

**Price School of Education**

***“Creating a Community of Care and Challenge”***

**General Course Information**

Course Number and Title: EDU 230-20 Basic Elements of Differentiated Instruction

Semester: Spring 2021

Instructor: Prof. Jason Jones

Location: TBD

Office: KW 103

Office Hours: By appointment

Phone: (770) 720 5891

Email: Jason.jones@reinhardt.edu

**Catalog Course Description**

*Basic Elements of Differentiated Instruction* is the first education course that all Reinhardt students must take before entering any of the preparation programs within the Price School of Education. The course will provide teacher candidates with a basic knowledge and understanding of the three basic tenets of differentiated instruction and the DATA Model that describes differentiated approaches for teaching and assessment. Candidates will explore each facet of the DATA model, and through creative projects and field experience, they will work to make substantive connections between the theory of Differentiated Instruction and real classroom practices and strategies. Course topics include educational philosophy, Multiple Intelligences, Learning Styles, assessment, content standards and reflective practice. *Prerequisite: PSY 101*

**Textbook:**

Design and Deliver: Planning and Teaching Using Universal Design for Learning by Loui Nelson

ISBN-13: 978-1598573503

Accessing Music by Kimberly McCord, Amy Gruben, Jesse Rathgeber

ISBN-13: 978-1470610913

**Materials:**

Background Check   
Bound notebook (for class notes/field notes) Liability Insurance (PAGE, $18)

**PSOE Mission**

The mission of all teacher preparation programs at Reinhardt University is to produce **reflective**, **problem-solving teachers** who respond to the diversity of student needs through differentiated instruction driven by ongoing assessment and adjustments within a nurturing environment.

**Conceptual Framework**

The PSOE teacher education conceptual framework establishes the shared vision in preparing educators to work in PK – 12 schools and provides direction for all programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual

framework is built on three basic beliefs: (1) learner differences are understood, appreciated, and built upon through respectful, meaningful work in a collaborative, nurturing environment; (2) learner growth and success are developed through the process of ongoing assessment and adjusted instruction; and (3) teachers who are extremely knowledgeable about subject matter, a variety of wise and flexible instructional practices, and multiple options for assessment are better equipped to adjust essential curriculum content, their instructional practices, and student assessment options to address learner differences. The **purpose of all PSOE teacher preparation programs** is to prepare educators who can **create a learning community of care and challenge.** This purpose is realized through DATA instructional model that describes **different approaches for teaching and assessment**. The PSOE conceptual framework represents a strong commitment to the preparation of effective teachers who **adapt instruction to support student’s diverse learning needs and to maximize learning.**

**PSOE Essential Question (EQ)** What is the impact of practice on the learner?

**PSOE Credit Hour Policy**

Over the 15 weeks of this course, students will spend 150 minutes per week of instructional time interacting with course content including, but not limited to, lectures, guest speakers, group work, class discussions, projects, presentations, virtual meetings, and assessments/exams (37.5 hours for the semester). Students will also spend approximately 300 minutes per week in out-of-class work including lesson planning, preparation of projects and presentations, reflection, discussion boards, homework, after-hour conferences, and study/review for exams and quizzes. Included within this out-of-class work is the 30-hour Field Experience and Observation for the semester.

**Course Relationship to Conceptual Framework**

The course provides a foundation for understanding the PSOE conceptual framework. Students will be introduced to the DATA model and the basic elements of differentiated instruction that are reflected in the PSOE proficiencies of an effective teacher.

**Course Guiding Questions**

1. What is good teaching?
2. What is a teaching **philosophy**? What topics do I discuss in my philosophy of teaching?
3. How can learning about **paradigms** in philosophy help me improve my teaching?
4. How can knowledge of **learning theory** help me improve my teaching?
5. What are the different parts of the PSOE Conceptual framework (**The DATA Model)** and how do these parts work together to help me differentiate instruction?
6. How can I improve my ability to **present material** to my students?
7. How do I craft a **lesson plan?**
8. What does it mean to display **Professionalism** out in the field?
9. What is **Reflective Practice** in teaching? What do you do when you “reflect”?

