

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education**

*EDUC 542: Foundations of Education*

Summer 2012

May 21<sup>st</sup> – June 22<sup>nd</sup>

Monday – Thursday, 12:00 pm – 2:15 pm, West 1007

**Instructor:** Dr. Elizabeth Levine Brown

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**Office Hours:** Mondays 2:30-4:00 and by appointment; Skype appointments and phone conference can be scheduled also.

*\*Best form of contact*

## COURSE OVERVIEW

### Course Description

Examines the historical, philosophical, and sociological foundations of education as they relate to elementary schools, with a particular emphasis on teaching a culturally diverse population. Students will develop an understanding of the relationship between society and education. Prerequisite(s): Admission to the Elementary Education licensure program.

### Learning outcomes

At the conclusion of this course, students will be able to:

1. Identify important historical, philosophical, and sociological foundations underlying the role, development, and organization of public educational practice;
2. Discuss contemporary educational initiatives and analyze their impact on educating a culturally diverse population of students;
3. Discuss laws related to students' and teachers' rights and responsibilities
4. Identify procedures for child abuse and neglect, recognition, reporting and responding.

### Nature of the Course

This course is structured to utilize multiple instruction formats. We will engage in face-to-face class sessions, as well as regularly scheduled online discussions and activities. Face-to-face class sessions will include small/large group discussions, integrated tasks, lecture, and student-led forums.

### Course Assumptions

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this, you are expected to regularly contribute to class discussions as well as genuinely listen to peers as they do the same. Agreement is not mandatory; consideration and respect are. This means that you must be “present” throughout all discussions and activities.

## STANDARDS

### **National Council for Accreditation of Teacher Education Program Standards for Elementary Teacher Preparation:**

- a) Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environment.
- b) Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
- c) Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

### **ISTE National Education Technology standards:**

- a) Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- b) Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- c) Instructional personnel shall be able to apply computer productivity tools for professional use.
- d) Instructional personnel shall be able to use electronic technologies to access and exchange information.

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT CORE VALUES

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. For more information about our core values, please reference <http://cehd.gmu.edu/values/>.

## UNIVERSITY EXPECTATIONS, RESOURCES AND POLICIES

### **Student Expectations**

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

*Honor Code. To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the University community and with the desire for greater academic and personal integrity, GMU has set forth a code of honor that includes policies on cheating, attempted cheating, lack of class participation in group work, plagiarism, lying and stealing (see link above). The Elementary Program abides by these policies and takes them seriously.*

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. One cell phone will remain on in class that is registered with the Mason Alert System. Visit <https://alert.gmu.edu>, to find out more about Mason's alert system for GMU emergencies.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

- *Note that I will communicate with you via your GMU email account only!*  
Please review this email policy and additional GMU policies and resources on the website, <http://universitypolicy.gmu.edu>.
- The College of Education and Human Development strives to represent a set of core values that drive the work of faculty and students. These values of collaboration, ethical leadership, innovation, research-based practice, and social justice are further described on the CEHD website <http://cehd.gmu.edu/values/>.

## COURSE READINGS

### Readings

Sheets, R. H. (2005). *Diversity pedagogy: Examining the role of culture in the teaching-learning process*. Boston, MA: Pearson.

Spring, J. (2012). *American education* (15<sup>th</sup> ed.). New York, NY: McGraw-Hill.

Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America*. New York: Broadway Publishing.

**Blackboard:** For this course we will be using Blackboard as a means to distribute *additional readings* not included in the textbooks. You can access Blackboard through the website - <https://mymasonportal.gmu.edu>. Next you will log in with your Mason user name and password. Then, you will click our COURSES tab. Finally, to see our course readings and access on-line discussion boards, click on our course title.

- **Please print these materials/resources and bring them to class. Read the pieces in the order they are listed on the syllabus. I have attempted to list them in an order that will be helpful to you and your understanding of our course content.**

## COURSE ASSIGNMENTS

### Participation

Attendance at all classes is required. Although short lectures will sometimes be provided, this is not a lecture-based course. Passive learning is not the objective. You are expected to *participate vigorously* and *thoughtfully* in class discussions. In order to support your participation in class you must “prepare” substantively for each class session.

