

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EARLY CHILDHOOD EDUCATION PROGRAM**

**EDUT 514 Creating Environments and Adapting Curriculum for Diverse Young Learners,
Fall 2009 Wednesday 5:00PM – 9:00 PM**

Location: GMU – Arlington Campus - Original Building, Room 335, Room 105

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PREREQUISITE: Admission to a graduate Early Childhood Education degree program (ECSE or UTEEM), Teach for America PreK-3 Cohort.

COURSE DESCRIPTION:

Provides understanding of developmentally appropriate programs and practices for culturally, linguistically, and ability diverse young children. Students explore, plan, and implement curricula and environments using individually, age-related, and culturally appropriate methods and materials. Covers important role of play, active exploration, construction and representation of knowledge, and social interaction with peers and family members.

NATURE OF COURSE DELIVERY:

The class will include lecture, discussion, group work formats, blackboard reflections and discussions, and will require active participation of all students. Guest lecturers from the community may be utilized to support content from readings.

STUDENT OUTCOMES:

This course is designed to enable students to:

- plan meaningful curriculum activities that are responsive to the interests, preferences, motivation, interaction styles, developmental status, learning history, and cultural variables of the child and family.
- develop individual and group activity plans and implement strategies to facilitate functional cognitive, social, communication, motor, and adaptive development.
- plan and adapt curriculum activities that are respectful of family identified outcomes, preferences, interaction styles, and cultural norms.
- apply current research on effective developmentally appropriate practices to teaching young children from diverse backgrounds.
- analyze and design appropriate environments and materials to include addressing developmentally appropriate practices, anti-bias curriculum, and inclusion settings.
- utilize problem solving strategies to address dilemmas encountered in diverse educational and community settings.

- analyze and describe the varied theoretical frameworks guiding early childhood curriculum approaches and practices.
- use ongoing data collection management plans for monitoring child progress in the context of daily activities.
- analyze one's own teaching practices and set appropriate goals for teaching change.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL STANDARDS:

This course is part of the George Mason University, Graduate School of Education, Early Childhood Education Program's Pre-K 3 master's and licensure concentration. This concentration is approved for licensure in the Commonwealth of Virginia and it complies with the standards for teacher licensure established by the Division for Early Childhood of the Council for Exceptional Children and the National Association for the Education of Young Children.

The course content has been designed to address the following performance based assessment standards of these organizations.

CEC Standard 7: *Instructional Planning.* Individualized decision-making and instruction is at the center of special education practice. Special educators

- a. Develop long-range individualized instructional plans anchored in both general and special curricula
- b. Systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors
- c. Use individualized instructional plans that emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization
- d. Use their understanding of these factors as well as the implications of an individual's exceptional condition to guide their selection, adaptation, and creation of materials and use of powerful instructional variables
- e. Modify instructional plans based on ongoing analysis of the individual's learning progress
- f. Facilitate this instructional planning in a collaborative context including individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate
- g. Develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts
- h. Are comfortable using appropriate technologies to support instructional planning and individualized instruction

NAEYC Standard 4: Teaching and Learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all young children.

Sub-standard 4a: Connecting with Children and Families

Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

Key Element 4a: Knowing, understanding, and using positive relationships and supportive interactions

Sub-standard 4b: Using Developmentally Effective Approaches

Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence young children's development and learning.

Key Element 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education

Sub-standard 4c: Understanding Content Knowledge in Early Education

Candidates understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

Key Element 4c: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines

Sub-standard 4d: Building Meaningful Curriculum

Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.

Key Element 4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.

REQUIRED TEXTS:

Ballenger, C. (1999). *Teaching Other People's Children*. New York: Teacher's College Press. ISBN 080 77 37 895.

Bredenkamp, S. & Copple, C. (2009). *Developmentally Appropriate Practice in Early Childhood Programs*. Washington, D.C.: NAEYC.

Gartrell, D. (2004). *The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms*. Washington, D.C.: NAEYC.

