

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

EDUC 542 Section 001
Foundations of Education

3 credits/Fall 2015 (August 31 – December 21)
7:20-10:00/Wednesdays
Robinson Hall A123

Professor: Melissa Gallagher

Office Hours: By appointment; Skype appointments (**skype ID:** melissa_home27)

Email: mgallag5@gmu.edu

COURSE DESCRIPTION:

A. **Prerequisites:** Admission to Elementary Education licensure program

B. **University Catalog Course Description:** Examines the historical, philosophical, and sociological foundations of education as they relate to elementary schools, with a particular emphasis on teaching a culturally diverse population. Students will develop an understanding of the relationship between society and education.

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

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

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; and
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 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.

NATURE OF THE COURSE:

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

REQUIRED TEXTS:

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

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*.

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

Additional selected readings will be posted on Blackboard.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Assignment Descriptions

a. Attendance, Participation, and Exit Slip Journal (1pt/week; 14 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 attend all scheduled classes** 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.

Additionally, at the end of each class, you will review your concept map and you will then complete an Exit Slip Journal entry that details how your answers to any of the questions and/or topics in your concept map have changed/evolved given our readings/discussions. The Exit Slip entry is to help you process your immediate learning and to provide me insight into your developing understanding and perspectives; your entry will also help me to plan and adjust instruction as needed for our next meeting. It is expected that your response is brief but connected to your response to class discussion and the readings in relationship to your evolving/changing thinking and perspectives on your concept map.

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. During each class we will unpack the readings in different ways. If you have not completed the readings in advance, it will impede your ability to participate in unpacking the readings and will impact your participation points for the class.

b. Educational History (10 pts)

We know from the research literature that your prior school experiences as a student (a.k.a. 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 2-4 pages in length and should be an introspective summary/reflection on your memories of teaching/learning in

- Elementary school
- Middle school
- High School
- College

c. Beliefs Statement (10 pts/submission; 20 pts)

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.

On the first day of class, you will reflect on the prompts below and develop a concept map of your beliefs and how they relate to one another. You will highlight areas that intersect and sources of tension in your map. Each week you will add to the concept map to reflect how your thoughts are changing/evolving and we will revisit this map to refine/expand your thoughts.

Your concept map should include and your Beliefs statement should address each of the following prompts:

- I believe the purpose of schooling is...
- 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...
- My professional goals as a teacher are...(5 years)...(10 years)...

On the 5th week of class, you will submit a draft of your beliefs statement for feedback. Your ideas are expected to be in progress so questions and wonderings are acceptable for this submission. The draft should be a minimum of 4 pages in length.

At the end of the course you are expected to write your beliefs statement based on the concept map and exit tickets. Your final Beliefs Statement should be 5-6 pages in length.

d. Current Events Presentations (6 pts)

In small groups, you will select an additional resource (e.g. 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 small group has been assigned. Additionally, the resource can also be related to a pressing issue or concern at your Groups' school placement. You should select a resource that you consider a 'must read' related to the topic. Links to the resource 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 should use an instructional strategy that they might use in their future classrooms. The group will be responsible for a one-page handout summarizing the strategy they use to shape their discussion. 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>
- Rethinking Schools: <http://www.rethinkingschools.org/index.shtml>
- Diane Ravitch's blog: <http://dianeravitch.net/>
- National Education Policy Center: <http://nepc.colorado.edu/>
- Brookings Institute- Education: <http://www.brookings.edu/research/topics/education>
- Eric Hanushek blog: <http://educationnext.org/author/ehanushek/>
- Real Clear Education: <http://www.realcleareducation.com/>
- Fordham Institute: <http://edexcellence.net/>
- National Association of Scholars blog: <https://www.nas.org/>
- Core Knowledge blog: <http://blog.coreknowledge.org/>

e. Community Mapping Activity (10 pts)

In your field hours' school groups, you will complete a community mapping activity. 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. You and your peers at your field hours site will create a brief presentation (7-10 minutes max) that introduces us to the following aspects of your school:

- 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.

