George Mason University
College of Education and Human Development
Elementary Education

EDUC 542_A01: Foundations in Education
Fall 2016 (August 29th – December 12th)/**3 credits**
Mondays – 10:30am -1:10 pm
Online – 2 1/2 hours weekly (combined with EDUC 543)
Thompson Hall 1020 – Fairfax Campus

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.
E. **Course Delivery Method:** Blended with EDUC 543, Child Development, this course will be delivered face-to-face (50%) and online (50%) using Collaborate and our Blackboard learning management system housed in the MyMason portal. For our online work, you will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Sunday evenings by 10:00pm.

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

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.

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 and online class sessions will include small/large group discussions and tasks, lecture, and student led activities. **These courses require 15 hours of field experience.**

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.**

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements.
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
  - Apple Quick Time Player: www.apple.com/quicktime/download/

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.

Spring, J. (2016). *American education* (17th ed.). New York, NY: McGraw-Hill.

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

Additional selected readings will be posted on Blackboard. [Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.]

You can purchase the book(s) at the bookstore or online (i.e., Amazon).

COURSE ASSIGNMENTS & EVALUATIONS

1. Assignment Descriptions

Weekly

a. **Attendance and Participation** (5 points per week/**70 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 (20 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 online. Beyond small group discussion on the reading, you will also post your thoughts to our course discussion page for all classmates to review and reflect upon. 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 (3 points per response/30 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 Semester

d. Educational History (15 points total)

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. Beliefs Statement (15 points total)

As you progress through your program, you will identify, develop, and refine your beliefs about teaching and learning. These beliefs may or may not reflect your actual teaching practice. We often aspire to something that we are not yet able to do or that we don't do consistently. Your Beliefs Statement serves as a tool for acquiring new knowledge and studying your own teaching practice. Remember, your Beliefs Statement is likely to shift, grow, and deepen as you gain more experience in the classroom and deepen your knowledge of theory and practice.

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

Your Beliefs Statement should be 3-4 pages in length and should address each of the following prompts:

- I believe the purpose of schooling is…
- I believe that teaching and learning…
- I believe my classroom is…
- I believe all my students are/they learn best when they…
- I believe my students learn best when I…
- I believe community/family is/are…

- I believe collaboration is…
- My professional goals as a teacher are…(5 years)…(10 years)…

f. *Current Events/Instructional Strategy Presentations (25 points total)*
In literature circle groups, you will select an additional resource (eg-current events news story, video clip, scholarly reading) to share with the class. The resource should relate to the questions guiding the course for the week the group has been assigned. Groups should select a resource that they consider a 'must read' related to the topic. Links to the resource should be posted to Blackboard 72 hours before class so that the other students and instructors can familiarize themselves with the issue.

The group will be allotted 20-30 minutes in class to facilitate a discussion/activity about the story. The group should use an instructional strategy that they might use in their future classrooms to present the information. The group will be responsible for a one-page handout summarizing the strategy they use to shape their discussion. **Please print in advance enough handouts for all students and instructors in the course.** Great resources for finding resources include (but are NOT limited to):
- New York Times U.S. Education Section: http://www.nytimes.com/pages/education/index.html
- Education Week: http://www.edweek.org/ew/index.html
- Bridging Differences (blog): http://blogs.edweek.org/edweek/Bridging-Differences/
- Washington Post Education Section: http://www.washingtonpost.com/local/education
- George Mason University Library: http://library.gmu.edu/
- What Kids Can Do: www.whatkidscando.org
- A Nation at Risk: http://www.ed.gov/pubs/NatAtRisk/risk.html
- The Nation's Report Card/National Assessment of Educational Progress: http://nces.ed.gov/nationsreportcard/
- National Center for Educational Statistics: http://nces.ed.gov/help/sitemap.asp
- TIMSS and PIRLS (The International Math and Science Study and International Literacy Study): http://www.timss.org/
- Best Evidence/School Reform Reports/School Models (Johns Hopkins University): http://www.bestevidence.org/index.htm

g. *Reflective Practitioner Paper (50 points total)* **- PBA**
In order to become reflective practitioners for a multicultural classroom, candidates must reflect on a variety of professional issues that teachers confront in their day-to-day teaching as well as the broader educational and social context, which affects the work of the public school teacher. To this end, the candidates will analyze a current issue/innovation around race and culture, gender equity, special education, social class, or

language diversity. They will then relate it to historical and sociological trends/perspectives as well as to their own experiences. *A detailed task description and rubric is attached.

