Reinhardt University

Price School of Education
Master of Arts in Teaching
"Creating a Community of Care and Challenge"

General Course Information

Course Number and Title: EDU 535 Strategy Instruction within a Balanced Literacy Curriculum II

Semester: Fall 2023
Instructor: Jesica Magardo
Location: Online via Microsoft Teams
Office: Online, Email, or Call/Text
Office Hours: One hour before class
Phone: (706) 889-0437
Email: jam1@reinhardt.edu

Catalog Course Description
The goal of this course is to help MAT candidates become familiar with the developmental stages through which all children progress as they learn to read and write, to learn to implement flexible and responsive strategies for helping all students make progress in the area of literacy, and to learn how to effectively evaluate existing reading programs and recognize reading programs that are research-based, balanced (comprehensive) and based on best practice. The course activities focus especially on those students who are reading below grade level. MAT candidates will be introduced to powerful reading strategies that can be used with a large group, with a small group, or with individual students. Course topics include comprehension, word identification, response to literature, grammar, and vocabulary. Additionally, candidates will be introduced to a number of formal and informal assessment options. **Prerequisite: Full Admission to the MAT Program.**

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 Gail (2014). *Literacy in the 21st century: A balanced approach* (7th Edition). Upper Saddle River, New Jersey: Merrill Prentice Hall.

Text Companion Website: http://wps.prenhall.com/chet_tompkins_literacy_7/

Important Course Note: Live Text Subscription is required.

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: How does assessment drive instruction?

Course Relationship to Conceptual Framework
The course advocates that MAT candidates develop knowledge and skills in the area of literacy instruction that will empower them to create a nurturing environment in which students feel both motivated and challenged to improve their reading and writing skills. Candidates are taught to be responsive to individual students' needs and to continually make adjustments to both instruction and assessment in order to maximize growth for all students.

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
(Revised Fall 2015)

Learner Outcome 1: The teacher candidate uses knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to same essential content.

Objectives:
1. Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive and aesthetic development of all children. (PSC/ECE 1i)

2. Use knowledge of how children differ in their development and approaches to learning to support the development and learning of individual children. (PSC/ECE1ii)

3. Create, evaluate and select developmentally appropriate material, equipment and environments. (PSC/ECE 2xii)

4. Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading, and writing development, processes and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections. (PSC/RE 1i)

5. Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. (PSC/RE 2i)

6. Candidates use a wide range of texts (e.g., narrative, expository and poetry) from traditional print, digital, and online resources. (PSC/RE 2iii)

Learner Outcome 2: The teacher candidate utilizes a variety of strategies to differentiate instruction and provide an academically challenging environment for all students. Objectives:

7. Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content. (PSC/ECE 2i)
8. Evaluate and demonstrate appropriate use of technology with children, including assistive technologies for children with disabilities. (PSC/ECE 2xiii)
9. Adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities. (PSC/ECE 2xv)
10. Use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development. (PSC/ECE 2iii)
11. Demonstrate a high level of competence in use of the English language areas and know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. (PSC/ECE 2iv)

12. Candidates use appropriate and varied instructional approaches, including those that develop   word recognition, language comprehension, strategic knowledge, and reading-writing connections. (PSC/RE 2ii)
13. Candidates design the physical environment to optimize students' use of traditional print, digital,   and online resources in reading and writing instruction. (PSC/ RE 5i)
14. Candidates design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. (PSC/ RE 5ii)

Learner Outcome 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.

15. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices. (PSC/ECE 4i)
16. Observe, record, and assess children's development and learning and engage children in self-assessment for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences. (PSC/ECE 4ii)
17. Select, evaluate, and interpret formal, standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom assessment data with formal assessment information. (PSC/ECE 4v)
18. Candidates understand types of assessment and their purposes, strengths, and limitations. (PSC/RE 3i)
19. Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. (PSC/RE 3ii)
20. Candidates use assessment information to plan and evaluate instruction. (PSC/RE 3iii)
21. Candidates communicate assessment results and implications to a variety of audiences**.** (PSC/RE 3iv)

Learner Outcome 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.

22. Reflect on one's practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (children, parents, and other professionals) as a basis for program planning and modification, and continuing professional development. (PSC/ECE 5i)
23. Demonstrate awareness of and commitment to the profession's code of ethical conduct. (PSC/ECE 5iv)
24. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. (PSC/ECE 5v)
25. Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team. (PSC/ECE 5vi)
26. Observe and participate under supervision of qualified professionals in a variety of settings in which children are served (such as public and private; centers, schools, and community agencies). (PSC/ECE 6i)

27. Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. (PSC RE/ 1ii)

In TASC 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."

