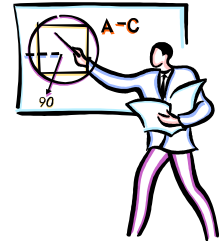


## PRE-COURSE INFORMATION

December 12, 2013

Greetings Cohort 14 Members:

Your syllabus for *ALS 825: Critical Analysis of Issues in Education* is included in this document. The most important things for you to know/do at this point are:



1. **Order your textbooks:** Textbooks are *not available at the IUP bookstore*. Doctoral students tend to prefer to order books online to use coupons, seek the best price, and the like. Be sure to secure the proper edition, if noted. (A link from Amazon is provided to assure that you secure the correct book; however, you may purchase your books anywhere you please.) The date of the Alexander book (1998) is not a typo--it is historical (you will see), so the older date does not make it "dated."
2. Begin to **familiarize yourself with the syllabus**. Certain student assignment groupings and readings cannot be finalized until our first class. Be prepared to sign-up as follows: 1) as individuals, select a topic for your *Position Paper* (come prepared with several choices to avoid repetition); 2) sign up for a *InsideHigherEd* report date; 3) in self-selected groups of 3 (decided prior to Class 1), identify an *Issue Resolution Presentation* topic (come prepared with several choices); and 4) self-selected Discussion Leadership teams (3 groups of 5, 1 group of 6). Be aware that you have a reading due for *Class 1*.
3. Review all dates for this class to assure your attendance. Of particular importance is a reminder of Dr. Millward's notice to you that our **first class** will be conducted on **FRIDAY, JANUARY 24 at 12** (not January 25 as on URSA).
4. Lunch is sacred and a time to de-fry your brain. We will observe a 30-minute non-working time for this need on Saturday class days.
5. **Do not worry** if you do not completely understand every expectation or if you are scheduled to present early in the semester. Because your success is important to me, time will be spent in our first class to explain and clarify major components of this syllabus. (Also, the TBA entries on the course calendar will be rectified during Class 1 (see #2 of this letter.)
6. The spring semester always brings with it the specter of **bad weather**. As I am told that your cohort does not have a phone tree system, **do monitor your IUP email** before class dates for news of late starts or other important information.
7. Kindly report any typos/errors found in the syllabus to me for correction!

I am looking forward to working with you *again* this spring!

Sincerely,

*Dr. Helterbran*

**INDIANA UNIVERSITY OF PENNSYLVANIA  
PROFESSIONAL STUDIES IN EDUCATION**

***ALS 825: Critical Analysis of Issues in Education*  
Spring, 2014 - 3 credits**

**Draft--syllabus will be finalized with information gathered during Class 1**

**Friday: January 24 (12 noon-6 pm);**

**Saturday: February 15, March 8; April 5; April 26 (8 am-3 pm)**

**Time: 8:00 a.m. – 3:00 p.m.**

**Classroom: 138 Stouffer • Higher Education Cohort 14**

**Dr. Valeri R. Helterbran**

**323 Davis Hall, IUP**

**Office Phone: 724-331-2400**

**vhelter@iup.edu**

**Prerequisites: Enrolled in the ALS Doctoral Program**

**Course Description**

This course is designed to provide opportunities for critical analysis of current issues and innovations that influence reform in basic and higher education. Relationships between research, policy, and implementation will be emphasized.

**Course Objectives**

Upon completion of this course, the doctoral student will be able to:

- Identify current issues and important topics in the broad field of education
- Understand and summarize the main arguments on both sides of a broad range of current issues in education
- Demonstrate in-depth knowledge of the political, social, and cultural contexts of the educational issues discussed in class
- Understand the theoretical and philosophical basis for the various positions on educational issues

**Required Texts and Resources:** The texts for this course as listed below are available at various Internet providers. Additional readings will be assigned throughout the course.

