George Mason University
College of Education and Human Development
Graduate School of Education: Elementary Education

EDUC 542-611 Section 001
Foundations of Education (3 credits)
Spring 2014 (Jan. 22 – March 12)
5:00pm - 9:00pm/Wednesdays
Arlington, Founders Hall, Rm. 467

Professor: Dr. Corey Sell
Office Hours: By appointment; Skype appointments can also be made (**skype ID:** corey.sell)
Office Location: Thompson 1407
Office Phone: (703)-993-3824
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COURSE DESCRIPTION:
A. **Prerequisites:** Admission to Elementary Education licensure program

B. **University Catalog 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.

C. **Expanded Course Description:** N/A

LEARNER OUTCOMES:
This course is designed to enable students 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

NATURE OF THE COURSE:
This course is structured to utilize multiple instructional 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 and tasks, lecture, and student led activities.

PROFESSIONAL STANDARDS:

National Council for Accreditation of Teacher Education Program Standards for Elementary Teacher Preparation (NCATE)

1. 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.
2. 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.
3. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

Association of Childhood Education International Standards (ACEI)

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

5.1 Professional growth, reflections, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

The Interstate Teacher Assessment and Support Consortium Standards (InTASC)

Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

8 VAC 20-25-30. 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.

REQUIRED TEXTS:

Spring, J. (2012). *American education* (16th ed.). New York, NY: McGraw-Hill.

CHOOSE ONE:

Delpit, L. D. (2006). *Other People's Children: Cultural conflict in the classroom.* New York, NY: New Press.

Ladson-Billings, G. (2009). *The dream-keepers. Successful teachers of African American children.* (2nd ed.) San Francisco, CA: Jossey-Bass.

Additional selected readings will be posted on Blackboard.

COURSE REQUIREMENTS & ASSIGNMENTS:

Course Outcomes	*Requirements & Assignments*	*Points/Worth*	*Due Date*
1, 2, 3	Work Habits	16 points/20%	On-going
1	Education Autobiography Journal	30 Points/20%	Jan. 22 (in class) Jan. 31 (Friday) Feb. 14 (Friday) Feb. 28 (Friday) (*Blackboard*)
2	Current Events News Story	15 points/10%	Jan. 31 (Friday) (*Class Wiki*)
1, 2	Book Club	32 points/20%	March 5 (Wed.) (*Blackboard*)
1, 2, 3	Reflective Practitioner Paper	70 points/30%	March 12 (Wed.) (*Taskstream AND Blackboard*)
TOTAL POINTS		163 points/100%	

*Assignment descriptions follow. More detailed information will be given in class.

Work Habits (16 points worth 20%): *rubric attached

1. **Attendance Expectations**
   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 **it is expected that you attend all scheduled classes and synchronous online meetings** outlined within the syllabus. Absence from class on synchronous online meetings to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class and synchronous online meetings** each week unless advance notice has been provided to the instructor.

2. **Online Presence Expectations**
   This course will meet face-to-face and online in an alternating pattern beginning with a face-to-face class on Jan. 22. It is expected that you will spend the same amount of time engaged in learning during our online meetings as during our face-to-face meetings. Therefore, I **expect you to access Blackboard *at least* twice per week**, especially during those weeks where we will engage in online instruction.   In addition, you must be sure to access Blackboard for more than 60 minutes at a time in order to engage in the online instructional activities and readings. In addition, you should abide by "the core rules of netiquette" (Shea, 2004, p. 32) to ensure a safe and productive learning environment on Blackboard.

3. **Timeliness Expectations**
   It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted by midnight (Eastern standard time) on the due date stated within the syllabus (see below) and should only be submitted via **Blackboard**—except for the Reflective Practitioner Paper (PBA) that should be submitted to **Taskstream** as well as Blackboard.

   If you are unable to complete an assignment due to an emergency or difficult circumstance **48 hours prior notification** must be made with the instructor via email or in person. In situations that are deemed an emergency or a difficult circumstance, I will work with you to set a new submission date that will not be considered late.

