

EDUC 542_N02: Foundations in Education

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 the historical, philosophical, and sociological foundations of education as they relate to elementary schools, with a particular emphasis on teaching a culturally diverse population. Students will develop an understanding of the relationship between society and education. Prerequisite(s): Admission to the Elementary Education licensure program.

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

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

LEARNING OUTCOMES

This course is designed to enable students to:

1. identify important historical, philosophical, and sociological foundations underlying the role, development, and organization of public educational practice;
2. discuss contemporary educational initiatives and analyze their impact on educating a culturally diverse population of students;
3. discuss laws related to students' and teachers' rights and responsibilities

STANDARDS

PROFESSIONAL STANDARDS:

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

1. Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environment.

2. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
3. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher.

Association of Childhood Education International Standards

1.2 Adaptation to diverse students: Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

5.1 Professional growth, reflections, and evaluation: Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

InTASC Standards

Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

8 VAC 20-25-30. Technology standards

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

UNIVERSITY EXPECTATIONS, RESOURCES AND POLICIES

- 1) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 2) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 3) Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program

will be sent to students solely through their Mason email account.

- 4) The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- 5) Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- 6) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 7) The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- 8) Students are expected to exhibit professional behaviors and dispositions at all times. http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf
- 9) Core Values Commitment
committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

The College of Education

EMERGENCY PROCEDURES

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

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

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

Required tests:

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

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

Endorsements:

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

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

CPR/AED/First Aid:

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

Background Checks/Fingerprints:

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

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

Application Deadlines:

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

Spring internship application:

Traditional semester long internship: September 15

Fall internship application:

Traditional semester long internship: February 15

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



Promoting Learning & Development Across the Lifespan

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

NATURE OF COURSE DELIVERY

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

COURSE TEXT

REQUIRED TEXTS:

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

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

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

Additional selected readings will be posted on Blackboard.

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

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

COURSE ASSIGNMENTS & EVALUATIONS

1. Assignment Descriptions

Weekly

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

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. This is especially important given the short timeframe of these courses. Absence from class to observe a religious holiday, to serve jury duty, or to participate in

required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless advance notice has been provided to the instructor.

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

There is a good deal of reading in these courses, and it is your responsibility to read the assigned book and article selections every week. Just completing the readings is not enough to maximize your learning opportunities. Therefore, we will use literature circles to frame our weekly discussions of the readings. Each week, you will assume one of the literature circle roles (on BB) and record your responses accordingly in your literature circle journal. 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. Educational History (15 points)

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

- Elementary school
- Middle school
- High School
- College

e. Current Events/Instructional Strategy Presentations (15 points)

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

resource should be posted to Blackboard 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>

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

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

2. Assignment Points and Grading

<i>Course Outcomes</i>	<i>Assignments</i>		<i>Total Points</i>	<i>Due Date</i>
1, 2, 3, 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	Educational History		20 points	5/25
2	Current Events/Instructional Strategy Presentations		25 points	6/1 6/8 6/15
1, 2, 3	Reflective Practitioner Paper*		50 points	6/30
			150 points	

Grading Criteria (by points)

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

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

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

Grading Policy

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

Other Assignment Expectations

- All written assignments **MUST** be double-spaced, 1" margins and black, 12-point font (Times New Roman, Calibri or Arial). APA format is required. If you do not have the APA Manual 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 Student Proposal assignment must also be submitted to Taskstream. All assignments must be saved with your Last Name and Assignment Title (e.g., Brown_School Proposal).

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

3. Performance-based assessments (PBA*)

For the School Proposal assignment, you need to be upload that final product to Taskstream. The School Proposal document should be uploaded to the EDUC 542 Taskstream site.

TASKSTREAM 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 (EDUC 542: *Reflective Practitioner Paper*) 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	<p>What does <i>foundations of education</i> mean?</p> <p>Who are we as individuals? Who are we as future teachers? How do we organize to best serve our students and our profession?</p> <p>How does educational psychology pertain to my work as elementary teachers?</p>	<p>Readings Uploaded to Blackboard Willing to Be Disturbed (and emailed to students)</p> <p>Kozol, Ch. 2</p> <p>Big Lies: Ch. 7</p> <p>Slavin Chapter 1 (p. 1-25)</p>	Read syllabus and assigned readings
May 19	<p>Why is the ecological model of development relevant for schools, teaching and student learning?</p> <p>What is culture? How may our personal biases of culture influence our teaching?</p> <p>Who are our home-school partners? What does it mean to engage families?</p>	<p>Readings Uploaded to Blackboard Toward A Conception of Culturally Responsive Classroom</p> <p>But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy</p> <p>Family Engagement and the Responsive Educator</p> <p>Slavin Chapter 4 (p. 78-113)</p>	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	Kozol, Ch. 3	Educational history

	peers from decades past? *Considering Race, Gender, and Special Needs *Global migration *Poverty	Big Lies, Ch. 1	Online Discussion 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 <i>Readings Uploaded to Blackboard</i> 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	Slavin Chapter 6 (p. 142-181) Slavin Chapter 2 (p. 28-51) Kozol, Ch. 5 Big Lies, Ch. 10	CE/IS Group 2 Presentation