Alexander, C. (1998). *The Endurance: Shackleton's legendary Antarctic expedition*. New York, NY: Knopf. ([http://www.amazon.com/The-Endurance-Shackletons-Legendary-Expedition/dp/0375404031/ref=sr\\_1\\_1?ie=UTF8&qid=1385150960&sr=8-1&keywords=the+endurance](http://www.amazon.com/The-Endurance-Shackletons-Legendary-Expedition/dp/0375404031/ref=sr_1_1?ie=UTF8&qid=1385150960&sr=8-1&keywords=the+endurance))

Jenkins, L. (2013). *Permission to forget* (10th anv. ed.). Milwaukee, WI: ASQ Quality Press. ([http://www.amazon.com/Permission-Forget-Tenth-Anniversary-Edition/dp/0873898559/ref=sr\\_1\\_2?ie=UTF8&qid=1385147274&sr=8-2&keywords=permission+to+forget](http://www.amazon.com/Permission-Forget-Tenth-Anniversary-Edition/dp/0873898559/ref=sr_1_2?ie=UTF8&qid=1385147274&sr=8-2&keywords=permission+to+forget)) *Note: If you find a better price on the original edition (2005), feel free to purchase it--there are few differences between the two editions.*

Related articles/excerpts may be assigned throughout the course, as well.

**Recommended:**

Nelson, J. L, Palonsky, S., & McCarthy, M. R. (2013). *Critical issues in education: Dialogues and dialectics*. New York, NY: McGraw-Hill.

Noll, J. W. (2012). *Taking sides: Clashing views on educational issues* (17th ed., exp.). New York, NY: McGraw Hill.

## Student Expectations:

### GENERAL:

- **Teaching and Learning:** Teaching and learning should not be an isolated process. Your experience and background will bring texture and value to each class. Sharing this knowledge-base will assist and enrich others.
- **Lifelong Learning:** Learning occurs best when everyone in class (including your instructor) assumes responsibility for learning. This includes preparation for class, the quality completion of tasks within allocated timeframes, and a commitment to finding meaning and applicability in the topics and issues addressed.
- **Students Identified with Special Learning/Instructional Needs:** If a student has special needs or special circumstances that the instructor should be aware of, please meet with me *early* in the course to discuss these needs and the ways in which instruction might be adapted. Special accommodations must be documented by the University's Advising and Testing Center.
- **Academic Integrity Policy:** It is expected that doctoral students will engage in ethical and scholarly work -- original, appropriately cited, and conducted with care and integrity. Please review the Graduate Catalog for specific guidelines.
- **Civility in the Classroom:** Class time is precious. It is expected that all members of the cohort will honor this principle by silencing cell phones and any other electronic devices. In addition, laptops may be used in class when the class is in a note-taking or group electronic mode and will, otherwise, be expected to be closed (at rest).

### SPECIFIC:

**Attendance/Participation:** Attendance in class for the entire class period is valued and expected. With the abbreviated number of class sessions, students put themselves and their colleagues at a disadvantage if time is missed. It is the instructor's responsibility and within her complete discretion to determine what constitutes a valid and emergency reason for missing a class with approval to make up the work. The student may expect that this would involve only true and compelling emergencies. Missing a class (20% of the course) will result in the loss of a *minimum* of 25 participation points (a minimum of one letter grade). Missing two classes (40% of the course) will, with no exceptions, result in failure of the course.

- **Deadlines:** All assignments are to be submitted when due. This includes readings and other preparations. Extensions will be granted (or not) at the sole discretion of the instructor and will only be considered in the case of true emergency circumstances.
- **Format of Assignments:** Quality content and format includes, but is not limited to, focused content and correct grammatical and spelling considerations; printing quality is included in this expectation as well. All work submitted for peer and/or instructor review or use must be word-processed unless otherwise instructed. Use APA (6<sup>th</sup> ed.) formatting to document and reference your work.
- **Pre-Assessing Assignments:** Pre-assessing assignments for individuals prior to deadlines is not practical and creates an aura of injustice to those who do not make this request. If you are having difficulty with an assignment, the instructor will gladly assist you with the problem area or clarify any area of confusion, but will not pre-assess the document to see if the student is "on track."