**Reinhardt University Learning Outcomes**

**Communication**

*Students will demonstrate:*

1. Effective expression of ideas through writing, speech, and visual media.

**Critical Thinking and Inquiry**

*Students will demonstrate:*

1. Integrative, critical thinking and inquiry-based learning using evidence, logic, reasoning, and calculation.
2. Knowledge of various research methodologies, information, technological, and scientific literacy.
3. Independent thought and imagination; preparation for lifelong learning.

**Self, Society and Culture**

*Students will demonstrate:*

1. Knowledge of the traditions of Western civilization and their global context.
2. Knowledge of the diversity of societies and cultures; the ability to view themselves and the world from cultural and historical perspectives other than their own.

**Values and Ethics**

*Students will demonstrate:*

1. Integrity and ethical responsibility.
2. Understanding of and commitment to physical, emotional, and spiritual wellness.
3. Stewardship and civic engagement, coupled with the ability to work with others both collaboratively and in leadership roles.

**PSOE Learning Outcomes**

(Revised Fall 2015)

1. The teacher candidate uses knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to same essential content.
2. The teacher candidate utilizes a variety of strategies to differentiate instruction and provide an academically challenging environment for all students.
3. The teacher candidate uses systematic formal/informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction.
4. The teacher candidate displays a professional commitment to the teaching philosophy of differentiated instruction to support students’ diverse learning needs and to maximize learning.

**InTASC Standards**

*The Learner and Learning*

**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.

*Content*

**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.

*Instructional Practice*

**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.

*Professional Responsibility*

**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 learner, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Campus Security**

Reinhardt Campus Security provides assistance to students, in the event of an emergency. Campus Security can be reached at (770) 720- 5911

*“Reinhardt University is committed to providing a safe environment for its students, visitors, faculty and staff. Long-established policies, approved by Reinhardt's Board of Trustees, prohibit possession of firearms on property owned by the University.”*

**Important:**

All students, faculty, staff and administration at Reinhardt University are subject to changes in policies if mandated by the State of Georgia. Current policies and procedures can be found at: <https://www.reinhardt.edu/back-to-campus>

If you have any questions, please refer to the website or contact Reinhardt University at the numbers below.

Campus Nurse within the Student Health Center

nurse@reinhardt.edu, 770-720-5542 or [www.reinhardt.edu/nurse](http://www.reinhardt.edu/nurse).

Public Safety

Non-Emergency Phone: 770.720.5789

Emergency Phone: 770.720.5911

[publicsafety@reinhardt.edu](mailto:publicsafety@reinhardt.edu)

Dean of Students

[deanofstudents@reinhardt.edu](mailto:deanofstudents@reinhardt.edu), 770-720-5540

Office of the Provost

[provost@reinhardt.edu](mailto:provost@reinhardt.edu), 770-720-9102.

**Attendance Policy**

Attendance is required. If an unexcused absence occurs (i.e. student athletes’ participation in RU sporting event, participation in RU School of Performing Arts recital or concert, death in immediate family, or hospital/doctor visit), documentation for absence is required. For any unexcused absence, 5% of the final grade may be deducted.

**Field Experience**

**Number of hours: 30 hours**

**Expectations:**

Students will complete 30 hours of structured field experience in local schools. The Director of Field Experience will assign placements for field experience. Field experiences will include structured observations, assisting the supervising teacher, and the maintenance of appropriate documentation of hours that includes the submission of signed documentation (field experience log) verifying site visits for the reporting period. Timesheet and Verification of Field Experience and A FAVORABLE Collaborating Teacher Professionalism Evaluation

\*all paperwork must be turned in by due dates to receive credit for field experience.

* 30 hours completed in assigned placement
* Reinhardt students cannot enter a school without a background check and liable insurance
* Timesheet and Verification of Field Experience submitted via LiveText and to Mrs. Attavar in hard copy
* *Favorable* Collaborating Teacher Professionalism Evaluation submitted to Mrs. Attavar in hard copy

**Field Experiences if placement engages in virtual learning during Covid-19**

If students are unable to complete in-person observations because of the Covid-19 pandemic, they will use online observations from ATLAS to fulfill filed experience hours. More information, including login information, will be distributed during the semester.