   Also, please note that only **one email reminder** will be sent from the instructor in an attempt to obtain an assignment if it was not turned in on time or you did not provide 48 hours prior notification that it would be late.

4. **Participation Expectations**

   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; therefore, **you are expected to contribute to both class and online (asynchronous and synchronous) discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

Education Autobiography Journal (30 points worth 20%)**:**

For the Education Autobiography Journal, I am asking you to critically reflect on your educational experiences in PK-12 schools with regards to **goals, context, learning, teaching, and diversity**. As we cover the course material (i.e. the major philosophies, the organization, the goals, and the diversity of public schools), you will also be asked to apply your new knowledge to these personal, critical reflections on your educational experiences. Your Education Autobiography Journal will be evaluated on three criteria: (a) clarity of thought, (b) justification, (c) and depth and complexity of thought. The following questions are to be answered in order by the set date in parenthesis. **Submit each entry within the same journal on Blackboard and be sure to title each entry using the names below**.

1) **"Getting At My Beliefs"** *(1-2 pages; **due Jan. 22 in class**):*

   a) What do you believe to be the **goal/s** of PK-12 public schools in the United States?,
   b) What is **learning**? How do students learn? Do **culturally- and neuro-diverse students** learn differently?, and
   c) What does "good" **teaching** entail?

2) "**Where My Beliefs Come From"** *(1-2 pages; **due Jan. 31 online**)***:**

   a) Reread your first journal entry adding more details as needed.
   b) How did you develop your beliefs on the goals of school; what learning is and how students learn; as well as what "good" teaching entail? What **learning experiences** did you have or **teaching performances** did you observe within PK-12 schools that helped form these beliefs?

3) **"My Beliefs Revised"** *(1-2 pages; **due Feb. 14 online**):*

   a) Where do your beliefs on learning and teaching **fit with the major educational philosophies** and theorists we learned in this course? Keep in mind that your beliefs may perfectly align with one philosophy or may be a combination of several

philosophies—neither is wrong. **Please do not erase your first entry but use it as a starting point to write this entry. If you want include a different color text to differentiate your new thoughts.

4) **"Culturally Diverse Students"** (1-2 pages; **due Feb. 28**):

a) What has been your experience with culturally diverse populations (e.g. race, social class, English language learners, etc.)? What successes or struggles have you encountered educating culturally diverse populations within U.S. schools?

Please be aware that time has been set aside during face-to-face class meetings and our online class meetings to complete these journal entries.*

C.) Current Events News Story (15 Points worth 10%):

You will select a current events news story (video clip or news article within the past several months) to share with the class. The story should relate to a current issue/innovation around race and culture, gender equity, special education, social class, or language diversity in schools. You will be allotted 5-10 minutes in class to facilitate a discussion/activity about the story to a small group. You will be responsible for creating a half-page handout identifying your news source, summarizing the current issue and listing 2-3 essential questions you would like to address within your small group. Keep this simple and to the point for your peers! Please **post this work on the class wiki page** on **Feb. 5 (before class)** so other group members may access it during your presentation. The wiki page will serve as a resource for you to identify a current issue/innovation within education for your Reflective Practitioner Paper (PBA).

Great resources for finding current events news stories include (but are NOT limited to):
- New York Times U.S. Education Section: http://www.nytimes.com/pages/education/index.html
- Education Week: http://www.edweek.org/ew/index.html
- Bridging Differences (blog): http://blogs.edweek.org/edweek/Bridging-Differences/
- Washington Post Education Section: http://www.washingtonpost.com/local/education

D.) Book Club (32 Points worth 20%)

You will engage in a book club with a group of your peers. The club will be self-directed and you will be responsible for creating your own timeline for book completion. At selected times during the semester, book clubs will meet in class and synchronously online to discuss their book using a Discussion Log. At the end of the Book Club the group will work together to synthesize the conversations and learning in a group project using a choice of web 2.0 technology (i.e. web

applications that facilitate interactive collaborating, designing, and sharing of information on the World Wide Web).   Some options include: a) nonlinear presentation using prezi at http://prezi.com, b) a photo story using Photo Story 3 for Windows, c) an online poster using http://edu.glogster.com , or d) a collaborative presentation using Google Docs. The only requirement is that it must be made accessible to all members of class, including the instructor, when you present it. This presentation will be shared with the class in a 10-15 min. presentation on March 5.   All students will **submit their Discussion Log (within one document) and a link to their group's final project to Blackboard by March 5**.

