

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

EDUC 542 Section 01
Foundations of Education (3 credits)
Summer B 2014 (June 2 – July 22)
4:30pm - 7:10pm Mondays/Wednesdays
Innovation Hall, Rm. 137

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

Email: cshell1@gmu.edu

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.

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

RECOMMENDED TEXTS:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

COURSE ASSIGNMENTS:

1. Attendance & Participation (5 points per class for total of 80 points worth 20%):

It is expected that you attend all scheduled classes and scheduled online meetings outlined within the syllabus. Absence from class 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** each week unless 48 hours advance notice has been provided to the instructor.

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 discussions and activities** as well as genuinely listen to peers as they do the same. In order to so, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class.

To facilitate your participation and support your critical thinking on the readings for this course, **you are expected to write 4-5 online post-it notes that critically reflect on an idea within the designated class readings using Stormboard**. To get started you should visit www.stormboard.com and sign-up for a free account and then create one bulletin board with

dividers—more directions will be provided in class. In addition, you will share your board with me and several other classmates so that we may read and respond to your thinking.

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. Moreover, laptops may be used in class but **it is expected during discussions and group work they need to be closed so that they do not distract you from engaging fully in class and group discussions.**

2. Academic Integrity Module (23 points worth 5%)

The university as well as the Elementary Education Program value academic integrity and require all graduate students to abide by ethical principles within their research and writing. This online learning module is designed to help you understand what these principles are and apply them within your work. It is expected that you complete all 3 sections of the online module and complete the accompanying Blackboard quizzes for each section. A score of 100% must be achieved; however, you will be provided feedback and opportunities to retake the quizzes if need be. The module must be **completed by Wednesday, June 11.**

3. Education Journal (15 points per entry for total of 60 points worth 25%):

For the Education Journal, I am asking you to critically reflect on your educational experiences in PK-12 schools with regards to **goals, context, learning, teaching, and class readings.** 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. Each entry 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 journal entry on Blackboard and be sure to title each entry using the names below.**

1) "Getting At My Beliefs" (1-2 pages; due June 9):

- 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 June 11):

- a) 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 June 16**):

- 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.

4) **Readings Synthesis** (1-2 pages; **due June 30**):

- a) Using the readings you have completed at the time this journal entry is due answer the following questions: (a) What connections across the readings have you noticed? and (b) What implications do these connections have for your future teaching?

4. Current Events Story (15 Points worth 15%; **due June 23**):

You will select a current events 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>

5. Reflective Practitioner Paper (70 pts worth 35%; due July 21) *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 July 21.**

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points/Worth</i>	<i>Due Date</i>
1, 2, 3	Attendance & Participation	80 points / 20%	On-going
NA	Academic Integrity Module	23 points / 5%	Wed., June 11
1	Education Journal	60 Points/25%	June 9 (Mon.) June 11 (Wed.) June 16 (Mon.) June 30 (Mon.) (Blackboard)
2	Current Events Story	15 points/15%	June 23 (Mon.) (Bb--Class Wiki)
1, 2, 3	Reflective Practitioner Paper	70 points/35%	July 21 (Mon.) (Taskstream AND Blackboard)
TOTAL POINTS		248 points/100%	

**Further information will be given in class for each assignment.*

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.

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/the-mason-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.

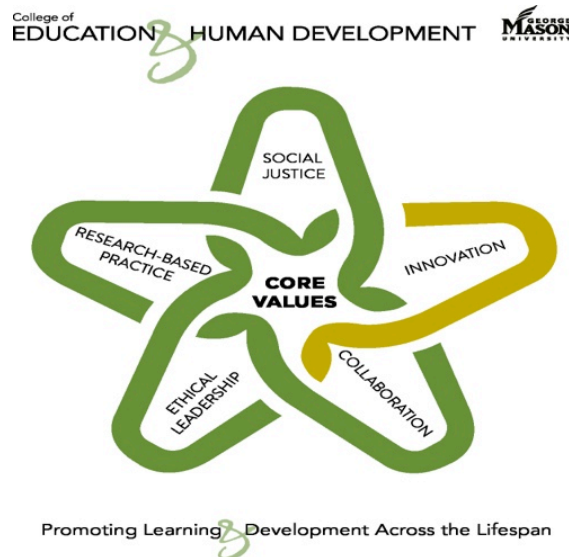
- d) The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' 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:

