EDUC 543_N03: Children, Family, Culture, and Schools, Ages 4-12
Summer 2015 (May 18th – June 30th)
Mondays – 5:00 - 8:45pm, Thompson Hall, Room 1018
Tuesdays – 9:00am - 3:45 pm, Virginia Run Elementary School -
http://www.fcps.edu/VirginiaRunES/

Professor: Dr. Betsy Levine Brown
Office Hours: By appointment; Skype appointments can also be made
(**skype ID:** betsylevinebrownwork)
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CATALOG COURSE DESCRIPTION

COURSE DESCRIPTION
A. **Prerequisites:** Admission to Elementary Education licensure program
B. **University 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.
C. **Expanded Course Description:** N/A
D. **Field Hours:** This course requires 15 hours of field observation. Additional details are in the 'assignments' section.

LEARNING OUTCOMES

Teacher candidates completing EDUC 543 will be able to:

1. detail 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. identify 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. read and reflect upon 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. identify and discuss teacher's role in working with families in culturally diverse communities and fostering their engagement in their child's education.

STANDARDS

PROFESSIONAL STANDARDS:

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

1. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environment.
2. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
3. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

Association of Childhood Education International Standards

1.0 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.

5.1 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.

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.

InTASC Standards

Standard #1: Learner Development: **The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

Standard #2: Learning Differences: **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 #10: Leadership and Collaboration: **The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.**

8 VAC 20-25-30. Technology standards
A. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
B. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
C. Instructional personnel shall be able to apply computer productivity tools for professional use.
D. Instructional personnel shall be able to use electronic technologies to access and exchange information.

UNIVERSITY EXPECTATIONS, RESOURCES AND POLICIES

1) Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
2) Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
3) Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check It regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
4) The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
5) Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
6) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
7) The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
8) Students are expected to exhibit professional behaviors and dispositions at all times. http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf
9) Core Values Commitment   The College of Educat
   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://gmu.edu/service/cert

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Beginning with Spring 2015 internships, all official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.
Required tests:
- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE
- Praxis II (Content Knowledge exam in your specific endorsement area)

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

Endorsements:
Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

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

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

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

Application Deadlines:

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

Spring internship application:

- Traditional semester long internship: September 15

Fall internship application:

- Traditional semester long internship: February 15
- Year Long Internship: April 1 (All testing deadline are August 1 immediately proceeding the fall start; RVE deadline is December 1)

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

NATURE OF COURSE DELIVERY

This course is structured to use multiple instructional formats. We will engage in face-to-face class sessions as well as several online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student led activities. **These courses require 15 hours of field experience.**

COURSE TEXT

Required Texts

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

Wood, C. (2007). *Yardsticks: Children in the classroom ages 4-14 (3rd 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 and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see http://itusupport.gmu.edu or call 703-993-8870]. **The instructor cannot assist you with log-on problems.**

COURSE ASSIGNMENTS & EVALUATIONS

1. **Assignment Descriptions**

   Weekly

   ***a.* Attendance and Participation** (5 points per week/**25 points total**)
   This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. This is especially important given the short timeframe of these courses. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48

hours in advance. In addition, **you are expected to be on time to class** each week unless advance notice has been provided to the instructor.

Students are expected to contribute to both class and online discussion and activities as well as genuinely listen to peers as they do the same. 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. To be active participants in class, you must complete all pre-assigned readings and tasks before the class session for which they are assigned. Additionally, cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

b. *Literature Circle* *(5 points per week /**25 points total**)*
There is a good deal of reading in these courses, and it is your responsibility to read the assigned book and article selections every week. Just completing the readings is not enough to maximize your learning opportunities. Therefore, we will use literature circles to frame our weekly discussions of the readings. Each week, you will assume one of the literature circle roles (on BB) and record your responses accordingly in your literature circle journal. You should bring your journal to class each week, as these will be used in class to guide your literature circle discussions. Your grade will be based on both a peer and self-evaluation of 1) your weekly completion of your literature circle role and 2) your engagement in the group discussion.

c. *Exit Tickets* *(1 points per week/**5 points total**)*
At the end of each class, you will complete an exit ticket that details how your meaning making for the course content and your application of the course content to your field-based observations changed/evolved given our readings/discussions. This serves as a type of "exit card" to help you process your immediate learning and to provide me insight into your developing understanding and perspective. It is expected that your response is brief but that you connect your response to class discussion and the readings.

