



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

General Course Information

Course Number and Title: EDU 560 Language Arts Integration in the Culturally Responsive Classroom

Semester: Fall Session I (August 14-October 8)

Instructor: Autumn L. Hamilton, Ed.S.

Location: Online

Office: Adjunct

Office Hours: By Appointment

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Catalog Course Description

This MAT course will address general and specific guidelines for teaching language arts to Elementary Education students of diverse cultural and linguistic backgrounds. Through reading, writing, listening, speaking, and viewing across content areas, teacher candidates will explore content literacy as it relates to the engagement, diversity, and special needs of the academically diverse child, especially the limited English proficient student. This course will examine how to integrate a balanced approach to literacy instruction in the content areas that promotes differentiation of content, instructional practices, and assessment products while encouraging student choice and meeting individual student needs. Topics will include strategies that promote student success in reading and writing across the curriculum. During the course, candidates will have opportunities to plan, implement, and evaluate integrated lesson plans that address differentiation of essential content, instructional practices, and student products. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. **Prerequisite: Stage II Admission (Clinical Practice).**

PSOE Credit Hour Policy

Over the 8 weeks of this course, students will spend 290 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. Students will also spend approximately 554 minutes per week in out-of-class work including lesson planning, preparation of projects and presentations, scholarly readings, reflection, discussion boards, homework, after-hour conferences, and study/review for exams and quizzes.

Included within this out-of-class work is the minimum of 7.5-hour Field Experience and Observation.

Text/Course Website

Required Text: Singer, T. W. (2018). *EL excellence everyday: The flip-to-guide for differentiating academic literacy*. (First ed.). Thousand Oaks, CA: Corwin. ISBN-978-1-5063-7787-2

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

The increasing number of limited English proficient students entering the public school system in Georgia each year underscores the importance of understanding, appreciating, and building upon their differences through respectful, meaningful work in a collaborative, nurturing environment. To support the PSOE conceptual framework and to ensure equity for all Elementary Education students, MAT candidates must learn how to differentiate their language arts instruction in ways that will facilitate the literacy achievement of students from diverse cultural groups in the content areas. The major goal of this course is to equip MAT candidates with a wide range of strategy-based approaches so that they are able to: 1) assist their academically, linguistically, and culturally diverse students in becoming more efficient and effective readers and writers of their content area materials; and 2) facilitate their students' learning of subject matter content.

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.	

<p style="text-align: center;">TAPS Standard 6: Assessment Uses</p> <p>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.</p>
<p style="text-align: center;">TAPS Standard 7: Positive Learning Environment</p> <p>The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p>
<p style="text-align: center;">TAPS Standard 8: Academically Challenging Environment</p> <p>The teacher creates a student-centered, academic environment in which teaching, and learning occur at high levels and students are self-directed learners.</p>
<p style="text-align: center;">TAPS Standard 9: Professionalism</p> <p>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.</p>
<p style="text-align: center;">TAPS Standard 10: Communication</p> <p>The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</p>

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.

Public Safety

Non-Emergency Phone: 770.720.5789

Emergency Phone: 770.720.5911

publicsafety@reinhardt.edu

Dean of Students

deanofstudents@reinhardt.edu, 770-720-5540

Office of the VPAA

vpaa@reinhardt.edu, 770-720-9102

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 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.

Satisfactory Academic Progress

Graduate students in the MAT, MBA, MPA and MSSAL programs are expected to earn grades of "A" or "B" in their course work. Only one (1) grade of "C" may be included in the computation for degree completion. A second course grade of "C" in a degree program will result in Academic Probation. A third course grade of "C" in a degree program or a first course grade of "F" will result in Academic Dismissal.

Eagle360

Reinhardt utilizes an 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: 7.5

Expectations:

- Identify a previously taught standard in a content area such as Science, Social Studies, Math, or Health
- Identify an upcoming Informational or Literary standard in Reading to develop and teach an integrated lesson
- Videotape the lesson
- Ascertain information pertaining to students not having the required permission to video.
- Gather information about students' required accommodations and IEP objectives
- **Maintain documentation of all field experience hours on *Timesheet***

Reflection: Impact Analysis, Discussion/article responses, conference responses

NOTE: The candidate is responsible for the Field Experience Verification Timesheet Form during the field experience. Request this sheet from Ms. Alison Attavar via email Alison.Attavar@reinhardt.edu. One Verification Timesheet is used to record field experience hours for EDU 535, EDU 560, and EDU 520. **Candidates must ensure the collaborating teacher signs the timesheet form during each visit. Candidates should also request that comments be included as well.** At the completion of each session. Candidate will submit a hard copy of field experiences to Ms. Alison Attavar at Alison.Attavar@reinhardt.edu.

