Price School of Education
Educating the Whole Person with Challenge and Care

General Course Information
EDU 399-Reading and Writing in the Content Areas for Diverse Learners
Semester: Fall Semester
Instructor: Jennifer Smith
Location: Online
Office: Virtual Hours
Office Hours: By appointment
Phone: 706-483-9037
Email: jennifer.smith@reinhardt.edu

Catalog Course Description
This course will address general and specific guidelines for teaching reading and writing to adolescents of diverse cultural and linguistic backgrounds. Through reading, writing, and field applications across content areas, teacher candidates will explore content literacy as it relates to the engagement, diversity, and special needs of the academically diverse adolescent, specifically the limited English proficient student.   This course will examine how to integrate a balanced approach to literacy instruction in the middle grades and secondary content areas that promotes differentiation of content, instructional practices, and assessment products while encouraging student choice and meeting individual student needs. Topics will include content reading and writing strategies that promote student success in reading and writing across the curriculum. This course should be taken during the semester before the candidate teaching experience. *Prerequisite: Stage II Admission to DATA Block*

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.

Text/Course Website

> Title: *Content Area Reading Literacy and Learning Across the Curriculum*
> Authors: Richard T. Vacca, Jo Anne Vacca, and Maryann E. Mraz
> Edition: 12th
> ISBN13: 9780135224625

Important Course Note: LiveText Subscription is required. **Please bring your laptop and cell phone to each class.**

Technical Support:
Eagleweb or Email: **https://eagleweb.reinhardt.edu/ICS/Help/EagleWeb_Help.jnz**
Canvas Support: **NMC@reinhardt.edu**
General Technology: **helpdesk@reinhardt.edu**
LiveText: **TCG@reinhardt.edu**

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?

Course Relationship to Conceptual Framework

This DATA course specifically addresses the tenet that 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 course will involve extensive field experience and will focus on classroom application of the DATA instructional model as it relates to the curricular integration in the middle grades content area classroom.

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:

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

Self, Society and Culture

Students will demonstrate:

5. Knowledge of the traditions of Western civilization and their global context.
6. 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:

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

PSOE Learning Outcomes

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.

GA TEACHER ETHICS LINK:

https://www.gapsc.com/rules/current/ethics/505-6-.01.pdf

Teacher Assessment on Performance Standards (TAPS)
TAPS Standard 1: Professional Knowledge
The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
TAPS Standard 2: Instructional Planning
The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.
TAPS Standard 3: Instructional Strategies
The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

TAPS Standard 4: Differentiated Instruction The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.
TAPS Standard 5: Assessment Strategies The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
TAPS Standard 6: Assessment Uses The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.
TAPS Standard 7: Positive Learning Environment The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
TAPS Standard 8: Academically Challenging Environment The teacher creates a student-centered, academic environment in which teaching, and learning occur at high levels and students are self-directed learners.
TAPS Standard 9: Professionalism The teacher maintains a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.
TAPS Standard 10: Communication The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

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 Contact Information

Campus Nurse within the Student Health Center
        nurse@reinhardt.edu, 770-720-5542 or www.reinhardt.edu/nurse.

As a Reinhardt student, you have unlimited access to doctors, therapists, and on-demand crisis counseling through the Virtual Care Group's telehealth options. This service is in addition to other healthcare and counseling services available through the Student Health Center. In July, you will receive an e-mail from the Virtual Care Virtual Care Group (VCG) Group notifying you that you have full access to their telehealth platform. You will use that email or go the through the VCG app to find out more about the Virtual Care Group to activate your account www.thevirtualcaregroup.com/reinhardt Once activated, you can get the care you need anytime, from anywhere, which includes unlimited medical visits with board-certified physicians, 50-minute behavioral visits, life coaching, and on-demand crisis counseling.

Attendance Policy

Attendance is required. If an excused 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 will be deducted.

Eagle360

Reinhardt utilizes and early alert program in which the professors can enter progress reports and academic/behavioral assistance can be utilized. This early alert program is designed to allow each student to be successful in completing their post-secondary education. It is the mission of Reinhardt University to **educate the whole person with challenge and care.**

Field Experience

>**Number of hours:** 120 hours

>**Expectations**: To be present for at least 15 days to fulfill the field experience requirement.

>**Reflection**: Students are required to submit E-journal entries to assigned faculty.

>**Course Requirements/Assignments**-This is subject to change at instructor's discretion.

