



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

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**General Course Information**

Course Number and Title: **EDU 318 Motivation and Learning for Diverse Students**

Semester: Fall 2023

Instructor: Dr. Lynda Chisholm

Location: PSOE 003

Office: Paul Jones 102

Office Hours: Tuesdays and Thursdays, 11:00-2:00

Phone: 770-720-5645

Email: [jgc@reinhardt.edu](mailto:jgc@reinhardt.edu)

**Catalog Course Description**

This is an introductory course in how and why children learn. Components of this course include the biological, behavioral, and cognitive theories of learning with an emphasis on the newest information on brain-based learning. Relevant to brain development and motivation, the course will explore conditions conducive to children's learning, as well as conditions that prohibit their learning.

**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**

Brain-Based Learning: Teaching the Way Students Really Learn, Third edition  
Corwin Press.

ISBN 978-1-5443-6454-4

**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](https://eagleweb.reinhardt.edu/ICS/Help/EagleWeb_Help.jnz)

Canvas Support: [NMC@reinhardt.edu](mailto:NMC@reinhardt.edu)

General Technology: [helpdesk@reinhardt.edu](mailto:helpdesk@reinhardt.edu)

LiveText: [TCG@reinhardt.edu](mailto: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?

How does teaching relate to brain-based learning?

How does brain development relate to designing lessons for students?

What is the relationship between brain development and cognition?

How do motivation and brain development relate to each other?

What is the relationship between chronological age, learning, and brain development?

How do learner diversity, motivation, and brain development relate to each other to promote effective learning?

### **Course Relationship to Conceptual Framework**

The course will address the relationships among brain development, learning, and motivation relative to how students learn. Content will provide future teachers information that enables them to design appropriate and meaningful learning experiences of diverse learners. Such experiences will create a rich and ongoing desire within students to continue lifelong learning.

## **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.
3. The teacher candidate utilizes a variety of strategies to differentiate instruction and provide an academically challenging environment for all students.
4. The teacher candidate uses systematic formal/informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction.
5. 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>

<b>Teacher Assessment on Performance Standards (TAPS)</b>
<p><b>TAPS Standard 1: Professional Knowledge</b></p> <p>The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.</p>
<p><b>TAPS Standard 2: Instructional Planning</b></p> <p>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.</p>
<p><b>TAPS Standard 3: Instructional Strategies</b></p> <p>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.</p>
<p><b>TAPS Standard 4: Differentiated Instruction</b></p> <p>The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.</p>
<p><b>TAPS Standard 5: Assessment Strategies</b></p> <p>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>
<p><b>TAPS Standard 6: Assessment Uses</b></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.
<b>TAPS Standard 7: Positive Learning Environment</b>  The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
<b>TAPS Standard 8: Academically Challenging Environment</b>  The teacher creates a student-centered, academic environment in which teaching, and learning occur at high levels and students are self-directed learners.
<b>TAPS Standard 9: Professionalism</b>  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.
<b>TAPS Standard 10: Communication</b>  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](mailto:nurse@reinhardt.edu), 770-720-5542 or [www.reinhardt.edu/nurse](http://www.reinhardt.edu/nurse).

Public Safety

**Non-Emergency Phone:** 770.720.5789

**Emergency Phone:** 770.720.5911

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

Dean of Students

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

Office of the VPAA

[vpaa@reinhardt.edu](mailto: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](http://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 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- There is no field experience for this course.**

**Number of hours:**

**Expectations:**

**Reflection:**

### **Course Requirements/Assignments**

#### **1. Completion of Summations from reading the text**

**50 points per chapter**

**550 points**

- Typewritten summations will be submitted to Canvas by designated dates.
- Students will use summaries to lead class discussions.
- Use headings in text in summaries.
- Failure to submit to Canvas by designated time will result in NO credit for the assignment. **I WILL NOT REOPEN ASSIGNMENTS FOR LATE SUBMISSIONS.**
- Make certain to have a copy, whether a hard copy or on your laptop, on which you can add notes that come from class discussions

- **No credit** will be given for poorly prepared summations that do not reflect appropriate effort and accurate information.
- Rubric is provided.
- {RU LO 1, 3,4; PSOE LO-1,2,4}

**2. Information Sheet on the Brain , Canvas 8/21, noon  
50 points**

- From the internet, find a picture of the brain that shows the four major lobes and the limbic system. Label the parts and fill in with **colored pencils**. Label the functions of each part.
- Bring to class for discussion. You will need this for an exam so complete it well.
- Put the source on the bottom of the page in **APA** format.