- **Peer Review of Written Assignments:** It is advised that you have a peer or other competent reader review your work before submitting it for assessment. If you are concerned about the strength of your writing skills, visit IUP's Writing Center for assistance. **Strong writing skills are expected and will be factored into the assessment of written assignments.**
- In the event that inclement weather gives cause to cancel class, the professor will work cooperatively with presenting students or others as needed to accommodate the loss of time.

## **COURSE ASSIGNMENTS:**

### **1. Position Paper (NCATE Common Project) Polished Draft Due: 4/5; Final, 4/26**

Higher education faculty and administrators must have advanced skills in the articulation and analysis of different perspectives on key controversial issues in the field. This assignment requires students to demonstrate the ability to develop a full, well-balanced, and unbiased description of two different sides in an educational controversy, and then to write a position that analyzes and synthesizes the strengths and weaknesses of each of the position sides developed *regardless* of your personal point of view. As doctoral students, you are expected to carefully research the issues, provide recent and relevant citations (2005 or newer/seminal) from journals and books in your discussion, and demonstrate the ability to provide a doctoral level of scholarly discussion and analysis in developing and defending the points of view presented. A rubric for this assignment is included in this syllabus. **This assignment is a “persuasive argument” for each side as identified by the student; it is not necessarily a pro/con debate. Each “side” should be a *stand-alone* document.**

The primary skill you are demonstrating is the ability to *explain different perspectives without the reader knowing your personal opinion/bias/position. During the final portion, you will take a strong and well-reasoned position.* Your resulting paper must have the following distinct components:

- (a) Pre-Cover Page: The rubric for this assignment (in syllabus)
- (b) Cover page: To include the course name/number, topic/issue title that expresses the two perspectives (sides) discussed, student name, and date.
- (c) Executive summary (Introduction): One page in length (no longer). Provide a brief *overview of the issue and each of the perspectives (sides).*
- (d) Discussion of the first perspective: Include at least 10 cited references in text. Your opinion must not be discernible in the discussion. Define terms as needed.
- (e) Discussion of the second perspective: Include at least 10 additional cited references in text. Balance this with the first perspective in terms of length, strength of information, and citations. Again, your personal perspective must not be discernible. Define terms as needed.
- (f) Personal Position: Weigh arguments in each side, compare main points, and develop a carefully reasoned point of view. This portion requires at least five additional references in text and may be written in the first person.
- (g) References: All references (25 minimum) will be written in correct APA (6th).

A **polished draft** of your work (Intro, Side 1, and Side 2) is due to me at the beginning of class on Class 3, March 8, 2014. Your work will be reviewed and feedback given during individual conferences scheduled during Class 4, April 5, 2014. It is recognized that your draft may not be fully edited and may contain strands or points not fully developed. Your

work will be formatively assessed at this point on format, balance of sides, and reference dating and relevancy. **If it is apparent that you did not put forth your best effort at this formative phase of the assignment, the student may expect a commensurate deduction in points from the final product.**

**Possible Topics for Consideration (pre-approval required to eliminate repetition/May not focus on your topic for “issue resolution”):**