**A) Class Preparation:** You must complete all pre-assigned reading tasks before the class session for which they are assigned. In some instances you will be provided with guiding questions, orienting concerns, and/or written assignments that will facilitate your reading of the assigned text. In addition to contemplating these questions/concerns and completing these assignments *before the start of class*, you should be able to summarize the main argument(s) and/or central concepts for each assigned reading. Although students are encouraged to volunteer their participation in class, the instructor will also call on students in order to maximize classroom opportunities to hear from ALL of the students enrolled in the course. Remember, participation is more than just talking. Participation should raise the level of academic discourse, which may include asking questions and encouraging exploration, consideration, and learning.

Guidelines for Class Discussions:

Given the content of this course, we often discuss sensitive matters (such as race, class, gender, sexual orientation, politics, and ideas about preferred styles of teaching). Because I consider it essential to our learning together, everyone in this class must feel safe to express him/herself and to ask potentially embarrassing questions. As such, it is important that we commit to and honor certain principles of discourse. To facilitate this, I borrow the following discussion guidelines from Gary Fenstermacher:

- 1) Listen and understand before you judge. Learn to “hear” and comprehend before you draw conclusions or evaluate what others are saying.
- 2) Probe and question as a means of gaining a fuller measure of understanding. Before you ask questions that criticize or negate, ask questions that ensure you grasp what the other person is saying. Some examples: “If I understand you correctly, you are contending that . . .”  
“Would you help me gain a better understanding of what you are saying by explaining a little more the idea that . . .”
- 3) Do what you can to make the discussion atmosphere safe for different perspectives and for considerate controversy over different perspectives. Present your own positions gently and respectfully, and listen to the positions of others in the same way.
- 4) Invite fellow students who are not participating to engage in the topic. Ask them what they think and take a genuine interest in their answers. Keep an eye on the ebb and flow of discussion and take responsibility for keeping the discussion moving along, treating all participants considerately, and maintaining a balanced and gracious tone.
- 5) Be aware of your own participation, checking occasionally to ask whether you are monopolizing the conversation or failing to contribute to it at all.

**B) Student Forums:** Each student will select a Student Forum group. Student Forums are responsible for “teaching” the class readings for a given day and highlighting key themes that emerge from the texts. To prepare for a student forum, groups of students will meet during a Thursday class time to discuss their assigned documents, prepare guiding questions for engaging conversations and consider an activity to support ongoing learning of the assigned focus/topic. In addition, groups should prepare a creative, informative and resourceful handout that reviews the

readings for the assigned class, which when combined with other student forum handouts will result in a Student Forum Resource Book. Student Forums should plan to “teach” the class for 45 minutes and thus should prepare reading reviews, guiding questions and activities accordingly.

### **Dialectical Journals: Read and Reflect!**

There is a good deal of reading in this course and it is your responsibility to read the assigned chapters and/or article selections every week. Just completing the readings however is not enough to maximize your learning opportunities. In addition, you need to analyze the readings in terms of your prior learning, personal experiences, and other readings (e.g., from this course or from former classes). Therefore, it is expected that you employ active reading strategies by utilizing a dialectical journal. In this journal, you will explicitly note places in the course readings that stand out to you and explain/note why these areas of text showed relevance to you. You may question, disagree, agree, identify confusion, etc. A dialectical journal is a conversation between you and the text.

- Each journal entry should be completed prior to the beginning of class.
- The journal will count towards your weekly class participation and you are expected to bring it to each class session. Each week I will choose five-six students to share their journal entries with the class, and at several points I will ask you to submit your journal without advance notice.
- Journal entries should be brief, yet thoughtful, and demonstrate genuine consideration of the text.

### **“Exit Cards”: Online Discussion Posts**

Because our course is condensed into five weeks, there will be time incorporated into the course for you to *think* and *reflect critically* upon the course readings. Much of this material requires time for you to process the information, and thus on Thursdays, you are expected to log onto our Blackboard site and post a response to the question, quote or prompt provided for you. This serves as a type of “exit card” to help you process your immediate learning and to provide me insight on your developing understanding and perspectives.