	*Social *Economic		
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 task
WEEK FOUR			
June 8	How should students be taught?	Bb Philosophies readings (one will be assigned - <i>Readings Uploaded to Blackboard</i>): <ul style="list-style-type: none"> • Plato (idealism) • Neill (existentialism) • Noddings (care) • Adler (perennialism) • Montessori (constructivism) • Skinner (behaviorism) • Dewey (pragmatism) • Freire (critical pedagogy) Big Lies, Ch. 12 Kozol, Ch. 10	Community Mapping Activity CE/IS Group 3 Presentation

June 9	<p>How does social, emotional and moral concepts (or affective development) influence children's engagement and learning in the classroom?</p> <p>How will you address your students' multiple intelligences in the classroom?</p>	<p>Slavin Chapter 3 (p. 52-77)</p> <p><i>Readings Uploaded to Blackboard</i> Multiple Intelligences in the Classroom</p> <p>Multiple Intelligence for Every Classroom</p>	Exit Ticket
By June 14			Literature circle task
WEEK FIVE			
June 15	<p>What is the best evidence of student learning? Of teacher success?</p> <p>What are the most pressing issues with which we must be concerned as future teachers?</p>	<p>Big Lies, Ch. 2 and 4</p> <p><i>Readings Uploaded to Blackboard</i> <i>Gay, CRT</i> Time for Teachers</p>	CE/IS Group 4 Presentation
June 16	<p>How will you motivate your students?</p> <p>With your knowledge of development and how domains of development influence learning, how will you engage and educate learners with exceptionalities?</p>	<p>Slavin Chapter 10 (p. 284-313)</p> <p>Slavin Chapter 12 - (p. 352-393)</p>	Exit Ticket

By June 20			Literature circle task
WEEK SIX			
June 23			Observation Reports due
WEEK SEVEN			
June 30			School Proposal due

School Proposal
PBA: Reflective Practitioner Paper

Given your knowledge of and experiences at Virginia Run Elementary School, consider the federal and state policies, district mandates and school initiatives that may support and/or hinder the school community, teachers and/or students. In this assignment, you expand your understanding of public education as a system that both strengthens and diminishes equity. Taken another way, you will explore the following question: What are the tensions within efforts to reform public education and how do these debates shape Virginia Run Elementary School and your future actions as a teacher? Follow the steps below to successfully write this scholarly paper.

1. Pick an educational initiative introduced through class (readings, discussion, materials).
2. Research who this initiative is designed to benefit (a group of students, teachers, or communities targeted by the initiative).
3. Find peer-reviewed research articles and review class readings that address the initiative and its impact (If you are not sure about whether a research journal is peer-reviewed consult with me). Take notes as you read.
4. Write your proposal. Include the following as headings so that you and the reader [your instructor and Virginia Run Elementary School faculty and staff] will know exactly where you are headed and whether you have addressed all of the content requirements.

Proposal Template

PBA: Reflective Practitioner Paper

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

Part One (The policy, mandate, initiative)

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

Part Two (Virginia Run Elementary School)

- Detail the background of the school, the neighborhood and the student population (*Use your Community Map Activity from EDUC 543 for assistance here.*)
- Highlight how the initiative targets the ecology of Virginia Run Elementary School
 - Discuss classroom/school implications for young learners in this population (How has this population of students historically experienced education? How do identity characteristics of this population intersect with characteristics of school?)
- Denote implications for the teachers such as yourself (compare/contrast your background) teaching this population of students (**You must first deconstruct and then describe relevant aspects of your identity. Then you must analyze how these pieces of your identity potentially intersect with teaching this student population. Use first person here to then generalize to a broader population of teachers like you.**)

Part Three (Conclusions)

- Synthesize the relevance of this proposal (Based on what you have presented in your proposal, this is where you draw conclusions about the impact of the initiative on Virginia Run Elementary School. Who is benefitted and how? Who is disadvantaged and how? What does that mean for the group of students targeted by the initiative?)

Tips

While you are writing the paper make sure that you are:

- Integrating concepts from readings. You CANNOT make a claim without evidence to support it. That evidence comes from your readings and research. Each section needs multiple (2 or more different) sources. I will be looking for breadth and depth in your references.
- Integrating class discussions and integrating experiences and/or personal reflection (especially in Part 2: Implications for Virginia Run School and teachers, such as yourself).

Clarity of writing

- It is logically organized
- Has an introduction that includes the goals/purpose of the paper (**Guide the readers!**)
- Has points representing strengths and weaknesses of the initiative
- Has smooth transitions between ideas
- Ends with a conclusion that restates the main points of the paper (without introducing new ideas) and draws conclusions about the initiative's outcomes on intended students
- Information is presented clearly within the page limits (**5-7 pages**)
- The paper has NO grammar or spelling errors. None!
- Read and re-read your writing before submitting
- If academic writing is difficult for you, ask a colleague or friend to review your work and provide feedback or visit the GMU Writing Center (see link above).

APA format

- title page
- headings
- page numbers
- proper use of in-text citations and appropriately formatted reference list
- Do NOT use standalone quotes in your paper. See the "Citation Cheat Sheet" on blackboard for help with this.
- Do NOT include anything in your reference list that you do not cite in your paper.

SCHOOL PROPOSAL 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 include only some supporting references	Presents some significant historical and background information on the education initiative, but is not sufficient and/or lacks supporting references	Lacks significant historical and background information on the education initiative
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 Virginia Run Elementary School 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

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

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

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

In addition to the above standards, this paper must include the following elements of a well-written paper in APA format:

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

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