- AFFIRMATIVE ACTION
- ALTERNATIVE EDUCATION
- BULLYING AND HARASSMENT
- CHARACTER EDUCATION
- CHILDREN AND HEALTH CARE/OBESITY
- CYBER SCHOOLING
- DUAL ENROLLMENT FOR COLLEGE STUDENTS
- ENGLISH AS A SECOND LANGUAGE IN SCHOOLS
- GAY AND LESBIAN EDUCATION/ISSUES
- GIFTED EDUCATION
- GRADE RETENTION OF STUDENTS
- MEDIA VIOLENCE AND ITS EFFECT ON CHILDREN
- MOOCs
- MULTICULTURAL EDUCATION
- OBESITY EDUCATION/PREVENTION
- PRE-SCHOOL PROGRAMS
- RELIGION AND EDUCATION/SEPARATION CHURCH AND STATE
- SCHOOL CHOICE (PRIVATE, CHARTER, MAGNET, VOUCHERS)
- SCHOOL REFORM AND RESTRUCTURING
- SCHOOL UNIFORMS
- SINGLE GENDER EDUCATION
- SINGLE RACE/CULTURE/ETHNICITY EDUCATION
- SOCIAL JUSTICE AS A TEACHING DISPOSITION
- SPECIAL EDUCATION: INCLUSION/CO-TEACHING
- STANDARDS-BASED EDUCATION
- STUDENT DROP-OUT AGE
- STUDENT MENTOR/MENTEE PROGRAMS
- TAX-BASED FINANCING OF PUBLIC EDUCATION (EQUITY ISSUES)
- TEACHER MENTEE/MENTOR PROGRAMS
- TRACKING OR ABILITY GROUPING
- VIOLENCE AND SCHOOL SAFETY
- YEAR-ROUND SCHOOLING
- ZERO TOLERANCE POLICIES
- OTHER TOPICS AS APPROVED BY INSTRUCTOR

**Assessment of the Common Project:** Your project will be awarded points which will be aligned with the categories noted below (see rubric):

<b>3: Target</b> <b>(“A” letter grade)</b>	<b>2: Acceptable</b> <b>(“B” letter grade)</b>	<b>1: Unacceptable</b> <b>(“C” or “F” letter grade)</b>
Assignment exceeds the competencies outlined in the course objectives that it assesses.	Assignment meets basic competencies outlined in the course objectives that it assesses.	Assignment fails to meet basic competencies out-lined in the course objective(s) and falls significantly below the performance of the class.

**2. Legislator Interview:** Meet with one of your local, state, or federal legislators; this *does not* include School Board members, borough/township councilpersons, mayors, or the like. As politicians may be understandably wary of your intent, assure him or her that your mission is the broadening of your knowledge-base as it relates to the objectives of this course. To be considerate, do not exceed 30 minutes for this interview. After meeting with the legislator, you will submit a paper which will be three (3) pages in length with one page devoted to each of the following requirements: 1) a cover page identifying your name and information about the legislator you interviewed including his/her name, legislative role, party, and district served; 2) a **one page** summary of your interview (double or 1.5 spacing, 1 inch margins, 12-point font); and 3) your interview protocol. You will present your findings in a large group discussion format during Class 5 on April 26.

*Possible foci to consider when developing your interview protocol:*

- How can you deepen your understanding of educational issues?
- What is the role of the legislator in resolving educational problems?
- What is important for your legislator to know about your school/university?
- What is the role of governance and control of education especially as they relate to initiatives at the federal, state, and local levels?

**NOTE:** Collaborate with your class colleagues. It is perfectly acceptable with me for two or three students to co-interview a legislator--a time-efficient and supportive strategy. However, each student will develop and submit his/her interview protocol independently (as if he/she were interviewing the person alone) along with the "master" protocol of small group selected questions from those co-interviewing.

**3. Issue Resolution Presentation:** (See course calendar for 2/15, 3/8, 4/5, and 4/26)

As educators, consider the broad landscape of education, issues and reform efforts involved with the educational process, and the current state of society in general. Select an issue from the list provided that your small group (3 per group) considers to be pressing or important -- and not a topic related to any group member's Position Paper. *This assignment is NOT to take the format of a 2-sided or pro-con debate.* Simply state your topic/issue in clear, unbiased language and offer specific **solutions** to ameliorate the issue. Observe the following as you and your group members prepare this oral presentation:

- Be specific in stating the issue and its complexities.
- Support your work with recent, relevant research (articles, dissertations, or books). Prepare a master, annotated bibliography of all resources used (APA 6th).
- Be specific in stating components of each tentative solution and describe how leadership could positively impact the solution.
- Confine your response to elements over which educators can control, influence, or impact positively. Be sound and logical in your response and limit your plan to those things that can reasonably be accomplished. *Your work must be steeped in reality.* Specifically:

1) Prepare a PowerPoint presentation (not to exceed 6 slides--total) that succinctly and effectively shares your work. The *printed word* on each slide should be kept to a minimum; focus on concepts/visuals to illustrate your points. Print a *handout* of your PPT for each cohort member. Include a brief *interactive portion* in your overall presentation to meaningfully involve your colleagues. A rubric for this assignment is included in this syllabus.

