Applied Government: Federalism and Education Policy Harkness **Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
Mr. Faulhaber

**Questions: Who should regulate public schools (local, state, or the federal governments)?**

 How should public schools be regulated (common core, national curriculum, school vouchers, teacher certification, charter schools, etc)?

 **Because education is not delegated to the national government, the power over education policy is reserved power left to state and local governments through the Tenth Amendment. That is not to say, however, that the national government does not try to regulate schools. Although the federal government does not use the commerce clause they do so through grants in aid and mandates.  This allows the federal government to pass a law that states and local governments feel compelled to adopt to ensure receiving the funding funds tied to compliance (think needing money from your parents and they make you clean your room).  Because of the Sixteenth Amendment’s Income Tax and the ability of the national government to print its own money, the feds are really like flush parents while state and local government are akin to impoverished college students or kids dependent on their “sugar daddy/momma.” Consequently, even though the federal government does not have the Constitutional authority over schools, it does not stop them from interfering.**

 **This interference is applauded by many who believe the patchwork of school policies, standards, and funding seems to be a relic from a forgone day in which people were not as mobile and transient as today. They find it ludicrous that people moving within a state or between states will encounter a system likely completely unfamiliar or different than where they came from making success difficult. Moreover, they believe it creates a gap between the haves and have nots which overwhelming disaffects the poor and minorities.**

**Others argue the federal system our founders created was genius not only for dispersing power but creating laboratories of innovation in which by each locality and state operating differently, they can all try different solutions allowing other to adopt the innovative techniques that were successful. They also argue a one size fits all solution does not account for differences in size or cultures and what works well in Sidney may not work well in New York City and visa versa(think FFA). They argue the flexibility of local school boards and state education institutions are more responsive both to their students and local taxpayers but the needs of the communities and states.**

**Harkness Grading Rubric**

**DIRECTIONS: Read through each category and its criteria***. Complete either or both columns to give yourself an accurate grade.*

In the LEFT column: Place a check plus next to those you completed in an exceptional manner, a check plus/check mark if it was only completed well, a check mark next to the criteria in which you completed okay, a check mark/check minus if it was completed okay but not great, a and a check minus that you completed but not very well, and place an X next to the criteria not completed at all.

In the RIGHT column: Place the appropriate grade in the space to the immediate left of EACH criteria required by determining those areas you performed or were lacking and based upon the point value listed. Place a N/A or “not applicable next to any criterion not required for your specific role. Average the points together in place that score in the “your estimate” blank.
 ***\*\*\*Remember, a perfect grade should reflect perfect work and only be used when the work done had no deficiencies & could not have been performed any better***.\*\*

* **PREPARATION AND RESEARCH (1-25):**

\_\_\_\_\_ \_\_\_\_\_Completed Chapter 3 Notes from Textbook pgs. 62-73 (3-3 and 3-4, What Would You Do, Learning Objectives)
\_\_\_\_\_ \_\_\_\_\_Utilized Chapter notes information to understand the focus questions

\_\_\_\_\_ \_\_\_\_\_Watch BRI Gibbons v Ogden to understand Federalism  **\_\_\_\_\_ \_\_\_\_\_Read through the Lopez v. US Opinion AND answered the 8 Questions that go with the Court’s opinion**\_\_\_\_\_ \_\_\_\_\_Read through many of the various articles from Mr. F’s “Common Core webpage”

\_\_\_\_\_ \_\_\_\_\_Talked with parent(s), guardian(s), and/or adult(s) in your life to gain a better understanding of the varying facets of the issue
\_\_\_\_\_ \_\_\_\_\_Put a good faith effort into contacting governmental officials directly related to this issue (Mr. Silk, Mr. Barnhart, Mr. Dynneson, Mrs. Staffanson, etc.)