Over the Summer Session

d. *Community Mapping Activity* *(20 points)*
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. As you work with your field hours school groups at Virginia Run Elementary School, you 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.

f. Observation Reports* (100 points; PBA for EDUC 543)
As you prepare to become developmentally-appropriate teachers, you will construct a case study documenting one student's key developmental capacities that may influence his/her learning as well as your teaching practice. You will observe a child's physical, cognitive and affective (i.e., emotional, social and moral) domains of development and how the teacher attends to the student's developmental needs. Second, you build off your findings from the Community Mapping Activity to highlight how ecological factors of this child's development are evidenced in the observed classroom setting. Additionally, you will document how the teacher considers the observed student's familial and cultural influences. Write-ups of your observation reports will include the following:

1. **Heading**: Observer name, Grade level, teacher, Focus of observation

2. **Ethnographic report** on classroom climate and culture (*1ˢᵗ observation in classroom*)
   Topics to cover:
   ➢ The learning environment: teacher's organization, rules and expectations, etc.
   ➢ Student demographics
   ➢ How the teacher uses developmental information to organize and prepare the learning environment

3. **Anecdotal reports** on observations of **one** selected elementary student. Select a child who has a different cultural background from you. (*2ⁿᵈ – 4ᵗʰ observation in classroom*)
   Topics to cover:
   ➢ **Physical Development** (physical growth, eating habits, physical activity, rest and sleep, health)
   ➢ **Cognitive Development**: (stage of cognitive development according to Piaget, Vygotsky's socio-cultural theory, self-talk/inner speech, socio-cultural/diversity factors; cognitive processes such as, attention, memory, thinking and reasoning, metacognition)
   ➢ **Affective Development** (Emotional Development: Erikson's identity theory, emotion, temperament and personality); (Social Development: sense of self, social cognitions, self esteem, perspective taking, peer interactions, self regulation, interpersonal behaviors); (Moral Development: intrinsic and extrinsic motivation, Kohlberg's theory, moral reasoning)

4. **Compare and Reflect**: Compare your observation reports with a field hours school group member. Identify similarities and differences across reports. Investigate and reflect on how children within a similar grade (and even classroom) may differ developmentally, culturally and academically. Consider how you as a future developmentally-appropriate teacher will address these developmental similarities and differences in your classroom. Prepare a 2-3 page written report on this comparison and reflection.

2. **Assignment Points and Grading**

Course Outcomes	Assignments		Total Points	Due Date
1, 2, 3, 4, 5, 6, 7, 8	Attendance and Participation	5 points/week	25 points	Weekly
1, 2, 3, 4, 5, 6, 7, 8	Literature Circles	5 points/week	25 points	Weekly
1, 2, 3, 4, 5, 6, 7, 8	Exit Tickets	1 points/week	5 points	Weekly
1, 2, 5, 7, 8	Community Mapping Activity		20 points	6/8
4, 5, 6, 7, 8	Observation Reports*		50 points	6/23
			150 points	

Grading Criteria (by points)

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

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

Grading Policy

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

3. **Other Assignment Expectations**
- All written assignments **MUST** be double-spaced, 1" margins and black, 12-point font (Times New Roman, Calibri or Arial). APA format is required. If you do not have the APA Manual 6th edition, the OWL at Purdue is an excellent resource: https://owl.english.purdue.edu/owl/resource/560/01/.

- All assignments are expected at the beginning of the assigned class. Unless prior arrangements have been made with me (*at least 48 hours in advance*), **late submissions will not be accepted** and will **result in a grade of 0** for that assignment.

- **Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

- All assignments must be submitted to Blackboard on the due date stated within the syllabus and should be submitted at the beginning of class. The Observation Reports and Student Proposal assignments must also be submitted to Taskstream. All assignments must be saved with your Last Name and Assignment Title (e.g., Brown_Observation Reports).

