

## **EDUC 542\_A01: Foundations in Education**

**Summer 2016** (May 16<sup>th</sup> – June 20<sup>th</sup>)

Mondays – 8:00 am - 6:00 pm

Online – 5 hours weekly

Colin Powell Elementary School - <http://www.fcps.edu/powelles/>

(First class on Monday, May 16<sup>th</sup> on Fairfax Campus – Robinson B108)

**Professor:** Dr. Betsy Levine Brown

**Office Hours:** By appointment; Skype appointments can also be made

(**skype ID:** betsylevinebrownwork)

**Office Location:** Thompson 1804

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### **CATALOG COURSE DESCRIPTION**

#### **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

D. **Field Hours:** This course requires 15 hours of field observation. Additional details are in the 'assignments' section.

### **LEARNING 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

### **STANDARDS**

#### **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**

**1.2 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:** 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.

## **UNIVERSITY EXPECTATIONS, RESOURCES AND POLICIES**

- 1) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 2) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 3) 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.

- 4) 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/>].
- 5) 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/>].
- 6) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 7) 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/>].
- 8) Students are expected to exhibit professional behaviors and dispositions at all times. [http://cehd.gmu.edu/assets/docs/forms/secondary\\_ed/sec\\_ed\\_handbook.pdf](http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf)
- 9) Core Values Commitment  
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/>

The College of Education

## EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://gmue.edu/service/cert>

## IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Beginning with Spring 2015 internships, all official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

### *Required tests:*

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

### *Endorsements:*

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline.

Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

*CPR/AED/First Aid:*

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to [CEHDacad@gmu.edu](mailto:CEHDacad@gmu.edu) or dropped-off in Thompson Hall, Suite 2300.

*Background Checks/Fingerprints:*

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning field hours and internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

*Please Note: Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.*

*Application Deadlines:*

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>.

Spring internship application:

Traditional semester long internship: September 15

Fall internship application:

Traditional semester long internship: February 15

Year Long Internship: April 1 (All testing deadline are August 1 immediately proceeding the fall start; RVE deadline is December 1)



Promoting Learning & Development Across the Lifespan

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

## NATURE OF COURSE DELIVERY

This course is structured to use 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. **These courses require 15 hours of field experience.**

## COURSE TEXT

### REQUIRED TEXTS:

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

Gorski, P. C. & Zenkov, K. (2014). *The big lies of school reform: Finding better solutions for the future of public education*.

Virginia's Standards of Learning for K-6 (<http://www.pen.k12.va.us>)

Additional selected readings will be posted on Blackboard.

You can purchase the book(s) at the bookstore or online (i.e., Amazon). In addition to the textbook, supplementary readings are uploaded as PDF files on our Blackboard site. [*Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.*]

This course uses Blackboard provided through the University. To access our Blackboard site, please use Mozilla Firefox (a free downloadable browser that is most compatible with the Blackboard software). Then go to [mymasonportal.gmu.edu](http://mymasonportal.gmu.edu) and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see <http://itusupport.gmu.edu> or call 703-993-8870]. **The instructor cannot assist you with log-on problems.**

## COURSE ASSIGNMENTS & EVALUATIONS

### 1. Assignment Descriptions

*Weekly*

#### **a. Attendance and Participation (5 points per week/25 points total)**

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 asynchronous/synchronous online meetings** outlined within the syllabus. This is especially important given the short timeframe of these courses. 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 advance notice has been provided to the instructor.

***b. Literature Circle (5 points per week /25 points total)***

There is a good deal of reading in these courses, and it is your responsibility to read the assigned book and article selections every week. Just completing the readings is not enough to maximize your learning opportunities. Therefore, we will use literature circles to frame our weekly discussions of the readings. Each week, you will assume one of the literature circle roles (on BB) and record your responses accordingly in your literature circle journal online. Beyond small group discussion on the reading, you will also post your thoughts to our course discussion page for all classmates to review and reflect upon. Your grade will be based on both a peer and self-evaluation of 1) your weekly completion of your literature circle role and 2) your engagement in the group discussion.