**Reflection:**

* Field Experience Reflection Form **(must be typed, all questions answered plus typed notes from every visit you make to the school)** submitted via Canvas
* All documents should be saved as “Last Name\_First Initial\_Title of document\_2020” for example: **Jones\_J\_Field Experience Journal\_2020.doc**

**Course Requirements/Assignments**

Teaching Philosophy

* Synthesis of course readings, classroom dialogue, reflective journaling, and field experiences
* A rubric will be provided as guidance
* Paper should be uploaded to Canvas “Last Name\_First Initial\_Teaching Philosophy\_2020” for example: **Jones\_J\_Teaching\_Philosophy\_2020.doc**

Lesson Plan

* Using the given template, type a lesson plan for your intended grade level and/or curricular area
* You will add to the lesson as throughout the semester
* Paper should be uploaded to Livetext AND Canvas “Last Name\_First Initial\_Teaching Philosophy\_2020” for example: **Jones\_J\_Teaching\_Philosophy\_2020.doc**

Learning Theory Project

* Develop an engaging presentation on an assigned theory/theorist
* Submit presentation and all relevant work via Canvas
* All documents should be saved as “Last Name\_Theory\_Project\_2020” for example: **Jones\_Theory\_Project\_2020.doc**
* Present an engaging presentation to the class

Article Reflections/Quizzes/Classroom Engagement

* Read and thoughtfully respond to assigned articles
* Answer short essay questions on assigned articles
* All papers should be saved as “Last Name\_First Initial\_Essay\_1\_2020” for example: **Jones\_J\_Essay\_1\_2020.doc**
* Participation is expected and is an essential part of class. Students are expected to attend all classes, arrive on time, and stay until the end of class. Class participation is how you engage in the class discussions.

Student Articles

* Search and select an article on the given topic
* Create a *one-page* outline of the article
* Upload article and outline to Canvas
* Provide a copy of outline and article to all classmates

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Students are expected to attend all classes, arrive on time, and stay until the end of class.** | | | | |
| **Content** | It is evident from the student’s contributions that he/she is prepared for class and has completed the required readings. Comments and/or questions show evidence of tying theory/readings to practice. | It is evident from the student’s contributions that he/she is mostly prepared for class and has completed some of the required readings. Comments/questions sometimes show evidence of tying theory/readings to practice. | It is not clear from the student’s contributions that he/she has completed any of the required readings. | It is clear from the student’s contributions that he/she has **not** completed the required readings or is not tying theory/reading to practice. |
| **Frequency** | The student contributes in different ways, to class discussions consistently. | The student contributes in different ways, to class discussions somewhat consistently. | The student contributes in different ways to class discussions intermittently. | The student never contributes to class discussions. |

Final Exam

* Final exam will be on learning theories and theorists covered during the semester from notes, presentations, and personal research.

**Evaluation and Grading**

|  |  |  |
| --- | --- | --- |
| Assignment | % | A = 90%-100%  B = 89%-80%  C = 79%-70%  D = 69%-60%  F = 59% and lower |
| Quizzes | 5% |
| Teaching Philosophy | 15% |
| Student Articles | 10% |
| Midterm Exam | 10% |
| Reflections | 15% |
| Learning Theory Project | 10% |
| Final Exam | 15% |
| Other | 10% |
| Professionalism (includes observations) | 10% |
| Total Points | **\*100%** |

\*Total percentage subject to change at the discretion of the course instructor.

