeoffs and make it so that every child that enters our classrooms is provided with equitable instruction.

Implications

Every child deserves access to a high-quality education, but various barriers prevent this from being a reality. As a teacher candidate, I witnessed how the negative rhetoric associated with teaching underserved populations deters pre-service teachers from considering working for

these particular schools. Urban educators throughout the country are doing a phenomenal job of serving their communities, but that is rarely discussed. My research aimed to shed light on how to be an effective teacher in high-needs populations so that educators can gain an alternative perspective to teaching in low-income areas. Educators have the power to change the course of a child's life. Rita Pierson (https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion) put it this way:

Every child deserves a champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.

I can sincerely say that if it were not for my fifth-grade teacher, I wouldn't be where I am today, writing an honors thesis at the University of Central Florida. My experience is one that I know many people share. I am a firm believer that every child deserves access to a teacher who will take on the role of being their champion. Systemic racism is deeply rooted in almost all areas of a person of color's life. Educators who chose to serve the underserved are not merely teaching young students, but they are actively dismantling these barriers. Teaching in underserved, underfunded, and under-resourced elementary school is a truly extraordinary experience that I encourage every pre-service teacher to consider strongly. Now, by utilizing the website and blogs (<https://placenciaanais.wixsite.com/website>) created as part of this thesis, both pre-service and in-service teachers can be supported in these life-changing endeavors.

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APPENDIX A

Home Page

Teacher Effectiveness in Underserved, Underfunded, and Under-Resourced Elementary Schools

Home Blog Video Player  Log In



 Let's Chat!

Teacher Effectiveness in Underserved, Underfunded, and Under-Resourced Elementary Schools


Welcome to a unique blog for all educators to explore.

As a pre-service teacher at the University of Central Florida, I created this website to provide educators with a different perspective on teaching in urban areas by developing a compendium of evidence-based practices based on the five major patterns found in effective teaching in underserved, underfunded, and under-resourced elementary schools:

- I. Student-Teacher Relationships
- II. Safe and Supportive Learning Environment
- III. Real-world Connections
- IV. Collaborative Learning
- V. Differentiation

 Let's Chat!

Blog posts




Anais Placencia
Feb 7 · 1 min

Creating a Successful Climate for Urban Students. By: Terri Slaughter

Terri Slaughter emphasized the need for change by discussing the urban graduation crisis. We must consider why students drop out. The...

11 views 0 comments 5




Anais Placencia
Feb 7 · 1 min

Every kid needs a champion: Rita Pierson

I was first introduced to this video during an internship seminar, and needless to say, it brought me to tears. Every kid needs a...

Let's Chat!




Anais Placencia
Feb 7 · 1 min

Every kid needs a champion: Rita Pierson

I was first introduced to this video during an internship seminar, and needless to say, it brought me to tears. Every kid needs a...

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Anais Placencia
Feb 7 · 1 min

Stayers, Leavers, Lovers, and Dreamers: Why people teach and why they stay | Marilyn Cochran...

Time and time again, we hear about the many reasons that some educators decide to leave the teaching profession, but why not discuss why...

2 views 0 comments 5

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Videos



GI Online Academy

Education in the 21st Century - Student Centered Learning

The term student-centered learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are..

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New Beginnings Family Academy

The NBFA Journey: Progressive Education in the Classroom

[Let's Chat!](#)



Edutopia

Flexible Classrooms: Providing the Learning Environment That Kids Need

At Albemarle County Public Schools, flexible classrooms empower student choice, increase student engagement, and improve student participation. Albemarle County Public Schools...

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Education Week

Differentiating Instruction: It's Not as Hard as You Think

When some teachers think of differentiation, they imagine having to create a different lesson for every student in the room. In this video, teacher and author Larry Ferlazzo...

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Edutopia

Creating a Positive Learning Environment

When students' mental, emotional, and physical needs are met, they're more likely to love school—and they learn more. #HowLearningHappens Our How Learning Happens video..


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TNDeptofEducation

Cooperative Learning in the Elementary School

Cooperative Learning is a best practice in integrating social and personal competencies into classroom instruction.

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Edutopia

Station Rotation: Differentiating Instruction to Reach All Students

Rotation stations allow students to learn in a range of modalities, while making differentiation manageable for one teacher. Highlander Charter School, Lower School.

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Edutopia

Solving Real-World Problems: Bringing Authentic Context to Learning

The perfect problem connects content, student interest, and an authentic context. Two Rivers Public Charter School GRADES PK - 8 | WASHINGTON, DC Explore more resources...

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CASEL

SEL: Creating Safe & Supportive Learning Environments

Creating a safe, supportive environment for social and emotional learning (SEL) has been, and remains, a high priority for CASEL. It is inherent in our focus on integrating SEL into all...

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