Hull, K., Goldhaber, J. & Capone, A. (2002). *Opening Doors: An Introduction to Inclusive Early Childhood Education*. Boston: Houghton Mifflin.

Koralek, D. (Ed.) (2004). Spotlight on Young Children and Play, Washington, DC: NAEYC

ADDITIONAL RESOURCES:

Abraham, M., Morris, L., and Wald, P. (1993). Inclusive early childhood education. Communication Skill Builders. ISBN 0-88450-635-5

Bredenkamp, S. & Rosegrant, T. (Eds.) (1992). *Reaching potentials: appropriate curriculum and assessment for young children*, vol. 1. Washington, DC: NAEYC.

de Melendez, W. R. & Ostertag, V. (1997). Teaching young children in multicultural classrooms. Albany: Delmar Publishers.

Derman Sparks, L. (1989). Anti-bias curriculum: Tools for empowering young children. Washington, D.C.: NAEYC. ISBN 0-935989-20-X

Paley, V.G. (2002). You can't say you can't play. Cambridge, MA: Harvard University Press.

Roopnarine, J.L. & Johnson, J.E. (1993). Approaches to early childhood education, 2nd ed. New York: Merrill.

Teaching Tolerance (A Project of the Southern Poverty Law Center). (1997). Starting small: Teaching tolerance in preschool and early grades. Montgomery, AL: Author. (text and video are resource for the class)

COURSE REQUIREMENTS:

1. Attend all class sessions (unless prior arrangements have been made with the instructors).
2. Prepare for class by completing all assigned readings.
3. Actively participate in all class discussions and activities. No laptops or electronic communications equipment turned-on during class, except when required for class presentations.
4. Complete all written assignments and projects on time. A pattern of lateness to class or late assignments will impact your grade. **No assignments will be accepted after Jan 15, 2010.**

Note: If you require accommodations or modifications due to a disability or other circumstance, please consult with the course instructors. The University is required by the Americans with Disabilities Act to provide support and offers resources through the Disability Resource Center and the Writing Center. Students with disabilities who seek accommodations in a course are encouraged to register with the GMU Disability Resource Center (DRC). See www.gmu.edu/student/drc or call [703-993-2474](tel:703-993-2474) to access the DRC.

COURSE GRADING:

A+ = 98 – 100 A = 95 – 98 A- = 90 – 94 B+ = 87 – 89
B = 83 – 86 B- = 80 – 82 C = 70 – 79 F = < 70

1. ECE Program Model Research	10 pts
2. Curriculum Content: Exploration & Resources	15 pts
3. Environmental Analysis and Design	15 pts
4. Teacher research: Video Analysis and Reflection	30 pts
6. Dilemmas (3 total)	15 pts
7. Class Participation – in-class and nine hours of online blackboard participation	<u>15 pts</u>
Total	100 points

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

DESCRIPTION OF ASSIGNMENTS

1. Teacher Research: Video Analysis and brief written reflection (12/9); In-class viewing of first video clip (12/9); In-class viewing and discussion of all video clips (1/13) Last day to turn in 3 video segments and reflection paper (1/13) (NOTE: *This is a semester long project, and a primary performance based assessment assignment for this class*). 30 points

Videotape yourself as you interact with children over the course of the semester, filmed in three, ten minute segments, for a total of at least 30 minutes. The three segments should be spread out over the semester. You may film in different contexts, or all in one setting. However, please film the first segment of a developmentally-appropriate literacy-focused activity. Use your videotape to reflect on your role as an educator. Develop your brief written reflection (12/9) and your final paper (1/13) to analyze your teaching and reflect on yourself as a teacher. Thinking of where you are in your development as a teacher at the time of the video, what goals would you set for yourself? Consider CLASS dimensions in your reflection.

Use all the readings and provide specific references to Gartrell to discuss your interactions with children and your guidance approach. Refer to the final chapter in Ballenger, as well as to Chapter 8 in Hull, and to your dilemmas over the whole semester to help you think about yourself as a teacher researcher. What patterns do you notice about yourself? How have you changed? What still feels like a challenge? What do you notice about your interactions with children, about your pacing, your voice, your use of materials, your use of culturally appropriate practice?