Evaluation and Grading

This course is comprised of percentages for your work. The categories your assignments fall under are as follows:

- **Category #1-Professor's Assignments (50% of course)**
  - Includes all assignments specific to EDU 399
- **Category #2-Data Assignments (50% of course-includes lesson plan and parts)**
  - Lesson Plan-20%
  - D.I.A.L.S.-10%
  - Impact-10%

  - Lesson Plan Parts-10% (pre-post assessments, hook, academic language, model teaching section, differentiated group plans, lesson conclusion)

Projected Course Outline

NOTE: Because this course is completely online, the dates are based on weekly modules. Your "dates" will be module/week numbers that match those found in your Canvas course

Module #	Course Topics/ Activities	Out of Class Assignment
Module 1/Week 1	**-Overview of course** **-Read Welcome Letter** **-Get familiar with Canvas** **-Review Assignment #1: Who Am I?** **-Review Assignment #2: DQ Reading Levels** **-Create schedule for this semester...what is expected of you?**	• **Read "Welcome Letter"** • **Complete assignment #1** • **Complete assignment #2** • **Create my schedule for this semester. Follow online instructions.**

Module 2/Week 2	-Chapter Readings (listed in Canvas in module) -Read "Taking Learning Seriously" article linked here and in Canvas -Review Assignment #3: Reading/Vocabulary Guide Assignment	• Read assigned chapter in textbook and answer DQ • Read article "Taking Learning Seriously" • Complete practice with Discussion Webs/Reading Guides using article • Review Assignment #3 and begin preparation. (Due Week 4) • Design and submit pre test/post test to supervisor
Module 3/Week 3	-Vocabulary Guides	• D.Q. Review of Pre-Post test feedback o Due Wednesday • Read assigned chapter(s) in textbook • Complete DQ for chapter • Work on Vocabulary/Reading Guides assignment (Due Week 4) • Pre-post test approved
Module 4/Week 4	-Anticipation Guides and Story Impressions -PQ4R and reciprocal teaching -Review lesson "hooks" and academic language	• Turn in Vocabulary/Reading Guides assignment • Answer DQ for chapter readings • Complete Reciprocal Teaching Activity o Due Week 5 • Design "hook" for first lesson plan and submit for review
Module 5/Week 5	-Model teaching section of lesson plan	• Submit Reciprocal Teaching Activity • Complete and submit model teaching section of lesson plan #1 • Modify "hook" and academic language based on given feedback

Module 6/Week 6	-Closings and differentiated group activities	• Complete differentiated instruction assignment in Canvas (instructions in Canvas)
		   o Due by Friday
		• Submit closings and differentiated group activities
		   o Due by Saturday

Module 7/Week 7	-Lesson conclusions	• Review Teacher Interview Assignment o Due Week 9

		• Complete lesson conclusion for lesson plan #1 and submit to Canvas for review.
Module 8/Week 8	**Lesson Plan #1!**	• **Submit Lesson Plan #1 to EDU 399. This lesson should integrate literacy strategies you have learned so far in this course.**
BREAK	**BREAK**	**BREAK**
Module 9/Week 9	**-Response to Article Assignment discussion/explanation**	• **Review Response to Article Assignment instructions in Module 9 (due Week 11)** • **Submit IMPACT analysis for Lesson #1** • **Submit Teacher Interview Assignment** • **Submit a copy of Lesson Plan #2 to EDU 399. This lesson should integrate literacy strategies you have learned so far in this course.** • **Complete D.Q. in Module 9 regarding IMPACT**
Module 10/Week 10	**Culturally Responsive Teaching**	• **Read assigned chapter** • **Complete D.Q.** • **Complete any assignment in Module 10 for chapter as given based on need.** • **Submit a copy of Lesson Plan #3 to EDU 399. This lesson should integrate literacy strategies you have learned so far in this course.**
Module 11/Week 11	**Writing Across the Curriculum**	• **Read assigned chapter** • **Complete Activity for ONE Writing to Learn Strategy (instructions in Canvas)** • **Submit Response to Article Assignment** • **Submit a copy of Lesson Plan #4 to EDU 399. This lesson should integrate literacy strategies you have learned so far in this course.**

Module 12/Week 12	Writing to Learn Strategies RAFT	• Complete Writing to Learn Activities in Canvas (instructions located in Canvas)
Module 13/Week 13	Lesson Planning	• This is a week to get caught up and use for Q/A with me for anything regarding your lesson plan(s). • This week your CT is observing your lesson using the EdTPA platform. You will also submit this lesson plan to me in EDU 399 if necessary.
Module 14/Week 14	-Chapter Readings (listed in Canvas in module) -Activity with Trade Books	• Read chapter • Complete D.Q.
Module 15/Week 15	Review Final Exam	Review Final Exam
Module 16/Week 16	FINAL EXAM	FINAL EXAM