**Projected Course Outline**

|  |  |  |
| --- | --- | --- |
| **Class** | **Topic** | **Reading/Viewing Assignments Due** |
| **WEEK 1** |  |  |
| **T** | Introductions, Syllabus, Course outline, and Assignments overview, Field experience expectations, Timeline overview | Autobiography  Take a picture and upload to LiveText |
| **TH** | Why teaching? Aspects of the best teachers you ever experienced? | **READ:** Dewitt - *Critical Issues in Public Education in 2018*  **Post Reflection in Canvas before class** |
| **WEEK 2** |  |  |
| **T** | Purpose of Education | **READ:** Canestrari/Marlowe - Chp 3 |
| **TH** | PSOE Entrance Information  The Role of the Teacher | **READ:** Schooling by Design Chp 5 "What is the Teacher's Job When Teaching?"  **SUBMIT:** Post Reflection of the role of the teacher and purpose of education in Canvas by ***11:59pm*** on Friday |
| **WEEK 3** |  |  |
| **T** | Differentiation | **READ:** Wormeli Chp 1 "Fair Isn't Always Equal"  **READ:** Tomlinson Chp 2 "The Differentiated Classroom" **Post Reflection in LiveText (one entry for both articles)** |
| **TH**  **GMEA** | GMEA | **Attend ONE of my sessions at GMEA** |
| **WEEK 4** |  |  |
| **T** | Universal Design for Learning (UDL) | **READ: Nelson Ch. 1 and 2** |
| **TH** | GPS/Lesson Planning | [REVIEW: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/default.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/default.aspx)  REVIEW: https://www.teachingchannel.org/videos/coaching-planning-lesson-planning  REVIEW AND PRINT: Lesson Plan Templates **READ:** Lesson Plans: The Basis for Instruction Cunningham |
| **WEEK 5** |  |  |
| **T** | Piaget - Cognitive Development & Gardner - Learning Styles | **READ:** About Multiple Intelligences article **READ:** Big Five Personality Traits article  **COMPLETE:** Learning Style Inventory, print and bring to class  **1st Draft Lesson Plan Due before class** |
| **TH** | Vygotsky – Scaffolding  And  Gradual Release of Responsibility | **WATCH:** https://www.khanacademy.org/test-prep/mcat/individuals-and-society/self-identity/v/vygotsky-sociocultural-development  **READ:** Vygotsky article  **READ:** Jones (2021) |
| **WEEK 6** |  |  |
|  | UDL—Engagement and Representation | **READ:** Nelson Ch. 3 & 4 |
|  | UDL in Music | **READ:** Accessing Music p. 4-19  **FIND:** Student choice article on UDL in music  **SUBMIT:** Outline and article due before class  **SUBMIT**: Reflection of UDL engagement and representation in the music education classroom by ***11:59pm*** *on Friday* |
| **WEEK 7** |  |  |
|  | Bloom's Taxonomy | **READ**: Cochran, Conklin, & Modin - "A New Bloom"  **REVIEW:** Bloom's Taxonomy Questions  **FIND:** Student Choice article on Bloom’s Taxonomy in Music Education  **SUBMIT:** Outline and article before class  **SUBMIT:** Reflection of Bloom’s Taxonomy in music education by ***11:59***pm on *Friday* |
|  | Teaching Philosophy & Learning Theorist Project Overview | [**REVIEW:** https://cei.umn.edu/support-services/tutorials/writing-teaching-philosophy](https://cei.umn.edu/support-services/tutorials/writing-teaching-philosophy) **REVIEW:** Philosophy Rubrics  **Lesson Plan Due in Class with copy of 1st Draft**  Assign theorists for project |
| **WEEK 8** |  |  |
|  | Assessment Strategies | **READ:** Nelson Ch. 5 “Action and Expression”  **READ:** Accessing Music pp.53-75  **READ:** Guskey "Using Assessments to Improve Teaching and Learning" from *Ahead of the Curve* |
|  | Assessment - Feedback | **READ**: 2 articles on Feedback  **READ:** Davies "Involving Students in the Classroom Assessment Process" from *Ahead of the Curve*  **SUMBIT:** Summative assessment for lesson plan by 11:59pm on Friday  **Mid-Term Quiz opens** |
| **WEEK 9** |  |  |
| **T** | Poverty & Socio-Economic Status | **READ:** Peters - "Appreciating Today's Students" & *Do You Know Enough About Me to Teach Me* Chp 7-9  **READ:** Payne - Chp. 4 "The Situated Poverty Learning" Reality |
| **TH** | Social/Emotional Intelligence and Learning & Engagement Strategies | **READ:** "The Need for Social Emotional Learning"  **READ:** "Key to Classroom Management"  **FIND:** Student Choice article on Social Emotional Learning in music education  **SUBMIT:** Outline and article before class  **SUMBIT:** Reflection of SEL in music by 11:59pm on Friday |
| **WEEK 10** |  |  |
| **T** | English as a Second Language | **READ**: ELLS - 10 Usually Wrong Ideas  **FIND:** Student choice article on teaching ELL students in music education  **SUBMIT:** Outline and article before class |
| **TH** | Culturally Responsive Teaching | **FIND:** Student choice article on CRT in music education  **SUBMIT:** Outline and article before class  **SUMBIT:** Reflection of CRT and ESL in music education by 11:59pm on Friday |
| **WEEK 11** |  |  |
|  | Gender and Inclusion | **READ:** Canestrari/Marlowe - Ch. 7 **OR** Ch. 6  **FIND:** Student choice article on gender issues in music education  **SUBMIT:** Outline and article before class |
|  | Creative & Critical Thinking Skills | **READ**: "Fundamentals of Creativity"  **WATCH:** <https://www.teachingchannel.org/videos/teaching-higher-order-thinking-skills>  **READ:** "21st Century Skills" |
| **WEEK 12** |  |  |
| **T** | Gordon’s Music Learning Theory | **READ: TBD** |
|  | **Spring Day No class** | |
| **WEEK 13** |  |  |
|  | Gordon’s Music Learning Theory | **WATCH:** TBD |
|  | Student article | Choose an article about differentiation from your field. Summarize it, and discuss it with the class (10 mins each) |
| **WEEK 14** |  |  |
| **T** | Learning Theory Presentations | Outlines |
| **TH** | Learning Theory Presentations | Outlines |
| **WEEK 15** |  |  |
| **T** | Learning Theory Presentations | **Teaching Philosophy Due by 11:59pm** |
| **Final** |  |  |
| **TBD** |  |  |