Course Requirements/Assignments

Note: All assignments will be submitted to Canvas.

Weekly/Chapter Reflections	20 points
Candidates will answer questions and reflect upon the information in these chapters as it impacts their professional practice. Candidates should provide specific textual evidence from the chapters to support their responses.	Assignment addresses: <ul style="list-style-type: none">• PSOE Learning Outcomes 1 & 2• RU Learning Outcomes 1 & 2• TAPS Standards 1, 2, 3, 4
English Language Learner Language Portraits	15 points
Candidates will practice assessing the English language proficiency of English language learners (ELLs), and then analyze the results to inform effective language and content-area instruction.	Assignment addresses: <ul style="list-style-type: none">• PSOE Learning Outcomes 1, 2, & 4• RU Learning Outcomes 2, 3, & 6• TAPS Standards 1, 2, 4
Formative Assessments	65 points
Candidates will complete four formative assessments in the process of developing the formal lesson plan. <ul style="list-style-type: none">• Standard aligned to the pre/post assessment with rubric (10 points)• Hook, materials, model teaching segment (15 points)• Differentiated instructional group plans based on assessment data (20 points)• Academic language plans and closing (20 points)	Assignment addresses: <ul style="list-style-type: none">• PSOE Learning Outcomes 1-4• RU Learning Outcomes 1-4 & 6-9• TAPS Standards 1, 2, 3, 4, 5, 6, 8
Individual Integrated Language Arts Lesson Plan	30 points
Each MAT candidate will plan an integrated language arts lesson that will then be implemented with a group of students in an Elementary Education classroom. The lesson plan should include <u>pre-assessment</u> , <u>ongoing assessment</u> , <u>post-assessment</u> , and <u>student self-assessment</u> activities. The candidate must originally create the lesson plan, including any activity sheets. A lesson plan format and sample lesson will be provided.	Assignment addresses: <ul style="list-style-type: none">• PSOE Learning Outcomes 1-4• RU Learning Outcomes 1-4 & 6-9• TAPS Standards 1, 2, 3, 4, 5, 6, 8

Lesson Impact on Student Learning Analysis	15 points
Each MAT 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.	Assignment addresses: <ul style="list-style-type: none"> • PSOE Learning Outcomes 4 • RU Learning Outcomes 1 • TAPS Standards 5, 6
DIALS, Video & Conference	25 points
Each MAT candidate will collaborate with a local classroom teacher to implement the above-described individual lesson plan with a small or large group of students. To have a DIALS diagnostic evaluation, the candidate will video the lesson and submit the video via Canvas. Students will self-assess using DIALS prior to the conference with Professor Hamilton. The conference will provide information to assist with the completion of the Impact; therefore, a draft of the Impact must be provided at the time of the conference.	Assignment addresses: <ul style="list-style-type: none"> • PSOE Learning Outcomes 1-4 • RU Learning Outcomes 1-4 & 6-9 • TAPS Standard 9
Language Arts Strategy Research Paper	30 points
<p>Candidates will research a language arts strategy that targets the integration of Language Arts for culturally and/or linguistically diverse students. The paper must include the following information:</p> <ul style="list-style-type: none"> • A comprehensive review of the strategy- how, when, why, and who developed the strategy. • A detailed description of how the strategy is used and ways to effectively differentiate the strategy. • Any negatives found for using the strategy • A personal reflection for selecting this strategy. <p>*Candidates have the choice to work in groups of 2-3.</p>	Assignment addresses: <ul style="list-style-type: none"> • PSOE Learning Outcomes 1 & 2 • RU Learning Outcomes 1 & 2 • TAPS Standards 1, 2, 3, 4, 5, 6
Field Experience	
<p>Candidates will complete 7.5 hours of field experience in a <u>pre-assigned</u> Kindergarten - 5th grade classroom setting. Field experiences will include structured observations, course-specific expectations, appropriate assistance to the collaborating teacher, and reflection of the experience. Maintaining appropriate documentation of hours includes submitting a signed Field Experience Timesheet verifying site visits for each session.</p> <p>Field Experience must be met in its entirety to earn course completion. This is nonnegotiable.</p>	Assignment addresses: <ul style="list-style-type: none"> • PSOE Learning Outcomes 1-4 • RU Learning Outcomes 1-8 • TAPS Standards 1-10