Each week there will be a directive for your post. An example directive might be “What is one thing that you learned? What is one question you are wondering right now?” It is expected that your response is brief and that you connect your response to class discussion and the readings. You must post by \_\_\_\_\_ and then post at least one response to a peer by \_\_\_\_\_ (these days/times are to be decided in class).

### **Education Autobiography**

This paper is an informal story of your experiences in education. For example, some questions to consider include: What kinds of schools did you attend? What kinds of classes were you in? Did you have a favorite teacher and/or subject? Who was your least favorite teacher and/or subject? Why did you feel that way? How did you feel about school in general? Who was in your classes typically? Were your classmates your friends from the neighborhood?

As you write this education autobiography, consider your classmates, your teachers, your courses, your successes, etc. from over your thirteen plus years of school. In the last section of your paper, you should provide a closer examination of your **high school's** student achievement statistics analyzed by race, disability, and language. All states have something similar to the links below. If you need help locating one for your home state, let me know.

<https://p1pe.doe.virginia.gov/reportcard/> (Virginia)

<http://www.nclb.osse.dc.gov/> (DC)

**Note:** This should be a personal experience narrative and written as such. It should be 4-5 pages.

### **Reflective Practitioner Paper (PBA)**

In order to become reflective practitioners for multicultural classrooms, teacher candidates must reflect on a variety of professional issues that teachers confront in their day-to-day teaching as well as the broader educational and social context, which affects the work of the public school teacher. To this end, the candidates will analyze a current issue/innovation around race and culture, gender equity, special education, social class, or language diversity. Teacher candidates will then relate their issue/innovation to historical and sociological trends/perspectives as well as to their own experiences.

*\*A detailed task description and rubric is attached below.*

## **NOTE ON COURSE ASSIGNMENTS**

All written assignments should be stapled, double-spaced in black 12-point Times font (or other serif fonts such as, Palatino), with margins of 1 inch (top, bottom, right, & left). Your PBA should conform to the style manual of the American Psychological Association (6<sup>th</sup> ed.).

All assignments are expected at the beginning of the assigned class. Unless prior arrangements have been made with me (*at least 48 hours in advance*), **late**



**submissions will not be accepted** and will **result in a grade of 0** for that assignment.

**Grading Scale**

We will assess your progress in this course at two points in time. The first will involve a self-reflection of your work on **Monday, June 11<sup>th</sup>**. Following, the instructor and student will set up a face-to-face or phone conference to discuss agreement on the first evaluation. The final evaluation will occur on **Friday, June 23<sup>rd</sup>**. For the final evaluation, the instructor will review the growth and progress of the student within **ALL** the expectations of the course. Each student will be graded on the following criteria:

**FINAL GRADE RANGE:**

0-2pts: Fail

3pts: B

4pts: B+

5pts: A-

6pts: A

**Grading Criteria**

<b>Expectations</b>	<b>Blazing New Ground (2)</b>	<b>Staying on Track (1)</b>	<b>Off Track (0)</b>
<b>Class Participation</b>			
<ul style="list-style-type: none"> <li>■ Speaking</li> <li>■ Active Listening</li> <li>■ Regular attendance</li> <li>■ Being a supportive cohort member</li> <li>■ Student Forums</li> </ul>			
Betsy's Final Feedback:			
<b>Weekly Assignments</b>			
(Dialectical Journals; Exit Cards) <ul style="list-style-type: none"> <li>■ On time</li> <li>■ Thoughtful</li> <li>■ Extensions of literature read for class</li> <li>■ Responds to prompts (weekly)</li> <li>■ In-depth analysis in</li> </ul>			

peer response (1 per week)			
Betsy's Final Feedback:			
<b>Assignments/Projects</b> <b>(Education Autobiography; Reflective Practitioner Paper)</b> <ul style="list-style-type: none"> <li>■ On time</li> <li>■ Thoughtful</li> <li>■ Meets individual assignment expectations</li> </ul>			
Betsy's Final Feedback:			
Baseline Survey Growth	Mid-Course Score:		Post-Course Score:

## COURSE CALENDAR

The Course Calendar below offers a **tentative** class-meeting schedule. The schedule includes the class discussion topic, the required readings for the given class, and the assignments due dates. I reserve the right to modify this schedule in whole or in part, and to add or delete readings as necessary. I expect that the schedule and readings will change as we move through the semester so you should attend every class to hear updated changes made to the syllabus.