On 12/9 and 1/13, we will be viewing the videos together and discussing them in small groups. Each of you is to pick out about 3 minutes of tape to share with the class in order to elicit discussion and feedback. This discussion and feedback should be integrated into your final paper reflection.

The video and reflection must be turned in no later than 1/13. We need a copy of the video to view as we read your paper. Please use VHS full-sized tape, CD/DVD or flash drive. You may want to include all or portions of this assignment in Task Stream as part of your portfolio.

2. Early Childhood Education Program Model Research (11/11) (10 points)

In small groups, you will be researching one of six widely used early childhood program / curricula models: High Scope, Montessori, Reggio Emilia, Responsive Classroom, Creative Curriculum and Readers/Writers workshop.

Prepare a report/handout of no more than three pages that will be given to your instructors and to your classmates (bring 25 copies). Include the follow about your model:

1. Theoretical base
2. Goals
3. Key elements
4. Role of the teacher
5. View of the child as a learner
6. Structure of the day
7. Key environmental elements
8. Role of families and culture
9. Applicability of the model for children with special needs

NOTE: not all of these elements may be present in all of these models. If it's not clear or is not there, say that. That is what helps people choose what the most appropriate curriculum might be.

Handout a useful resource article on the program model (bring 25 copies). It should include information that would be of particular interest to the teacher/practitioner who may be considering implementation of the model.

With your team, prepare a brief presentation (5 minutes) to share the highlights of this model with your classmates. In addition, you will plan and facilitate a hands-on activity that will demonstrate how this model might look/work in a classroom. Remember, the purpose is to help your classmates visualize how this model is different from others along key dimensions related to the role of the teacher, the role of materials, and the view of the child. **Your presentations will take place in class on 11/11. You will have a total of 15 minutes – 5 minutes to describe the model and 5 minutes for the activity and 5 minutes for questions/discussion.** Bring 25 copies of your paper.

3. Curriculum Content Area: Exploration and Resources (15 points)

In small groups select and research curriculum content areas and resources to share with your classmates. Prepare a brief presentation to help your classmates understand the importance of this content area, the key outcomes for children connected to this area, and examples of activities that would support learning in this area. As you do this research, it is important that you consider developmental and cultural appropriateness for young children.

For the class session when you present, bring 25 handouts for the instructor and your classmates. The handout you develop for this class should include a brief statement of the significance of this area and the associated learning outcomes for children; an annotated list of the key resources that helped you understand this area; and an annotated list of activity resources that your classmates could use when implementing developmentally and culturally appropriate curriculum to support this area of learning. Each annotation should be three to five sentences, be written in your words, provide a brief description of the source, and tell what you like about the resource, as well

as any concerns you have. Don't list any reading unless you have actually read it and found it to be useful. For activity resources, don't list it unless you've tried it.

Presentations will be from November 18th through December 16th. The topics will include: 1) science, 2) music and dance, 3) story telling/language and literacy, 4) social studies, 5) math, and 6) physical/large motor activity/movement. Each presentation is to be 20 minutes maximum. We will have an additional five minutes after each presentation for group discussion.

4. Environmental Analysis and Optimal Design Plan (15 points)

12/2 – sharing of current classroom designs & 12/16 – analysis and proposed design paper due

Week one – looking at your current environment: After reading the assigned Hull and Gartrell chapters, look closely at the classroom environment where you teach from the perspective of the readings. Draw a representation of the classroom to share with the class as a part of an in-class activity on **12/2**. You may also attach photographs, if you would like. Write a paragraph to be used during the in-class discussion not to turn in that also addresses the social and affective elements of your environment.

In preparation for class **12/16**, write a paper that has two parts. In part 1, you are to analyze your current environment, including social and affective environment, the physical environment, and the temporal environment. Address issues of access and cultural responsiveness, as discussed by Hull et al., and what makes the classroom an encouraging environment, as discussed by Gartrell. Look at your environment from the point of view of the children in your class. What messages are conveyed to them? Do the children 'see' themselves in the classroom, for example?