2. **Assignment Points and Grading**

Course Outcomes	Assignments	Total Points	Due Date
1, 2, 3	Attendance and Participation	70 points	Weekly
1, 2, 3	Literature Circles	20 points	Weekly
1, 2, 3	Exit Tickets	30 points	Weekly
1	Educational History	15 points	9/12
2	Current Events/Instructional Strategy Presentations	25 points	9/26 10/11 10/17 11/14
1	Beliefs Statement	15 points	12/12
1, 2, 3	Reflective Practitioner Paper (PBA)	50 points	11/14
		225 points*	

Grading Criteria (by points)

217-225	A+	188-196	B
209-216	A	180-187	B-
202-208	A-	158-179	C
197-201	B+	Below 157	F

* 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

- It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted by hard copy on the due date stated within the course calendar (see below) and should be submitted at the beginning of class—except for the PBA which is to be submitted to **Blackboard** and **Tk20**. All assignments must be saved with your Last Name and Assignment Title (e.g., **Brown_ReflectivePractitionerPaper**)

  *Please 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) -** *Reflective Practitioner Paper (50 pts)*
In order to become reflective practitioners for a multicultural classroom, candidates must reflect on a variety of professional issues that teachers confront in their day-to-day teaching as well as the broader educational and social context, which affects the work of the public school teacher. To this end, the candidates will analyze a current issue/innovation around race and culture, gender equity, special education, social class, or language diversity. They will then relate it to historical and sociological trends/perspectives as well as to their own experiences. *A detailed task description and rubric is attached.

TK20/Performance-Based Assessment(s) Submission Requirement
Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) to Tk20 through *'Assessments'* in Blackboard. Failure to submit the assessment(s) to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Policies

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

Campus Resources

1) Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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) 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/].
4) The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.
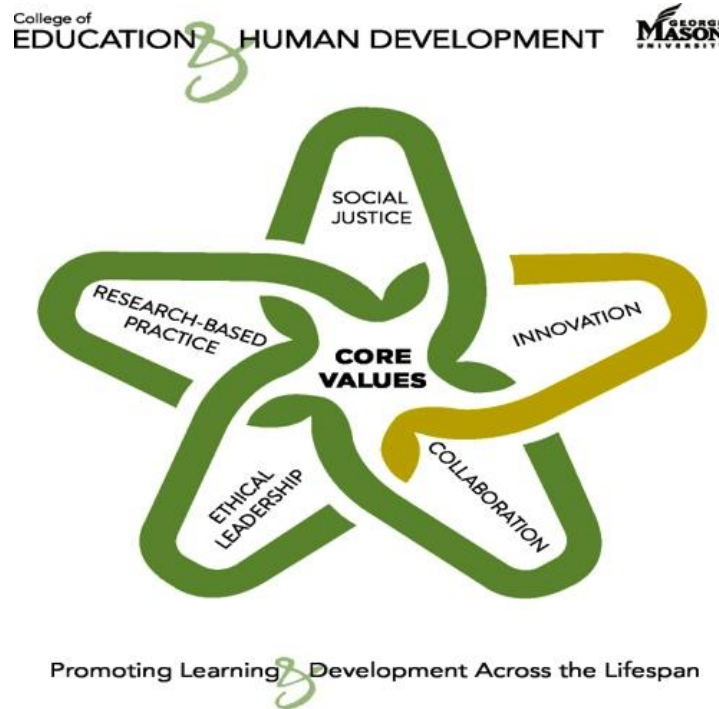
PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. [See http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf].

EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website http://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 emergency.gmu.edu.

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

College of
EDUCATION & HUMAN DEVELOPMENT GEORGE MASON UNIVERSITY

SOCIAL JUSTICE

RESEARCH-BASED PRACTICE

INNOVATION

CORE VALUES

ETHICAL LEADERSHIP

COLLABORATION

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/].

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)

TENTATIVE CLASS SCHEDULE:

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

Date	Guiding Questions/Topics	Readings	Assignment *(due on the noted date)*
Monday, August 29	*Getting to know each other!* *Who are we as individuals?*	Syllabus Review **Reading Uploaded to Blackboard** Willing to Be Disturbed	Read syllabus and assigned readings Complete student information form
August 29-September 2 *Online Work*	*Getting to know each other!* *How does educational psychology pertain to my work as an elementary teacher?* What does *foundations of education* mean?	Online modules for APA and Honor Code Kozol, Chapter 1 & 2 Slavin Chapter 1	Exit Ticket: **Introduce yourself to classmates. Post by Sunday, September 6th at 7:00 pm.**
Monday, September 5	**Labor Day – No Class**		
September 5 – September 9 *Online Work*	*Who are we as future teachers? How do we organize to best serve our students and our profession?*	Spring, Ch 10 Big Lies: Ch. 7	Literature circle discussion Exit Slip
Monday, September 12	*Why is the ecological model of development relevant for schools, teaching and student learning?*	**Reading Uploaded to Blackboard** Bronfenbrenner (1994) – read directions posted to know what sections of the article to read Ecological Model Handout	Educational History Paper

	*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* *How do I access research from George Mason's library databases?*	Spring, Ch. 5 Kozol, Ch. 3	
September 12 – September 16 *Online Work*	*Who are our students and how are they different from/alike each other, us, and peers from decades past? *Considering Global migration and Poverty*	Spring, Ch. 6 Big Lies, Ch. 1 Kozol, Ch. 4	Literature circle discussion Exit Slip
Monday, September 19 **(At West Lawn Elementary School 8-1:30)**	*What does it mean to become a partner with families?* *How will you develop home-school partnerships?* *What are the purposes of school? *Considering historical/political/social*	**Readings Uploaded to Blackboard** Family Engagement and the Responsive Educator Teacher as Family Communication Facilitator Making Rounds Work Spring, Ch. 1 & 2	
Monday, September 26 **(At West Lawn Elementary School 8-1:30)**	*What is culture? What are our personal biases of culture?* *What are the purposes of school? *Considering economic*	**Readings Uploaded to Blackboard** Towards A Conception of Culturally Responsive Classroom	Current Events Group A Presentation

