

George Mason University
College of Education and Human Development
Elementary Education

ELED 390.002

Clinical Experience: Theory to Practice Integration, Part 1

2 credits Fall 2023

Tuesdays 9:30-11:20

Thompson Hall L-018 (Fairfax Campus)

Faculty

Name: Dr. Lois Groth

Office Hours: By Appointment

Office Location: Thompson 1806, Fairfax Campus

Office Phone: 1 (703) 993-2139

Email: lgroth@gmu.edu

Prerequisite: Admission to Elementary Education program

Required Corequisite: ELED 305

University Catalog Course Description: Provides a supervised clinical experience and supporting seminar discussion for one full semester in an accredited professional development school. Engages students in observations and scaffolded management and instructional opportunities in a PK-6 classroom. **This course has a required field component.**

Course Overview: The clinical experience is a 16-week experience field and course experience in one of the Mason Elementary PDS sites. Format will vary from semester to semester. During the field experience, Teacher Candidates observe, assist a classroom teacher, teach individual, small group, and whole group lessons and manage instruction. Teacher Candidates are supported by an Advanced Mentor Teacher/Mentor Teacher in the field experience and by a course instructor during the weekly seminars. The clinical experience provides a scaffolded real-world context for Teacher Candidates to apply their coursework, supplemental readings, and discussions to make meaning of the course and field experiences.

Course Delivery Method: This clinical experience will be delivered using multiple instructional strategies and formats including a field experience, as well as face to face and asynchronous online meetings. Individual session formats vary and may include lecture, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored via group activities.

Learner Outcomes:

This course is designed to enable Teacher Candidates to:

- A. Observe and engage in clinical field experiences to support their learning about the teaching profession.
- B. Understand the professional standards, dispositions, and principles that inform elementary teaching.

- C. Explore the tenets of reflection and apply these to their professional experiences.
- D. Evaluate the effects of his or her own choices and actions on others and actively seeks out opportunities to grow professionally.
- E. Understand the role of teacher inquiry informing their professional development.
- F. Foster relationships with peers and school colleagues and engage in collaborative learning teams to support students' learning and well-being.

Professional Standards:

Upon completion of this course, students will have met the following professional standards:

INTASC (The Interstate Teacher Assessment & Support Consortium):

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** 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 #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** 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.

- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Required Texts:

n/a

Course Performance Evaluation:

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Assignment and Evaluations:

1) Read, Reflect & React Classwork/Course Notebook (50 points)

DUE: Weekly

It is expected that you attend all scheduled classes outlined within the syllabus. **You are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class **prior to the start of class**.

Your participation includes completion of all synchronous and asynchronous application activities. This includes but is not limited to

- **Contributions to whole group and small group discussions**
- **In class activities**
- **All course notebook work**

Class 1 is worth two points and all other classes are worth 4 points each.

Cell phones are for emergency use only and **it is expected that you will not use cell phones (or computers) in class** for purposes beyond enhancing your own learning of course content.

Evaluation

You will complete in-class and between class activities in your online class notebook.

Your notebook is located at the journal tab on Blackboard. ****PLEASE NOTE:** If you are absent from class, you can earn half the daily points by completing all the between session classwork (up to 2 points for a missed class).

Journal entries are **due by 9:00 AM** on Tuesday. Any journal entries submitted more than a week past due (the following Tuesday) will receive 0 points. See rubric at the end of the syllabus.

2) Vision of Myself as a Teacher

Assignment Description

The purpose of this assignment is to jumpstart your thinking around your evolving teacher identity – who you want to BE as a teacher – and connect that with concrete actions and commitments to enable that perception to come to fruition. In particular, you will be wrestling with questions such as, “Who do I want to be as a teacher? How do I want my students to perceive me and what will I need to do to meet those expectations? What impact does my philosophy on working with children and the way in which I manage the classroom have on students’ teaching and learning? How does developing my knowledge and skills in culturally responsive teaching and anti-racist education affect students?”