Date	Topic/Guiding questions	Reading/Assignment Due
June 2	<p><i>Making the familiar strange</i></p> <ul style="list-style-type: none"> • What are the goals of public schooling in the U.S.? • What is the purpose of schooling? • How do you define teaching and learning in our society? 	<p>READ: Syllabus</p> <p>DUE: Sign-up for Stormboard and explore tool and Student Information Sheet (bring this to class)</p>
June 4	<p><i>History of Public Schooling</i></p> <p><i>Political Goals of Schooling</i></p> <ul style="list-style-type: none"> • How do political values seep into public schooling? <p><i>Social Goals of Schooling</i></p> <ul style="list-style-type: none"> • Why do we teach what we do? 	<p>READ: Spring Ch. 1 and Ch. 2 Video (5:00 min—34:15 min.)</p> <p>*Online Post-Its Due to Stormboard</p>
June 9	<p><i>Philosophical Foundations of Education</i></p> <ul style="list-style-type: none"> • What is considered knowledge? • What is the purpose of education? • What are the roles of teachers and students in education? 	<p>READ: Materials on Bb for assigned philosopher/philosophy</p> <ol style="list-style-type: none"> 1. Adler (perennialism) 2. Dewey (pragmatism) 3. Montessori (constructivism) 4. Neill (existentialism) 5. Noddings (care) 6. Freire (critical pedagogy) <p>DUE: Journal Entry #1 (Getting at My Beliefs)</p>
June 11	<p><i>Philosophical Foundations of Education Cont'd</i></p> <ul style="list-style-type: none"> • Where do your beliefs fit? 	<p>READ: TBD</p> <p>DUE: Academic Integrity Module, Journal Entry #2 (Where do My Beliefs Come From?)</p>

<p>June 16</p>	<p><i>Economic Goals of Schooling</i> <i>Conducting Research at Mason</i></p>	<p>READ: Spring Ch. 3 and 4</p> <p>DUE: Journal Entry #3 (My Beliefs Revised)</p> <p><i>*Online Post-Its Due to Stormboard</i></p>
<p>June 18</p>	<p><i>The Lives of Students</i></p> <ul style="list-style-type: none"> • What is Social Capital and how does it influence student achievement? 	<p>READ: Coleman (1987) Article, Lareau (2002) Article</p> <p><i>*Online Post-Its Due to Stormboard</i></p>
<p>June 23</p>	<p><i>The Lives of Students</i></p> <ul style="list-style-type: none"> • How does family income influence student achievement? • What is SES? • What combined effects do income and social capital, have on student achievement? • What does race have to do with SES? 	<p>READ: Templeton (2013) AND 1 selected article from the following: (a) Berliner, 2009, (b) Neuman (2013), (c) Reardon, 2013, (d) Jenson (2013), OR (e) Duncan & Murnane (2014)</p> <p>DUE: Current Events Story due to Wiki on Bb. Also be prepared to share handout and present in class.</p> <p><i>*Online Post-Its Due to Stormboard</i></p>
<p>June 25</p>	<p><i>Intersection of Identity and Public Schooling</i></p> <ul style="list-style-type: none"> • How does race influence the educational opportunities of students? • How do African-American students experience schooling? • Is school segregation prevalent today? 	<p>READ: Spring Ch. 5 (pp. 105-116), Kozol Ch. 1-2 & Ch. 6-7</p> <p><i>*Online Post-Its Due to Stormboard</i></p>

June 30	Cont.	<p>READ: Kozol Ch. 8-9</p> <p>DUE: Journal Entry #4 (Reading Synthesis)</p> <p><i>*Online Post-Its Due to Stormboard</i></p>
July 2	Cont.	<p>READ: Kozol Ch. 10-12</p> <p><i>*Online Post-Its Due to Stormboard</i></p>
July 7	<p><i>Intersection of Identity and Public Schooling</i> How have minority student populations experienced schooling in the past? Now?</p>	<p>READ: Spring Ch. 6 AND select 1 identity and read Bb articles: (a) Native American, (b) English Language Learner—ELLs, (c) Mexican American, and (d) Asian American.</p> <p>DUE: PBA Rough Draft (Bring to Class)</p> <p><i>*Online Post-Its Due to Stormboard</i></p>
July 9	<p><i>Intersection of Identity and Public Schooling</i> <ul style="list-style-type: none"> • How have students with disAbilities experienced schooling in the past? Now? </p>	<p>READ: Spring Ch. 5 (pp. 118-127), TBD</p> <p><i>*Online Post-Its Due to Stormboard</i></p>
July 14	<p>Power and Control of Schools <ul style="list-style-type: none"> • How do individuals at the state and federal levels influence public schooling? </p>	<p>READ: Spring Ch. 9</p> <p><i>*Online Post-Its Due to Stormboard</i></p>

July 16	<p><i>Power and Control of Schools</i></p> <ul style="list-style-type: none"> • How do individuals at the local level influence public schooling? 	<p>READ: Spring Ch. 8</p> <p>DUE: PBA Rough Draft #2 (Bring to Class)</p> <p><i>*Online Post-Its Due to Stormboard</i></p>
July 21	<p><i>Implications for Today</i></p>	<p>READ: TBD</p> <p>DUE: Reflective Practitioner Paper (PBA) due to Bb & Taskstream.</p>

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

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

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:

<i>Element</i>	<i>Multiple Errors (0pts)</i>	<i>Some Errors (0.5 pt)</i>	<i>No Errors (1 pt)</i>
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