As a second part of the paper, develop a plan for adaptations to the environment based on your analysis, the readings, and the in-class discussion. Complete the analysis with a sketch of your plan of an optimal room arrangement and discussion of how you think this arrangement addresses the issues raised in class, the readings, and your analysis of the current environment. How will you move toward creating and maintaining this optimal environment? How could you use learning centers to support children's choices and independence and interdependent learning? Why is it important? **Due 12/16.**

1. Dilemmas (11/4, 12/9, 12/16) 5 pts. each / 15 points total

In keeping with the philosophical emphasis on reflective practice, we want to emphasize the difference between *problems* (with clear, if difficult, solutions) and dilemmas (which put values in conflict and have no single best response or answer). Some think of dilemmas as situations demanding a choice between undesirable outcomes. Others might say they arise when competing needs or values of those involved are in play. In an absolute sense, these differing views cannot be regarded as right or wrong. Rather these ideas simply represent different, but legitimate, perspectives on an issue. Addressing these dilemmas requires teachers to consider first and foremost the best interest of the child/children involved, but also essential is the impact of our decisions on family support and family cohesiveness, the classroom climate and the other children.

As a early childhood educator, we each need to think of a dilemma as an opportunity to grow and change in our understanding and practice toward greater cultural and individual responsiveness

to every child and family we serve. In class you will be given several handouts describing dilemmas, how to think about them, how to write about them and how to navigate them.

For each dilemma that you write for this assignment, select a situation from your classroom that has perplexed you, caused you anxiety, or made you wonder. Describe the situation using the forms provided to you. This will be used in class for discussion, for analyzing philosophical perspectives, reflecting on current practice and possible adaptations, practicing problem solving strategies, and for reflection toward making principled choices.

CLASS SCHEDULE

Date	Topics/Learning Experiences	Readings and Assignments DUE
10/28/09	Introductions/Culture tree; Student profile; Course overview; Review questions about assignments The Centrality of Culture in the ECE Classroom; Profiling your class: Planning for Cultural Diversity; Introduction to cultural dilemmas; Assign Program Models	Hull: Chapter 1 DAP: NAEYC Position Statement Assign wk 1 - blackboard
11/04/09	Becoming a Reflective Practitioner; Reflection in action – toward Liberation Teaching Introduction to Gartrell: Beyond Discipline	Hull: Chapter 3 All of Ballenger Gartrell, Chapters 1-3 Cultural Dilemmas - handout Dilemma 1 DUE: Guidance/behavior topic Assign wk 2 -blackboard
11/11/00	ECE Program Model Research Presentations; Curriculum Planning, Integrated Curriculum, the Power of Play in Planning Curriculum	Hull: Chapter 6 DAP: Part 1 – 5 All of Spotlight on Play ECE Program Model Research - Written Reports Assign wk 3 - blackboard
11/17/00 Tuesday 4:30 – 9:00TFA office 1411 L St/ MW – 9 th floor conference room	Anti-bias education approach/cultural identities/coalition building; Anti-Bias Curriculum Video; Role of Families and Communities in Informing Curriculum Planning	Anti-Bias Curriculum - Resource Reading: (Handouts) Classroom content area resource presentations # 1 and #2 Assign wk 4 - blackboard
12/01/09 7:00 – 8:30 PM	Blackboard – Virtual Classroom Teacher/student interactions (CLASS)	Review CLASS handouts
12/02/09	Designing a classroom environment; Power of centers in designing environment for learning Sharing class room arrangement; Planning formats In-class community exploration	Hull: Chapter 7 Bring sketch of room arrangement Classroom Content Area - Resource Presentations #3- #4

