

**EDUC 543: Children, Family, Culture, and Schools, Ages 4-12**  
**Fall 2012 (August 28<sup>th</sup> – December 19<sup>th</sup>)**  
**Tuesday 4:30 p.m. – 7:10 p.m.**  
Nguyen Engineering Building 1107, *Fairfax Campus*

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Office Hours: By Appointment

### CATALOG COURSE DESCRIPTION

Examines child and family development and ways children, families, schools, and communities interrelate. Links children's developing physical, social, emotional, and cognitive abilities to planning curriculum and developing instructional strategies.

**Prerequisite(s):** Admission to elementary education licensure program.

**Notes:** Requires school-based field experience.

**Hours of Lecture or Seminar per week:** 3

**Hours of Lab or Studio per week:** 0

### COURSE PHILOSOPHY

This course was designed to deepen, broaden, sophisticate, and integrate your understanding of theories and research on development and learning to support your decision-making as an educator. In turn you will apply theoretical frameworks to the school context and student learning. Moreover, we will focus on understanding good educational practices and policies and how these policies and practices apply to a standards-driven environment. Finally, an emphasis will be placed on discussing the role of relationships and other psychosocial influences (e.g., cultures) within the classroom because you as educators serve to defend, advocate, and communicate on behalf of your students, and therefore must know each of them as a holistic individual. Field observation is required.

### NATURE OF COURSE DELIVERY

Students in this course will participate in a learning environment that will model various teaching strategies appropriate for diverse learners and information to be learned. This course integrates a fieldwork observation and the use of technology.

## LEARNING OUTCOMES

Students completing EDUC 543 will be able to:

1. Describe the stages of typical human development in the domains of: (a) cognition, (b) language, (c) social/emotional and (d) physical in children ages 4-12.
2. Demonstrate an understanding of the interconnections between culture, family, community, and school, and the dynamic interaction between teachers, parents and community members necessary to promote children's growth and learning.
3. Demonstrate knowledge of contemporary theories of human development and their relevance to educational practices in elementary schools.
4. Observe the diversity of students and their families and demonstrate effective anti-bias educational approaches for use in classrooms with diverse learners.
5. Develop competency in observing and assessing development and learning in classroom settings using performance-based methods that are sensitive to students' unique cultural/ethnic backgrounds.
6. Appreciate the teacher's role in working with families in culturally diverse communities and fostering their involvement in their children's education.

## STANDARDS

### INTASC Standards

**Principle #2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

**Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Principle #8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Principle #10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

### NCATE/ACEI Standards

**1.0 Development, Learning, and Motivation:** Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

**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.

**5.2 Collaboration with families, colleagues, and community agencies:** Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

**ISTE National Education Technology Standards**

I. Teachers demonstrate a sound understanding of technology operations and concepts.

V. Teachers use technology to enhance their productivity and professional practice and lifelong learning.

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Learning Outcome	INTASC	ISTE NET
1.	2	
2.	10	I,V
3.	2	
4.	3,10	I,V
5.	3, 8	
6.	10	I,V

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**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT CORE VALUES**

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. For more information about our core values, please reference <http://cehd.gmu.edu/values/>.

**UNIVERSITY EXPECTATIONS, RESOURCES AND POLICIES**

**Student Expectations**

1. Students must adhere to the guidelines of the George Mason University Honor Code [see <http://academicintegrity.gmu.edu/honorcode/>]

*Honor Code:* To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the University community and with the desire for greater academic and personal integrity. GMU has set forth a code of honor that includes policies on cheating, attempted cheating, lack of class participation in group work, plagiarism, lying and stealing (see link above). The Elementary Program abides by these policies and takes them seriously.

2. 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/>].
3. Students must follow the university policy for Responsible Use of Computing [see <http://universitypolicy.gmu.edu/1301gen.html>].
4. 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.*
5. Student must follow the University policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. One cell phone will remain on in class that is registered with the Mason Alert System. Visit, <https://alert.gmu.edu>, to find out more about Mason's alert system for GMU emergencies.
6. Students are expected to exhibit professional behaviors and dispositions at all times.

### **Campus Resources**

1. 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/>].
2. 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/>].
3. Please review all GMU policies and resources on the following website, <http://universitypolicy.gmu.edu>.



## COURSE TEXT

### **Required Text**

Slavin, R. E. (2012). *Educational psychology: Theory and practice (10<sup>th</sup> ed.)*. Boston, MA: Pearson.