***c. Exit Tickets (1 points per week/5 points total)***

At the end of each class, you will complete an exit ticket that details how your meaning making for the course content and your application of the course content to your field-based observations changed/evolved given our readings/discussions. 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.

*Over the Summer Session*

***d. Educational History (20 points)***

We know from the research literature that your prior school experiences as a student (aka-your apprenticeship of observation (Lortie, 1974)) wield incredible influence on your views of teaching and learning. Therefore, it is essential that we explore your K-12 school experiences so that you are aware of the pre-existing perceptions that you bring to teacher preparation. Your Educational History should be 1-2 single spaced pages in length and should be an introspective summary/reflection on your memories of teaching/learning in

- Elementary school
- Middle school
- High School
- College

***e. Current Events/Instructional Strategy Presentations (25 points)***

In literature circle groups, you will select an additional resource (eg-current events news story, video clip, scholarly reading) to share with the class. The resource should relate to the questions guiding the course for the week the group has been assigned. Groups should select a resource that they consider a ‘must read’ related to the topic. Links to the

resource should be posted to Blackboard 72 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 should use an instructional strategy that they might use in their future classrooms to present the information. The group will be responsible for a one-page handout summarizing the strategy they use to shape their discussion. **Please print in advance enough handouts for all students and instructors in the course.** Great resources for finding resources 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>
- George Mason University Library: <http://library.gmu.edu/>
- What Kids Can Do: [www.whatkidscando.org](http://www.whatkidscando.org)
- A Nation at Risk: <http://www.ed.gov/pubs/NatAtRisk/risk.html>
- The Nation's Report Card/National Assessment of Educational Progress: <http://nces.ed.gov/nationsreportcard/>
- National Center for Educational Statistics: <http://nces.ed.gov/help/sitemap.asp>
- TIMSS and PIRLS (The International Math and Science Study and International Literacy Study): <http://www.timss.org/>
- Best Evidence/School Reform Reports/School Models (Johns Hopkins University): <http://www.bestevidence.org/index.htm>

*f. School Proposal (50 pts) - PBA (Reflective Practitioner Paper):*

In order to become reflective practitioners in a multicultural school environment, candidates must reflect on a variety of professional issues that schools and teachers confront daily as well as the broader educational and social context. To this end, the candidates will analyze a current policy, mandate or initiative **relevant to Colin Powell Elementary School**. In this assignment, you will explore the following question: What are the tensions within efforts to reform public education and how do these debates shape Colin Powell Elementary School and your future actions as a teacher? **\*A detailed task description and rubric is attached.**

**2. Assignment Points and Grading**

<i>Course Outcomes</i>	<i>Assignments</i>		<i>Total Points</i>	<i>Due Date</i>



1, 2, 3	Attendance and Participation	5 points/week	25 points	Weekly
1, 2, 3	Literature Circles	5 points/week	25 points	Weekly
1, 2, 3	Exit Tickets	1 points/week	5 points	Weekly
1	Educational History		20 points	5/30
2	Current Events/Instructional Strategy Presentations		25 points	5/23 5/31 6/6 6/13
1, 2, 3	School Proposal (Reflective Practitioner Paper)		50 points	6/27
			150 points*	

### Grading Criteria (by points)

145-150	A+	120-123	B-
141-144	A	115-119	C+
135-140	A-	109-114	C
130-134	B+	Below 108	F
124-129	B		

\* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

\*\*Remember: A course grade C or less requires that you retake the course.

### Grading Policy

All CEHD/CHSS undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>

### Other Assignment Expectations

- All written assignments **MUST** be double-spaced, 1" margins and black, 12-point font (Times New Roman, Calibri or Arial). APA format is required. If you do not have the APA Manual 6<sup>th</sup> edition, the OWL at Purdue is an excellent resource: <https://owl.english.purdue.edu/owl/resource/560/01/>.
- All assignments are expected at the beginning of the assigned class. Unless prior arrangements have been made with me (*at least 48 hours in advance*), **late submissions will not be accepted** and will **result in a grade of 0** for that assignment.