E.) Reflective Practitioner Paper (70 pts worth 30%) *PBA rubric attached.

In order to become reflective practitioners for a multicultural classroom, you 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, you will analyze a current issue/innovation in education by examining its intentions, effects, and critiques in relation to one of the following sociological categories: race and culture, gender equity, disAbility, social class, sexual orientation, or language diversity. You will then relate it to historical and sociological trends/perspectives as well as to your own experiences. This assignment must be **submitted to Taskstream as well as Blackboard** by **March 12**.

ADDITIONAL EXPECTATIONS

All written papers are **expected to be double-spaced, with 1" margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected**. If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource: http://owl.english.purdue.edu/owl/resource/560/01/ ***Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

Because learning is the goal, assignments *earning less than a passing grade or deemed far below expectations may be rewritten and resubmitted* so that the assignment is satisfactorily completed. The instructor holds final say in whether an assignment is eligible to be rewritten and resubmitted.

General feedback will not be provided for class assignments close to the due date; therefore, please do not ask for me to simply "look over your work". I am willing to meet with you in person, via skype, or chat over email to discuss specific questions or concerns you have about class assignments but it is **expected that you contact me well in advance of when the assignment is due and you provide me with specific questions or concerns you have with the work** in order to help me provide timely and specific feedback to you.

Please note that email communications between you and myself will often be cc'd to Dr. Wendy Frazier as she is works closely with both TFA and Mason.

GRADING POLICIES

A=94-100; A-=90-93; B+=86-89; B=80-85; C=70-79; F=below 70
Remember: A course grade less than B requires that you retake the course.

TASKSTREAM REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment (designated as such in the syllabus) is required to submit this assessment (EDCI 542: *Reflective Practitioner Paper*) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in a the course instructor reporting the course grade as Incomplete(IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

a) Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].

b) Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c) 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.

d) 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/].

e) 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/].

f) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g) 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/].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/
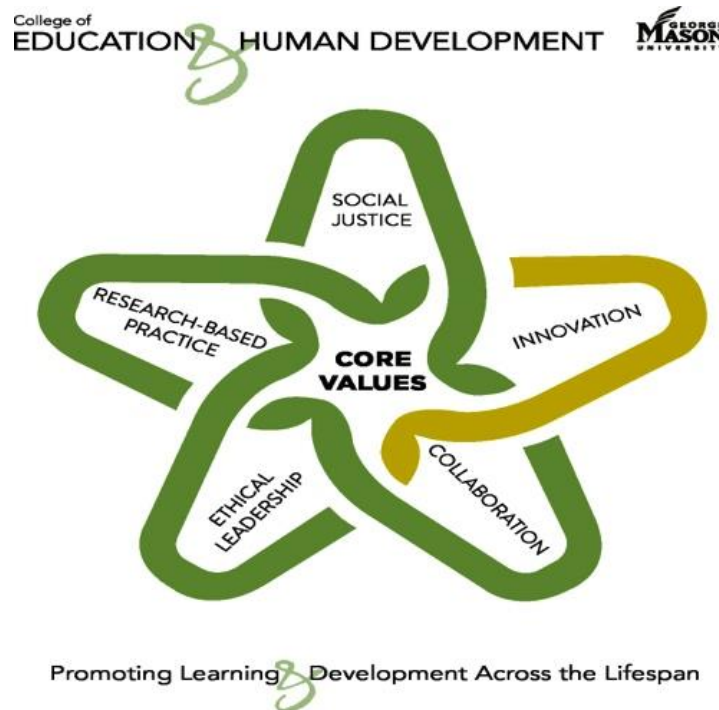
For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

PROPOSED CLASS SCHEDULE:

Add in laws/unions, achievement gap, economic/social/political goals of schooling, history of marginalized student populations (multicultural readings)