### **Recommended Text**

Wood, C. (2007). *Yardsticks: Children in the classroom ages 4-14 (3<sup>rd</sup> ed.)*. Turners Fall, MA: Northeast Foundation for Children.

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 REQUIREMENTS: ASSIGNMENTS & EVALUATION

### **Participation**

Attendance at all classes is required. Although short lectures will sometimes be provided, this is not a lecture-based course. Passive learning is not the objective. You are expected to participate vigorously and thoughtfully in class discussions. In order to support your participation in class you must “prepare” substantively for each class session.

#### **A) Class Preparation**

You must complete all pre-assigned reading tasks before the class session for which they are assigned. In some instances you will be provided with guiding questions, orienting concerns, and/or written assignments that will facilitate your reading of the assigned text. In addition to contemplating these questions/concerns and completing these assignments before the start of class, you should be able to summarize the main argument(s) and/or central concepts for each assigned reading. Although students are encouraged to volunteer their participation in class, the instructor will also call on students in order to maximize classroom opportunities to hear from ALL of the students enrolled in the course. Remember, participation is more than just talking. Participation should raise the level of academic discourse, which may include asking questions and encouraging exploration, consideration, and learning.

## **B) Guidelines for Class Discussions**

Given the content of this course, we often discuss sensitive matters (such as race, class, gender, sexual orientation, politics, and ideas about preferred styles of teaching). Because I consider it essential to our learning together, everyone in this class must feel safe to express him/herself and to ask potentially embarrassing questions. As such, it is important that we commit to and honor certain principles of discourse. To facilitate this, I borrow the following discussion guidelines from Gary Fenstermacher:

- 1) Listen and understand before you judge. Learn to “hear” and comprehend before you draw conclusions or evaluate what others are saying.
- 2) Probe and question as a means of gaining a fuller measure of understanding. Before you ask questions that criticize or negate, ask questions that ensure you grasp what the other person is saying. Some examples: “If I understand you correctly, you are contending that . . .” “Would you help me gain a better understanding of what you are saying by explaining a little more the idea that...”
- 3) Do what you can to make the discussion atmosphere safe for different perspectives and for considerate controversy over different perspectives. Present your own positions gently and respectfully, and listen to the positions of others in the same way.
- 4) Invite fellow students who are not participating to engage in the topic. Ask them what they think and take a genuine interest in their answers. Keep an eye on the ebb and flow of discussion and take responsibility for keeping the discussion moving along, treating all participants considerately, and maintaining a balanced and gracious tone.
- 5) Be aware of your own participation, checking occasionally to ask whether you are monopolizing the conversation or failing to contribute to it at all.

## **Weekly Assignments**

### **A) Student Forums**

Each student will select a Student Forum group. Student Forums are responsible for “coteaching” with Dr. Brown the class readings for a given day and highlighting key themes that emerge from the texts. To prepare for a student forum, groups of students will meet after class time to discuss their assigned documents, prepare guiding questions for engaging conversations and consider an activity to support ongoing learning of the assigned focus/topic. In addition, groups should prepare a creative, informative and resourceful handout that reviews the readings for the assigned class, which when combined with other student forum handouts will result in a Course Resource Book. Student Forums

should plan to “teach” the class for 45 minutes and thus should prepare reading reviews, guiding questions and activities accordingly.

### **B) Dialectical Journals: Observe and Reflect!**

There is a good deal of observing in this course and it is your responsibility to engage in your fieldwork weekly. As a means to connect our course materials with your observations, you will complete dialectical journal entries on how your classroom observations support material discussed in class.

- Each journal entry should be completed prior to the beginning of class.
- The journal will count towards your weekly class participation and you are expected to bring it to each class session. Each week I will choose two-three students to share their journal entries with the class, and at two points I will ask you to submit your journal without advance notice.
- Journal entries should be brief, yet thoughtful, and demonstrate genuine consideration of the readings and how they relate to your observations.
- An exemplar of a dialectical journal will be provided for your guidance on this assignment.

## **Semester-Long Assignments**

### **A) Goal Essays**

As future educational researchers, assessing and reflecting on your understanding of child development is important. Thus, at two points this semester, you will prepare a 2-3 page goal statement describing your knowledge of child development and how you plan to incorporate that knowledge into your future pedagogy and practice. In Goal Statement 1, you can utilize experiences of your own education to reflect upon how being developmentally knowledgeable and appropriate in education might benefit you as a teacher. In Goal Statement 2, you will discuss how your perspectives on child development shifted or changed after learning our course material and speak to the relevance of our course topics in your future pedagogy and practice. I will keep both goal statements in a time capsule and provide them to you as you enter your internship the following year.