DATA CLASSROOM REQUIREMENTS:	
1. TEACHER INTERVIEW	100 points
During the first eight weeks, the candidate is to interview and videotape or record a teacher who incorporates reading into one of the content areas. Further instructions on this assignment will be provided.	
This activity addresses RU Objectives 1, 11 PSOE Objectives 11 TAPS Standards 1, 7, 8, 9, 10	Course Assessment Tool: Written Feedback
2. RESPONSE TO ARTICLE	100 points
Description of Assignment You will be exposed to a variety of resources this semester. You will read, view, and analyze **ONE** high quality article that have been seen by many practicing teachers have been chosen for you. As you read the articles, you will focus on ONE of our	

COURSE GUIDING QUESTIONS that will be provided for this assignment. You will write a brief, well-crafted summary of the article, pick out 5 of your favorite quotes (highlighting one as your favorite), and then write a reflection to ONE of the quotes you've chosen. (PLEASE NOTE: A summary is a short synopsis of the article's main points; whereas, a reflection is the insight you gained from the article/quote including questions and answers as you DIG for deeper understanding and link the newly acquired information to past experiences.)

This activity addresses RU Objectives 1-4 PSOE Objectives *1, 2,* TAPS Standards 1, 3, 8	Key Assessment: (*Rubric, Answer Key, etc.)* Rubric

3. READING/VOCABULARY GUIDE ASSIGNMENT	**100 points**
Each candidate will choose a language arts/reading, social studies, science, or health textbook in grades 4-12 and create a reading and vocabulary guide that is geared towards a specific grade level. A specific format with directions will be provided in that week's module.	

This activity addresses RU Objectives 1-4 PSOE Objectives 1,2,5 TAPS Standards 1, 3, 8	Course Assessment Tool: Written Feedback

4. RECIPROCAL TEACHING ACTIVITY	**100 points**
Each candidate will learn about the reciprocal teaching strategy and will design a mini lesson using this strategy. More instructions will be listed in the activity in Canvas.	

This activity addresses: RU Objectives: 1, 2 PSOE Objectives: 1, 2, 3, 4 TAPS Standards: 1, 3, 8	Course Assessment Tool Written feedback

5. DISCUSSION BOARDS	**100 points EACH**
Each candidate will answer the discussion questions posed each week in each module. Each discussion will ask for specific responses, and the candidate will be graded based on the	

following criteria in the Course Assessment Tool. Candidates may also be asked to respond to peers in their posts.

This activity addresses:	Course Assessment Tool-DQ Rubric:
RU Objectives: 1, 2, 4 PSOE Objectives: 3, 4 TAPS Standards: 1, 4, 7, 8, 9, 10	- DQ Response is a minimum of 5 sentences in length - DQ Response is well written, meets basic grammar/composition expectations for a college student - DQ Response prompts true insight and discussion (in other words, does your response allow for further conversation?)

*Assignments in this section apply to the lesson plan only.	
6. INTEGRATED CONTENT AREA LESSON PLAN	**30 points**

Candidates will plan and implement one lesson that integrates language arts with mathematics, reading, science or social studies content with a group of students in a middle grades/secondary classroom. Within the lesson, candidates will be expected to integrate differentiated language arts activities with a specific content area curriculum topic referenced from the Georgia Performance Standards. The lesson plan should include pre-assessment, ongoing assessment, post- assessment, and student self-assessment activities. The lesson plan, including any activity sheets, must be originally created by the candidate. A lesson plan format and sample lesson will be provided. **You need to incorporate ONE strategy discussed in class in your lesson plan. In addition, you are to schedule a mandatory 20-30 minute conference with Mrs. Smith for the purpose of asking questions and receiving feedback.**

This activity addresses	Course Assessment Tool:
RU Objectives 1-4 PSOE Objectives 1-11 TAPS Standards 1, 2, 3, 7, 8, 9	Lesson Planning and Implementation Rubric

7. LESSON IMPLEMENTATION (ANALYSIS OF IMPACT ON STUDENT LEARNING)	**12 points**

Each candidate will collaborate with a local classroom teacher to implement the above described individual lesson plan with a small or large group of students. Following the implementation, the candidate will submit a reflective analysis of the lesson implementation, and include the

lesson plan, student products from the lesson, and completed assessment tools (checklists, rubrics, etc.).   Guidelines for the Analysis will be shared prior to completion of the assignment.

This activity addresses RU Objectives 2-4 PSOE Learning Objectives 8 TAPS Standards- 1, 2, 4, 5, 6, 7, 8, 9, 10	Course Assessment Tool: Rubric for Analysis of Impact on Student Learning

8. FIELD EXPERIENCE DOCUMENTATION	**10 points**

Candidates will spend at least 15 full days in a local classroom during the last half of the semester, assisting a collaborating teacher. A <u>timesheet and verification form</u> for the DATA practicum will be submitted (with copies to all DATA instructors) at the last DATA seminar. At the end of the field experience, the candidate's collaborating teacher will submit a report on the overall preparedness of the candidate.