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.

f. 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 can be found at the end of this syllabus.

2. Assignment Weighting

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points/Worth</i>	<i>Due Date</i>
1, 2, 3	Attendance, Participation, Exit Slip Journal, and Response Blog	14 points	Weekly
1	Educational History	10 points	9/9
1	Beliefs Statement	20 points	draft: 9/30 final: 11/18
2	Current Events Group Presentation (CE)	6 points	Varies
1, 2	School/Community Presentations	10 points	10/26
1, 2, 3	Reflective Practitioner Paper*	40 points	12/9

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=94-100; A-=90-93; B+=86-89; B=80-85; C=70-79; F=below 70

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

4. Other Expectations

- All written papers are **expected to be double-spaced, with 1" margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected.** If you do not have a 6th Edition APA manual, 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

- It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted via **Blackboard** on the due date stated within the syllabus (see below) prior to class—except for the PBA which is to be submitted to **Blackboard** on or before December 14.
- **You are expected to contribute to both class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for social and/or non-academic purposes such as texting, social media, or phone calls.

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

5. Performance-based assessments

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.

BLACKBOARD 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 Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of your performance-based assessment (PBA) will also be provided using Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- 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
 - 9) 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/>

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://gmueu/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 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 deadlines are August 1 immediately preceding 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/>].

TENTATIVE CLASS SCHEDULE:

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

Week	Date	Guiding Questions/Topics	Readings/Assignments Due
1	9/2	What does <i>foundations of education</i> mean? Who are we as individuals?	Bb: Willing to Be Disturbed Kozol, Ch. 1
2	9/9	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 DUE: Educational history
3	9/16	Who are our students and how are they different from/alike each other, us, and peers from decades past? *Considering Race, Gender, and Special Needs	Spring, Ch. 5 (only pp. 112-127) Chenoweth pp. ix-22 Bb Readings
4	9/23	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 Bb Readings Chenoweth Ch. 4 & 7

5	9/30	What are the purposes of school? *Historical/political *Social	Spring, Ch. 1 & 2 Bb Readings DUE: Beliefs statement draft
6	10/7	What are the purposes of school? *Economic	Spring, Ch. 4 (skip Perry Preschool Study) Big Lies, Ch. 10 Bb Readings
7	10/14	For whom does school 'work'? For whom does school not work?	Spring Ch. 3 (skip pp. 65-74) Big Lies, Ch. 9 Bb Readings
8	10/21	What are the major federal, state, and local policies impacting schools today?	Chenoweth Ch. 16 Big Lies, Ch. 11 & 12 Bb Readings
9	10/26 4:30-8:30	**We will meet on Monday this week to present your Community Mapping Presentations. Location TBD.	
10	11/4	How should students be taught?	Bb Philosophies readings (one will be assigned): <ul style="list-style-type: none"> ● Noddings (care) ● Adler (perennialism) ● Montessori (constructivism) ● Skinner (behaviorism) ● Dewey (pragmatism) ● Freire (critical pedagogy) ● Gay (Culturally Responsive Teaching) Big Lies, Ch. 4 Bb Readings
11	11/11	How should students be taught?	Spring, Ch. 7 Big Lies, Ch. 5 Chenoweth Ch. 9 Bb readings
12	11/18	What is most important for our students to learn?	Big Lies, Ch. 3 Chenoweth Ch. 14 Kozol, Ch. 12 DUE: Beliefs statement final

13	12/2	What is the best evidence of student learning? What is the best evidence of teacher success?	Big Lies, Ch. 2 & 6 Bb readings
14	12/9	What are the most pressing issues with which we must be concerned as future teachers?	Chenoweth Conclusion Bb readings (Time for Teachers) DUE: Reflective Practitioner Paper (PBA)

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.

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.

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?)

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 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 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	Presents appropriate background information about the targeted population of students, but is not complete and/or includes some	Presents some background information about the targeted population of students, but is not sufficient and/or	Lacks background information about the targeted population of students

	different supporting references	supporting references	lacks supporting references	
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 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 (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 (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