- **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](http://writingcenter.gmu.edu/?page_id=177)
- All assignments must be submitted to Blackboard on the due date stated within the syllabus and should be submitted at the beginning of class. All assignments must be saved with your Last Name and Assignment Title (e.g., **Brown\_School Proposal**).

*Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.*

### **3. Performance-based assessments (PBA\*)**

For the School Proposal assignment, you need to be upload that final product to Blackboard.

**TENTATIVE CLASS SCHEDULE:**

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

<b>Date</b>	<b>Guiding Questions/Topics</b>	<b>Readings Due</b>	<b>Assignments Due</b>
<b>Week One</b>			
May 16	<p>What does <i>foundations of education</i> mean?</p> <p>Who are we as individuals? Who are we as future teachers? How do we organize to best serve our students and our profession?</p> <p>How does educational psychology pertain to my work as elementary teachers?</p> <p>Why is the ecological model of development relevant for schools, teaching and student learning?</p>	<p><b>Readings Uploaded to Blackboard</b> <b>Willing to Be Disturbed (and emailed to students)</b></p> <p>Kozol, Ch. 2</p> <p>Big Lies: Ch. 7</p> <p>Slavin Chapter 1 (p. 1-25)</p> <p>Toward A Conception of Culturally Responsive Classroom</p>	Read syllabus and assigned readings
May 16-22 <b>Online Work</b>	<p>What is culture? How may our personal biases of culture influence our teaching?</p> <p>Who are our home-school partners? What does it mean to engage families?</p>	<p>Online modules for APA and Honor Code</p> <p>But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy</p> <p>Family Engagement and the Responsive Educator</p> <p>Slavin Chapter 4 (p. 78-113)</p>	<p>Literature circle discussion</p> <p>Complete student information form</p> <p>Exit Ticket</p>

<b>WEEK TWO</b>			
May 23	<p>Who are our students and how are they different from/alike each other, us, and peers from decades past?  <i>*Considering Race, Gender, and Special Needs</i>  <i>*Global migration</i>  <i>*Poverty</i></p> <p>Introducing Colin Powell Elementary School!  <i>Where is the school located?</i>  <i>Who are the leaders?</i>  <i>Where does CPES stand regarding community demographics?</i></p>	<p>Kozol, Ch. 3</p> <p>Big Lies, Ch. 1</p> <p>Making Rounds Work</p>	CE/IS Group 1 Presentation
May 23-30 <b>Online Work</b> <i>*Extra day due to Memorial Holiday</i>	<p>Who are our students and how are they different from/alike each other, us, and peers from decades past?</p> <p>For whom does school 'work'? Not work?</p>	Kozol, Ch. 4	<p>Literature circle discussion</p> <p>Educational history (<b>due Monday, May 30th</b>)</p>
<b>WEEK THREE</b>			
May 31	<p>How does the brain influence physical development and learning?</p> <p>What theories of cognitive development influence how we teach elementary students?</p> <p>What are the purposes of school?</p>	<p>Slavin Chapter 6 (p. 142-181)</p> <p>Slavin Chapter 2 (p. 28-51)</p> <p>Kozol, Ch. 5 &amp; 9</p> <p>Big Lies, Ch. 10</p>	CE/IS Group 2 Presentation

	*Historical/political *Social *Economic		
May 31- June 5 <b>Online Work</b>	What are the major federal, state, and local policies impacting schools today?  In what ways can you support the developmental and cultural influences of student learning within your classroom environment?	Big Lies, Ch. 11  Slavin Chapter 11 (p. 315-351)	Literature circle task  Exit Ticket
<b>WEEK FOUR</b>			
June 6	How should students be taught?	Bb Philosophies readings (one will be assigned - <i>Readings Uploaded to Blackboard</i> ):  <ul style="list-style-type: none"> <li>• Plato (idealism)</li> <li>• Neill (existentialism)</li> <li>• Noddings (care)</li> <li>• Adler (perennialism)</li> <li>• Montessori (constructivism)</li> <li>• Skinner (behaviorism)</li> <li>• Dewey (pragmatism)</li> <li>• Freire (critical pedagogy)</li> </ul> Big Lies, Ch. 12  Kozol, Ch. 10	Community Mapping Activity Presentations  CE/IS Group 3 Presentation