**\*Prompts will be provided in class.**

### **B) Case Study [Performance Based Assessment (PBA)]**

As you prepare to be developmentally-appropriate teachers, you will construct a case study on *one* student addressing key developmental factors that might influence his/her learning. For the case study, you will observe a child’s physical, cognitive and affective (i.e., emotional, social and moral) development. Secondly, you will consider how factors of child development are evidenced in the classroom setting and how the teacher attends to the students’ developmental needs. Thereafter, you will reflect upon how these developmental observations support your future pedagogy and practice.

**\*A detailed task description and rubric are attached below.**

## **NOTE ON COURSE ASSIGNMENTS**



All written assignments should be stapled, double-spaced in black 12-point Times New Roman font (or other serif fonts such as, Palatino), with margins of 1 inch (top, bottom, right, and left). Your Case Study should conform to American Psychology Association (APA) 6<sup>th</sup> edition style.

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.

### **Grading Scale**

We will assess your progress in this course at two points in time. The first will involve a self-reflection of your work on **Tuesday, October 16<sup>th</sup>**. Following, the instructor and student will set up a face-to-face or phone conference to discuss agreement on the first evaluation. The final evaluation will occur on **Tuesday, December 11<sup>th</sup>**. For the final evaluation, the instructor will review the growth and progress of the student within ALL the expectations of the course. Each student will be graded on the following criteria:

#### **FINAL GRADE RANGE:**

0-2pts: Fail

3pts: B

4pts: B+

5pts: A-

6pts: A

### Course Grading Rubric

Expectations	Blazing New Ground (2)	Staying on Track (1)	Off Track (0)
<b>Class Participation</b> <ul style="list-style-type: none"> <li>■ Speaking</li> <li>■ Active listening</li> <li>■ Regular attendance</li> <li>■ Being a supportive cohort member</li> </ul>			
Final Feedback:			
<b>Weekly Assignments</b> (Student Forums; Dialectical Journals) <ul style="list-style-type: none"> <li>■ On time</li> <li>■ Extensions of literature read for class</li> <li>■ Detailed classroom observations</li> <li>■ Creative and innovative forum activities</li> </ul>			
Final Feedback:			
<b>Assignments/Projects</b> (Goal Statements; Case Study) <ul style="list-style-type: none"> <li>■ On time</li> <li>■ Thoughtful</li> <li>■ Meets individual assignment expectations</li> </ul>			
Final Feedback:			
		Mid-Course Score:	Post-Course Score:

## COURSE CALENDAR

The Course Calendar below offers a tentative class-meeting schedule. The schedule includes the class date, discussion topic, required readings for the given class, and assignments due dates. I reserve the right to modify this schedule in whole or in part, and to add or delete readings as necessary. Given the comprehensive and thought-provoking discussions that can occur in this class, we at times get behind. Therefore, I expect that the schedule and readings might change as we move through the semester so you should attend every class to hear updated changes made to the syllabus.

Date	Class Topics	Readings	Assignment (listed on due date)
<b>How Do We Understand Development through an Ecological Perspective?</b>			
<b>Tuesday, August 28<sup>th</sup></b>	<i>Getting to know each other!</i>	Syllabus	
<b>Tuesday, September 4<sup>th</sup></b>	<i>How does educational psychology pertain to my work as an elementary teacher?</i>  <i>Why is the ecological model of development relevant for schools, teaching and student learning?</i>	Slavin Chapter 1 (p. 1-25)  <b>Reading Uploaded to Blackboard</b>  Child Development and Teaching	
<b>What is Culture? How do Teachers' Cultural Biases Impact Children's Development and Learning?</b>			
<b>Tuesday, September 11<sup>th</sup></b>	<i>What is culture? What are our personal biases of culture?</i>  <i>How do I access research from George Mason's library databases?</i>	<b>Readings Uploaded to Blackboard</b>  Towards A Conception of Culturally Responsive Classroom  But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy	Goal Essay 1
<b>Tuesday, September 18<sup>th</sup></b>	<i>How might culture influence our teaching?</i>	Slavin Chapter 4 (p. 78-113)	Student Forum A
<b>What's the Role of Families in a Child's Development and Learning?</b>			
<b>Tuesday, September 25<sup>th</sup></b>	<i>What does it mean to become a partner with families?</i>  <i>How will you develop home-school partnerships?</i>	<b>Readings Uploaded to Blackboard</b>  Family Engagement and the Responsive Educator	Student Forum B