**3. Motivation Paper, Canvas 11/21, 11:59 150 points**

- 8-10 pages
- APA in-text citations
- APA title page
- APA reference page (must use each source listed on reference page)
- Only 3 direct quotes
- References 2018-present

**LAYOUT OF PAPER**

- I. Define Motivation
- II. Motivation in Education (Why is it necessary?)
- III. Theories of Motivation in Education
  - Intrinsic and Extrinsic Motivation Theory
  - Self-Determination Theory
  - Attention, Relevance, Confidence, Satisfaction (ARCS) Model
  - Social Cognitive Theory
  - Expectancy Theory
- IV. Motivation and Learning
  - Mastery Goals
  - Performance Goals
- V. Flow Theory
  - What is Flow Theory?
  - How do educators influence this Flow?
  - What can educators do to encourage it?
- VI. Interferences of Motivation

- What prohibits students' motivation?

#### VII. Reference Page

**You must bring me verification from the Writing Center or Center for Student Support that you have been to their office to have your paper examined.**

<b>4. three exams</b>	<b>300 points</b>
<b>5. final exam</b>	<b>200 points</b>
<b>6. brain-based article</b>	<b>50 points</b>
<b>7. brain-based activities</b>	<b>50 points</b>

#### Evaluation and Grading

1350-1215=A	1214-1080=B	1079-945=C	944-8100=D	809-0=F
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#### Projected Course Outline

<b>Date</b>	<b>Course Topic</b>	<b>Course Activity</b>	<b>Out of Class Assignment</b>
8/15 T	syllabus class organization	discussions	read and write summary of chapter 1; Canvas 8/17, noon
8/17 R	how brain learns	ch. 1 discussions brain information sheet due;	read and summarize chapter 2; Canvas 8/21, noon
8/22 T	uniqueness of brain	discussions ch.2	read over summaries of ch. 1 & 2
8/24/R	how brain learns uniqueness lobes and limbic system	discussions ch. 1&2 lobes & limbic system	read ch. 3 and summarize Canvas, 8/29, noon
8/29/T	senses & learning	discussion ch. 3 first half	read over ch. 3 & summary Canvas 8/31/ noon



8/31/R	senses & learning	discussion ch 3 2 <sup>nd</sup> half	study for exam ch. 1-3
9/5/T	ch 1-3	<b>exam I</b>	read & summarize ch. 4 Canvas, 9/7 noon
9/7/R	classroom relationships	discuss ch 4	read & summarize ch. 5 Canvas, 9/12 noon
9/12/T	neuroplasticity	discuss ch. 5	read over ch 5 and summary
9/14/R finish	neuroplasticity	discuss ch. 5	read ch. 6 & summarize Canvas 9/19 noon
9/19/T	emotions	discuss ch. 6 first half	read over ch. 6 and summary
9/21/R	emotions	finish discussion Ch. 6	read ch. 7 & summarize Canvas 9/26 noon
9/26/T	physical movement	discuss ch. 7 1 <sup>st</sup> half	review ch. 7
9/28/R	physical movement	complete ch. 7	review ch. 4-7
10/3/T	topics ch. 4-7	class review	study for exam II

ch. 4-7

10/5/R	topics 4-7	exam II	read & summarize ch. 8 Canvas 10/10 noon
10/10/T	motivation	discuss ch. 8	review ch. 8
10/12/R	motivation	complete ch. 8 discussion	read & summarize ch. 9 Canvas 10/17 noon
10/17/R	non-conscious learning	discuss ch. 9 first half	review ch. 9
10/19/R	non-conscious learning	complete ch. 9 discussion	read & summarize ch. 10 Canvas 10/24 noon
10/24/T	readiness coherent construc- tion; consolida- tion	discuss ch. 10 first half	review ch. 10
10/26/R	same as 10/24	complete discus- sion ch. 10	read & summarize ch. 11 Canvas 10/31 noon
10/31/T	brain to work with you	discuss ch. 11	review ch. 11

11/2/R	topics ch. 8-11	review ch. 8-11	Study for exam III ch. 8-11
11/7/T	topics ch. 8-11	Exam III	Work on Motivation paper
11/9/R	same	discuss ppt. groups; Brain Organization	Find article on using brain-based instruction in classroom; read and summarize; bring to class Canvas 11/14 noon
11/14/T	brain-based activities	discuss article	research to find 3 brain-based activities for reading and three for math; list names of each; bring materials to present them Canvas 11/16 noon
11/16/R	same	students present activities	Motivation papers due Canvas 11/21 noon
12/1/F	Final Exam 2:30		

## References/Bibliography

### General Brain-based Learning Resources

Brain-based learning takes the knowledge we have now about how people learn, and integrates it into educational environments, both formal and informal, to start creating a new paradigm of how education is conducted. These types of resources, and many more, are available online, often for free, for anyone who is passionate about the science of learning.