This assignment will become Part 1 of your Classroom Management Plan, which you will continue to develop in ELED 401. To complete this assignment, you will write an overview of your management philosophy that addresses the following four prompts (one paragraph per prompt):

1. Your evolving conception of your teacher identity
2. The principles you believe are most important in working with children (and why) (you must make references to course readings in this paragraph)
3. The role of culturally responsive and anti-racist principles in your management philosophy (you must make references to course readings in this paragraph)
4. How you see your identity, important principles in working with children, and role of culturally responsive teaching leading you to utilize key ideas from one or more of the management models discussed in ELED 305, including your plans for proactive and reactive classroom management (you must make references to course readings in this paragraph)

The rubric used to evaluate this assignment is provided at the end of the syllabus. This assignment is worth 25% of your final grade in the course.

3) ELED 390 Playlist

The purpose of this assignment is to engage in multiple experiences that will support your professional development as a student, as a student of teaching, and as a future teacher.

During ELED 390, you will complete the designated number of activities for each of the three domains below: licensure testing, career preparation, and overall well-being.

It is your responsibility to schedule these activities (outside of our course meetings). For each of the three domains, you will complete a brief reflection—three reflective paragraphs total—describing your learning/growth.

Licensure Testing (Pick 3)

- Take a praxis practice
- Create a licensure testing plan
- Participate in a test preparation session specific to a licensure exam (VCLA or Praxis)
- Participate in a general test preparation session
- Complete a licensure practice exam

Career Preparation (Pick 3)

- Attend a session on resume writing/cover letter writing and/or interviewing for educators
- Review and identify 3 sample resumes for teachers that you can use to format your resume
- Draft your resume
- Attend a professional development session at your school
- Attend a team planning meeting at your school

Overall Well-Being (Pick 2)

- Attend an Academic Skills session at Mason through <https://learningservices.gmu.edu/workshops/>
- Identify and attend a wellness activity or session at Mason (eg-stress management, time management, goal setting)
- Create a list of resources to support student well being at Mason.
- Create a list of resources and ideas for supporting teachers' well being

Other Requirements:

1) Attendance and Participation

In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), "Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation."

If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. After three absences, students will not be able to earn a passing grade and must retake the class.

Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions 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 48 hours advance notice has been provided to the instructor.

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; therefore, **you are expected to contribute to both class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. 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.

Attendance and Participation-Field

Teacher Candidates are expected to meet professional standards in every respect including personal appearance and behavior in the field. Teacher Candidates must familiarize themselves with the Faculty Handbooks for their respective school systems and should check with the principal on school procedures regarding school calendar, school hours, absence from school/tardiness, leaving school during the school day, dress, confidentiality, social media use, child abuse, and substance abuse.

George Mason University has a contractual agreement with each of the participating school divisions. School divisions have the right to request a Teacher Candidate be removed from their assigned location at any time.

2. Work Timeliness Expectations

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 the beginning of class (Eastern standard time) on the due date stated within the syllabus (see below) and should only be submitted via **Blackboard**.

If you are unable to complete an assignment due to an emergency or difficult circumstance **48 hours prior notification** must be made with the instructor via email or in person. In situations that are deemed an emergency or a difficult circumstance, I will work with you to set a new submission date that will not be considered late.

All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource.

<http://owl.english.purdue.edu/owl/resource/560/01/>

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

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

Course Performance Evaluation Weighting

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points</i>	<i>Due Date</i>
A-F	Read/Reflect/React	<u>50 points</u>	Weekly
A-F	Teacher Vision Statement	<u>25 points</u>	Nov 28
A-F	ELED 390 Playlist	<u>25 points</u>	Nov 21

There is the possibility to earn 100 points total.

