

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

EDUC 542.003 – Foundations of Education
3 Credits, Spring 2017
4:30pm - 7:10pm/Mondays (Robinson Hall B11)

Faculty

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Prerequisites/Corequisites

Admission to Elementary Education licensure program

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. **This course requires 15 hours of field experience.**

Course Delivery Method

This course will be delivered using a lecture and seminar format. 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 or Objectives

This course is designed to enable students to do the following:

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, Association of Childhood Education International Standards, InTASC Standards, 8 VAC 20-25-30. Technology standards)

Upon completion of this course, students will have met the following 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 a 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

Chenoweth, K. (2007). *“It’s being done”*: Academic success in unexpected schools. Cambridge, MA: Harvard UP.

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

Lewis, A.E. & Diamond, J.B. (2015). *Despite the best intentions: How racial inequality thrives in good schools*. New York: Oxford UP.

Spring, J. (2016). *American education* (17th ed.). New York: Routledge.

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

Additional selected readings will be posted on Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments and/or Examinations

Educational History (10 pts): submit via Blackboard

We know from the research literature that our prior school experiences as a student (a.k.a. our apprenticeship of observation-Lortie, 1974) wield incredible influence on our views of teaching and learning. Therefore, it is essential that we explore our K-12 school experiences so that each of us is aware of the pre-existing perceptions that we bring to teacher preparation. This is also an opportunity for me to get to know you better as a learner and to find out the ways in which I can build upon your experiences and support your interests, strengths, skills, and perceived challenges or weaknesses.

Your Educational History should be 2-4 pages in length and should be an introspective summary/reflection on your memories of teaching/learning across your educational experiences:

- Elementary school
- Middle school
- High School
- College

Questions to guide your introspection and reflection can include:

- When was a time that you felt “seen” (Ayers, 2010) as individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why? What did that person see that others did not?
- What strengths and strategies have you employed to be successful in your educational experiences? When was a time these strategies were not successful?
- What challenges have you encountered in your educational experiences? Why do you think you encountered them? What was the outcome?
- When was a time that you felt unseen/misunderstood/overlooked as an individual or as a learner by an educator (e.g. teacher, coach, advisor, staff member, principal, professor, etc.)? Why?

Beliefs Statement (30 points total) submit via Blackboard

You will identify, develop, and refine your beliefs about what teaching and learning entails. These beliefs will likely to shift, grow, and deepen as you gain more experience in the classroom and deepen your knowledge of theory and practice. As we begin this program, we often aspire to something that we are not yet able to do or that we don’t do consistently. This assignment serves as an initial tool to uncover what we think is best for teaching and learning and whether this is reflected in our actual teaching practice to support the acquisition of new knowledge and reflective examination of your own teaching practice.

Throughout the course, we will reflect on the prompts below and consider how they relate to one another. We will also take time to consider areas that intersect and sources of tension in your beliefs and preferred practices. You will create a poster that reflects how your thoughts are changing/evolving and we will revisit this to refine/expand your thoughts.

Your poster should include and your final Beliefs statement should address each of the following prompts:

- I believe that learning... (Week 1)
- I believe that teaching... (Week 1)
- I believe the purpose of schooling is... (Weeks 2 & 3)
- I believe my classroom is... (Weeks 4 & 5)
- I believe all my students are/they learn best when they... (Weeks 6, 9, & 10)
- I believe my students learn best when I... (Weeks 9-12)
- I believe community/family is/are... (Weeks 2, 3, 7 & 8)
- I believe collaboration is...
- My professional goals as a teacher are...

Your poster serves as an evolving draft of your Beliefs Statement and you will share entries of your poster so you can receive feedback from your colleagues and myself. Your ideas are expected to be “in progress” so questions and wonderings are acceptable for the following dates:

#1: 2/13

#2: 2/27

#3: 3/20

#4: 4/10 Due Date

Your final Beliefs Statement should draw upon ideas in your poster and other sources of reflective learning (e.g. exit tickets) and be 5-6 pages in length. This final assignment is due on 4/10 as an uploaded document (e.g. Word, PDF).