[iBioEducation](#)

iBiology's mission is to convey, in the form of open-access free videos, the excitement of modern biology and the process by which scientific discoveries are made. Their aim is to let you meet the leading scientists in biology, so that you can find out how they think about scientific questions and conduct their research, and can get a sense of their personalities, opinions and perspectives.

#### [LearningRX Braintraining](#)

LearningRx is a successful nationwide network of brain training centers. They focus on changing a student's underlying ability to learn and read and train and strengthen cognitive skills.

#### [Searching for the Mind: Neuronal Plasticity](#)

Dr. Lieff is a specialist in the interface of psychiatry, neurology, and medicine. His blog focuses neuropsychiatry, neuroscience, psychopharmacology, geriatric psychiatry, and high technology in medicine.

#### [TeachThought: Neuroscience](#)

TeachThought is a great resource for teachers looking for information about common core, technology, and much more. They have a dedicated section to neuroscience and practical uses of how the science of learning can be applied in every classroom.

#### [Midcourse Corrections: Neuroscience](#)

This organization focuses on improving conferences, meetings, training and education. They have several dedicated articles about neuroscience and how understanding how the brain receives and translates information can improve learning.

#### [eLearn Magazine: Neuroscience](#)

eLearn Magazine is a source for information and perspective about education and technology. They offer teachers research, case studies, best practice tips, and other ideas for a successful classroom.

#### [InformED: Neuroeducation: 25 Findings Over 25 Years](#)

This site is full of useful articles on computer based learning. They also work to unearth the best study tips and trends in virtual education to collaborate with educators.

#### [Brain Study](#)

Dana is a PhD in Psychology from the University of Cambridge. Her blog focuses on the connection between brains and bodies, and other discoveries in psychology and brain science.

#### [Brains.org](#)

Dr. Kathie Nunley connects current psychological and neurological research to education. Her focus includes writing on the importance of sleep, play, and good nutrition for educational success.

#### [Learning on the Move](#)

This blog includes ways in which physical educators can purposefully plan lessons in order to capitalize on how the brain learns best. There are many resources for teachers to use with the brain compatible learning method.

#### [Whole-Brain Living and Learning](#)

Kathy Brown, M.Ed., is a Licensed Brain Gym Instructor and Consultant. Her most recent project has been the completion and launching of her book Educate Your Brain, through which she

describes the basics of the Brain Gym program and how to create a healthy neural environment for learning.

#### [BrightBrain Learning](#)

BrightBrain Learning works to apply enthusiastic and sound teaching to not only make learning easier, but also enjoyable. They tutor students for the SAT, ACT, and other academic courses.

#### [The Second Principle](#)

This blog focuses on holistic learning and concepts like emotional and multiple intelligences and brain-based education. The goal is to help educators teach to a child's strengths and benefit them as lifelong learners.

#### [Neuroscience Education](#)

This site contains everything you've ever wanted to know about neuroscience at the intersection of education. It includes brain quotes, milestones in neuroscience education, tips for increasing memory, brain facts, books about neuroscience and much more.

#### [Brain-Targeted Teaching](#)

Brain-Targeted Teaching designates six "brain targets" for the teaching and learning process and describes brain research that supports each stage. Things like learning evaluations and establishing a positive emotional climate are important in this process.

#### [NIH Videocasting and Podcasting: Neuroscience Lectures](#)

CIT broadcasts seminars, conferences and meetings to world-wide audiences over the Internet as a real-time streaming video. They have a collection of podcasts and lectures on neuroscience freely available in the archives.

#### [Brain Fitness Strategies](#)

Brain Fitness helps people achieve their educational goals through the latest advances in neuromuscular brain development and individualized coaching programs. They assist those with ADD/ADHD, anxiety, or memory problems and anyone else needing academic support.

#### [Posit Science's BrainHQ](#)

BrainHQ is a place to exercise memory, attention, and more. It was built by a team of top neuroscientists, with exercises proven in dozens of published studies to create real and lasting improvements in brain function.

#### [Jensen Learning's Brainbased Learning Blog](#)

Eric Jensen is a member of the prestigious invitation-only Society for Neuroscience and the New York Academy of Science. His blog is full of curriculum and other tools and resources for brain based teaching and learning.

#### [Evidence Based Teacher Network](#)

The Evidence Based Teacher Network (EBTN) is an independent network of teachers who wish to use evidence-based methods in classrooms and training. The aim of this website is simply to give teachers access to the evidence-based material already published and available.

### **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.

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

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

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Candidate Signature

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Date

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PSOE Course

## Attachments/Resources