2) Your group's 1) PPT *handout* (one page), 2) Annotated Bibliography, and 3) Rubric for this assignment are due on the assigned date of your *30 minute* presentation (see calendar).

Pre-approval is required to eliminate repetition between groups/**May not focus** on any member's topic for "issue resolution." *Possible topics for your Issue Resolution*

*Presentation may include:*

1. Closing/decreasing the achievement gap
2. Reinventing high school
3. Faculty accountability
4. Compensating faculty based on merit
5. Strengthening quality of online pedagogy (DE)
6. Infusing critical thinking in instruction
7. Role of universities in grappling with student mental health
8. Competency-based education in higher education
9. University as open forum/Free speech
10. College readiness
11. Violence prevention on campus
12. Declining enrollment
13. Other topics as approved by professor

4. **Discussion Leadership**: (See course calendar for 2/15, 3/8, 4/5, and 4/26) (Alexander text)

All students will work in discussion leadership groups--3 groups of 5 and 1 group of 6 (see calendar). Unlike other courses students may have experienced, discussion leadership in this course requires the preparation and implementation of *focused, informed, and powerful interpersonal discussion*. Students who are responsible for leading discussion should **not** prepare PowerPoint presentations, computer activities or games, visual aids, or any lecture-based presentations of information. Rather, they should assume that all students have read the required text thoroughly and that all students are prepared to engage thoughtful face-to-face discussion. In this case *leadership* will be the focus as issues in education are in some capacity impacted by varying forms of leadership--or lack thereof.

For this discussion leadership, **every student for each class** will accomplish the following:

- 1) As you read your text, keep a two-column "ship's log" (journal) of Shackleton's voyage. Log entries are to be written in a bulleted format of quotes, principles, or observations you make related to Shackleton's leadership **strengths** (one side of your log page) and **weaknesses/flaws** (on the other side of your log page). Cite each log entry with associated page number(s);
- 2) Those tasked with being discussants for the individual class sessions will develop, as a group, 3-4 questions as described to lead the class discussion. Use your own log(s) to guide your thoughts in developing your questions as well as any other points/themes/content you want to address with the class particularly as it applies to past leadership studies or experiences. Discussants may dip back into prior readings from Alexander to reinforce, support, or guide the questions formulated based on their assigned reading section questions. Discussants are also free to investigate Shackleton through other sources to enrich the discussion, but must take care to not "lose" the rest of the class by doing so.
- 3) Discussants are to provide a master copy of their 3-4 questions and any resources used (one page) to the professor on the day of the discussion.
- 4) All students, including discussants, will submit their log for the section read as part of "participant points" so that the instructor can refer to them in better understanding points during the discussion.

## **Assignments and Grading:**

<b>Assignment:</b>	<b>Point Value</b>
<b>Preparation and Participation</b> (5 X 25 points per class)	125 points*
<b>Position Paper</b> (NCATE Common Project)	30 Points
<b>Legislative Interview: Summary and Report</b>	25 Points
<b>Issue Presentation</b>	25 Points
<b>Discussion Leadership</b>	25 Points
<b>Total:</b>	230 Points

\* Missing a class will reduce the final grade by a letter grade.  
Missing part of a class will be prorated accordingly.

### **Grades will be assigned in accordance with the following scale:**

A = 212-230 points (92-100%)

B = 189-211 points (82-91%)

C = 159-188 points (69-81%)

F = 158 or fewer points

There is no grade of D in IUP graduate programs.