12/09/09	Guidance toward an Encouraging Classroom; <i>Teacher research Video Reflections</i>	Hull, Chapter 2, 7-11 Gartrell, Chapters 4-6 Dilemma #2 DUE Teacher Research: Video Session # 1 and brief reflection Assign wk 5 - blackboard
12/16/09	Developmentally appropriate literacy development; Integration of the arts into the curriculum;	Handout: "Ten Quick Ways..." ECEI Bibliography; Ballenger, review chapters 3-6 <i>Instructor handout (will be given in class)</i> Environmental Plan and Reflection DUE Dilemma #3 DUE Classroom Content Area - Resource Presentations #5 and #6 Assign wk 6 - blackboard
1/13/10	Individualizing Curriculum: The role of observation, data collection and assessment; Including children with disabilities Video presentations Course evaluations	Hull: Chapter 4, 8 and 9 Instructor Handout Bring selection from teaching video to class Teacher Research Video Session #2 and Write-up DUE

COURSE RUBRICS

EDUT 514

Fall 2009

Program Model Rubric – 10 points

Name _____

Total Points _____

Assignment components	Developing	Meets expectations	Exceeds expectations
<p>Handout provides useful and accurate information for class about the model's:</p> <ul style="list-style-type: none"> • Theoretical base • Goals • Key elements • Role of the teacher • View of child as learner • Structure of the day • Key environmental elements • Role of families and culture • Applicability with children with special needs 	<p>1</p> <p>Handout missing required elements and those that are included are not fully explained</p>	<p>2-3</p> <p>Handout contains key features of model and description is adequate but not particularly clear or comprehensive</p>	<p>4</p> <p>Handout takes a critical look at all key features and/or addresses elements that are not a part of the model.</p>
<p>Resource Article</p> <p>Article should be of particular interest to the teacher/practitioner who may be considering implementation of the model</p>	<p>0</p> <p>No article or article with very limited relevance</p>	<p>1</p> <p>Article is relevant but not particularly useful to teachers</p>	<p>2</p> <p>Article is relevant, gives a comprehensive look at the model and gives useful and accurate information to teachers</p>
<p>Hands-On Activity</p>	<p>1</p> <p>Only minimally addresses syllabus expectations</p>	<p>2-3</p> <p>Adequately meets syllabus expectations; timing expectations may not be followed</p>	<p>4</p> <p>At or above expectations. All elements are present, timing expectations are met, engages group</p>

EDUT 514**Fall 2009*****Classroom Content Resource Activity Rubric – 15 points***

Name _____

Total Points _____

Assignment components	Developing	Meets expectations	Exceeds expectations
<p>Handout</p> <p>Briefly describes area of research, importance of topic to early childhood curriculum and is accurate and appropriate</p>	<p>1</p> <p>No handout and/or inaccurate information</p>	<p>3</p> <p>Handout partially addresses required components</p>	<p>5</p> <p>Handout contains all required elements and is accurate and appropriate.</p>
<p>Annotated list of resources</p> <p>At least 5 in APA format and in own words; Annotation contains brief critical review – what you like, what may be a weakness, how you would use it; Is accurate and appropriate for early childhood; Addresses issues of cultural, linguistic and ability diversity</p>	<p>1</p> <p>Limited or inaccurate annotations</p>	<p>3</p> <p>May have fewer than five resources</p> <p>Limited information about usefulness to teachers</p>	<p>5</p> <p>Accurately and interestingly responds to all required elements</p>
<p>Hands-on activity</p> <p>Appropriate for topic and for ECE classroom; Engaged learners; Clarified topic for class</p>	<p>1</p> <p>Does not address syllabus expectations</p>	<p>3</p> <p>Meets minimal expectations. Elements may be missing or may not meet time expectation</p>	<p>5</p> <p>Exceeds expectations. All elements are present, timing expectations are met, engages group</p>

EDUT 514**Fall 2009*****Environmental Analysis and Optimal Design Plan Rubric - 15 points***

