



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

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**General Course Information**

Course Number and Title: EDU 230 Elements of Differentiated Instruction

Semester: Fall 2023

Instructor: Karen B. Hawley

Location: Paul Jones

Office: 106

Office Hours: Monday and Wednesday 1-4

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**Catalog Course Description**

Basic Elements of Differentiated Instruction is the first education course that all Reinhardt students must take before entering any of the preparation programs within the Price School of Education. The course will provide teacher candidates with a basic knowledge and understanding of the three basic tenets of differentiated instruction and the DATA Model that describes differentiated approaches for teaching and assessment. Candidates will explore each facet of the DATA model, and through creative projects and field experience, they will work to make substantive connections between the theory of Differentiated Instruction and real classroom practices and strategies. Course topics include educational philosophy, Multiple Intelligences, Learning Styles, assessments, content standards, reflective practice. Prerequisite PSY 101.

**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**

Learning Theories Simplified: ...and how to apply them to teaching Second Edition

by Bob Bates

Background Check (\$20)

Bound notebook (for class notes/field notes)

Liability Insurance (PAGE, \$18)

LIVETEXT Subscription (\$150) Important Course Note: LiveText Subscription is required. Those unable to obtain a LiveText subscription should drop the course.

Important Course Note: LiveText Subscription is required.

**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. assessment. Candidates will explore each facet of the DATA model, and through creative projects and field experience, they will work to make substantive connections between the theory of Differentiated Instruction and real classroom practices and strategies. Course topics include educational philosophy, Multiple Intelligences, Learning Styles, assessment, content standards and reflective practice.

Prerequisite: PSY 101.

### **Conceptual Framework**

The PSOE teacher education conceptual framework establishes the shared vision in preparing educators to work in PK – 12 schools and provides direction for all programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is built on three basic beliefs: (1) learner differences are understood, appreciated, and built upon through respectful, meaningful work in a collaborative, nurturing environment; (2) learner growth and success are developed through the process of ongoing assessment and adjusted instruction; and (3) teachers who are extremely knowledgeable about subject matter,

a variety of wise and flexible instructional practices, and multiple options for assessment are better equipped to adjust essential curriculum content, their instructional practices, and student assessment options to address learner differences. The purpose of all PSOE teacher preparation programs is to prepare educators who can create a learning community of care and challenge. This purpose is realized through DATA instructional model that describes different approaches for teaching and assessment. The PSOE conceptual framework represents a strong commitment to the preparation of effective teachers who adapt instruction to support student's diverse learning needs and to maximize learning.

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

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

The 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.

## **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:

<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> <p>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.</p>
<p><b>TAPS Standard 7: Positive Learning Environment</b></p> <p>The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p>
<p><b>TAPS Standard 8: Academically Challenging Environment</b></p> <p>The teacher creates a student-centered, academic environment in which teaching, and learning occur at high levels and students are self-directed learners.</p>
<p><b>TAPS Standard 9: Professionalism</b></p> <p>The teacher maintains a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.</p>
<p><b>TAPS Standard 10: Communication</b></p>

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**

### **Number of hours: 30**

Students will complete 30 hours of structured field experience in local schools. The Director of Field Experience will assign placements for field experience. Field experiences will include structured observations, assisting the supervising teacher, and the maintenance of appropriate documentation of hours that includes the submission of signed documentation (field experience log) verifying site visits for the reporting period. Timesheet and Verification of Field Experience and A FAVORABLE Collaborating Teacher Professionalism Evaluation\*all paperwork must be turned in by due dates in order to receive credit for Field Experience. 30 hours completed in assigned placement as soon as possible. Timesheet and Verification of Field Experience submitted via LiveText and to the Administrative Assistant in hard copy Favorable Collaborating Teacher Professionalism Evaluation submitted to the Administrative Assistant in hard copy by **November 17.**

### **Reflection:**

Field Experience Reflection Journal (must be typed, all questions answered plus typed notes from every visit you make to the school) submitted via LiveText by the end of the semester.