<b>WEEK ONE - Philosophical Foundations of Education</b>				
	<b>Monday, May 21<sup>st</sup></b>	<b>Tuesday, May 22<sup>nd</sup></b>	<b>Wednesday, May 23<sup>rd</sup></b>	<b>Thursday, May 24<sup>th</sup></b>
<b>Topic/Guiding Questions</b>	<b>Introductions &amp; Course Review</b>  <i>What does Foundations of Education mean?</i>  <i>What is the purpose of schooling?</i>	<b>Philosophical Foundations of Education</b>  <i>What does it mean to learn?</i>  <i>What is the best way to teach?</i>	<b>Philosophical Foundations of Education</b>  <i>What does it mean to learn?</i>  <i>What is the best way to teach?</i>	<b>Mason Library Tutorial led by Anne Driscoll (Fenwick Library - Room A214)</b>  <i>How do I prepare for my PBA?</i>
<b>Readings</b>	Syllabus	<b>Articles on Blackboard:</b> Plato (idealism) Adler (perennialism) Dewey (pragmatism) Montessori (constructivism)	<b>Articles on Blackboard:</b> Skinner (behaviorism) Noddings (care) Neill (existentialism) Freire (critical theory)	
<b>Assignment Due</b>		Dialectical Journals	Dialectical Journals	Student Forum Meetings & Reflective Reading  "Exit Cards": Online

				Discussion Posts		
<b>WEEK TWO - <i>The Social, Economic, and Political Goals of School</i></b>						
	<b>Monday, May 28<sup>th</sup></b>	<b>Tuesday, May 29<sup>th</sup></b>	<b>Wednesday, May 30<sup>th</sup></b>	<b>Thursday, May 31<sup>st</sup></b>		
<b>Topic/Guiding Questions</b>	<i>Memorial Day- No Class</i>  Student Forum Meetings & Reflective Reading	<b>The Social, Economic, and Political Goals of School</b>  <i>Why do we teach what we do?</i>  <i>What are the effects of the goals of school?</i>	<b>Women’s Education and an Introduction to Ethnic and Minority Education</b>	<b>Native American Education/ African American Education</b>		
<b>Readings</b>		Spring: Chapters 1, 2, and 4	Spring Ch. 6  <i>Articles on Blackboard:</i> Nash  AAUW	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Group A Articles on BB:</b>  Child   Adams   McIntosh </td> <td style="width: 50%; vertical-align: top;"> <b>Group B Articles on BB:</b>  Anderson excerpts (yellow)   Morris and Morris   Zimmerman </td> </tr> </table>	<b>Group A Articles on BB:</b> Child  Adams  McIntosh	<b>Group B Articles on BB:</b> Anderson excerpts (yellow)  Morris and Morris  Zimmerman
<b>Group A Articles on BB:</b> Child  Adams  McIntosh		<b>Group B Articles on BB:</b> Anderson excerpts (yellow)  Morris and Morris  Zimmerman				
<b>Assignment Due</b>	Student Forum A  Dialectical Journals	Student Forum B  Dialectical Journals	“Exit Cards”: Online Discussion Posts  Education			