		Teacher as Family Communication Facilitator	
Tuesday, October 2 <sup>nd</sup>	<b>Field Trip</b> Won't Back Down Movie (out September 28 <sup>th</sup> ) – A movie about two parents in poverty who partner with a teacher to enact change in a debilitating school [see trailer at <a href="http://www.imdb.com/title/tt1870529/">http://www.imdb.com/title/tt1870529/</a> ].		Online Movie Critique
Tuesday, October 9 <sup>th</sup>	No Class – Monday Classes Meet on Tuesdays		
<b>What Developmental Concepts influence Learning?</b>			
Tuesday, October 16 <sup>th</sup>	<i>How does the brain influence physical development and learning?</i>	Slavin Chapter 6 (p. 142-181)  <i>Please print and bring to class your assigned article on Blackboard.</i>	Student Forum C  Dialectical Journals
Tuesday, October 23 <sup>rd</sup> (Online course as Dr. Brown will be at a national conference.)	<i>What theories of cognitive development influence how we teach elementary students?</i>	Slavin Chapter 2 (p. 28-51)	
Tuesday, October 30 <sup>th</sup>	<i>How will you address your students' multiple intelligences in the classroom?</i>	<b>Readings Uploaded to Blackboard</b>  Multiple Intelligences in the Classroom  Multiple Intelligence for Every Classroom	Student Forum D  Dialectical Journals
Tuesday, November 6 <sup>th</sup>	<i>How does social, emotional and moral concepts (or affective development) influence children's engagement and learning in the classroom?</i>	Slavin Chapter 3 (p. 52-77)	Student Forum E  Dialectical Journals
<b>How Will You Establish a Developmentally and Culturally Appropriate Classroom?</b>			
Tuesday, November 13 <sup>th</sup>	<i>In what ways can you support the developmental and cultural influences of student learning within your classroom environment?</i>  <i>How will you motivate your students?</i>	Slavin Chapter 11 (p. 315-351)  Slavin Chapter 10 (p. 284-313)	Student Forum F  Student Forum G

			Dialectical Journals
<b>Tuesday, November 20<sup>th</sup></b>	Case Study Conferences		Goal Essay - Revised
<b>Tuesday, November 27<sup>th</sup></b>	<i>With your knowledge of development and how domains of development influence learning, how will you engage and educate learners with exceptionalities?</i>	Slavin Chapter 12 - (p. 352-393)	Student Forum H  Dialectical Journals
<b>Tuesday, December 4<sup>th</sup></b>	Case Study Show and Tell		Case Study Handout
<b>Tuesday, December 11<sup>th</sup></b>	Final Case Study due		

## Case Study (Performance Based Assessment - PBA)

The case study is a rich portrait of the development of the child you observed during your weekly classroom observations. Through preparing an extensive written report on your observations, you will describe information on the child's classroom, family, community and cultural context. In addition, you will highlight key developmental attributes observed in the child that shed light on how understanding child development influences teachers' instruction and students' learning. Finally, you will discuss how your observations inform your future pedagogy and practice as a teacher.

The purpose of this assignment is to help you learn how to observe children in the classroom, collect data systematically, and prepare to be a developmentally-appropriate educator. In the future, these skills will enable you to plan developmentally and culturally appropriate lessons as well as assess students' academic outcomes based on the ecological factors that influence their learning processes.

To begin:

1. Pick and observe a child from a different cultural background than your own.
2. Observe the classroom environment, school community, child's development (physical, cognitive, and affective) and additional ecological factors throughout the term.
3. Find peer-reviewed research articles and review class readings that address the material you plan to discuss in your case study. (*If you are not sure about whether a research journal is peer-reviewed consult with Anne Driscoll or me.*) Take notes as you read.
4. Write your case study. Include the following as headings (or chapters) so that you and your reader (e.g., the instructor) know exactly where you are headed and whether you have addressed all of the content requirements.