Community Mapping Activity & Presentation (10 pts) :submit via Blackboard & physical presentation

In your field experience school groups, you will complete a community mapping activity and presentation. The purpose of this activity is to familiarize you with the myriad factors that influence students' daily school experiences and to provide a format for introducing your school to your peers.

In your field experience groups, you will research information and create a brief presentation (7-10 minutes max) that introduces us to the following aspects of your school that integrates the perspective, themes, and readings from this course:

- 1) a visual tour of both your school and the surrounding community
- 2) school description/demographics
- 3) community description/demographics
- 4) aspects of your school that make it unique
- 5) intersection of course readings/discussions with your school experiences.

It is highly suggested that your group considers the aspects of the ecological systems model (Bronfenbrenner, 1994) as you plan and conduct research and analyze the information gathered at your field experience site.

A rubric will be provided closer to the date of the presentation. The presentation can take any format that your group prefers. Be creative. Please be cognizant of taking pictures of children—any photographs need to be used only for the purposes of this assignment and not distributed/used in any other forum including social media.

Reflective Practitioner Paper – Performance Based Assessment (40 pts.) submit via Blackboard & Tk20 via Blackboard

In order to become reflective practitioners in classrooms that may represent a range of diversity in culture, religion, race, language, ability, gender, and socioeconomic class, 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, you will select and analyze a current issue/innovation around race and culture, gender equity, special education, social class, or language diversity that may be of particular interest or importance to you. You will relate this issue/innovation to historical and sociological trends/perspectives and reflect upon how this issue/innovation relates to your own experiences. A detailed task description and rubric is attached.

The process of brainstorming, research, and initial analysis of your issue/innovation will be supported in class:

- **2/6** – information session with Education Librarian, Anne Driscoll, Fenwick Library
TBA

- 4/3 – conferences with draft of Reflective Practitioner Paper
- **Other Requirements**

Participation (30 pts.)

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 are on time and attend all scheduled classes and asynchronous 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 advance notice has been provided to the instructor.

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do. Not participating will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

Laptop and tablet use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). Laptops will be closed during discussions, lectures, and other assignments in class which require your full attention. Cell phones must be turned off/silenced during class periods. Cell phones may be used during break.

The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to maximize the learning experience.

Current Events/Instructional Strategy Presentations (25 pts.)

In assigned 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
- 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>

Weekly activities and discussion

Activities

In addition to the readings, you may be asked to watch a video, collect information, or explore other online resources prior to class. Guiding question(s) or tasks related to the readings and these resources will be posted to establish a purpose for reading. These guiding questions or activities will be directly related to discussion for the session. Activities may require you to respond to a specific question, create a representation of ideas from the reading (e.g. concept map, picture), or analyze a piece of text or student work based on your understandings of the readings and other resources.

The products of these activities support learning in class meetings. Additionally, classroom activities may include simulations, debates, book club meetings, examination of student work, and quickwrites.

Discussion Guidelines

Different discussion structures will be organized to maximize participation and community building. This includes partners, small groups, and whole class discussion. You will be responsible for participating in discussion according to the expectations and norms decided upon on the first day of class. These expectations and norms will also apply for online discussion as dictated by our schedule.

Exit Slips

At the end of each class meeting, you will complete an Exit Slip that details your current thinking on the questions and/or topics given our readings, activities, and discussion. The Exit Slip is to help you process your learning and to provide me insight into your developing understanding and perspectives. These entries can also be used to support your reflection and writing of your Beliefs Statement. Additionally, your entry will also help me to adjust instruction and/or provide direct support for our next session or ongoing assignments. **These entries will only be read by the instructor.** It is expected that your response is brief, but connected to your discussion responses, the readings and activities in relationship to your evolving/changing thinking on the relationships between the historical, philosophical, and sociological foundations of education, educational initiatives and policies, and roles, responsibilities, and laws that pertain to students and teachers.