Name _____

Total Points _____

Assignment components	Developing	Meets expectations	Exceeds expectations
Representation of classroom environment (current and proposed)	0 Drawings not included	1 Drawing does not provide clear picture of environment or one of drawings is not included	2 Clear drawings providing details on current and proposed environment
Analysis of current environment that includes: <ul style="list-style-type: none"> • Social elements of environment • Affective elements of environment • Physical environment • Temporal environment • Accessibility of environment • Cultural responsiveness 	1 Description is incomplete and/or does not describe components of environment other than physical space.	3 Description is adequate, but not rich in capturing the environment but includes all components of environment.	5 Description is thorough, and all components of environment are described, including model. Includes non-physical aspects of environment considering students in classroom.
From a child's perspective <ul style="list-style-type: none"> • Change from your description? • Interacting with environment • What works – what is difficult? 	1 Description is incomplete and/or does not reveal any evidence of knowledge of developmentally appropriate environments.	2 Description includes all components – is adequate, but does not display evidence of clear understanding of role of development and individual differences in environment.	3 Description of child's perspective is thorough and clearly indicates understanding of developmentally appropriate environments and individual differences of children in terms of culture, language or ability.

Plan for adaptations of environment based on analysis <ul style="list-style-type: none"> • Your own design • Adaptations for children • Use of centers to support children's choices and independent learning 	1 Incomplete response. Does not reveal evidence of developmentally appropriate environments that respond to individual children in classroom.	3 Adequate representation of knowledge of development in classroom design. Little attention to theory, or individual culture, language or abilities of children.	5 Rich discussion clearly illustrating knowledge of role of theory and development in classroom design. Attention to children/family culture, individual differences, languages and abilities evident.
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**EDUT 514
Fall 2009**

Teacher Research: Video Analysis and Reflection Rubric – 30 points

Name _____

Total Points _____

Assignment components	Developing	Meets expectations	Exceeds expectations
Videotape of teacher – student interactions that: <ul style="list-style-type: none"> • includes 3- 10 minute sessions • represents semester long effort • specifies first segment as developmentally-appropriate literacy focused activity. 	1 Video includes less than 2 sessions and is otherwise incomplete	3 Video includes less than three sessions and/or has limited context. Video may not represent full semester or include DAP literacy activity	5 Video includes three 10 minute sessions over the course of semester. Provides rich examples of teaching. First segment is DAP literacy activity

<p>Initial reflection of teaching to include::</p> <ul style="list-style-type: none"> • analysis of teaching as well as reflection on self as a teacher. • reflection on current development as a teacher at different points in the video • goals you would set for yourself 	<p>2</p> <p>Analysis and reflection is incomplete and/or does not respond to the elements of the assignment.</p>	<p>6</p> <p>Analysis and reflection is adequate, but does not provide rich discussion and reflection. May not include all components of assignment.</p>	<p>10</p> <p>Analysis is thorough, and reflection has depth, breadth and clarity. It is linked to course themes and provides specific examples from video as support.</p>
<p>Description and analysis of interactions with children and guidance approach, addresses the following questions:</p> <ul style="list-style-type: none"> • What patterns do you notice about yourself? • How have you changed? • What still feels like a challenge? • What do you notice about your interactions with children, about your pacing, your voice, your use of materials, your use of culturally appropriate practice? 	<p>1</p> <p>Description is incomplete and/or does not include detailed analysis and reflection. Does not respond to questions posed in assignment.</p>	<p>3</p> <p>Description and analysis answers some questions and may provide few examples from the video. Reflection provides limited depth.</p>	<p>5</p> <p>Description and analysis is thorough and addresses all questions. Specific examples from the video are included. It is clearly written and displays depth in reflection.</p>
<p>Reflection links to course readings, discussions, dilemmas. More specifically; All readings are utilized and e specific references to Gantrell are made as part of discussion of interactions with children and guidance approach</p>	<p>2</p> <p>Incomplete response. Limited to no use of references.</p>	<p>6</p> <p>Reflection includes links to some readings, but may not be clear or appropriate to personal experiences. May not include reference to Gantrell as it relates reflections on interactions with children and approach to guidance.</p>	<p>10</p> <p>Reflection clearly portrays student understanding of readings, discussions, dilemmas, as they link to personal experiences. Includes connections with Gantrell in discussion of interactions with children and guidance approach.</p>