Grading Policies

UNDERGRADUATE GRADING SCALE

<i>Grade</i>	<i>Grading Scale</i>	<i>Interpretation</i>
A+	97-100	<i>Represents mastery of the subject through effort beyond basic requirements</i>
A	93-96	
A-	90-92	
B+	87-89	<i>Reflects an understanding of and the ability to apply theories and principles at a basic level</i>
B	83-86	
B-	80-82	
C+	77 – 79	
C	73 – 76	
C-	70-72	<i>Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.</i>
D	60-69	
F	<69	

**Remember: C- or below is not satisfactory for a licensure course.*

Professional Dispositions:

Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

See: <https://cehd.gmu.edu/students/policies-procedures/>

CLASS SCHEDULE

*Faculty reserves the right to alter the schedule as necessary with notification to students.

Each class meeting is 2 hours.

DATE	Topics	Assignments Due
August 22nd Class 1	<p>Program & Course Orientation</p> <p>What does it mean to be a professional educator?</p> <p>Student Panel</p>	N/A
August 29th Class 2	<p>What does it mean to be a professional educator?</p> <ul style="list-style-type: none"> • Characteristics of an Effective Teacher • Elements of Professionalism for Teachers (Course) • Organizing Ourselves for the Semester 	<p>READ/REFLECT: Research on Life-Changing Teaching (2022)</p> <p>VIEW: Be A Mr. Jensen video</p> <p>Habits of Highly Successful Students</p> <p>DO: 1) Create a list of all of your course assignments and due dates</p>
September 5th Class 3	<p>What does it mean to be a professional educator?</p> <ul style="list-style-type: none"> • Elements of Professionalism for Teachers (Field) • Principals Panel 	<p>READ/REFLECT: Importance of Professionalism in Teaching (2023)</p> <p>11 Habits of Highly Effective Teachers</p> <p>VIEW: Teaching Methods for Inspiring Students of the Future Ted Talk</p> <p>DO: 1) Create a list of all of your tasks/ assignments that occur in your field placement</p>
September 12th Class 4	<p>What does it mean to be a professional educator?</p> <ul style="list-style-type: none"> • Preparing for Field Experiences 	<p>READ/REFLECT: 13 Ways to Show Professionalism and Why it Matters (2023)</p>

		<p>VIEW:How To Get Students To Focus on Learning Not Grades</p> <p>DO:</p> <ol style="list-style-type: none"> 1) Draft a letter to your mentor 2) Construct questions about your school site based on website review
<p>September 19 Class 5</p>	<p>What does it mean to be a professional educator?</p> <ul style="list-style-type: none"> • Preparing for Field Experiences • Making Theory to Practice (Course & Field) Connections 	<p>READ/REFLECT: Student-Centered Learning</p> <p>Twelve Characteristics of An Effective Teacher</p> <p>VIEW:What Makes A Good Teacher Great? TedTalk</p> <p>DO:</p> <ol style="list-style-type: none"> 1) Reflect on your meeting with your field teacher 2) Make a draft schedule of your field visits <p>WEEKLY LOOK FORS: Characteristics of a professional educator</p>
<p>September 26th Class 6</p>	<p>What does it mean to be a professional educator?</p> <ul style="list-style-type: none"> • Observing in the Field 	<p>READ/REFLECT: Striving to Achieve the 6 P's of Professionalism (2022)</p> <p>VIEW: Selective Attention video</p> <p>DO: Create a list of specific examples of how you will enact the 6 P's. What will you look like in the field?</p> <p>WEEKLY LOOK FORS: Characteristics of a professional educator</p>
<p>October 3rd Class 7</p>	<p>What does it mean to be a professional educator?</p> <ul style="list-style-type: none"> • Observing in the Field 	<p>READ/REFLECT: The Purpose of Observation</p>