**WEB Sources**

<https://teachingchannel.org>

<https://khanacademy.org>

<https://ascd.org>

<https://multipleintelligencesoasis.org>

**Academic Assistance**

Center for Student Success

The **Center for Student Success** located on the bottom floor of Lawson, Room 035, is a free tutoring service available to all students. For appointments---go to the Reinhardt webpage; click on Academics. When the next page appears, click on Center for Student Success. On that screen, click on Student Appointment Form. Fill out required fields and then submit. If you would prefer to call, the number is 770-720-9232.

**The Americans with Disabilities Act (ADA)** is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is located in the basement of Lawson Building. To receive academic accommodations for this class, please obtain the proper ASO letters.

**Price School of Education (PSOE) Policies for Professionalism (Fall 2015)**

The Price School of Education (PSOE) of Reinhardt University is dedicated to creating effective teachers who demonstrate quality teaching and a strong sense of professionalism founded in a solid commitment to the teaching philosophy of differentiated instruction and the PSOE Policies for Professionalism. A critical part of the developing professionalism of all education candidates is attained through establishing a knowledge base of ethical standards as identified in the Code of Ethics for Educators prescribed by the Professional Standards Commission (PSC), the agency responsible for certification, preparation, and conduct of personnel employed in the public schools of the State of Georgia. An education candidate is defined as any student taking classes in the PSOE

The following PSOE Policies for Professionalism for Education candidates in all teacher preparation programs address Academic Integrity, Attendance/Punctuality, Level of Engagement, Completion of Assignments, Professional Disposition, and Support of a Professional Learning Community:

**1. ACADEMIC INTEGRITY**

The following are recognized as unacceptable forms of academic behavior:

1. Plagiarizing; that is, presenting words or ideas not your own as if they were your own. Three or more words taken directly from another source must be enclosed in quotation marks and documented.
2. Submitting a paper or lesson plan written by another candidate or another person as if it were your own.
3. Submitting a paper or lesson plan written by you for another course or occasion without the explicit knowledge and consent of the instructor.
4. Fabricating evidence or statistics that supposedly represent your original research.
5. Cheating of any sort on tests, papers, projects, reports, field experience documentation, etc.
6. Unauthorized use of the password or account number of another candidate or a faculty member to gain access to computers, data files, or computer output.
7. Aiding or otherwise enabling another candidate to engage in any form of academic dishonesty.
8. Failure to report suspected or obvious incidences of academic dishonesty to the course instructor.
9. Any other behaviors that violate the spirit of ethical and professional behavior.