			Select Topic for Reflective Practitioner Paper	Autobiography Due
<b>WEEK THREE - <i>The Social, Economic, and Political Goals of School &amp; The State of Education Today and Current Issues</i></b>				
	<b>Monday, June 4<sup>th</sup></b>	<b>Tuesday, June 5<sup>th</sup></b>	<b>Wednesday, June 6<sup>th</sup></b>	<b>Thursday, June 7<sup>th</sup></b>
<b>Topic/Guiding Questions</b>	<p><b>English Language Learner Education</b> (Student Forum C)</p> <p><b>Students with Disabilities Education</b> <i>Why do we rely on IQ scores?</i></p> <p><i>What has education looked like for SWD?</i></p> <p><b>Educational Inquiry (PBA) Conferences</b> <i>(after class)</i></p>	<p><b>The State of Education today and current issues</b></p> <p><i>How has the past affected our present?</i></p> <p><i>How does research portray the effects of school on educational and social success?</i></p>	<p><b>Movie Matinee: "Waiting for Superman"</b></p> <p><i>How do these social, economic and political goals relate to current affairs and the "Waiting for Superman" movie?</i></p> <p><b>Educational Inquiry (PBA) Conferences</b> <i>(after class)</i></p>	<p><b>Student Forum Meetings &amp; Reflective Reading</b></p> <p><b>Educational Inquiry (PBA) Conferences</b> <i>(phone conferences)</i></p>
<b>Readings</b>	<p><i>English Language Learner Education</i></p> <p>Spring:</p>	<p><i>Students with Disabilities Education</i></p> <p><b>Articles on</b></p>	<p>Kozol: Chapters 1-3</p> <p>Spring: Chapter 7</p>	

	Chapter 7 <i>Articles on BB:</i> TBD	<i>BB:</i> Fass  The Why Behind RtI  Feasibility of RtI			
<i>Assignment Due</i>	Student Forum C  Dialectical Journals	Student Forum D  Dialectical Journals	"Exit Cards": Online Discussion Posts (Movie Review)	Outline Reflective Practitioner Paper (email to Betsy by <b>Friday, June 8<sup>th</sup> at 4:00 pm</b> )	

<b>WEEK FOUR - <i>The State of Education Today and Current Issues</i></b> <i>Implications for Teaching Our Students Today</i>				
	<b>Monday, June 11<sup>th</sup></b>	<b>Tuesday, June 12<sup>th</sup></b>	<b>Wednesday, June 13<sup>th</sup></b>	<b>Thursday, June 14<sup>th</sup></b>
<b><i>Topic/Guiding Questions</i></b>	<b>The State of Education today and current issues</b>  <i>How has the past affected our present?</i>  <i>How does research portray the effects of school on educational and social success?</i>	<b>The state of education today and current issues</b>  <i>How has NCLB affected education?</i>	<b>Implications for teaching our students today</b>  <i>How do/can diversity pedagogies affect the success of all students?</i>	<b>Student Forum Meetings &amp; Reflective Reading</b>  <b>Peer Conferences</b>
<b><i>Readings</i></b>	Kozol: Chapters 4-5  Spring: Chapters 8-10	Kozol: Chapters 6-9  Sheets: Chapters 1-3 <b>Article on Blackboard:</b> Ravitch	Sheets: Chapters 4-8  Kozol Ch. 10 - note to teachers	

			<i>Article on Blackboard:</i> Ladson-Billings	
<b>Assignment Due</b>	Student Forum E  Dialectical Journals	Student Forum F  Dialectical Journals	Student Forum G  Dialectical Journals	"Exit Cards": Online Discussion Posts
<b>WEEK FIVE - Implications for Teaching Our Students Today</b>				
	<b>Monday, June 18<sup>th</sup></b>	<b>Tuesday, June 19<sup>th</sup></b>	<b>Wednesday, June 20<sup>th</sup></b>	<b>Thursday, June 21<sup>st</sup></b>
<b>Topic/Guiding Questions</b>	<b>Implications for teaching our students today</b>  <i>How do/can diversity pedagogies affect the success of all students?</i>	<b>Inquiry Groups on Reflective Practitioner Papers</b>	<b>Inquiry Groups on Reflective Practitioner Papers</b>	<b>Closing Remarks &amp; Wrap Up</b>  <i>How have your perceptions and understanding of education changed after taking this course?</i>
<b>Readings</b>	Sheets: Chapters 9-12  <i>Article on Blackboard:</i> Cowhey			
<b>Assignment Due</b>	Student Forum H	Handout on Reflective Practitioner Paper	Handout on Reflective Practitioner Paper Topic	Reflective Practitioner Paper



	Dialectical Journals	Topic		<b>Due by 4:00 pm</b>
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## Reflective Practitioner Paper (PBA)

“A large part of the problem [the achievement gap] is that many educators do not understand what it means to engage in educational practices that promote equity. Equity involves more than simply ensuring that children have equal access to education. Equity also entails a focus on outcomes and results” (Boykin & Noguera, 2011, p. viii).