- **Course Performance Evaluation Weighting**

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points</i>	<i>Due Date</i>
1, 2, 3	Participation	30	Weekly
2	Current Events/Instructional Strategy Presentations	25	2/20, 2/27, 3/6/ 3/27
1	Educational History	10	1/30
1	Beliefs Statement Poster	30	poster entries: 2/13, 2/27, 3/20 Final: 4/10
1, 2	School Community Presentations	10	3/23
1, 2, 3	Reflective Practitioner Paper (PBA)	40	5/3
	TOTAL	145	

- **Grading**

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
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A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

**Remember: A course grade less than B requires that you retake the course.*

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

APA format:

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, please use the APA website (<http://www.apastyle.org/>) or the OWL at Purdue as a 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

Late work policy:

It is expected that all class assignments will be submitted on time to the correct location: **late assignments will not receive full credit.** All assignments must be submitted via **Blackboard** on the due date stated within the syllabus (see below) prior to class. If extraordinary circumstances prevent you from submitting your work in a timely manner, **it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work.** It is up to the discretion of the instructor to approve the late/makeup work. Assignments turned in late without prior communication will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B).

Revise & Resubmit:

If a student submits an assignment that may indicate limited understanding or confusion about the content as indicated by scoring on the assignment rubric, the instructor may request for a student to revise and resubmit the assignment based on feedback. This is an opportunity for a student to clarify understanding of the content and demonstrate growth. In most cases, the original assignment and revision will be averaged for a new final grade. The instructor will communicate with the student to determine a reasonable timeframe within which to complete the revision.

- **Tk20 Performance-based Assessment Requirements**

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit this assessment, *Reflective Practitioner Paper*, to TK20 through Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the instructor will be provided in TK20 through Blackboard. Failure to submit the assessment to TK20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TK20 submission, the IN will convert to an F nine weeks into the following semester.

Professional Dispositions

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

Class Schedule

Week	Date	Guiding Questions/Topics	Readings/Assignments Due
1	1/23	<p>What does <i>foundations of education</i> mean?</p> <p>Who are we as individuals?</p> <p>Who are we as future teachers?</p>	<p>Bb: Willing to Be Disturbed</p> <p>Ayers (2010) "Seeing the Student"</p>
2	1/30	<p>What are the purposes of school?</p> <p>Who decides what purposes school serves?</p> <p>*Historical/political</p> <p>*Social</p>	<p>Spring, Ch. 1 & 2</p> <p>DTBI, Introduction</p> <p>DUE: Educational history</p>
3	2/6 Library Visit Fenwick Library Room TBA		<p><i>Information session with Anne Driscoll, Education Librarian</i></p> <p><u>Please bring laptops.</u></p>
4	2/13	<p>What are the purposes of school?</p> <p>Who decides what purposes school serves?</p> <p>*Economic</p> <p>*Considering Class</p>	<p>Spring, Ch. 4</p> <p>Big Lies, Ch. 11</p> <p>Chenoweth, Introduction & Ch. 2</p> <p>DUE: Beliefs statement poster #1</p>
5	2/20	<p>Who are our students and how are they different from/alike each other, us, and peers from decades past?</p>	<p>Spring, Ch. 5</p> <p>DTBI, Ch. 2</p>

		*Considering Race, Gender, and Special Needs	Bb Readings- jigsaw Group #1 Current Events
6	2/27	Who are our students and how are they different from/alike each other, us, and peers from decades past? *Global migration *Poverty	Spring, Ch. 6 Big Lies, Ch. 1 & 10 Bb Readings DUE: Beliefs statement poster #2 Group #2 Current Events
7	3/6	What are the major federal, state, and local policies impacting schools today?	Big Lies, Ch. 9 & 12 DTBI, Ch. 4 & 5 Chenoweth, Ch. 4 Group #3 Current Events
8	3/13	Spring Break	
9	3/20 Class will not meet, instead we will meet 3/23 for EDUC 543	How should students be taught? Community Mapping Activity & Presentation	Bb Philosophies readings and <u>Bb Discussion</u> : <ul style="list-style-type: none"> ● Noddings (care) ● Adler (perennialism) ● Montessori (constructivism) ● Skinner (behaviorism) ● Dewey (pragmatism) ● Freire (critical pedagogy) ● Gay (Culturally Responsive Teaching) DUE: Beliefs statement poster #3 Big Lies, Ch. 4