Education is a progressive discovery  
of our own ignorance.

--Will Durant,  
American writer, historian, and philosopher



### ALS 825: BASIC CLASS SCHEDULE

All activities/topics/groupings are subject to change. Additional readings and small projects will be assigned throughout the course. Students will receive adequate notice for any additional assignments.

<b>DATES</b>	<b>ASSIGNMENTS AND ACTIVITIES</b>
<b>CLASS 1:</b> January 25, 2014	<p><b>Assignments to prepare for this class:</b></p> <p>Read <i>Introduction</i> and <i>Chapters 1 and 2</i> (Jenkins)            Read Alexander, pp. 3-13            See pre-syllabus for sign-up needs during Class 1</p>
<b>CLASS 2:</b> February 15, 2014	<p><b>Assignments to prepare for this class:</b></p> <ul style="list-style-type: none"> <li>• Issues Resolution Presentations</li> </ul> <p>1) 3-student group: TBA            2) 3-student group: TBA            Discussion Leadership: 5-student team TBA (Alexander, pp. 15-48)            Read Chapters 3 and 4 (Jenkins)</p>
<b>CLASS 3:</b> March 8, 2014	<p><b>Assignments to prepare for this class:</b></p> <ul style="list-style-type: none"> <li>• Issues Resolution Presentations</li> </ul> <p>1) 3-student group: TBA            2) 3-student group: TBA            Discussion Leadership: 5-student team TBA (Alexander, pp. 49-92)            Read Chapters 5 and 6 (Jenkins)  <b>Due:</b> Polished Draft of Position Paper</p>
<b>CLASS 4:</b> April 5, 2014	<p style="text-align: center;"><b>Individual Conferences Day</b></p> <p><b>Assignments to prepare for this class:</b></p> <ul style="list-style-type: none"> <li>• Issues Resolution Presentations</li> </ul> <p>1) 3-student group: TBA            2) 3-student group: TBA            Discussion Leadership: 6-student team TBA (Alexander, pp. 93-154)            Read Chapters 7 and 8 (Jenkins)</p>
<b>CLASS 5:</b> April 26, 2014	<p><b>Assignments to prepare for this class:</b></p> <ul style="list-style-type: none"> <li>• Issues Resolution Presentation</li> </ul> <p>1) 3-student group: TBA            Discussion Leadership: 5-student team TBA (Alexander, pp. 155-204)            Read Chaps 9 and 10 + <i>Further Insights: A University-Level Look</i> (Jenkins)  <b>Due:</b> Politician Interview (paper and large group discussion)  <b>Due:</b> Position Paper (Final) (Provide a SASE for a speedy return.)</p>

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**Indiana University of Pennsylvania**  
***ALS 825: Critical Analysis of Issues in Education***  
**Issue Resolution Presentation**

(Provide this rubric to the instructor when you submit your PPT handout/annotated bibliography)

Names : \_\_\_\_\_

1.) Your issue is stated in clear, specific terms as were your viable solutions. The importance of your issue is evident and well stated.	5	2	0
2.) Your work is research-based, a portion of which is secured from recent books/journals as described in the syllabus. Analysis and synthesis of perspectives is evident.	5	2	0
3.) Your work is situated in the context of basic or higher education today and focuses on those elements over which educators have control, influence, or impact (reality factor).	5	2	0
4.) Interactive class participation is secured as part of your presentation.	5	2	0
5.) Your PPT features limited text, is kept within the 6 slide limit, and focuses on concepts/visuals which illustrate your primary points. The presentation was polished, practiced, and professional. All parameters of the syllabus, including format, were met.	5	2	0

Total Points Earned and Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Rubric Point Scale**

5 = All criteria were met as described.

2 = Most/some criteria were met as described.

0 = Criteria were not met, were unacceptable, or were absent.