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

4. **Performance-based assessments (PBA*)**
For the Observation Reports assignment, you need to be upload that final product to Taskstream. The Observation Reports document should be uploaded to the EDUC 543 Taskstream site.

<div align="center">TASKSTREAM REQUIREMENTS</div>

Every student registered for an Elementary Education course with a required performance-based assessment (designated as such in the syllabus) is required to submit this assessment (EDUC 543: *Observation Reports*) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in a the course instructor reporting the course grade as Incomplete(IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

TENTATIVE CLASS SCHEDULE

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

Date	Guiding Questions/Topics	Readings Due	Assignments Due
Week One			
May 18	What does *foundations of education* mean? Who are we as individuals? Who are we as future teachers? How do we organize to best serve our students and our profession? How does educational psychology pertain to my work as elementary teachers?	***Readings Uploaded to Blackboard*** Willing to Be Disturbed **(and emailed to students)** Kozol, Ch. 2 Big Lies: Ch. 7 Slavin Chapter 1 (p. 1-25)	Read syllabus and assigned readings
May 19	Why is the ecological model of development relevant for schools, teaching and student learning? What is culture? How may our personal biases of culture influence our teaching? Who are our home-school partners? What does it mean to engage families?	***Readings Uploaded to Blackboard*** Toward A Conception of Culturally Responsive Classroom But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy Family Engagement and the Responsive Educator Slavin Chapter 4 (p. 78-113)	Complete student information form Exit Ticket
By May 24			Literature circle discussion

WEEK TWO			
May 25	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 *Global migration *Poverty	Kozol, Ch. 3 Big Lies, Ch. 1	Educational history Online Discusion Board Posts
May 26	Introducing Virginia Run Elementary School! Where is the school located? Who are the leaders? Where does VRES stand regarding community demographics, Who are our students and how are they different from/alike each other, us, and peers from decades past? For whom does school 'work'? Not work?	Kozol, Ch. 4 ***Readings Uploaded to Blackboard*** Making Rounds Work	CE/IS Group 1 Presentation Exit Ticket
By May 30			Literature circle discussion
WEEK THREE			

June 1	How does the brain influence physical development and learning? What theories of cognitive development influence how we teach elementary students? What are the purposes of school? *Historical/political *Social *Economic	Slavin Chapter 6 (p. 142-181) Slavin Chapter 2 (p. 28-51) Kozol, Ch. 5 Big Lies, Ch. 10	CE/IS Group 2 Presentation
June 2	What are the major federal, state, and local policies impacting schools today? In what ways can you support the developmental and cultural influences of student learning within your classroom environment?	Big Lies, Ch. 11 Kozol, Ch. 9 Slavin Chapter 11 (p. 315-351)	Exit Ticket
By June 7			Literature circle discussion
WEEK FOUR			
June 8	How should students be taught?	Bb Philosophies readings (one will be assigned - *Readings Uploaded to Blackboard*): • Plato (idealism)	Community Mapping Activity CE/IS Group 3 Presentation

		- Neill (existentialism) - Noddings (care) - Adler (perennialism) - Montessori (constructivism) - Skinner (behaviorism) - Dewey (pragmatism) - Freire (critical pedagogy) Big Lies, Ch. 12 Kozol, Ch. 10	
June 9	How does social, emotional and moral concepts (or affective development) influence children's engagement and learning in the classroom? How will you address your students' multiple intelligences in the classroom?	Slavin Chapter 3 (p. 52-77) ***Readings Uploaded to Blackboard*** Multiple Intelligences in the Classroom Multiple Intelligence for Every Classroom	Exit Ticket
By June 14			Literature circle discussion
WEEK FIVE			
June 15	What is the best evidence of student learning? Of teacher success?	Big Lies, Ch. 2 and 4 ***Readings Uploaded to Blackboard*** *Gay, CRT*	CE/IS Group 4 Presentation

