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

EDUC 542 Section 002
Foundations of Education
3 Credits Spring 2014
4:30-7:10pm/Tuesdays
Krug Hall 204

Professor: Dr. Dana D. L. Shin
Office Hours: By appointment; Skype appointments can also be made   (**skype ID:** danashin99)
Office Location: Thompson 1800
Email:

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

NATURE OF COURSE:

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

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

PROFESSIONAL STANDARDS:

National Council for Accreditation of Teacher Education Program Standards for Elementary Teacher Preparation

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

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.

InTASC Standards

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.

Additional selected readings will be posted on Blackboard.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. **Assignment Descriptions**

Readings and Dialectical Journals
There is a good deal of reading in this course and it is your responsibility to read the assigned book and article selections every week. Just completing the readings however is not enough to maximize your learning opportunities. You also need to analyze the readings in terms of your prior learning, personal experiences, and other readings. 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 text that stand out to you and explore why in a brief note. You may question, disagree, agree, identify confusion, etc. A dialectical journal is a *conversation between you and the text*. See the handout describing dialectical journals for more information.
- The journal for the weeks' readings should be completed before the class period begins.
- The journal will count towards your weekly class participation and you are expected to bring it to <u>each</u> class session. Each week I will choose two 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.
- In your responses, you should also attempt to connect across readings and entries.
- A minimum of 3 entries per reading is expected (2 entries for short readings, 1 entry for each Kozol chapter).

Post Class Thoughts
At the end of each class, you are expected to complete a brief description of your post class thoughts. This serves as a type of "exit card" to help you process your immediate learning and to provide me insight into your developing understanding and perspective. It is expected that your response is brief but that you connect your response to class discussion and the readings.

Beliefs Statement:
As you progress through your program, you will identify, develop, and refine your beliefs about teaching and learning. These beliefs may or may not reflect your actual teaching practice. We often

aspire to something that we are not yet able to do or that we don't do consistently. Your Beliefs Statement serves as a tool for acquiring new knowledge and studying your own teaching practice. Remember, your Beliefs Statement is likely to shift, grow, and deepen as you gain more experience in the classroom and deepen your knowledge of theory and practice. You will revisit your Beliefs Statement at the end of the course.

Your Beliefs Statement should be 1-2 single spaced pages in length and should address each of the following prompts:
- I believe that teaching and learning…
- I believe my classroom is…
- I believe all my students are/they learn best when they…
- I believe my students learn best when I…
- I believe community/family is/are…
- I believe collaboration is…

Philosophical Cases and Reflection

Using what you will learn about various philosophies of education, you will work with a small group in class to create a short vignette that illustrates a philosophy in action in a "classroom". In other words, imagine you will imagine walking into a classroom today and describe what you might see and hear if the teacher (personally) aligned with your assigned philosophy.
- Include such details as: teacher actions and responses, student actions and responses, curriculum content, student population and/or grouping, and room arrangement and decoration.
- Each vignette should concern the same grade level at the same fake school.
- Write the vignettes from the perspective of an observer who is visiting the classroom.
- Each vignette should be a half-page to a page. At the conclusion of each vignette, your peers will identify two to three attributes of that philosophy that are represented in your case.

You will synthesize your understanding by writing an approximately two-page autobiographical reflection that analyzes your own educational experience. Apply your new knowledge about the major educational philosophies and theorists to identify which ideas about the nature of knowledge and learning guided your own schooling. What were the consequences of these forces on your life (for better or worse)? What assumptions do you have (or did you have) about learning/knowledge? How does that inform what you think about teaching? As a result, what do you anticipate will be easy? What do you anticipate will be challenging for you? Within this reflection, identify your own philosophical leanings in light of what you have learned about yourself and these eight philosophies.

Autobiographical Extended Reflection

In your Philosophical Cases and Reflection, you analyzed your school experiences in terms of philosophical influences. In this autobiographical extended reflection, you will analyze your schooling experiences in terms of what you have learned about the historical and sociological forces at play in American society. You will apply your new knowledge of the major historical forces

shaping the structure and purposes of schools and identify which trends most powerfully shaped your own schooling experiences. Additionally, you'll apply your new knowledge about the sociological foundations of schooling (as related to gender, race, ethnicity, language, social class, and (dis)ability) to analyze your school experience and identify how these aspects of your identity shape your life decisions and thinking – especially your ideas about teaching.