June 6-12 <b>Online Work</b>	How does social, emotional and moral concepts (or affective development) influence children's engagement and learning in the classroom?  How will you address your students' multiple intelligences in the classroom?	Slavin Chapter 3 (p. 52-77)  <i>Readings Uploaded to Blackboard</i> Multiple Intelligences in the Classroom  Multiple Intelligence for Every Classroom	Literature circle task  Exit Ticket
<b>WEEK FIVE</b>			
June 13	What is the best evidence of student learning? Of teacher success?  What are the most pressing issues with which we must be concerned as future teachers?	Big Lies, Ch. 2 and 4  <i>Readings Uploaded to Blackboard</i> <i>Gay, CRT</i> Time for Teachers	CE/IS Group 4 Presentation
June 13-19 <b>Online Work</b>	How will you motivate your students?  With your knowledge of development and how domains of development influence learning, how will you engage and educate learners with exceptionalities?	Slavin Chapter 10 (p. 284-313)  Slavin Chapter 12 - (p. 352-393)	Exit Ticket  Literature circle task
<b>WEEK SIX</b>			
June 22			Observation Reports due

<b>WEEK SEVEN</b>			
June 27			School Proposal due

**School Proposal**  
**PBA: Reflective Practitioner Paper**

Given your knowledge of and experiences at Colin Powell Elementary School, consider the federal and state policies, district mandates and school initiatives that may support and/or hinder the school community, teachers and/or students. In this assignment, you expand your understanding of public education as a system that both strengthens 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 Colin Powell Elementary School and your future 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, teachers, or communities targeted by the initiative).
3. Find peer-reviewed research articles and review class readings that address the initiative and its impact (If you are not sure about whether a research journal is peer-reviewed consult with me). Take notes as you read.
4. Write your proposal. Include the following as headings so that you and the reader [your instructor and Colin Powell Elementary School faculty and staff] will know exactly where you are headed and whether you have addressed all of the content requirements.



## **Proposal Template**

### **PBA: Reflective Practitioner Paper**

**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 policy, mandate, initiative)**

- Description of the initiative that will meet some of needs of Colin Powell and its population
- Background and historical information of initiative
- Strengths of the initiative
- Weaknesses of/challenges to the initiative
- Implications for Colin Powell (What does this initiative mean for Colin Powell's school, teachers and/or students? *You will want to think about what is essential for the Colin Powell community to consider, know, and do within this initiative. Use your Community Map Activity from EDUC 543 for assistance here.*)

#### **Part Two (Colin Powell Elementary School)**

- Detail the background of the school, the neighborhood and the student population (*Use your Community Map Activity from EDUC 543 for assistance here.*)
- Highlight how the initiative targets the ecology of Colin Powell Elementary School
  - Discuss 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?)
- Denote implications for the 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)**

- Synthesize the relevance of this proposal (Based on what you have presented in your proposal, this is where you draw conclusions about the impact of the initiative on Colin Powell Elementary School. 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 Colin Powell School and teachers, such as yourself).

### Clarity of writing

- It is logically organized
- Has an introduction that includes the goals/purpose of the paper (**Guide the readers!**)
- 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 (**5-7 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.