### **Course Requirements/Assignments**

LiveText Subscription is required for class. I will not accept assignments submitted via email. You must have your LiveText subscription up and going by the time you need to turn in your first assignment to LiveText (see the syllabus for date). \*\*

## Teaching Philosophy

Synthesis of course readings, classroom dialogue, reflective journaling, and field Experiences.

## Learning Theory Project

Develop an engaging presentation on an assigned theory/theorist.

Submit presentation and all relevant work via LiveText.

## Article Reflections/Quizzes/Classroom Engagement

Read and thoughtfully respond to assigned articles.

Answer short essay questions on assigned articles.

Participation is expected and is an essential part of class. Students are expected to attend all classes, arrive on time, and stay until the end of class. Class participation is how you engage in the class discussions.

## Evaluation and Grading

Assignments	Points	Grade
Article Reflections/Quizzes/Classroom Engagement	100	
Teaching Philosophy	200	A=900-1000
Autobiography	100	B=800-899
Learning theory project	200	C=700-799
Final project	200	D=600-699
Field experience	200	F=Below 599
Total points	1000	

## Projected Course Outline

Date	Course Topic & Activities	Reading/Viewing Assignments Due	
8/14	Introductions, Syllabus, Course outline, and Assignments overview, Field experience expectations, Timeline overview	Autobiography	
8/21	Why teaching? Aspects of the best teachers you ever experienced?	READ: Dewitt - Critical Issues in Public Education in 2018 Post Reflection in LiveText and Canvas	

		Weekly theorist	
8/27	Purpose of Education	READ: Canestrari/Marlowe - Chap 3 Post Reflection in LiveText and Canvas Weekly theorist	
9/4	The Role of the Teacher	Read: Schooling by Design chapter 5 "What is the teacher's job when teaching?" Weekly theorist	
9/11	GPS/Lesson Planning	HTTP: WWW. GADOE. ORG/curriculum-instruction-and assessment/curriculum-and-instruction/pages/default. ASPX Read: lesson plans: the basis for instruction Cunningham Weekly theorist	
9/18	Piaget-Cognitive Development and Gardener Learning Styles	READ: About Multiple Intelligences article READ: Big Five Personality Traits article Weekly Theorist	
9/25	Differentiation	READ: Wormeli Chap 1 "Fair Isn't Always Equal" READ: Tomlinson Chap 2 "The Differentiated Classroom" Post Reflection in LiveText (one entry for both articles) and Canvas Weekly Theorist	
10/2	Vygotsky - Scaffolding	WATCH: <a href="https://www.khanacademy.org/test-prep/mcat/individuals-and-society/self-identity/v/vygotsky-sociocultural-development">https://www.khanacademy.org/test-prep/mcat/individuals-and-society/self-identity/v/vygotsky-sociocultural-development</a> READ: Vygotsky article	
10/9	Bloom's Taxonomy	READ: Cochran, Conklin, & Modin - "A New Bloom" REVIEW: Bloom's Taxonomy Questions Post Reflection in LiveText and Canvas Weekly Theorist	
10/16	Teaching Philosophy & Learning Theorist Project Overview	REVIEW: <a href="https://cei.umn.edu/support-services/tutorials/writing-teaching-philosophy">https://cei.umn.edu/support-services/tutorials/writing-teaching-philosophy</a> REVIEW: Philosophy Rubrics Weekly Theorist Assign theorists for project	
10/23	Infographics & Professionalism	READ: Professionalism in Teaching, GA Code of Ethics, Professionalism in Teacher Education Post Reflection in LiveText and Canvas Weekly Theorist	
10/30	Assessment	READ: Davies "Involving Students in the	