Just like in the philosophical reflection, you'll explore: what were the consequences of these forces on your life (for better or worse)? What assumptions do you have (or did you have) about schooling? How does that inform what you think about teaching? As a result, what do you anticipate will be easy? What do you anticipate will be challenging for you?

Use your dialectical journal to aid you in this reflection.

This should be approximately 2-3 pages.

Current Events

In partners or trios, you will select a current events news story (video clip or news article within the last month) to share with the class. The story should relate to an educational issue connected to the theme of the week the small group has been assigned. Links to the story should be posted to Blackboard 48 hours before class so that the other students and instructors can familiarize themselves with the issue. The group will be allotted 20-30 minutes in class to facilitate a discussion/activity about the story. The group will be responsible for a one-page handout summarizing the story and identifying 2-3 essential questions they would like to address with the class. 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

In addition to the requirements above, individually, each student will write a 1-page reflection of his or her presentation on the themes raised during the in-class discussion, as well as a *brief* metacognitive analysis of the process of working with a partner to plan for the class discussion and to create the handout. The reflection is due one week after the presentation and should be uploaded to blackboard.

Reflective Practitioner Paper (40 pts) PBA

In order to become reflective practitioners for a multicultural classroom, 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. They will then relate it to historical and

sociological trends/perspectives as well as to their own experiences. *A detailed task description and rubric is attached.

2. Assignment Weighting

Course Outcomes	Assignments	Points	Due Date
1,2,3	Readings and Dialectical Journals	5 pts (50 pts. total)	Weekly
1,2,3	Post Class Thoughts and Activities	2 pts/class (26 pts. total)	Weekly
1	Participation/Attendance	5 pts/class (65 pts. total)	Weekly
1	Beliefs Statement	10	Jan 28
1	Philosophical Cases and Reflection	10	Feb 18
	Autobiographical Extended Reflection	10	April 1
2,3	Current Events/Reflection	10/5	Weekly
2	Reflective Practitioner Paper Draft (PBA)	Optional	April 8
2	Reflective Practitioner Paper (PBA)	40	May 6
TOTAL POINTS		226	

All written papers MUST 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/.

3. Grading Policies
A=93-100; A-=90-92; B+=87-89; B=80-86; C=70-79; F=below 70
**Remember: A course grade less than B requires that you retake the course.*

4. Other Expectations

Late work will NOT be accepted without prior approval by your instructor. **Any assignment submitted past the syllabus deadline <u>without prior approval</u> will earn 0 points.**

Your assignments are only accepted via Blackboard (except the PBA- that is uploaded to TaskStream). You must name your file in the following way:
Yourlastname_assignment
For example, for the Philosophical Cases assignment, mine would be: parker_philosophy

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

5.Performance-based assessments

Reflective Practitioner Paper (40 pts) <u>PBA</u>
In order to become reflective practitioners for a multicultural classroom, 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. They will then relate it to historical and sociological trends/perspectives as well as to their own experiences. *A detailed task description and rubric is attached.

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
Class 1 Jan 21	Introductions • What does Foundations of Education mean? • What is the purpose of schooling? • Making the familiar strange	
Class 2 Jan 28	Philosophical Foundations of Education • What does it mean to learn? • What is the best way to teach?	Readings: Assigned pdf from the following list: • Plato (idealism) • Neill (existentialism) • Noddings (care) • Adler (perennialism) • Montessori (constructivism) • Skinner (behaviorism) • Dewey (pragmatism) • Freire (critical pedagogy) **DUE: Beliefs statement**