\_\_\_\_\_ \_\_\_\_\_Conducted research on your own based upon the questions you still have to be effective in deliberation
\_\_\_\_\_ \_\_\_\_\_Attached and turned in Research Notes with rubric and other documents

 **Your Average** \_\_\_\_\_\_/25

* **CONTENT COVERED/PERSUASIVENESS/PARTICIPATION/OVERALL PERFORMANCE (1-15):**

\_\_\_\_\_ \_\_\_\_\_Clearly outlined your position on the question proposed Arguments generated employed insight of the issue

\_\_\_\_\_ \_\_\_\_\_Used Logos: **Cited verifiable facts and** used data/evidence to prove one’s case

\_\_\_\_\_ \_\_\_\_\_Got material across in a way that was informative and easily understood

\_\_\_\_\_ \_\_\_\_\_Demonstrated Ethos: ability to establish credibility through a strong grasp of principles involved

\_\_\_\_\_ \_\_\_\_\_Use of anecdotes was to reinforce NOT as sole rationale for position

\_\_\_\_\_ \_\_\_\_\_Pathos: or emotion was used appropriately and not primary focus
\_\_\_\_\_ \_\_\_\_\_Did not propagate lies or false truths and your peers are generally smarter for your participation
\_\_\_\_\_ \_\_\_\_\_Did not simply echo the thoughts of others or make irrelevant comments

\_\_\_\_\_ \_\_\_\_\_Utilized ***clarification*** questions to gain information

\_\_\_\_\_ \_\_\_\_\_When asked a question, showed ability to think on feet providing clear main arguments to original posit

\_\_\_\_\_ \_\_\_\_\_Was a **Frequent** Participant **but** did not hog the conversation
\_\_\_\_\_ \_\_\_\_\_Performed to the best of your abilities and was an attribute, not detriment to this simulation
\_\_\_\_\_ \_\_\_\_\_Felt good about my performance afterward and my role in the Harkness

 **Your Average** \_\_\_\_\_\_/15

* **RESPECTFUL/RESPONSIBLE BEHAVIOR (1-05):**

\_\_\_\_\_ \_\_\_\_\_Professional and Attentively listened by looking at speakers

\_\_\_\_\_ \_\_\_\_\_Followed proceedings- taking notes when necessary **(Attach your notes to this self-evaluation)**

\_\_\_\_\_ \_\_\_\_\_Was Respectful to Peers both verbally and through mannerisms; Avoided ad hominin attacks
\_\_\_\_\_ \_\_\_\_\_Let others speak before we spoke again **(general rule to follow: at least 3 people spoke before I spoke again)**

\_\_\_\_\_ \_\_\_\_\_Did not interrupt peers or tell them “they could not argue that”

\_\_\_\_\_ \_\_\_\_\_Had a positive Attitude during Harkness and Played Well with Others **Your Average** \_\_\_\_\_\_/05

* **REFLECTION AND SELF-EVALUATION (1-05):**

\_\_\_\_\_ \_\_\_\_\_Read and followed direction when completing rubric: Placed the appropriate mark next to EACH category
\_\_\_\_\_ \_\_\_\_\_Did not just use whole numbers and only gave yourself a 10 if your performance was PEFERCT and a model for future classes
\_\_\_\_\_ \_\_\_\_\_Answered reflection questions with MINIMALLY three sentences for each question  **Your Average** \_\_\_\_\_\_/05
 **TOTAL\_\_\_\_\_\_\_\_\_\_\_/50**

**REFLECTION QUESTIONS: Answer each question and return with your rubric.**
QUESTION #1. What was your initial thoughts on the subject and question? How has that opinion evolved and/or become more nuanced?

QUESTION #2. List and describe (1-2 Sentences each) the three most meaningful ideas, concepts, and/or principles learned through this project.

QUESTION #3. Explain what you did well on the project. Explain what could you could have done differently and would change if you were to complete this project again?

QUESTION #4. What did you like and dislike about the Harkness? What can be done to improve the process to make it more meaningful i.e. more time, rubric changes, (for example, is point value/score for this activity, criterion required, were the point values in each section reasonable), fewer links or more links/info to research, etc.? How would you rank the value of the project (1-10)? Justify the ranking.

**OVERALL PERFORMANCE:** QUESTION #3. How would you rate your project (1-10) based upon your preparation, knowledge and understanding of the issue, and performance in regards to your prior projects and your peers? Justify the ranking. Did the rubric give you the correct grade? Explain. If the overall score determined through the rubric is different from the grade you believe you deserve explain why and the grade you believe is warranted.