**Penalties for Academic Dishonesty.** In the event of academic dishonesty, according to the definition stated above and whatever additional definition an instructor has published in the class syllabus, the instructor may do one of the following, according to his or her assessment of the severity of the infraction and any extenuating circumstances:

1. Assign a grade of *F* or *0* on the paper, project, or examination, but allow resubmission, resulting in a maximum combined grade of *C*.
2. Assign a grade of *F* or *0* on the paper, project, or examination without the opportunity for resubmission.
3. Assign a grade of *F* in the course.

**All education candidates must understand that academic dishonesty in any form may have consequences beyond the boundaries of one class and may result in denial of admission to or dismissal from the PSOE.**

In all cases, the instructor will forward evidence of dishonesty to the Dean of the Price School of Education and the Office of the Vice-President and Dean for Academic Affairs.

As education candidates begin to visit PK-12 schools in the community to fulfill course and program requirements, it is necessary to extend the policies of Academic Integrity to field experiences and clinical practice. Any dishonesty connected with field experience or clinical practice will result in failing the field experience component of the course, failing the course, or denial of admission to the Price School of Education. If the education candidate has already been admitted to the PSOE, dismissal from the program may be the consequence. Any unprofessional behavior in field experience will be reported to the Director of Field Experience and the PSOE Dean.

**2. CLASSROOM AND FIELD EXPERIENCE ATTENDANCE/PUNCTUALITY**

During each semester, education candidates will be expected to attend all classes and scheduled seminars and to be prompt. For each class absence and/or tardiness, points may be deducted from the course grade. Excessive absenteeism and tardiness may result in a lower grade or being dropped from the class. If an absence is unavoidable, the candidate should contact the instructor as soon as possible via telephone, voice-mail, and/or e-mail. Each candidate is responsible for all material and information discussed and assigned in class, and he/she must make arrangements with a fellow class member to take notes, collect any handouts, and communicate any new or updated course information in the event of an absence.

It is expected that all education candidates will clearly display professional behaviors as course requirements for field experience are met. These professional behaviors include the following: maintaining consistent attendance and punctuality for scheduled field experiences; demonstrating enjoyment of learning and enthusiasm toward working with children; displaying courtesy and civility when communicating and interacting with local school personnel; and exhibiting appropriate dress and appearance for all field experiences.

1. Candidates must initially contact their assigned teachers within 5 days after they have been notified via e-mail regarding field experience placement.
2. If an absence is unavoidable, candidates should immediately contact the collaborating teacher and supervisor via telephone, voicemail, and/or e-mail. It is also expected that any days missed during field experience or clinical practice will be made up by the candidate and clearly documented on the Time Sheet and Verification of Field Experience with Candidate Professionalism Assessment Form submitted by the collaborating teacher at the end of the semester.
3. Collaborating teachers must mail in the Time Sheet and Verification of Field Experience with Candidate Professionalism Assessment Form directly to the PSOE Director of Field Experience and should never be delivered directly by the candidate.
4. All field experience and clinical practice placements must be arranged through the Field Experience Office.

**3. LEVEL OF CLASSROOM / FIELD EXPERIENCE ENGAGEMENT**

The PSOE policy for level of University classroom engagement assumes that all education candidates will proactively contribute to class discussion by offering ideas and asking questions during class time.

For field experience, it is expected that all education candidates will take the initiative to be actively involved from the beginning of the field experience in a variety of school-based activities directed by course instructors, Clinical Faculty, and/or collaborating teachers. Activities may include, but are not limited to, structured observations, teacher interviews, tutoring or assisting individual students, working with both small and large groups of students, assisting the collaborating teacher in class preparation and implementation of instruction, and/or participation in school/agency meetings as directed by the collaborating teacher/supervisor.