	What are the most pressing issues with which we must be concerned as future teachers?	Time for Teachers	
June 16	How will you motivate your students? With your knowledge of development and how domains of development influence learning, how will you engage and educate learners with exceptionalities?	Slavin Chapter 10 (p. 284-313) Slavin Chapter 12 – (p. 352-393)	Exit Ticket
By June 20			Literature circle discussion
WEEK SIX			
June 23			Observation Reports due
WEEK SEVEN			
June 30			School Proposal due

Observation Reports (PBA) Rubric

Standards	Distinguished (met) 4	Proficient (met) 3	Developing (not met) 2	Beginning (not met) 1	Score
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. **(ACEI 1.0)**	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, generally 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	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	
Uses child development theory and observation to create a comprehensive description of the child's physical development. (ACEI 1.0)	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 description and discussion of the child's physical development with some reference to child development theory	A brief description and discussion of the child's physical development with little or no reference to child development theory	
Uses child development theory and observation to create a comprehensive description of the child's cognitive development. (ACEI 1.0)	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 some aspects with brief reference to child development theory	Limited description and discussion includes few aspects with little or no reference to child development theory	
Uses child development theory and observational data to create a comprehensive description of the child's affective development (social, emotional). (ACEI 1.0)	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 some aspects with brief reference to child development theory	Limited description and discussion include few aspects with little or no reference to child development theory	

Demonstrates understanding that children aged 4-12 differ in their development. (ACEI 3.2)	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	Does not show understanding or knowledge of how and why children differ in their development	
Demonstrates understanding that children aged 4-12 differ in their approaches to learning. (ACEI 3.2)	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	Fails to show evidence of knowledge and understanding of how a child's learning is influenced by experiences, talents, disabilities, language and culture	
Demonstrates knowledge of the child's socio-cultural and ecological backgrounds including: •Community •Family •Demographics (e.g., race/ethnicity, language, religion) *School (ACEI 3.2 and 5.2)	Demonstrates clear, explicit detail and comprehensive knowledge of all sociocultural and ecological backgrounds	Demonstrates some detail and general knowledge of all sociocultural and ecological backgrounds	Demonstrates limited detail and knowledge of sociocultural and ecological backgrounds	Does not demonstrate awareness and knowledge of sociocultural and ecological backgrounds	
Demonstrates understanding of how the child's socio-cultural context can affect development. (ACEI 3.2, 5.1 and 5.2)	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 discussion of socio-cultural implications for development and little reference to case study	No discussion of socio-cultural implications for development	
Demonstrates understanding of how the child's socio-cultural context can affect learning. (ACEI 3.2, 5.1 and 5.2)	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 discussion of socio-cultural implications for learning and little reference to case study	No discussion of socio-cultural implications for learning	
Compare and	Reflection addresses review of similarities and	Reflection addresses review of similarities and	Limited reflection on the review of similarities and	No reflection on similarities and differences	

reflect observation reports (ACEI 5.1)	differences across developmental, cultural and academic indicators comprehensively. Exhaustive and specific discussion on how candidates will address these similarities and differences in their future classrooms	differences across developmental, cultural and academic indicators generally. Broad discussion on how candidates will address these similarities and differences in their future classrooms	differences across developmental, cultural and academic indicators comprehensively. Limited discussion on how candidates will address these similarities and differences in their future classrooms	across reports. No discussion to how candidates will address similarities and differences in their future classrooms	
Organization Report adheres to written assignment expectations and demonstrates clarity, fluidity and adherence to APA format.	Highly organized report with effective transitions. Superior introduction and conclusion, which provides synthesis for the aims of the report	Logical organization with some inconsistent transitions. Introduction and conclusion related to report aims generally and broad synthesis provided	Logical organization, with few transitions. Ineffective introduction and/or conclusion providing little relevance to the report aims	Poor organization and lacks unity. No transitions. No introduction and/or conclusion	
Written Mechanics Case study is written using clear text that makes meaningful connections between research and practice and demonstrates grammatical correctness and evidence of proofreading.	Superior editing. **No errors** in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format	Careful editing. **Fewer than 3** errors in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format	Some attempt at editing. **Fewer than 6 errors** in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format	Careless editing. **More than 6 errors** in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format	

Reports adhere to APA formatting for in-text and reference list citations (2/2) _____