This activity addresses RU Objectives 7 PSOE Objectives 9-11 TAPS Standards 1, 8, 9, 10	Course Assessment Tool: Timesheet and Verification Form

9. DATA E-JOURNAL ENTRIES	**Reviewed in full at end of course -Required-**

During the DATA Practicum, each candidate will submit a journal entry via e-mail to all DATA instructors that relates to proficiency development. Candidates will be given a prompt to use when completing each journal entry. The entries will be e-mailed to all DATA instructors, including the DATA supervisor, on each designated Friday. (5 points each)

This activity addresses RU Objectives 1-4 PSOE Objectives 1-11 TAPS Standards 1, 6, 7, 8, 9, 10	Course Assessment Tool: Rubric for E-Journal

10. OTHER DATA RESPONSIBILITIES	**-Required-**

During the DATA Practicum, each candidate must attend a DATA Seminar each week, except the week when the Mid-Practicum Conference is held with the DATA Instructors. During this semester, candidates will apply for <u>Candidate Teaching</u> through the Director of Field Experience and take all appropriate GACE Content Assessments. **See http://www.gace.nesinc.com/GA3_testdates.asp for more information.**

RU Objectives 1-4 PSOE Objectives 1-11 TAPS Standards 1, 4, 6, 8, 9, 10	Course Assessment Tool(s): Attendance Roster; Candidate Teaching Application; GACE

Note: The assignments listed above need to be submitted and presented on time. Failure to do so will result in a 5-point deduction each day the assignment is late. If you are unable to submit by the due date/time, it is your responsibility to communicate this issue with the professor. Failure to do so will result in a zero for the assignment.

Academic Assistance

Center for Student Success

The **Center for Student Success** located in the large classroom in the library, is a free tutoring service available to all students. For appointments, scan the QR code.

Americans with Disabilities Act

The **Americans with Disabilities Act (ADA)** is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation for their disabilities. If you have a documented disability requiring accommodation, please contact the Academic Support Office (ASO).

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. Phone is 770-720-5567. To receive academic accommodations for this class, please obtain the proper ASO letters/forms.

Price School of Education (PSOE) Policies for Professionalism

[GaPSC TEACHER ETHICS LINK](#)

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 offered in the program of study from the Price School of Education.

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, voicemail, and/or e-mail. Each candidate is responsible for all material and information discussed and assigned in class, and he/she must decide 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.

A. Candidates must initially contact their assigned teachers within 5 days after they have been notified via e-mail regarding field experience placement.

B. 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 <u>Time Sheet and Verification of Field Experience with Candidate Professionalism Assessment Form</u> submitted by the collaborating teacher at the end of the semester.

C. Collaborating teachers must mail in the <u>Time Sheet and Verification of Field Experience with Candidate Professionalism Assessment Form</u> directly to the PSOE Director of Field Experience and should <u>never</u> be delivered directly by the candidate.

D. 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:

A. Learning from experience and showing improvement over time;
B. Assuming responsibility for decisions and their consequences;
C. Managing interpersonal relationships in a mature and professional manner;
D. Listening with empathy and understanding to perceive another's point of view and emotions;
E. Persevering in tasks to completion, remaining focused, and looking for ways to reach a goal when having difficulty;
F. Thinking before acting, and remaining calm, thoughtful, and deliberate;
G. Finding humor in unusual, unexplained, inconsistent, and unexpected situations;
H. Demonstrating enjoyment of thinking and learning and responding with awe and enthusiasm;
I. Thinking and working interdependently to learn from others in reciprocal situations;
J. Practicing professional written and spoken communication that is accurate, clear, concise, and grammatically correct;
K. Reflecting on and assessing one own performance and effectiveness for self-improvement and for making future knowledgeable decisions; and
L. 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 to maintain a nurturing learning environment of care and challenge for all.

Evidence of supporting a professional learning community includes the following consistent behaviors:
A. Completing course assignments and other assigned field experience or clinical practice requirements in an organized, accurate, and timely manner.
B. 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;
C. Demonstrating appreciation of and compassion for individual differences and backgrounds of all class members;
D. Developing positive, accepting, collaborative, and inclusive relationships with all members of the class;
E. Offering assistance and encouragement to all class members;
F. Listening openly and dialoguing positively about different perspectives expressed by other class members and faculty members;
G. Refraining from using any electronic devices, such as cell phones or laptop/tablet computers, for personal communication/social media purposes during class time;
H. Refraining from engaging in personal conversations or other distracting behaviors while an instructor, visiting speaker, class member, or group is presenting to the class;
I. 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
J. 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.

_____   _____ _____
             Candidate Signature   Date   PSOE Course