**4. COMPLETION OF UNIVERSITY CLASSROOM ASSIGNMENTS**

It is expected that education candidates will demonstrate their professionalism through the submission of course assignments when the assignments are due. Except in extenuating circumstances, course assignments will not be accepted by any instructor after the due date unless written documented arrangements have been made between the candidate and instructor prior to the due date. If no prior arrangements have been made, it is expected that the candidate will make provisions to submit the assignment on the due date. Additional written documentation must also be provided by the candidate if the reason for the delayed assignment is related to personal illness, illness of an immediate family member, religious holiday, death of a family member, or the request of the collaborating teacher.

**5. PROFESSIONAL DISPOSITION**

It is expected that education candidates will always display a professional disposition in the University classroom, as well as during field experience and clinical practice in local classrooms. The consistent demonstration of a professional teaching disposition is critical to a candidate’s admission to the next stage of his or her preparation program, to the successful completion of the candidate teaching experience during the final semester, and to recommendation for future employment.

The mission of all teacher preparation programs at Reinhardt University is to “produce reflective, problem-solving teachers who respond to the diversity of student needs through differentiated instruction driven by ongoing assessment and adjustments within a nurturing environment.”

**Evidence of a developing professional disposition includes the following intelligent behaviors:**

1. Learning from experience and showing improvement over time;
2. Assuming responsibility for decisions and their consequences;
3. Managing interpersonal relationships in a mature and professional manner;
4. Listening with empathy and understanding to perceive another’s point of view and emotions;
5. Persevering in tasks to completion, remaining focused, and looking for ways to reach a goal when having difficulty;
6. Thinking before acting, and remaining calm, thoughtful, and deliberate;
7. Finding humor in unusual, unexplained, inconsistent, and unexpected situations;
8. Demonstrating enjoyment of thinking and learning and responding with awe and enthusiasm;
9. Thinking and working interdependently in order to learn from others in reciprocal situations;
10. Practicing professional written and spoken communication that is accurate, clear, concise, and grammatically correct;
11. Reflecting on and assessing one own performance and effectiveness for self-improvement and for making future knowledgeable decisions; and
12. Displaying characteristics of a lifelong professional learner to deepen one’s ability to problem-solve, to make informed decisions, and to enhance employability (e.g., apply past knowledge to new situations, display inquisitiveness, be willing to try new things and explore new and original ideas, be self-directed, risk mistakes, and remain open to continuous learning).

**6. SUPPORT OF A PROFESSIONAL LEARNING COMMUNITY**

It is a strong belief of the PSOE that behaviors continuously displayed within the University classroom will often reflect how candidates will interact with students, parents, administrators, teaching colleagues, and other personnel within their present field experience and clinical practice placements in their future local schools and classrooms. Therefore, it is expected that candidates will support a professional learning community within the University classroom in order to maintain a nurturing learning environment of care and challenge for all.

**Evidence of supporting a professional learning community includes the following consistent behaviors:**

1. Completing course assignments and other assigned field experience or clinical practice requirements in an organized, accurate, and timely manner;
2. Being prepared for each class session by bringing all materials to class and completing all readings, assignments, and/or presentation materials prior to class time;
3. Demonstrating appreciation of and compassion for individual differences and backgrounds of all class members;
4. Developing positive, accepting, collaborative, and inclusive relationships with all members of the class;
5. Offering assistance and encouragement to all class members;
6. Listening openly and dialoguing positively about different perspectives expressed by other class members and faculty members;
7. Refraining from using any electronic devices, such as cell phones or laptop/tablet computers, for personal communication/social media purposes during class time;
8. Refraining from engaging in personal conversations or other distracting behaviors while an instructor, visiting speaker, class member, or group is presenting to the class;
9. Choosing wisely what will be discussed in public, private, or online (e.g., Facebook) with other class members, and keeping information to oneself that concerns academic and disciplinary records, personal confidences, health and medical issues, family status and/or income, assessment/testing results, or any other personal or private affairs of any class member or instructor; and
10. Using appropriate, respectful, professional language at all times.

**Note:** Education candidates should review each PSOE course syllabus for course-specific penalties related to professionalism expectations. Failure to meet any of the above PSOE Policies for Professionalism may result in denial of PSOE admission or dismissal from the Price School of Education.

The contents of this form were addressed in class, and I understand the PSOE policies and conditions for professionalism listed above.

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Candidate Signature Date PSOE Course