DATE/CLASS FORMAT	TOPIC/GUIDING QUESTIONS	ITEMS DUE FOR CLASS	LEARNING ACTIVITIES
JAN. 22 **Face-to-Face**	• Introductions • What have been the goals (aims) of schools in the past? • What are those goals (aims) now? • What are my beliefs concerning the goals (aims) of school, teaching, learning, and students?	1. Read Class Syllabus	1. Introductions 2. Book Club Meeting 3. Complete Journal 1: Getting At My Beliefs
Jan. 29 **Online**	• What are my thoughts from my Book Club Book? • Where do my beliefs come from? (Being a student in PK-12 schools, My Teaching experience, etc.) • What are the political goals of schools? How have the political goals shaped the role, development, and organization of public schools?	1. Read selected pages from Book Club Book and complete Discussion Sheet.	1. Meet with Book Club via Bb Collaborate (7:00pm on Wed. Jan. 29) 2. Complete Journal 2: Where My Beliefs Come From (Due Friday, Jan. 31) 3. Complete Current Events Assignment (Due Friday, Jan. 31) 4. Read Spring, Ch. 1, pp. 3-16 (Political Goals of school). Then complete the discussion board post.

Feb. 5 **Face-to-Face**	• What are my thoughts from my Book Club Book? Philosophical Foundations of Education: • What does it mean to learn? • What is the best way to teach? • Where do I fit?	1. Assigned education philosophy reading (Required reading and choice of another) 2. Read selected pages from Book Club Book	1. Political Goals of Schools discussion cont. 2. Education Philosophy Jigsaw Activity 3. Current Events Group Share 4. Book Club Meeting
Feb. 12 **Online**	• What are my thoughts from my Book Club Book? • Where do my beliefs fit with the educational philosophies and/or theorists? Reflective Practitioner Paper: • How do I use GMU's resources to conduct research for my paper? • What current issue or innovation in education do I want to choose for my paper? • What are the social of schools? How have these goals shaped the role, development, and organization of public schools?	1. Read selected pages from your Book Club Book and complete discussion sheet.	1. Meet with Book Club via Bb Collaborate (7:00pm Wed., Feb. 12) 2. Complete Journal 3: My Beliefs Revised (DUE: Friday, Feb. 14) 3. Review Class Wiki on Current Events and identify topic for Reflective Practitioner Paper. Then locate at least 1 peer-reviewed article to use for your Reflective Practitioner Paper. Bring article to class and be prepared to share how your search went along with any questions. 4. Read Spring, Ch. 2 (Social Goals) and participate in the Voice Thread. (DUE: Friday, Feb. 14)

Feb. 19 **Face-to-Face**	• What are my thoughts from my Book Club Book? • What are the economic goals of schools? How have these goals shaped the role, development, and organization of public schools? Reflective Practitioner Paper • What current issue or innovation in education do I want to choose for my paper? • How do I use GMU's resources to conduct research for my paper?	1. Read selected amount of Book Club book (if not already finished) 2. Spring, Ch. 4 (Economic Goals) 3. Selected article for your Reflective Practitioner Paper.	1. Social Goals of education review 2. Economic Goals of education Discussion 3. Book Club Meeting time (to be used for a meeting or to work on final group project) 4. Discuss Reflective Practitioner Paper (PBA) guidelines and rubric and identify means to search Mason's library.
Feb. 26 **Online**	• Do schools provide equal opportunity for all students? • How have various student populations experienced public education in the U.S.?		1. Read Spring, Ch. 3 (Schools and Equal Opportunity) & Ch. 5, pp. 105-116 (Equal Opportunity and Race) and complete online activity on Bb (DUE: Friday, Feb. 28) 2. Choose one of the following intersections between identity and education and complete online activity on Bb (DUE: Friday, Feb. 28): (a) low SES, (b) African Americans, (c) Native Americans, or (d) English Language Learners. 3. Complete Journal 4: Teaching Culturally Diverse Populations (DUE: Friday, Feb. 26) 4. Work on your Reflective Practitioner Paper