## Suggestion for Case Study Structure

**Introduction** (this is where you introduce your case study, explain why you chose the particular student, and give your reader an advanced outline regarding what you will talk about in the paper)

### **Part One (*The Background*)**

- Describe the child generally by summarizing the child's socio-cultural context (i.e., community, family, school, classroom, and demographics)
- Discuss how these ecological influences might affect the child's development generally.
- Review how your own culture might have influenced your interpretations of classroom observations (*So what might have been the limitations in your analyses/conclusions? How did your former educational experiences and personal biases influence your interpretations of the observations? How did your socio-cultural perspectives influence your conclusions of the child?*)
- Highlight three specific examples (one for each domain of development) to explain how ecological influences relate to the child's physical, cognitive and affective development.
- Explain how influences on child development have implications for the child's learning.

### **Part Two (*The Child's Development*)**

- Introduce your discussion of the child's development in: (a) physical, (b) cognitive and (c) affective (social, emotional and moral) domains. (*You might want to consider a header/section for each domain.*)
- Provide a background of each developmental domain (i.e., physical, cognitive or affective) (*Include research to explain the developmental theories and key concepts or terms used to observe this domain of development in the child.*)
- Describe two key observations that represent how you observed this developmental domain in the classroom. (*Be explicit in your details so the reader can understand how your observations relate to each specific developmental domain.*)
- Explain how the course readings and supplemental research as well as the observations made relate to student engagement and learning (*How do these observations of this particular developmental domain influence our understanding of this child's overall learning?*).

### **Part Three (*The Implications for your Future Practice – the SO WHAT?*)**

- Reflect on how connections between child development research and classroom observations inform your future work as a teacher.
- Highlight two strategies that you will employ in your future classrooms to ensure that think developmentally within your instruction and ecologically within your classroom environment and pedagogy.

- Summarize how knowledge of child development and ecological influences on learning provide implications for your future practice as an elementary educator.



## Helpful Tips for Writing Your Case Study

*While you are writing, consider the following:*

- Am I integrating concepts from class readings **and** additional research? Remember, when you make a claim about the child's development, you must support it with evidence. That evidence comes from your readings and supplementary research. **(Each section needs multiple (2 or more) sources and you must use five external sources in total.**)
- Have I integrated class discussions, experiences and/or personal reflections?

*Clarity of writing: Questions to consider*

- It is organized logically?
- Does the introduction include the goals/purpose of the paper?
- Are there smooth transitions between ideas?
- Does each paragraph end with a conclusion that restates the main points of the paper (without introducing new ideas)?
- Is information presented clearly within the page limits (10-15 pages)?
- Are there **NO** grammar or spelling errors in the paper?
- Did I read and re-read my writing before submitting the document?
- If academic writing is difficult for you, did you ask a colleague or friend to review your work and provide feedback or visit the GMU Writing Center?

*APA format*

- Title page
- Headings
- Page numbers
- Proper use of in-text citations and appropriately formatted reference list
- **Tips:** Do **NOT** use stand-alone quotes in your paper. See the "APA Cheat Sheet" on Blackboard for help with this. Do **NOT** include anything in your reference list that you do not cite in your paper.

## Case Study (PBA) Rubrics

Your overall score encompasses two parts: the standards as well as the elements of writing. Hence, your paper will be reviewed based on the breakdown below.

### Case Study Standards Rubric

Standards	Blazing New Ground (2)	Staying on Track (1)	Off Track (0)	Score
<b>COURSE CONTENT Standard 2 (ACEI 1.0): Knows and understands the major concepts, principles, theories and research associated with the physical, cognitive, social/emotional, and language development of children ages 4-12.</b>	Content is accurate, complete, clearly stated, and appropriately referenced. Uses in-depth knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 to give detailed description of child's whole development, abilities, interests, values and cultural background from many theoretical perspectives.	Content is accurate, fairly complete, and clearly stated. Uses knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 to describe child's development, from several theoretical perspectives.	Content is accurate, but is incomplete. Uses nascent knowledge of the development of children ages 4-12 to give brief description of the child's development with some reference to theoretical perspectives.  -OR-  Content is not accurate, is incomplete, and lacks clarity. Does not demonstrate a thorough knowledge of the physical, social, emotional, cognitive, and linguistic development and learning characteristics of children ages 4-12 and fails to give adequate description of child's development supported by examples.	
<b>CASE STUDY REPORT (DEVELOPMENT) Standard 2 (ACEI 1.0): Uses child development theory and observation to create a comprehensive description of the child's physical development.</b>	An exhaustive description and discussion of the child's physical development with detailed reference to child development theory.	A full description and discussion of the child's physical development with general reference to child development theory.	A general or brief description and discussion of the child's physical development with little or no reference to child development theory.	
<b>CASE STUDY REPORT (DEVELOPMENT) Standard 2 (ACEI 1.0): uses child development theory and</b>	Exhaustive description and discussion include all aspects with detailed reference to child development theory.	Description and discussion include all aspects with general reference to child development theory.	Description and discussion include few aspects with brief or no reference to child development theory.	