In consideration of the quote above, this assignment will offer you an opportunity to expand your understanding of public education as a system that both expands and diminishes equity. Taken another way, you will explore the following question: *What are the tensions within efforts to reform public education and how do these debates shape your thinking and actions as a teacher?* Follow the steps below to successfully write this scholarly paper.

1. Pick an educational initiative introduced through class (i.e., readings, discussion, materials).
2. Research who this initiative is designed to benefit (e.g., a group of students targeted by the initiative).
3. Find peer-reviewed research articles and review class readings that address the initiative and its impact on students. (*If you are not sure about whether a research journal is peer-reviewed consult with Anne Driscoll or me.*) Take notes as you read.
4. Write your paper. Include the following as headings so that you and your reader (e.g., the instructor) will know exactly where you are headed and whether you have addressed all of the content requirements.

### *Suggestion for Paper's Structure*

**Introduction** (this is where you introduce your topic, establish its significance (hook), and give your reader an advance organizer for the paper)

**Part One** (The initiative)

- Description of the initiative that will meet some of needs of this population
- Background and historical information of initiative
- Strengths of the initiative
- Weaknesses of/challenges to the initiative
- Implications for teachers (What does this initiative mean for teachers? You will want to think about what is essential for teachers to consider, know, and do within this initiative)

**Part Two** (The students)

- Background of the student population targeted by the initiative (may include US, VA, DC demographics)
- Classroom/school implications for young learners in this population (How has this population of students historically experienced education? How do identity characteristics of this population intersect with characteristics of school?)
- Implications for teachers such as yourself (compare/contrast your background) teaching this population of students (You must first deconstruct and then describe relevant aspects of your identity. Then you must analyze how these pieces of your identity potentially intersect with teaching this student population. Use first person here to then generalize to a broader population of teachers like you.)

**Part Three** (The *SO WHAT*)

- Conclusions (Based on what you have presented in your paper, this is where you draw conclusions about the impact of the initiative on students. Who is benefitted and how? Who is disadvantaged and how? What does that mean for the group of students targeted by the initiative?)

## Helpful Tips

*While you are writing, consider the following:*

- Am I integrating concepts from readings and additional research?  
Remember, when you make a claim, you must support it with evidence. That evidence comes from your readings and research. **Each section needs multiple (2 or more) sources.**
- Have I integrated class discussions, experiences and/or personal reflections?

*Clarity of writing: Questions to Consider*

- It is organized logically?
- Does the introduction include the goals/purpose of the paper?
- Does Part One have points representing strengths and weaknesses of the initiative?
- Are there smooth transitions between ideas?
- Does each paragraph end with a conclusion that restates the main points of the paper (without introducing new ideas)?
- Is information presented clearly within the page limits (8-10 pages)?
- Are there **NO** grammar or spelling errors in the paper?
- Did I read and re-read my writing before submitting the document?
- If academic writing is difficult for you, did you ask a colleague or friend to review your work and provide feedback or visit the GMU Writing Center?

*APA format*

- Title page
- Headings
- Page numbers
- Proper use of in-text citations and appropriately formatted reference list
- **Tips:** Do **NOT** use standalone quotes in your paper. See the “APA Cheat Sheet” on Blackboard for help with this. Do **NOT** include anything in your reference list that you do not cite in your paper.

### **Reflective Paper Scoring Report**

Your overall score encompasses two rubrics. Your paper will be assessed based on the standards as well as the elements of writing. Your paper will be reviewed based on the breakdown below.

<b>Standards score</b>	<b>/32</b>
<b>Elements of writing score</b>	<b>/8</b>
<b>Total score</b>	<b>/40</b>

On the following pages, you will see both the detailed standards rubric in addition to the elements of writing rubric.