March 5 **Face-to-Face** *Last Class Meeting*	• How have various student populations experienced public education in the U.S.? • Who should control public education in the U.S.? • Where are we now with NCLB and where are we headed?	1. Read Spring Ch. 8 (local control) & Ch. 9 (federal control)	1. Group Activity on how various student populations experience public education. 2. Discussion on local vs. federal control of schools 3. Book Club Presentations (10-15 min.)
March 12 **Online** ***PBA Due**	• N/A	**1. Submit your Reflective Practitioner Paper to both Bb and Taskstream**	N/A

**Note: Calendar is tentative and may be modified in line with course needs.

EDUC 542: WORK HABITS RUBRIC

ELEMENT	*Unsatisfactory (1 pt)*	*Basic (2 pts)*	*Proficient (3 pts.)*	*Distinguished (4 pts)*
Class Attendance	The student missed four or more classes and the procedures outlined in this section of the syllabus were NOT followed. The student was often late to class	The student missed three or more classes and the procedures outlined in this section of the syllabus were NOT followed. The student was often late to class.	The student missed two or more classes and the procedures outlined in this section of the syllabus were followed. The student was occasionally late for class.	The student missed no more than one class and the procedures outlined in this section of the syllabus were followed. The student was always on time for class.
Online Presence	The student did not regularly access Blackboard and engage in the online instruction provided.	The student accessed Blackboard once or not at all each week and did not spend adequate time engaging in the online instruction provided.	The student accessed Blackboard less than twice per week and spent an adequate amount of time engaging in the online instruction provided.	The student accessed Blackboard at least twice per week and spent a substantial amount of time engaging in the online instruction provided.
Work Timeliness	The student completed three or more class assignments and/or work (including online postings) in late without prior notice. The student required email reminders to obtain class assignments and/or work.	The student completed two class assignments and/or work (including online postings) late without prior notice. The student required email reminders to obtain class assignments and/or work.	The student completed class assignment and/or work (including online postings) late without prior notice. At least one email reminder may have been necessary to obtain class assignments and/or work.	The student completed all class assignments and/or class work (including online postings) by the due date. If the student needed an extension, the instructor was contacted via email with at least 48 hours notice and the new due date was met. However, no more than one extension was requested. In addition no email reminders were necessary to obtain work.
Participation	The student did not participate during both face-to-face and online classes.	The student occasionally participated with minimal contributions to the learning group and the members of the class during both face-to-face and online classes.	The student participated with only a few contributions to the learning group and the members of the class during both face-to-face and online classes.	The student actively participated with lots of contributions supporting the members of the learning group and the members of the class during both face-to-face and online classes.

Reflective Practitioner Paper

"A large part of the problem [of 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 above quote, 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 (readings, discussion, materials).

2. Research who this initiative is designed to benefit (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 me). Take notes as you read.

4. Write your paper. Include the following as headings so that you and the reader [your instructor] will know exactly where you are headed and whether you have addressed all of the content requirements.

- 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
- 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
- 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?)

Tips

While you are writing the paper make sure that you are:
- Integrating concepts from readings. You CANNOT make a claim without evidence to support it. That evidence comes from your readings and research. Each section needs multiple (2 or more different) sources. I will be looking for breadth and depth in your references.
- Integrating class discussions and integrating experiences and/or personal reflection (especially in Part 2: Implications for teachers such as yourself.

Clarity of writing
- It is logically organized
- Has an introduction that includes the goals/purpose of the paper
- Has points representing strengths and weaknesses of the initiative
- Has smooth transitions between ideas

- Ends with a conclusion that restates the main points of the paper (without introducing new ideas) and draws conclusions about the initiative's outcomes on intended students.
- Information is presented clearly within the page limits **(8-10 pages)**
- The paper has NO grammar or spelling errors. None.
- Read and re-read your writing before submitting
- If academic writing is difficult for you, ask a colleague or friend to review your work and provide feedback or visit the GMU Writing Center (see link above).