<b>SCHOOL PROPOSAL Reflective Practitioner Rubric</b>	<b>4 Exemplary (Met)</b>	<b>3 Maturing (Met)</b>	<b>2 Developing (Not Met)</b>	<b>1 Unsatisfactory (Not Met)</b>
<b>Description of the education initiative  ACEI 5.1</b>	Presents appropriate and complete description of the education initiative, and includes multiple and different supporting references	Presents appropriate description of the education initiative, but is incomplete and/or includes only some supporting references	Presents some description of the education initiative, but is not sufficient and/or lacks supporting references	Lacks description of the education initiative
<b>Significant historical background information regarding the education initiative  ACEI 5.1</b>	Presents appropriate and complete significant historical and background information of the education initiative, and includes multiple and different supporting references	Presents appropriate significant historical and background information on the education initiative, but is incomplete and/or include only some supporting references	Presents some significant historical and background information on the education initiative, but is not sufficient and/or lacks supporting references	Lacks significant historical and background information on the education initiative
<b>Strengths and weaknesses of the education initiative  ACEI 5.1</b>	Presents appropriate and complete discussion of strengths and weaknesses of the education initiative, and includes multiple and different references	Presents appropriate strengths and weaknesses of the education initiative, but is incomplete and/or includes only some supporting references	Presents some strengths and weaknesses of the education initiative, but is not sufficient and/or lacks supporting references	Lacks strengths and weaknesses of the education initiative
<b>Implications of the education initiative for Colin Powell Elementary School  ACEI 5.1</b>	Presents appropriate and complete implications of the education initiative for teachers, and includes multiple and different supporting references	Presents appropriate implications of the education initiative for teachers, but is incomplete and/or includes only some supporting references	Presents some implications of the education initiative for teachers, but is not sufficient and/or lacks supporting references	Lacks implications of the education initiative for teachers in the identified population

<p><b>Implications of the education initiative for Colin Powell Elementary School teachers and students</b></p> <p><b>ACEI 5.1</b></p>	<p>Presents appropriate and complete implications of the education initiative for teachers, and includes multiple and different supporting references</p>	<p>Presents appropriate implications of the education initiative for teachers, but is incomplete and/or includes only some supporting references</p>	<p>Presents some implications of the education initiative for teachers, but is not sufficient and/or lacks supporting references</p>	<p>Lacks implications of the education initiative for teachers in the identified population</p>
<p><b>Background information about Colin Powell ES, the neighborhood and student population</b></p> <p><b>ACEI 1.0</b></p>	<p>Presents appropriate and complete background information about the targeted population of students and includes multiple and different supporting references</p>	<p>Presents appropriate background information about the targeted population of students, but is not complete and/or includes some supporting references</p>	<p>Presents some background information about the targeted population of students, but is not sufficient and/or lacks supporting references</p>	<p>Lacks background information about the targeted population of students</p>
<p><b>Classroom/school implications for Colin Powell ES</b></p> <p><b>ACEI 1.0</b></p>	<p>Presents appropriate and complete implications for students in the targeted population; includes multiple and different supporting references</p>	<p>Presents appropriate implications for students in the targeted population, but it is not complete and/or includes only some supporting references</p>	<p>Presents some implications for students in the targeted population, but it is not sufficient and/or lacks supporting references</p>	<p>Lacks implications for students in the targeted population</p>
<p><b>Implications for teachers such as yourself teaching this population of students</b></p> <p><b>ACEI 1.0</b></p>	<p>Presents appropriate and complete background information about the culture, knowledge, and attitudes of the identified preservice teacher and includes multiple and different supporting references</p>	<p>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</p>	<p>Presents some background information about the culture, knowledge, and attitudes of the identified preservice teacher, but is not sufficient and/or lacks supporting references</p>	<p>Lacks background information about the culture, knowledge, and attitudes of the identified preservice teacher</p>

<p><b>Conclusions regarding the impact of the initiative on students</b></p> <p><b>ACEI 1.0</b></p>	<p>Presents appropriate and complete conclusions regarding the impact of the initiative; includes multiple and different supporting references</p>	<p>Presents appropriate conclusions regarding the impact of the initiative but it is not complete; includes some supporting references</p>	<p>Presents some conclusions regarding the impact of the initiative but conclusions may be vague, and/or lacks supporting references</p>	<p>Lacks conclusions or conclusions presented are illogical based on the rest of the paper, and/or lacks any supporting references</p>
<p><b>Overall proposal readability</b></p>	<p>Presents material in a very readable and useful manner to support ongoing discussions at Colin Powell Elementary School</p>	<p>Presents material in a readable manner, but usefulness is lacking to support ongoing discussions at Colin Powell Elementary School</p>	<p>Limited readability and usefulness of proposal to support ongoing discussions at Colin Powell Elementary School</p>	<p>No readability or usefulness of proposal to support ongoing discussions at Colin Powell Elementary School</p>

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

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

Standards score	/40
Elements of writing score	/10
Total score	/50