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

General Course Information
Course Number and Title: EDU 520 Responsive Teaching in the Inclusive Classroom
Semester: Fall 2023
Instructor: Dr. Lynda Chisholm
Location: online
Office: Paul Jones Building Room 102
Office Hours: Tuesday and Thursday, 11:00-2:00
Phone: 770-720-5645
Email: lgc@reinhardt.edu

Catalog Course Description
This is an introductory course in exceptional student education with an emphasis on responsive teaching of diverse students in the inclusion classroom. Components of this course include a review of both high incidence and low incidence special needs populations including possible impact, causes, and characteristics of special needs across different cultures and the life span. Topics include the legal requirements, ethical issues, collaborative teaching, techniques and strategies for accommodations and modifications, and equal experience for all in the inclusion classroom. *Prerequisite: Stage I Admission (MAT Candidacy)*

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

The Exceptional Child: Inclusion in Early Childhood Education
K. Eileen Allen and Glynnis E. Cowdery
Ninth Edition
ISBN-13: 978-0357630693; ISBN-10: 0357630696

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

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

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

Conceptual Framework
The PSOE teacher education conceptual framework establishes the shared vision in preparing educators to work in PK – 12 schools and provides direction for all programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is built on three basic beliefs: (1) learner differences are understood, appreciated, and built upon through respectful, meaningful work in a collaborative, nurturing environment; (2) learner growth and success are developed through the process of ongoing assessment and adjusted instruction; and (3) teachers who are extremely knowledgeable about subject matter, a variety of wise and flexible instructional practices, and multiple options for assessment are better equipped to adjust essential curriculum content, their instructional practices, and student assessment options to address learner differences. The purpose of all PSOE teacher preparation programs is to prepare educators who can create a learning community of care and challenge. This purpose is realized through DATA instructional model that describes different approaches for teaching and assessment. The PSOE conceptual framework represents a strong commitment to the preparation of effective teachers who adapt instruction to support student's diverse learning needs and to maximize learning.

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

What is an inclusion classroom?

What are the areas of exceptionality that compose inclusion?

What are the special needs of inclusion students in the general education classroom?

How do general education teachers accommodate instruction for students with special needs to mitigate the disability's impact on the student's achievement?

Course Relationship to Conceptual Framework

The Master of Arts in Teaching (MAT) teacher preparation program for Early Childhood Education supports the Price School of Education's (PSOE) conceptual framework that is realized through the Differentiated Approaches to Teaching and Assessment (DATA) Instructional Model. The course provides a foundation for understanding the PSOE conceptual framework. Students will be introduced to the DATA Model and the basic elements of responsive teaching that are addressed through the PSOE learning outcomes.

The goal of the MAT program is to transform ECE candidates into professional educators who provide responsive teaching. Within a nurturing learning environment of care and challenge, a responsive teacher consistently uses comprehensive knowledge of student differences, as well as constant consideration of curriculum standards and ongoing assessment results, to differentiate the learning environment, essential curriculum content, instructional practices, and/or student products (how students will ultimately demonstrate independently what they have learned). Throughout instruction, a responsive teacher collects, organizes, interprets, and reflects on assessment data about student learning to systematically plan and adjust instruction. A responsive teacher consistently displays a professional commitment to the teaching philosophy of differentiated instruction to support all students' diverse learning needs and to have a maximum impact on student learning.

As schools become more inclusive, the role of the general education teacher in the education of students with special needs continues to expand. The purpose of this course is to prepare general education teachers to be contributing participants in multidisciplinary teams providing screening and identification data, pre-referral strategies, instruction, and input for placement decisions. This requires an understanding of the legislative and litigious foundations of current special education programming and the role of the general classroom teacher in the process of meeting students' special needs. Teachers must master a wide repertoire of instructional interventions and accommodations to meet a broader continuum of learning differences. The underlying goal of this course is to prepare Professional Learning Facilitators who can facilitate the learning of all students in their classrooms. The competencies addressed in this course were derived from standards for teacher education published by the Council for Exceptional Children, the Professional Teacher Education Unit, as well as the requirements of the Professional Standards Commission (the licensure body of Georgia). This course is designed to meet the requirements of Georgia House Bill 671, which requires all teachers in the state of Georgia to have a course in the introduction to exceptional children.

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.

Reinhardt University – Purposes of Graduate Study

Reinhardt University prepare graduate students to become confident leaders in their chosen disciplines with the following attributes:

I.   Mastery of the current literature, prevailing knowledge, and/or skill set of a specific discipline;

II.   Mastery of critical thinking through the practical application of theory;

III.   Mastery of skills to research a topic thoroughly;

IV.   The ability to foster new knowledge in a discipline; and

V.   The strong communication skills necessary to present research.

GA TEACHER ETHICS LINK:

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

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

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

Campus Security

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

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

Important Contact Information

Campus Nurse within the Student Health Center

nurse@reinhardt.edu, 770-720-5542 or www.reinhardt.edu/nurse.

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 the through the VCG app to find out more about the Virtual Care Group to activate your account www.thevirtualcaregroup.com/reinhardt Once activated, you can get the care you need anytime, from anywhere, which includes unlimited medical visits with board-certified physicians, 50-minute behavioral visits, life coaching, and on-demand crisis counseling.

Attendance Policy

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

Eagle360

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

Field Experience

Number of hours: 7.5 hours; Field experience must be completed in total to pass the course.

Expectations: 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 Alison Attavar at Alison.Attavar@reinhardt.edu**

Reflection: Effective teachers reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on the learners to more effectively guide, differentiate, and adjust instruction. The course recognizes that critical reflection is essential for the teacher of an inclusion classroom because it not only grounds our actions, but also is the foundation of our sense of self as teachers. Reflection is also imperative for the development of a democratic, responsive classroom. Future teachers taking this course will complete a reflective assessment of both their field experience in the special education and inclusion classrooms and their interviews with teachers.