# ***ALS 825: Critical Analysis of Issues in Education***

## **NCATE COMMON PROJECT: Position Paper**

**Position Paper Title:** \_\_\_\_\_

**Name:** \_\_\_\_\_

(Provide this rubric to the instructor as noted in the assignment's description.)

### **Position Paper Rubric**

**3=Criteria met in full (Equal 6 points)**

**2=Criteria met on adequate level (Equal 4 points)**

**1-Criteria not met (Equal 2 points)**

**Total possible points = 30**

#### **I. Executive Summary: State your topic question**

**3. Criteria met in full:** Well organized, brief but substantial introduction to issue and sides. Writing is strong and at the doctoral level.

**2. Criteria met on adequate level:** Some lack of clarity in explaining issue and sides, lack of substance and depth in brief explanations. Writing needs to be strengthened.

**1. Criteria not met.** Issue and sides are unclear. Too lengthy with references that should be in later discussion, or contains bias or statement of opinion. Writing is weak/poor.

#### **II. Side One: State the position**

**3. Criteria met in full:** A substantial, comprehensive, well researched and clearly written discussion of the first perspective. References in APA style clearly inform discussion with timely information. Writing is strong and at the doctoral level.

**2. Criteria met on adequate level:** A fairly clear discussion of the first perspective with a good level of overall comprehension and a good level of writing. Some sections might be better developed. References in APA style with a few errors are relevant but in some cases might be more timely or informative. Writing needs to be strengthened.

**1. Criteria not met.** Discussion of the first perspective is not clear or fully researched, and references do not reflect substantial research into the issues. Writing is not well organized. Personal bias or opinion is discussed or evident in the discussion.

#### **III. Side Two: State the position**

**3. Criteria met in full:** A substantial, comprehensive, well researched and clearly written discussion of the second perspective. References in APA style clearly inform discussion with timely information. Second side is well balanced in length, research, and strength of information with first. Writing is strong and at the doctoral level.

**2. Criteria met on adequate level:** A fairly clear discussion of the first perspective with a good level of overall comprehension and a good level of writing. Some sections might be better developed. There is a small amount or unevenness between first and second side. References in APA style with a few errors are relevant but in some cases might be more timely or informative. Writing needs to be strengthened.

**1. Criteria not met.** Discussion of the second perspective is not clear or fully researched, and references do not reflect substantial research into the issues. Writing is not well organized. Personal bias or opinion is discussed or evident in the discussion.

#### IV. Personal Position: State *your* position

**3. Criteria met in full:** Position is stated with strength and clarity, and is accompanied by analysis and synthesis of key points made in both sides. Added references are relevant and timely, and give support to the position as taken. Writing is strong and at the doctoral level.

**2. Criteria met on adequate level:** A fairly clear position is stated with some strength and clarity, and is accompanied by somewhat uneven but complete analysis and synthesis of key points made in both sides. Added references are good but might be more relevant or timely in some cases. Writing needs to be strengthened.

**1. Criteria not met.** Position is based on one side or the other without careful consideration of key points, or adds new information that should have been in one or both sides. Discussion is based on personal opinion more than reference to key points in the side, and thus lacks a comprehensive or scholarly quality. Incomplete or irrelevant new references are added.

#### V. References:

**3. Criteria met in full:** References are correctly completed in APA style.

**2. Criteria met on adequate level.** References are incomplete and/or use incorrect in APA style; some errors or minimal omissions are evident.

**1. Criteria not met.** References are incomplete or incorrect and either reflect sources not included in the text or fail to include sources included in the text. Numerous APA errors are evident.

Score: \_\_\_\_\_

Comments relative to project:

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<b>3: Target ("A" letter grade)</b>	<b>2: Acceptable ("B" letter grade)</b>	<b>1: Unacceptable ("C" or "F" letter grade)</b>
Assignment exceeds the competencies outlined in the course objectives that it assesses.	Assignment meets basic competencies outlined in the course objectives that it assesses.	Assignment fails to meet basic competencies out-lined in the course objective(s) and falls significantly below the performance of the class.