		<p>VIEW:Making Sure Each Child is Known video</p> <p>DO: Complete your midpoint review of your course and field dispositions</p> <p>WEEKLY LOOK FORS: Characteristics of a professional educator</p>
<p>October 10th Class 8</p>	<p>PLAYLIST WEEK-No Class Meeting</p>	<p>READ/REFLECT: 23 Ways To Build Relationships</p> <p>DO: Select and use one observation tool that you will use in your field experience to observe your teacher. Describe how this informed your observation.</p> <p>WEEKLY LOOK FORS: Teachers building relationships with students</p>
<p>October 17th Class 9</p>	<p>What does it mean to be a professional educator?</p> <ul style="list-style-type: none"> Engaging with Children During Field Work 	<p>READ/REFLECT: Observation and Documentation The Key to Intentional Teaching</p> <p>VIEW: Talking to Kids slideshow</p> <p>DO: Participate in and/or try ONE of the strategies for building relationships. Share why you chose this approach and what you learned.</p> <p>WEEKLY LOOK FORS: Teachers engaged in purposeful student conversations</p>
<p>October 24th Class 10</p>	<p>What does it mean to be a professional educator?</p> <ul style="list-style-type: none"> Engaging with Children During Field Work 	<p>READ/REFLECT: How to talk to children WIKI</p> <p>VIEW: Engaging Children in Conversation video</p>

		<p>DO: Select and use one observation tool that you will use in your field experience to observe children. Describe how this informed your observation.</p> <p>WEEKLY LOOK FORs: Teachers engaged in purposeful student conversations</p>
<p>October 31st Class 11</p>	<p>What does it mean to be a professional educator?</p> <ul style="list-style-type: none"> • What is Reflection? 	<p>READ/REFLECT: <u>Enabling Effective Teacher Reflection</u></p> <p><u>How Great Teachers Think</u></p> <p>VIEW:<u>10 Fun Ways to Reflect on Your Teaching</u></p> <p>DO: Engage 3 students using the small conversations protocol. Share what you learned from implementing this strategy.</p> <p>WEEKLY LOOK FORs: Teachers engaged in reflection</p>
<p>November 7th Class 12</p>	<p>What does it mean to be a professional educator?</p> <ul style="list-style-type: none"> • What is Reflection? • Critical Incident 	<p>READ/REFLECT: Reflective Practice in Action: A Primer for Educators (2023)</p> <p>VIEW: <u>Teacher Reflective Practice</u> React: Write which quote resonates with you the most and share why</p> <p>DO: Try the implicit bias assessment <u>https://implicit.harvard.edu/implicit/selectatest.html</u></p> <p>WEEKLY LOOK FORs: Evidence of cultural responsiveness</p>

<p>November 14th Class 13</p>	<p>What does it mean to be a professional educator?</p> <ul style="list-style-type: none"> • Understanding the INTASC standards • Understanding the Virginia Standards for Practicing Teachers 	<p>READ/REFLECT: Making the Most of the INTASC Standards</p> <p>Teacher Effectiveness Performance Standards (Stronge & Tonneson, 2021) pp. 34-44</p> <p>VIEW:INTASC Standards</p> <p>DO: Review your fall semester courses. Identify 1-2 INTASC Standards that are the primary focus of each course.</p> <p>WEEKLY LOOK FORs: Characteristics of a professional educator</p>
<p>November 21st Class 14</p>	<p>NO CLASS MEETING</p>	<p>PLAYLIST WEEK</p>
<p>November 28th Class 15</p>	<p>What does it mean to be a professional educator?</p>	<p>READ: What is your Educational Philosophy (2015)</p> <p>VIEW:Rita Pierson Every Kid Needs A Champion</p> <p>DO: Complete end of semester course and field disposition assessments and spring goal setting</p> <p>WEEKLY LOOK FORs: Characteristics of a professional educator</p>

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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support](#)

[and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

**ELED 390
Weekly Notebook Rubric**

	Unsatisfactory (0 pts)	Basic (1 -2 pts)	Proficient (3 pts)	Distinguished (4 pts)
Classwork -to include work due prior to the class session and participation during the session.	The student is absent from class and/or is not prepared for class (between class work is incomplete). Some or all work is missing.	The student is late; leaves early and/or is not prepared for class (between class work is incomplete). The student does not actively participate in discussions. Work is completed at a basic level.	The student is on time and prepared for class discussions (between class work is complete). The student participates to an extent in group and class discussions. Work is completed at a level that displays proficiency.	The student is punctual and prepared for class (between class work is complete). The student actively participates and supports the members of the learning group and the members of the class. Work is completed in a distinguished way.