		<p>Classroom Assessment Process" from Ahead of the Curve</p> <p>READ: Guskey "Using Assessments to Improve Teaching and Learning" from Ahead of the Curve</p> <p>Post Reflection in LiveText and Canvas READ: 2 articles on Feedback.</p> <p>Post Reflection in LiveText</p> <p>INFOGRAPHIC DUE in LiveText</p> <p>Weekly Theorist</p>	
11/6	<p>Poverty &amp; Socio-Economic Status</p> <p>English as a Second Language</p> <p>Gender Issues/ Inclusion</p>	<p>READ: Peters - "Appreciating Today's Students" &amp; Do You Know Enough About Me to Teach Me Chap 7-9</p> <p>READ: Payne - Chap. 4 "The Situated Poverty Learning" Reality Post Reflection (one) in LiveText for all readings Canvas</p> <p>READ: ELLS - 10 Usually Wrong Ideas</p> <p>Post Reflection in LiveText for all readings</p> <p>READ: Canestrari/Marlowe - Chap. 7</p> <p>READ: Canestrari/Marlowe - Chap. 6</p> <p>Post Reflection in LiveText for all readings and Canvas</p> <p>Weekly Theorist</p>	
11/13	<p>Social/Emotional Intelligence and Learning &amp; Engagement Strategies</p> <p>Social/Emotional Intelligence and Learning &amp; Engagement Strategies</p>	<p>Social/Emotional Intelligence and Learning &amp; Engagement Strategies</p> <p>READ: "The Need for Social Emotional Learning"</p> <p>READ: "Key to Classroom Management"</p> <p>Post Reflection in LiveText for all readings and Canvas</p> <p>READ: "Fundamentals of Creativity"</p> <p>WATCH:</p> <p><a href="https://www.teachingchannel.org/videos/teaching-higher-order-thinking-skills">https://www.teachingchannel.org/videos/teaching-higher-order-thinking-skills</a></p> <p>READ: "21st Century Skills"</p>	
11/20	Learning Theory Presentations		

### References/Bibliography

Canestrari, A.S., & Marlowe, B.A. (2012). Educational foundations: An anthology of critical readings.

Thousand Oaks, CA: SAGE Publications.

Elias, M.J., Zins, J. E., Weissberg, R. P., Frey, K.S., Greenberg, M. T., Haynes, N. M., Kessler, R., Schwab-

Stone, M. E., & Shriver, T. P. (1997). Promoting social and emotional learning: Guidelines for educators.

Alexandria, VA: Association for Supervision and Curriculum Development.

Fox, J., & Hoffman, W. (2011). The differentiated instruction book of lists. San Francisco, CA: Jossey-Bass.

Marzano, R. J. (2006). Classroom assessments & grading that work. Alexandria, VA: Association for

Supervision and Curriculum Development.

O'Connor, K. (2007). A repair kit for grading: 15 fixes for broken grades. Portland, OR: Educational

Testing Service.

Orange, C. (2000). 25 biggest mistakes teachers make and how to avoid them. Thousand Oaks, CA: SAGE

Publications.

Payne, R.K. (2013). A framework for understanding poverty: A cognitive approach. Highlands, TX: Aha!

Process, Inc.

Peters, S. G. (2008). Teaching to capture and inspire all learners. Thousand Oaks, CA: SAGE Publications.

Peters, S. G. (2006). Do you know enough about me to teach me? Orangeburg, SC: The Peters Group

Foundation.

Reeves, D. (2007). Ahead of the curve. Bloomington, IN: Solution Tree.

Tomlinson, C.A. (2014). The differentiated classroom: Responding to the needs of all learners. Alexandria,

VA: Association for Supervision and Curriculum Development.

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Wormeli, R. (2006). Fair is not always equal: Assessing & grading in the differentiated classroom.

Portland, ME: Stenhouse Publishers.

WEB Sources

<https://teachingchannel.org>

<https://khanacademy.org>

<https://ascd.org>

<https://multipleintelligencesoasis.org>

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

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