**STANDARDS RUBRIC**

	<b>4 Exemplary (Met)</b>	<b>3 Maturing (Met)</b>	<b>2 Developing (Not Met)</b>	<b>1 Unsatisfactory (Not Met)</b>
<b>Description of the education initiative</b>  ACEI 5.1	Presents appropriate and complete description of the education initiative, and includes multiple and different supporting references	Presents appropriate description of the education initiative, but is incomplete and/or includes only some supporting references	Presents some description of the education initiative, but is not sufficient and/or lacks supporting references	Lacks description of the education initiative
<b>Significant historical background information regarding the education initiative</b>  ACEI 5.1	Presents appropriate and complete significant historical and background information of the education initiative, and includes multiple and different supporting references	Presents appropriate significant historical and background information on the education initiative, but is incomplete and/or include only some supporting references	Presents some significant historical and background information on the education initiative, but is not sufficient and/or lacks supporting references	Lacks significant historical and background information on the education initiative
<b>Strengths and weaknesses of the education initiative</b>  ACEI 5.1	Presents appropriate and complete discussion of strengths and weaknesses of the education initiative, and includes multiple and different references	Presents appropriate strengths and weaknesses of the education initiative, but is incomplete and/or includes only some supporting references	Presents some strengths and weaknesses of the education initiative, but is not sufficient and/or lacks supporting references	Lacks strengths and weaknesses of the education initiative

<b>Implications of the education initiative for teachers</b>  <b>ACEI 5.1</b>	Presents appropriate and complete implications of the education initiative for teachers, and includes multiple and different supporting references	Presents appropriate implications of the education initiative for teachers, but is incomplete and/or includes only some supporting references	Presents some implications of the education initiative for teachers, but is not sufficient and/or lacks supporting references	Lacks implications of the education initiative for teachers in the identified population
<b>Background information about the targeted population of students</b>  <b>ACEI 3.2</b>	Presents appropriate and complete background information about the targeted population of students and includes multiple and different supporting references	Presents appropriate background information about the targeted population of students, but is not complete and/or includes some supporting references	Presents some background information about the targeted population of students, but is not sufficient and/or lacks supporting references	Lacks background information about the targeted population of students
<b>Classroom/school implications for students in this population</b>  <b>ACEI 3.2</b>	Presents appropriate and complete implications for students in the targeted population; includes multiple and different supporting references	Presents appropriate implications for students in the targeted population, but it is not complete and/or includes only some supporting references	Presents some implications for students in the targeted population, but it is not sufficient and/or lacks supporting references	Lacks implications for students in the targeted population
<b>Implications for teachers such as yourself teaching this population of students</b>  <b>ACEI 3.2</b>	Presents appropriate and complete background information about the culture, knowledge, and attitudes of the identified preservice teacher and includes multiple and different supporting references	Presents appropriate background information about the culture, knowledge, and attitudes of the identified preservice teacher, but is not complete and/or includes some supporting references	Presents some background information about the culture, knowledge, and attitudes of the identified preservice teacher, but is not sufficient and/or lacks supporting references	Lacks background information about the culture, knowledge, and attitudes of the identified preservice teacher

<b>Conclusions regarding the impact of the initiative on students</b>  <b>ACEI 3.2</b>	Presents appropriate and complete conclusions regarding the impact of the initiative; includes multiple and different supporting references	Presents appropriate conclusions regarding the impact of the initiative but it is not complete; includes some supporting references	Presents some conclusions regarding the impact of the initiative but conclusions may be vague, and/or lacks supporting references	Lacks conclusions or conclusions presented are illogical based on the rest of the paper, and/or lacks any supporting references
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***ELEMENTS OF WRITING RUBRIC***

Element	No Errors (1 or 2pts)	Some Errors (0.5 or 1pt)	Multiple Errors (0pts)
<b>Organization: Title Page, Page Numbers, Headings</b> (potential 1 point)			
<b>Citations in text</b> (potential 1 point)			
<b>Reference page</b> (potential 1 point)			
<b>Includes introduction</b> (potential 1 point)			
<b>Clarity of Writing</b> (potential 2 points)			



<b>Grammar/Mechanics</b> (potential 2 points)			
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