**ELED 390
Vision of Myself as a Teacher**

Assignment Description

The purpose of this assignment is to jumpstart your thinking around your evolving teacher identity – who you want to BE as a teacher – and connect that with concrete actions and

commitments to enable that perception to come to fruition. In particular, you will be wrestling with questions such as, “Who do I want to be as a teacher? How do I want my students to perceive me and what will I need to do to meet those expectations? What impact does my philosophy on working with children and the way in which I manage the classroom have on students’ teaching and learning? How does developing my knowledge and skills in culturally responsive teaching and anti-racist education affect students?”

This assignment will become Part 1 of your Classroom Management Plan, which you will continue to develop in the next course, ELED 401. To complete this assignment, you will write an overview of your management philosophy that addresses the following four prompts (one paragraph per prompt):

1. Your evolving conception of your teacher identity
2. The principles you believe are most important in working with children (and why) (you must make references to course readings in this paragraph)
3. The role of culturally responsive and anti-racist principles in your management philosophy (you must make references to course readings in this paragraph)
4. How you see your identity, important principles in working with children, and role of culturally responsive teaching leading you to utilize key ideas from one or more of the management models discussed in ELED 305, including your plans for proactive and reactive classroom management (you must make references to course readings in this paragraph)

The rubric used to evaluate this assignment is provided on the next page. This assignment is worth 25% of your final grade in the course.

ELED 390
Vision of Myself as a Teacher Assignment Rubric

	1 (Beginning)	2 (Developing)	3 (Proficient)	4 (Exemplary)
<i>Teacher Identity & Important Principles in Working with Children</i>	Little or no description of how you currently conceive of your role as a future teacher and what you believe to be the most important principles in working with children; rationale may be missing. Response is not informed by course readings and no citations are used.	Some description of how you currently conceive of your role as a future teacher and what you believe to be the most important principles in working with children; rationale may be missing. Response is informed by course readings, but no citations are used.	Detailed description of how you currently conceive of your role as a future teacher and what you believe to be the most important principles in working with children, with rationale. Response is explicitly informed by 1-2 course readings (i.e., citations are used).	Extensive and thorough description of how you currently conceive of your role as a future teacher and what you believe to be the most important principles in working with children, with detailed rationale. Response is explicitly informed by 3 or more course readings (i.e., citations are used).
<i>Connection to Culturally Responsive Teaching</i>	Little or no discussion of culturally responsive teaching and its role in your management philosophy. Response is not informed by course readings and no citations are used.	Discussion of culturally responsive teaching and its role in your management philosophy. Response is informed by course readings, but no citations are used.	Detailed discussion of culturally responsive teaching and its role in your management philosophy. Response is explicitly informed by course readings (i.e., citations are used).	
<i>Connections Between Core Beliefs, Culturally Responsive Teaching, and Management Models</i>	Little or no evidence of one or more management models discussed in ELED 305. Few or no connections made between your evolving teacher identity, important principles in working	Evidence of one or more management models discussed in ELED 305. Some connections made between your evolving teacher identity, important principles in working with children, and culturally responsive teaching. Response demonstrates initial understanding and consideration of the myriad influences on classroom management. Response is informed by course readings, but no citations are used.	Explicit evidence of one or more management models discussed in ELED 305. Connections made between your evolving teacher identity, important principles in working with children, and culturally responsive teaching. Response demonstrates understanding and consideration of	

	<p>with children, and culturally responsive teaching. Response demonstrates limited understanding and consideration of the myriad influences on classroom management. Response is not informed by course readings and no citations are used.</p>		<p>the myriad influences on classroom management. Response is explicitly informed by course readings (i.e., citations are used).</p>	
--	--	--	--	--

Score: ___ out of 10 points