10	3/27	How should students be taught? *multilingualism & language learners Guest Speaker: Dr. Tiffany Mitchell	Spring, Ch. 7 Big Lies, Ch. 5 Bb readings DUE: Beliefs statement poster #4 Group #4 Current Events
11	4/3	What is most important for our students to learn?	Big Lies, Ch. 3 Bb Readings DUE: draft of Reflective Practitioner Paper (for class)
12	4/10	What is the best evidence of student learning? What is the best evidence of teacher success?	Big Lies, Ch. 2 & 6 Chenoweth Ch. 16 Bb readings DUE: Beliefs statement final
13	4/17	Who are we as future teachers? How do we organize to best serve our students and our profession?	Spring, Ch 10 Big Lies: Ch. 7 Chenowith Conclusion Bb readings
14	4/24	What are the most pressing issues with which we must be concerned as future teachers? Course Reflection and Discussion	Bb readings
15	5/3		DUE: Reflective Practitioner Paper (PBA)

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide

range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Reflective Practitioner Paper (PBA)

“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 write this scholarly paper.

1. Pick an educational initiative introduced through class (readings, discussion, materials). It may be helpful to reflect upon your Educational History, Belief Statement blog entries, and Exit Slips to select an initiative/innovation that is particularly meaningful to you. Remember you will be asked to personally reflect upon this initiative/innovation.
We will consider this as a group on 10/11.
2. Research which group of students this initiative is designed to benefit and why. Consider who it disadvantages (e.g. a different group of students, a certain group of teachers, etc.) and why. Consider who else might be indirect stakeholders in this initiative/innovation and why it is of importance to them.
3. Find peer-reviewed research articles and review class readings that address the initiative/innovation and its impact on students. Try to find evidence for multiple perspectives. Take notes as you read.
If you are not sure about whether a research journal is peer-reviewed, please consult with me or the Education Librarian, Anne Driscoll, at Fenwick Library.
4. Write a draft of your paper. Use the examples from previous classes as a guide. Prepare questions and concerns for a workshop session with your paper. Use the rubric provided to self-assess where you have questions or concerns.
We will workshop your draft on 11/14.
5. Finalize your paper. Use the rubric provided to self-assess where you might want to revise. 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.
Your PBA will be due on 12/5 to both Blackboard AND TK20.

Introduction

- This is where you introduce your topic, establish its significance (hook), and give your reader an advance organizer for the paper.

Part One (Name 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/innovation.

Part Two (Identify the students directly influenced who may be in your classroom)

Background of the student population targeted by the initiative

- This may include US, VA, DC demographics as relevant.

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? How are these students advantaged in specific ways in a classroom or school setting? Why? How are these students disadvantaged? Why?

Implications for teachers such as yourself

- This is where you reflect upon your experiences and background to compare/contrast your background with the previously identified population of students you may be teaching.
- What are the relevant aspects of your identity that may impact how you teach and how these students might learn from you?
- How might these pieces of your identity potentially support how you are able to “see” AND “not see” this identified student population? Why?
- If applicable, what challenges would you need to overcome to “see” these students? How might you advocate for these students?

Part Three

Conclusions

- Based on what you have presented in your paper, what conclusions can you draw about the impact of the initiative on this specific population of students who may be in your future classroom?
- 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

- 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**)
- 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 APA links on Blackboard for help with this.
- Do NOT include anything in your reference list that you do not cite in your paper.

Submission for evaluation

- Submit TWICE as there are additional rubrics for APA formatting that are not included in the core content rubric:
 - Blackboard link in the **Reflective Practitioner Paper** folder in the “Assessments” tab
 - Tk20 in Blackboard link in the **Reflective Practitioner Paper** folder in the “Assessments” tab

Assessment Rubric

Reflective Practitioner Rubric	4 Exemplary (Met)	3 Maturing (Met)	2 Developing (Not Met)	1 Unsatisfactory (Not Met)
Description of the education initiative EI 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 education initiative
Significant historical background information regarding the education initiative EI 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 includes 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 EI 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 EI 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 education initiative for teachers in the identified population
Background information about targeted population of students EI 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

Implications for students in this population CEI 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 self teaching population of students CEI 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 CEI 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 paper, and/or lacks supporting references

*note: multiple references means (2 or more by different authors), 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>No Errors</i> <i>(1 or 2pts)</i>	<i>Some Errors</i> <i>(0.5 or 1pt)</i>	<i>Multiple Errors</i> <i>(0pts)</i>
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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