Course Requirements/Assignments

(Assignments may be slightly altered at the discretion of the instructor. Students will be notified of any changes.)

I.   Reflection of Field Experience   **Due in Canvas 10/8, 11:59 p.m.**
50 points

Candidates will write a two-page reflective analysis of field experience. This reflection will include collaborating teacher's ideas about inclusion by sharing answers to the following questions:

1. What problems, if any, do you see with inclusion of students with special needs in the general classroom?
2. What are some needs of the general education teacher with regard to meeting the needs of students with special needs in the general education classroom?
3. What are your thoughts regarding the effectiveness of the inclusion process as it functions in your classroom?

Remind your collaborating teacher that I will be the only person reading these reflections. His/her name is not necessary on this reflection.

- PSOE Learning Outcomes 1, 4
- Purposes of Graduate Study 1, 3, 4

II. **Text Readings and Questions**   **50 points each chapter**

III. **Lesson Plan   Due in Canvas 9/11, 11:59   48 points**

***Plan must be viewed by Dr. Chisholm before the student may teach the lesson

- Student will use the PSOE lesson planning template to construct one lesson plan for a small group of 6-10 students who have special needs. The collaborating teacher will select students for the lesson.
- The information about the group can be obtained from collaborating teacher.
- The subject area will be determined by what the collaborating teacher needs/desires for students. Student must discuss this with the collaborating teacher.
- Student must submit the standard to Dr. Chisholm by 8/21 via Canvas.
- Lesson Plan rubric will be used to grade plan.

Assignment addresses: Course Assessment: Rubric
- PSOE Learning Outcomes: 1, 3, 4
- Purposes of Graduate Study: 1,2, 3, 4

IV. **Recording of Teaching lesson plan**   **100 points**

Submit recording to Canvas by **9/25, 11:59 pm**

Evaluation and Grading
    A= 1098-988
    B= 987-878
    C= 877-768

Projected Course Outline

Date   Course Topic   Course Activity   Out of Class Assignment

Due in Canvas, 8/20, 11:59 pm

Chapter 1/Inclusive Approach to Early Education

Read chapter; answer questions Part 1 and Part 2 p.27. Type the question. Then the answer.

Read chapter 2/Federal Legislation; answer review questions p. 56; type the question.

Due in Canvas 8/27, 11:59pm

Read chapter 3/ Inclusive Programs for Young Children; answer Review questions p. 79; type the question

Read chapter 4/Normal and Exceptional Development; answer Review Questions p. 100; type the question

Read chapter 5/Developmental Disabilities; answer review questions p.125; type the question

Due in Canvas , 9/3, 11:59 pm

Read chapter 6/Sensory Impairments; answer review questions p. 148; type the question

Read chapter 7/Physical Disabilities and Health Problems; answer review questions p.182; type the questions

Read chapter 8/Learning and Behavior Disorders; answer review questions p.221; type the questions

Due in Canvas, 9/10, 11:59 pm

Read chapter 9/Partnerships with Families; answer review questions p. 263

Read chapter 10/Assessment and the IFSP/IEP Process; answer review questions p. 306

Read chapter 11/ Characteristics of Effective Teachers in Inclusive Programs; answer questions p. 328

Due in Canvas, 9/17, 11:59pm

Read chapter 12/Developmental/Behavioral Approach; answer review questions p. 357

Read chapter 13/Arranging the Learning Environment; answer review questions p. 394

Read chapter 14/Facilitating Self-Care, Adaptive, and Independence Skills; answer questions p. 419

Due in Canvas, 9/24, 11:59 pm

Read chapter 15/Facilitating Social Development; answer review questions p. 451

Read chapter 16/Facilitating Speech, Language, and Communication Skills; answer review questions p. 487

Read chapter 17/Facilitating Cognitive Learning; answer review questions p.520

Due in Canvas, 10/1, 11:59 pm

Read chapter 18/Managing Challenging Behaviors; answer review questions p.553

Due in Canvas 10/8, 11:59 p.m.

Reflection of Field Experience   **Due in Canvas 10/8, 11:59 p.m.**

References/Bibliography

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Academic Assistance

Center for Student Success

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

Americans with Disabilities Act

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

Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is located in the basement of Lawson Building. Phone is 770-720-5567. To receive academic accommodations for this class, please obtain the proper ASO letters/forms.

Price School of Education (PSOE) Policies for Professionalism

[GaPSC TEACHER ETHICS LINK](#)

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

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

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

       Penalties for Academic Dishonesty. In the event of academic dishonesty, according to the definition stated above and whatever additional definition an instructor has published in the class syllabus, the instructor may do one of the following, according to his or her assessment of the severity of the infraction and any extenuating circumstances:
       1. Assign a grade of *F* or *0* on the paper, project, or examination, but allow resubmission, resulting in a maximum combined grade of *C*.
       2. Assign a grade of *F* or *0* on the paper, project, or examination without the opportunity for resubmission.
       3. Assign a grade of *F* in the course.

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

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

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

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

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

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

A. Candidates must initially contact their assigned teachers within 5 days after they have been notified via e-mail regarding field experience placement.
B. If an absence is unavoidable, candidates should immediately contact the collaborating teacher and supervisor via telephone, voicemail, and/or e-mail. It is also expected that any days missed during field experience or clinical practice will be made up by the candidate and clearly documented on the 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.

Sign, date, and upload into Canvas by **8/15, 11:59pm**

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

_____ _____ _____

           Candidate Signature   Date   PSOE Course

Attachments/Resources