Class 3 Feb 4	Philosophical Foundations of Education Cont'd • Where do I fit? The Social, Economic, and Political Goals of School • Why do we teach what we do? • What are the effects of the goals of school?	**Readings:** Spring Ch. 1, 2, 4 **DUE: Dialectical Journal 1**
Class 4 Feb 11	Introduction to "Minority" Education • Gender and Sexuality in Education	**Readings:** Spring Ch. 5 Readings on BB **DUE: Dialectical Journal 2 Gender and sexuality current event groups**
Class 5 Feb 18	Social Class in Education	**Readings:** Spring, Ch 3 Readings on Bb **DUE: Dialectical Journal 3 Social class current event groups Philosophical Cases Reflection**
Class 6 Feb 25	Native American Education	**Readings:** Spring, Ch 6, pages 132-147 Readings on BB **DUE: Dialectical Journal 4 Ethnicity and race current event groups (Native American Education)**
Class 7 Mar 4	Mexican-American and African American Education	**Readings:** Spring pg. 105-118 Readings on BB **DUE: Dialectical Journal 5**
Class 8 Mar 11	**SPRING BREAK**	**SPRING BREAK**

Class 9 Mar 18	English Language Learner Education	**Readings:** Spring, Ch 6, pages 147-156 Spring Ch. 7 Readings on BB **DUE: Dialectical Journal 6** **Language current event groups**
Class 10 Mar 25	Students with Disabilities Education • Why do we rely on IQ scores? • What has education looked like for SWD?	**Readings:** Readings on BB **DUE: Dialectical Journal 7** **Students with disabilities current event groups**
Class 11 April 1	The state of education today and current issues • How has the past affected our present? • How does school affect educational and social success? • What does power and control in education look like at the local level?	**Readings:** Spring Ch. 8 Bb readings **DUE: Dialectical Journal 8** **Structures/Funding of schools current event groups** **Autobiographical Extended Reflection**
Class 12 April 8	The state of education today and current issues • How has NCLB affected education?	**Readings:** Kozol 1-5 Spring Ch. 9 Readings on BB **DUE: Dialectical Journal 9** **Reflective Practitioner Paper Draft (PBA)**
Class 13 April 15	Implications for today • Culturally responsive teaching • Lead PBA topic group	**Readings:** Kozol 6-9 Readings on BB **DUE: Dialectical Journal 10**
Class 14 April 22	No class meeting Optional individual conferences to discuss PBA	

Class 15 April 29	Implications for teaching our students today • Last F2F class • Pulling it all together • Lead PBA topic group	**Readings:** Kozol Ch. 10-end Spring Chapter 10 Readings on BB **Reflective Practitioner Paper (PBA) due May 6 by NOON**

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

Dialectical Journals

dialectical (die-uh-LEKT-i-cul), n. : the art or practice of arriving at the truth through logical arguments.

A dialectical journal is another name for a double-entry journal or a reader-response journal. A dialectical journal is a journal that records a dialogue, or conversation, between the ideas in the text (the words that you are reading) and the ideas of the reader (the person who is doing the reading). This is what you must do in your journal—keep a dialogue with yourself. In your journal, have a conversation with the text and with yourself. Write down your thoughts, questions, insights, and ideas while you read.

<p style="text-align:center">How Do I Keep A Dialectical Journal?</p>

Your journal will use a two-entry form:

- Fold the page in half.

- In the LEFT COLUMN, write down direct quotes (with page numbers) from the readings. These should be points that you think are interesting or important.

- In the RIGHT COLUMN, write down YOUR OWN thoughts, commentary, and questions about the quotes in the LEFT COLUMN. Why did you choose this quote? Is it a main idea? Something you disagree with? Something you question? Does it connect back to prior class discussion/reading? Be specific.

- You should have at least 3 quotes from each reading or chapter (2 from shorter selections)

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	4 Exemplary (Met)	3 Maturing (Met)	2 Developing (Not Met)	1 Unsatisfactory (Not Met)
Description of the education initiative 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
Significant historical background information regarding the education initiative 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
Strengths and weaknesses of the education initiative 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
Implications of the education initiative for teachers ACEI 5.1	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
Background information about the targeted population of students ACEI 3.2	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

	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
Classroom/school implications for students in this population ACEI 3.2	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
Implications for teachers such as yourself teaching this population of students ACEI 3.2	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
Conclusions regarding the impact of the initiative on students ACEI 3.2	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

*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	No Errors (1 or 2pts)	Some Errors (0.5 or 1pt)	Multiple Errors (0pts)
Organization: Title Page, Page Numbers, Headings (1)			
Citations in text (1)			
Reference page (1)			
Includes introduction (1)			
Clarity of Writing (2)			
Grammar/Mechanics (2)			

Standards score	/32
Elements of writing score	/8
Total score	/40