		But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy Kozol, Ch. 5	
September 26 – September 30 *Online Work*	*What are the purposes of school? *Considering economic*	Big Lies, Ch. 10 Spring, Ch. 4	Literature circle discussion Exit Ticket
Monday, October 3 **(Guest Lecturer)**	*How might culture influence our teaching?*	Slavin Chapter 4	
October 3 – October 7 *Online Work*	*How does the brain influence physical development and learning?* *For whom does school 'work'? Not work?*	**Articles on Blackboard for small group activity online on physical development** Spring, Ch. 3	Exit Ticket Literature circle discussion
<mark>**Tuesday, October 11**</mark> <mark>**(At West Lawn Elementary School 8-1:30)**</mark>	*What theories of cognitive development influence how we teach elementary students?*	Slavin, Chapter 2 & 6	Current Events Group B Presentation
October 11 – October 15 *Online Work*		Slavin, Chapter 5	Literature circle discussion
Monday, October 17	*What are the major federal, state, and local policies impacting schools today?*	Spring, Ch. 8 Big Lies, Ch. 11	Current Events Group C Presentation

==(At West Lawn Elementary School 8-1:30)==			
October 17 – October 21 *Online Work*	*How will you address your students' multiple intelligences in the classroom?*	**Readings Uploaded to Blackboard** Multiple Intelligences in the Classroom Multiple Intelligence for Every Classroom	Exit Ticket Literature circle discussion
Monday, October 24 (==ONLINE==)	*What do elementary teachers need to know to support students with mental health needs?* *What are the major federal, state, and local policies impacting schools today?*	==INSTRUCTIONS POSTED ON Bb== *Kozol, Ch. 9* *Big Lies, Ch. 12* *Spring, Ch. 9*	Exit Ticket Literature circle discussion
Monday, October 31 ==(At West Lawn Elementary School 8-1:30)==	*How does social, emotional and moral concepts (or affective development) influence children's engagement and learning in the classroom?* *How should student be taught?*	Slavin, Chapter 3 Bb Philosophies readings (one will be assigned - *Readings Uploaded to Blackboard*): • Plato (idealism) • Neill (existentialism) • Noddings (care) • Adler (perennialism) • Montessori (constructivism) • Skinner (behaviorism)	Community Mapping Projects Due

		• Dewey (pragmatism) • Freire (critical pedagogy)	
Monday, November 7 **(ONLINE)**	*How does your knowledge of development apply to working with children who experience trauma? How does this knowledge apply to working with children from military families?* *How should students be taught?*	*INSTRUCTIONS POSTED ON Bb* Big Lies, Ch. 4	Literature circle discussion Exit Slip Rough draft of observation reports (Part 1)
Monday, November 14 **(At West Lawn Elementary School 8-1:30)**	*In what ways can you support the developmental and cultural influences of student learning within your classroom environment?* *How will you motivate your students?*	Slavin Chapter 11 Slavin Chapter 10	Current Events Group D Presentation Reflective Practitioner Paper Due
November 14 – November 18 *Online Work*	*What is the best evidence of student learning? Or teacher success?*	Big Lies, Ch. 2 and 6	Exit Ticket Literature circle discussion
Monday, November 21 **(ONLINE)**	*Writer's Workshop, Conferences & Field Experience*		Observation Report Peer Review Rough draft of observation reports (Part 1 and Part 2)

Monday, November 28	*With your knowledge of development and how domains of development influence learning, how will you engage and educate learners with exceptionalities?*	Slavin, Chapter 12	Course Evaluations (EDUC 543)
November 28 – December 2 *Online Work*	*What are the most pressing issues with which we must be concerned as future teachers?*	**Readings Uploaded to Blackboard** Time for Teachers	Literature circle discussion Exit Ticket Course Evaluations (EDUC 542)
Monday, December 5	**Final Observation Reports due** *(Please remember to upload to Blackboard and Tk20 assignment!)*		
Monday, December 12	**Beliefs Statement due**		

School Proposal
PBA: Reflective Practitioner Paper

Given your knowledge of and experiences at the FIELD EXPERIENCE SITE, 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 the* FIELD EXPERIENCE SITE *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 FIELD EXPERIENCE SITE faculty and staff] will know exactly where you are headed and whether you have addressed all of the content requirements.

<div align="center">

Proposal Template
PBA: Reflective Practitioner Paper

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

Part Two (FIELD EXPERIENCE SITE)
- 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 the FIELD EXPERIENCE SITE
    - 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 the FIELD EXPERIENCE SITE. 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 FIELD EXPERIENCE SITE 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 FIELD EXPERIENCE SITE **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

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

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

*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:

Element	*No Errors (1 or 2pts)*	*Some Errors (0.5 or 1pt)*	*Multiple Errors (0pts)*
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