APA format
- title page
- headings
- page numbers
- proper use of in-text citations and appropriately formatted reference list
- Do NOT use standalone quotes in your paper. See the "Citation 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 Practitioner Rubric	1-2 Unsatisfactory (Not Met)	3-4 Developing (Not Met)	5-6 Maturing (Met)	7-8 Exemplary (Met)
Description of the education initiative ACEI 5.1	Lacks description of the education initiative	Presents some description of the education initiative, but is not sufficient and/or lacks supporting references	Presents appropriate description of the education initiative, but is incomplete and/or includes only some supporting references	Presents appropriate and complete description of the education initiative, and includes multiple and different supporting references
Significant historical background information regarding the education initiative ACEI 5.1	Lacks significant historical and background information on the education initiative	Presents some significant historical and background information on the education initiative, but is not sufficient and/or lacks supporting references	Presents appropriate significant historical and background information on the education initiative, but is incomplete and/or include only some supporting references	Presents appropriate and complete significant historical and background information of the education initiative, and includes multiple and different supporting references
Strengths and weaknesses of the education initiative ACEI 5.1	Lacks strengths and weaknesses of the education initiative	Presents some strengths and weaknesses of the education initiative, but is not sufficient and/or lacks supporting references	Presents appropriate strengths and weaknesses of the education initiative, but is incomplete and/or includes only some supporting references	Presents appropriate and complete discussion of strengths and weaknesses of the education initiative, and includes multiple and different references
Implications of the education initiative for teachers ACEI 5.1	Lacks implications of the education initiative for teachers in the identified population	Presents some implications of the education initiative for teachers, but is not sufficient and/or lacks supporting references	Presents appropriate implications of the education initiative for teachers, but is incomplete and/or includes only some supporting references	Presents appropriate and complete implications of the education initiative for teachers, and includes multiple and different supporting references
Background information about the targeted population of students ACEI 3.2	Lacks background information about the targeted population of students	Presents some background information about the targeted population of students, but is not sufficient and/or lacks supporting references	Presents appropriate background information about the targeted population of students, but is not complete and/or includes some supporting references	Presents appropriate and complete background information about the targeted population of students and includes multiple and different supporting references

	Lacks implications for students in the targeted population	Presents some implications for students in the targeted population, but it is not sufficient and/or lacks supporting references	Presents appropriate implications for students in the targeted population, but it is not complete and/or includes only some supporting references	Presents appropriate and complete implications for students in the targeted population; includes multiple and different supporting references
Classroom/school implications for students in this population **ACEI 3.2**	Lacks implications for students in the targeted population	Presents some implications for students in the targeted population, but it is not sufficient and/or lacks supporting references	Presents appropriate implications for students in the targeted population, but it is not complete and/or includes only some supporting references	Presents appropriate and complete implications for students in the targeted population; includes multiple and different supporting references
Implications for teachers such as yourself teaching this population of students **ACEI 3.2**	Lacks background information about the culture, knowledge, and attitudes of the identified preservice teacher	Presents some background information about the culture, knowledge, and attitudes of the identified preservice teacher, but is not sufficient and/or lacks 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 appropriate and complete background information about the culture, knowledge, and attitudes of the identified preservice teacher and includes multiple and different supporting references
Conclusions regarding the impact of the initiative on students **ACEI 3.2**	Lacks conclusions or conclusions presented are illogical based on the rest of the paper, and/or lacks any supporting references	Presents some conclusions regarding the impact of the initiative but conclusions may be vague, and/or lacks supporting references	Presents appropriate conclusions regarding the impact of the initiative but it is not complete; includes some supporting references	Presents appropriate and complete conclusions regarding the impact of the initiative; includes multiple and different supporting references

*note: multiple references means (2 or more), some means (1), none means (0).

ACEI/NCATE Standards addressed in this task
3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally

In addition to the above standards, this paper must include the following elements of a well-written paper in APA format:

Element	Multiple Errors (0pts)	Some Errors (0.5 pt)	No Errors (1 pt)
Organization: Title Page, Page Numbers, Headings (1)			
Citations in text (1)			
Reference page (1)			
Includes introduction (1)			
Clarity of Writing (1)			
Grammar/Mechanics (1)			

Standards score	/64
Elements of writing score	/6
Total score	/70