COVID 19 statement:
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.
<u>Campus Nurse within the Student Health Center</u>
        nurse@reinhardt.edu, 770-720-5542 or www.reinhardt.edu/nurse.
<u>Public Safety</u>
        Non-Emergency Phone: 770.720.5789
        Emergency Phone: 770.720.5911
        publicsafety@reinhardt.edu
<u>Dean of Students</u>
        deanofstudents@reinhardt.edu, 770-720-5540
<u>Office of the Provost</u>
        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. **<u>For any unexcused absence, 5% of the final grade will be deducted.</u>**

Field Experience

Number of Hours: 7.5

Expectations: *Observation Assignment*

Reflection:

NOTE: The candidate is responsible for the Field Experience Verification Timesheet Form during the field experience. One Verification Timesheet is now used for both Session 1 and Session 2. 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, the candidate will make a copy of the Verification Timesheet (page 1 is for Session 1 and page 2 is for Session 2), scan it and upload it into *LiveText*. A scanned copy should also be sent to Thea Grimaldo at TMG@reinhardt.edu.

If the course is a Session 2 course then the candidate will upload page 2 for Session 2 into *LiveText* and leave page 3, *Collaborating Teacher Assessment Form for Professionalism*, with the collaborating teacher.

(Page 3 will not be left at the end of Session 1.) The collaborating teacher will FAX the completed form to the Office of Field Experience (Thea Grimaldo).

Course Requirements/ Assignments- Subject to change at the instructor's discretion.

Note: All major or key assignments including PSOE Lesson Planning and PSOE Impact on Student Learning Analysis are uploaded into *LiveText*.

Classroom Teacher Observations X-Writing Intense Assignment ☐ Key Assignment	**15 points**

MAT Candidates will complete observation(s) that total 7.5 hours in a local K-5 classroom. During the observation, MAT candidates are responsible for taking notes on literacy activities and the classroom environment. Observation sheets will be provided. Once the observations are complete, MAT candidates will submit the following items in the order listed.
- *The copy of the Timesheet Verification Form with the reading observation hours highlighted*
- *A copy of the observation notes*
- *A 2-3 paged typed summary describing the 7.5 hours of observation*

Assignment addresses: • PSOE Learning Outcomes 23,25,26 • RU Learning Outcomes 1,6,7,8 • In TASC Standards 1,2,9,10	**Course Assessment:** Numerical Grading Scale
Assignment addresses: • PSOE Learning Outcomes 6 and 25 • RU Learning Outcomes 1 and 9 • In TASC Standards 8 and 10	**Course Assessment: Numerical Grading Scale**

Tutoring Project **X-Key Assignment**	**100 points**

Breakdown of Tutoring Project…………………………………………..100 points
- o **Literacy Profile (20 points)**
- o **Authentic Assessments and Analysis (20 points)**
- o **Tutoring Log – (60 points)**

Assignment addresses: • PSOE Learning Outcomes 1-23; 27 • RU Learning Outcomes 1, 2, and 4 • In TASC Standards 1-10	**Course Assessment: Numerical Point Scale and Rubric**

Guided Reading Lesson Plan	**35 points**

Candidates will choose a comprehension skill from one of the levels of comprehension and write a lesson that teaches the skills appropriate for students in grades K-5. The lesson will demonstrate an understanding of a balanced approach to teaching literacy. It will utilize a hook and a mini-lesson introducing the skill to be taught. Candidates will then plan for their differentiated guided reading lesson for three different leveled student groups, and five center rotations that students who are not in the candidate's guided reading group will be participating in. The lesson will end with a closing that gives the candidate data on how students are progressing towards the objective of the lesson.
A handout explaining the assignment will be given in class. You will teach this lesson to your observing class after it has been approved by your professor. You will upload a video of you teaching the lesson.

Assignment addresses: - PSOE Learning Outcomes 1-15 - RU Learning Outcomes 4 - In TASC Standards 1,2,6,7,8	**Course Assessment: Rubric**

Chapter Quizzes	**30 points**

Two quizzes will be administered at the midpoint and end of the 8-week period. (2 quizzes @15 points each)
This activity addresses Learner Objective 4. Course Assessment Tool: Each quiz is graded on a 0-15 point scale.

Assignment addresses: - PSOE Learning Outcomes 1,11 - RU Learning Outcomes 4 - In TASC Standards 1,4,6,8	**Course Assessment:** Summative Assessment that requires Multiple-Choice and Short Answer Responses

FIELD EXPERIENCE

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 (page 1 for Session 1 and page 2 for Session 2). The completed form must be copied and submitted through *LiveText*. Candidates will maintain a copy for future reference, if needed.