Evaluation and Grading

Assignments		Grading Distribution Range
Weekly/Chapter Reflections	20 pts	180-200 points A
Formative Lesson Plans Assessments		160-179 points B
<ul style="list-style-type: none"> Standard aligned to the pre/post assessment with rubric 	10 pts	140-159 points C
<ul style="list-style-type: none"> Hook, materials, model teaching segment 	15 pts	0-139 points F
<ul style="list-style-type: none"> Differentiated instructional group plans based on assessment data 	20 pts	
<ul style="list-style-type: none"> Academic language plans and closing 	20 pts	
Integrated Language Arts Lesson Plan	30 pts	
Lesson Impact on Student Learning Analysis	15 pts	
DIALS, Video, & Conference	25 pts	
English Language Learner Language Portraits	15 pts	
Language Arts Strategy Research Paper	30 pts	
Total Possible Points	200 pts	

Projected Course Outline

Date	Course Topic	Course Activity	Out of Class Assignment Due
Monday 8/14	Introductions Review syllabus & assignments	<ul style="list-style-type: none"> Watch one of the Language Arts Videos- Annenberg Media (in Canvas) and complete weekly reflection Compile information about your students (Context for learning) Discuss with your teacher an Informational or Literary Reading standard and a previously taught Science, SS, Health, or Math standard you could use to integrate with your Reading standard. 	Due 8/20 by 11:59pm to Canvas <ul style="list-style-type: none"> Weekly Reflection Context for learning Reading standard and previously taught Science, SS, Health, or Math standard
Monday 8/21	Essential Mindsets Strategy Presentations Signup	<ul style="list-style-type: none"> Read Singer Ch.1-2 Sign-up for Presentations Lesson Plan Discussion—pre/post assessment 	Due 8/27 by 11:59 pm to Canvas <ul style="list-style-type: none"> Informational reading standard pre/post assessment/rubric Please sign up for one presentation Chapter 1-2 Reflection

Monday 8/28	Student Engagement Differentiated Supports	<ul style="list-style-type: none"> • Read Singer Ch. 3-4 • Lesson Plan Discussion (Hook, materials, model teaching segment with gradual release) • Sign up for (group/individual research topic) 	Due 9/3 by 11:59pm to Canvas <ul style="list-style-type: none"> • Hook, materials, model teaching segment with gradual release • Chapter 3-4 Reflection
Monday 9/4	Building Background Language Scaffolds	<ul style="list-style-type: none"> • Read Singer Ch. 5-6 • Lesson Plan Discussion—differentiated group plans, academic language and closing 	Due 9/10 by 11:59pm to Canvas <ul style="list-style-type: none"> • Conferences scheduled for week of 10/2 (Signup Genius) • Differentiated group plans, academic language and closing • Chapter 5-6 Reflection
Monday 9/11	Close Reading Before, During, and After	<ul style="list-style-type: none"> • Read Singer Ch. 7-9 • Strategy Discussion Board • Review Analysis of Impact • EL Student Profiles 	Due 9/17 by 11:59pm to Canvas <ul style="list-style-type: none"> • Record/Screencast presentation and upload to discussion board • EL Profile
Monday 9/18	Writing with Text Evidence	<ul style="list-style-type: none"> • Read Singer Ch. 10-11 • Work on Language Arts Strategy Presentations and papers 	Due 9/24 by 11:59pm to Canvas <ul style="list-style-type: none"> • All lessons taught and video uploaded to Canvas 9/24. • Submit completed Lesson Plan
Monday 9/25	Presentations	<ul style="list-style-type: none"> • Work on Language Arts Strategy Paper • Conference 	Due 10/1 by 11:59pm to Canvas <ul style="list-style-type: none"> • Completed DIALS (self-assessment) and draft of IMPACT ready when we meet for conference •
Monday 10/2		<ul style="list-style-type: none"> • Finalize Language Arts Strategy Paper • Finalize Impact Analysis based on conference 	Due 10/7 by 11:59pm to Canvas <ul style="list-style-type: none"> • Language Arts Strategy Presentations and papers • Upload Impact Analysis

Language Arts Strategy Research Ideas

- Learning Centers/Learning Stations
- Reciprocal Teaching
- Word Walls
- Reading Response Journals
- Interactive Writing
- Shared Writing
- Language Experience Approach
- Writing Workshop
- Reading Workshop
- Making Words Activities
- Literature Circles
- Tiered Instruction/Assignments
- Multimedia Presentations
- Project-Based Learning
- Artistic Expression
- RAFT