<b>observation to create a comprehensive description of the child's cognitive development.</b>				
<b>CASE STUDY REPORT (DEVELOPMENT) Standard 2 (ACEI 1.0): Uses child development theory and observational data to create a comprehensive description of the child's affective development (social, emotional).</b>	Exhaustive description and discussion include all aspects with detailed reference to child development theory.	Description and discussion include all aspects with general reference to child development theory.	Limited description and discussion include few aspects with little or no reference to child development theory.	
<b>CASE STUDY REPORT (DEVELOPMENT) Standard 2: Demonstrates understanding that children aged 4-12 differ in their development.</b>	Clearly stated evidence of knowledge and understanding how and why children differ in their development and the implications this has for the teacher.	Stated or implied evidence of knowledge and understanding how and why children differ in their development and the implications this has for the teacher.	Inadequate evidence of understanding and knowledge how and why children differ in their development the implications this has for the teacher.  -OR-  Does not show understanding or knowledge of how and why children differ in their development.	
<b>CASE STUDY REPORT (DEVELOPMENT) Standard 2 (ACEI 3.2): Demonstrates understanding that children aged 4-12 differ in their approaches to learning.</b>	Clearly stated evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture.	Stated or implied evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture.	Inadequate evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture.  -OR-  Fails to show evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture.	
<b>CASE STUDY REPORT (Socio-cultural) Standard 3 (ACEI 3.2/5.2): Demonstrates knowledge of the child's socio-cultural background</b>	Demonstrates clear awareness and comprehensive knowledge of all key information.	Demonstrates awareness and knowledge of all key information.	Demonstrates general awareness and knowledge of key information.  -OR-	

<b>including:</b> <ul style="list-style-type: none"> <li>•Community</li> <li>•Family</li> <li>•Demographics (e.g., race/ethnicity, language, religion)</li> <li>*School</li> </ul>			Does not demonstrate awareness and knowledge of key information.	
<b>CASE STUDY REPORT (Socio-cultural) Standard 3 (ACEI 3.2): Demonstrates understanding of how the child's socio-cultural context can affect development.</b>	Extensive and specific discussion of socio-cultural implications for development with particular reference to case study.	Full discussion of socio-cultural implications for development with general reference to case study.	Limited to no discussion of socio-cultural implications for development and little reference to case study.	
<b>CASE STUDY REPORT (Socio-cultural) Standard 3 (ACEI 3.2): demonstrates understanding of how the child's socio-cultural context can affect learning.</b>	Extensive and specific discussion of socio-cultural implications for learning with particular reference to case study.	Full discussion of socio-cultural implications for learning with general reference to case study.	Limited to no discussion of socio-cultural implications for learning and little reference to case study.	

## Elements of Writing Rubric

Element	Blazing New Ground <i>No Errors</i> <b>(2)</b>	Staying on Track <i>Some Errors</i> <b>(1)</b>	Off Track <i>Multiple Errors</i> <b>(0)</b>	Score
<b>ORGANIZATION: Case study is written in narrative form, single sided, double-spaced that demonstrates:</b> •Clarity •Good organization •APA format (Title Page, Page Numbers, Headings, Citations in text, Reference page).	Highly organized plan with effective transitions. Superior introduction and conclusion, which clearly relate to whole.	Logical organization, but with inconsistent transitions. Introduction and conclusion related to whole.  -OR-  Logical organization, with some transitions. Ineffective introduction and/or conclusion.	Poor organization that lacks unity. No transitions. No introduction and/or conclusion.	
<b>WRITING MECHANICS: Case study is written in using clear text that makes meaningful connections between research and practice and demonstrates:</b> •Grammatical correctness and evidence of proofreading.	Superior editing. No errors in the following areas: (a) spelling, (b) grammar, (c) punctuation, (d) capitalization and (e) format.	Careful editing. Fewer than 3 errors in the following areas: (a) spelling, (b) grammar, (c) punctuation, (d) capitalization and (e) format.	Careless editing. More than 3 errors in the following areas: (a) spelling, (b) grammar, (c) punctuation, (d) capitalization and (e) format.	