NOTE: Candidates will be responsible for the form during the field experience and must ensure the collaborating teacher signs the form each visit. Please request that comments are also included. <u>At the completion of each session's field experience, the candidate will make a copy of the timesheet (page 1 for Session 1 and page 2 for Session 2), scan it, and upload it into *LiveText*. A copy should also be sent to Thea Grimaldo via email.</u>
<u>If the course is at the end of the semester then the candidate will leave the original timesheet and page 3, *Collaborating Teacher Assessment Form for Professionalism*, with the collaborating teacher. The collaborating teacher will FAX the completed form to the Office of Field Experience (Thea Grimaldo).</u>

Assignment addresses: - PSOE Learning Outcomes 23, 25,26 - RU Learning Outcomes 1,6,7, and 8 - In TASC Standards 1, 2, 9, and 10	**Course Assessment:** Timesheet Verification Form and Collaborating Teacher Assessment Form for Professionalism

EVALUATION AND GRADING:

Classroom Teacher Observations- 15 points

Guided Reading Lesson Plan- 35 points

Tutoring project- 100 points

Chapter Quizzes- 2@ 15 points= 30 points

Total = 180 points

Grading Scale

A 180-162

B 161.5-144

C 143.5-126

Note: The assignments listed above need to be turned in on time. Failure to do so will result in a 5 point deduction each day the assignment is late. If you are absent on the day that an assignment is due, it is your responsibility to either e-mail the assignment, drop it off early, or send it by a colleague.

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.

Important: Homework assignments are part of the completion of the course. If these assignments are not turned in, you cannot receive a grade and will have an Incomplete until they are turned in.

Requirements for Essays

Type all papers, double spaced, 12 font, Times New Roman using correct grammar, spelling, and mechanics of writing. One-fifth (1/5) point will be deducted for all grammar, spelling, punctuation, etc. errors on assignments. All assignments must be researched and written by the candidate whose name appears on the paper. Credit should be given to the material copied or quoted from sources (i.e. worksheets, passages from books, tests, directions for activities).

Use APA style for the paper. You can find this information online or purchase an APA Manual at the bookstore. Hand in all work on time. Keep all assignments on flash drives as a hard-drive "crashing" is not an excuse for late or poorly prepared assignments.

References/Bibliography

Eidson, C.C. (2003). Differentiation in practice- A resource guide for differentiating

   Curriculum. Alexandria, VA: ASCD.

Tomlinson, C. A. (2001). How to differentiate instruction in mixed-ability classrooms (2nd ed.)

   Alexandria, VA.: ASCD.

Tomlinson, C.A. (1999). The differentiated classroom-Responding to the needs of all learners.

   Alexandria, VA.: ASCD.

Note: Keep in mind that any items on the syllabus are subject to change at the instructor's discretion.

Date	Chapter	Reading and Assignments
8/15 Week 1	Chapter 10 Organizing for Literacy Instruction	Review of EDU 530, Syllabus, Literacy Profile, Tutoring Logs, Assessment training, and Discuss Chapter 10; View Responding to Literature (Annenburg) **H.W Read Chapter 11-Lit 21st/Focus Questions**
8/22 Week 2	Chapter 11- Differentiating Reading/Writing Instruction	Finish Chapter 10- Reading/Writing Workshop Watch Building a Community of Writers (Annenberg), Writing Activity (story starters) Start discussion of Chapter 11- Differentiating Instruction, Discuss Authentic Assessments/Analysis Activity, Teacher Observations. **H.W. Read Chapter 9 Lit 21st/Focus Questions**
8/29 Week 3	Chapter 9 Facilitating Students' Comprehension: Text Factors)	Discuss Chapter 9. Share examples of literature genres, Poems from two voices, Vocabulary Strategies and activities, Expository Writing activity, Guided Reading instruction. Talking Drawings. The **Literacy Profile is due.** **H.W. Read Chapter 12 Lit 21st/ Focus Questions**
9/5 Week 4	Chapter 12- Reading and Writing in the Content Areas	Discuss Chapter 12, RAFT writing activity, SQ3R, Work on Literature Circles. Anticipation Guides. **Quiz 1- Chapters- 10, 11, and 9** **Note: Some material from EDU 530 will be included on the quiz.** **Authentic Assessments and Analysis is due.** **H.W. Read Chapter 8 Lit 21st/ Focus Questions**
9/12 Week 5	Chapter 8 Facilitating Students' Comprehension: Reader Factors	Discuss Chapter 8, IEPC Story Impressions, DRTA, Discuss article. **Guided Reading Lesson Plan due.** **HW: Find three different fluency activities and list the grade/standard they are appropriate for. Give an explanation of each activity and how it supports literacy. Upload this 1 page document to Canvas.**
9/19 Week 6	Chapter 6 Fluency	Review Chapter 6 and share fluency activities that were discovered for HW. Fluency activities Creating a Writing Lesson-Partner Work Review for Quiz 2. **Tutoring Logs are due.** **Prepare for Quiz 2 on 6/21**

9/26 Week 7		**Teacher Observations are due by 6pm on this day.** **Quiz 2- Chapters 12, 8, and 6** **Note: Some material from Quiz 1 will also be included.**

<u>Academic Assistance</u>

<u>Center for Student Success</u>

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.

<u>Americans with Disabilities Act</u>

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 for reasonable accommodation of their disabilities. If you have a documented disability requiring an 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 (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 <u>PSOE Policies for Professionalism</u>. 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 <u>Code of Ethics for Educators</u> 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. <u>An education candidate is defined as any student taking classes in the PSOE</u>

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

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

    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, voice-mail, 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 in order 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 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:

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 – MAT Course