References/Bibliography

- Akhavan, N.L. (2006). *Help! My kids don't all speak English: How to set up a language workshop in your linguistically diverse classroom*. Portsmouth, NH: Heinemann.
- Bouchard, M. (2005). *Comprehension strategies for English language learners*. New York: Scholastic.
- Boyd-Batstone, P. (2006). *Differentiated early literacy for English language learners: Practical strategies*. Boston: Allyn & Bacon.
- Brock, C.H., & Raphael, T.E. (2005). *Windows to language, literacy, and culture: Insights from an English-language learner*. Newark, DE: International Reading Association.
- Buhrow, B., & Garcia, A.U. (2006). *Ladybugs, tornadoes, and swirling galaxies: English language learners discover their world through inquiry*. Portland, ME: Stenhouse.
- Cappellini, M. (2005). *Balancing reading and language learning: A resource for teaching English language learners, K-5*. Portland, ME: Stenhouse; Newark, DE: International Reading Association.
- Díaz-Rico, L.T. (2004). *Teaching English learners: Strategies and methods*. Boston: Pearson Education.

Farrell, T.S.C. (2006). *Succeeding with English language learners: A guide for beginning teachers*. Thousand Oaks, CA: Corwin.

Ferlazzo, L., & Hull-Sypnieski, K. (2018). *The ELL teacher's toolbox: Hundreds of practical ideas to support your students*. Jossey-Bass.

Freeman, Y.S., & Freeman, D.E. (2006). *Teaching reading and writing in Spanish and English in bilingual and dual language classrooms* (2nd ed.). Portsmouth, NH: Heinemann.

García, G.G. (2003). *English learners: Reaching the highest level of English literacy*. Newark, DE: International Reading Association.

Houk, F.A. (2005). *Supporting English language learners: A guide for teachers and administrators*. Portsmouth, NH: Heinemann.

International Reading Association. IRA Literacy Study Groups English Learners Module. (2004). Newark, DE: Author.

Moustafa, M. (2014). *Improving the Common Core's foundational skills in reading, K–2*. The California Reader, 48(1), 11–19.

Singer, T. W. (2018). *EL excellence everyday: The flip-to-guide for differentiating academic literacy*. (First ed.). Thousand Oaks, CA: Corwin.

Resources

National Curriculum Standards:

English/Language Arts and Reading:

www.ncte.org Home page for the National Council of Teachers of English

<http://www.ncte.org/standards/ncte-ira> (List of National Standards for English/Language Arts sponsored by NCTE and IRA)

www.reading.org Home page for the International Reading Association

Common Core Georgia Performance Standards for English Language Arts K-5:

<https://extranet.georgiastandards.org/Common-Core/Pages/ELA-K-5.aspx>

Lesson Plan Resources:

http://edsitement.neh.gov/lesson_index.asp EDSITement

<http://school.discoveryeducation.com/lessonplans/> Discovery Education

http://www.teach-nology.com/teachers/lesson_plans/ Technology

<http://www2.scholastic.com/browse/lessonplans.jsp> Scholastic

<http://www.lessonplanspage.com/> Hotchalk

Other Websites:

www.ncela.gwu.edu

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs

www.literacyconnections.com/SecondLanguage.php

Literacy Connections Promoting Literacy and a Love of Reading

www.readingrockets.org/profdev/

Reading Rockets is a national multimedia project offering information and resources on how young kids learn to read, why so many struggle, and how caring adults can help. The Reading Rockets project is comprised of PBS television programs, available on videotape and DVD; online services, including the web sites ReadingRockets.org and ColorinColorado.org; and professional development opportunities.

<http://iteslj.org/> The Internet TESL Journal For Teachers of English as a Second Language (Articles, Research Papers, Lessons Plans, Classroom Handouts, Teaching Ideas & Links)

www.eslmag.com/ ESL Magazine online

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 *O* on the paper, project, or examination, but allow resubmission, resulting in a maximum combined grade of *C*.
2. Assign a grade of *F* or *O* 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 Time Sheet and Verification of Field Experience with Candidate Professionalism Assessment Form submitted by the collaborating teacher at the end of the semester.
- C. 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.
- 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.

Syllabus Acknowledgement

Please upload to Canvas assignment.

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

EDU 560 Language Arts Integration in
the Culturally Responsive Classroom
PSOE Course