EDC 300 Diversity in Educational Settings  
Spring 2010 Syllabus

“Every student is a multidimensional human being, a person with a heart, a mind, and a soul, with hopes, dreams, aspirations, and capacities that must be embraced if productive growth and learning is to take place.”  
(Ayers, 2001, p. xiii)

Instructor: Dr. Debbie Jackson  
Term: Spring 2010

Office: 262 Chester Building  
Room: MC 330

Email: d.jackson1@csuohio.edu  
3 credit hours

Office Phone: 216-687-3753  
Mon. & Wed. 2:40-3:55pm

Instructor Website: http://academic.csuohio.edu/jackson_d

Office Hours: Mon. 11:00-2:00, Tues. 2:00-4:00, and Wed. 11:00-12:00

Course Description:
This course focuses on issues related to the education of culturally and linguistically diverse children, gifted children, and children with special needs. Gender issues in education and the relation of diversity to all areas of the teaching-learning process are discussed. Course work involves the development of effective strategies for teaching all children about diversity and for promoting positive relationships among teachers, parents, and children.

This course fulfills a general education requirement for social diversity/ US diversity.

My Philosophy:
I believe that most students cannot learn without doing, which is why this course is designed with many active learning opportunities. It is my responsibility to provide opportunities for you to learn material, but the learning is your responsibility. I am a facilitator of your learning and am willing to assist in any way I can in that process. Please do not hesitate to contact me via email, telephone, or stop in my office. I am excited to get to know each of you as a member of the course and as a person. We will learn much from each other. Be prepared to work hard and learn a lot!

Required Text:
Available as an electronic text for $44 at http://instructors.coursesmart.com/home

Accommodation of student needs
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at 216-697-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

College of Education and Human Services Dispositions
One important aspect of your education is the development of professional dispositions —ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. You should be monitoring your own development beginning now and continuing throughout your teaching career. The Student List of Professional Dispositions you received with your acceptance into your program is your guide.

“Teacher as responsive reflective professional — a partner in learning”
Course Objectives and Outcomes

Knowledge Objectives

Students will demonstrate knowledge of:

• The historical formation of the American national identity and the role of race, ethnicity, and discrimination in American history and society. The efforts made by America to achieve the ideal of *e pluribus unum* – out of many, one and equality of opportunity for all individuals. (Inquiry, Contextualism, Diversity)

• The impact of socioeconomic status on academic achievement, attitudes, behavior, and educational attainment. (Inquiry, Contextualism, Diversity)

• The ways in which religious and linguistic diversity impact American society and educational progress. (Inquiry, Contextualism, Diversity)

• The numerous issues associated with age which impact educational progress and a student’s mental, emotional, and physical well-being. (Inquiry, Contextualism, Diversity)

• The differences and similarities (biological and social) between males and females and how these differences are manifested in schools, employment, political power, and socioeconomic status. (Inquiry, Contextualism, Diversity)

• The purposes of multicultural education and key issues and controversies associated with multiculturalism; the key differences between universalism and cultural relativism and their relationship to tolerance, culture, and education. (Inquiry, Contextualism, Diversity)

• The major political ideologies in American society and how these ideologies impact one’s views on all forms of diversity, cultural values, and educational policies and practices. (Inquiry, Contextualism, Diversity)

• The issues associated with teacher and parent relationships and student achievement.

Skills Objectives

The student will be able to:

• Engage in research and professional development activities that will foster greater understanding of diversity in educational settings. (Inquiry, Professionalism, Contextualism, Diversity)

• Identify the specific educational and personal needs of all students. (Inquiry, Contextualism, Professionalism, Diversity)

• Develop effective communication skills with students characterized by various forms of diversity. (Inquiry, Contextualism, Professionalism, Diversity)

• Design appropriate instructional methods, materials, and assessment techniques for diverse students. (Inquiry, Contextualism, Diversity)

Dispositions

The student will demonstrate:

• An awareness of the discrimination that has adversely impacted minority populations in American education, socioeconomic status, and political participation and the steps taken to reduce discrimination in American life. (Inquiry, Contextualism, Diversity)

• That tolerance for diversity includes diversity of thought and opinion. (Inquiry, Contextualism, Diversity)

• An appreciation for the contributions of diverse populations to American society. (Inquiry, Contextualism, Diversity)

• A recognition that diversity, if properly balanced with cultural unity, is a great strength of American democracy. (Inquiry, Contextualism, Diversity)

• An understanding of the challenges posed by teaching diverse populations and the intangible rewards of successfully educating these students. (Inquiry, Professionalism, Contextualism, Diversity)
### Course Timeline

*All dates and topics are subject to change if needed.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 20</td>
<td>Getting to know each other</td>
<td></td>
</tr>
<tr>
<td>Jan. 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. 27</td>
<td>What are your cultures? Who are you?</td>
<td></td>
</tr>
<tr>
<td>Feb. 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 3</td>
<td>Multicultural Education</td>
<td>Come to class with questions about the syllabus</td>
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<tr>
<td>Feb. 8</td>
<td></td>
<td>Ch. 1 Reflection</td>
</tr>
<tr>
<td>Feb. 10</td>
<td>Race and Ethnicity</td>
<td></td>
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<tr>
<td>Feb. 15</td>
<td>No Class – President's Day</td>
<td>Work on Digital Photography Autobiography</td>
</tr>
<tr>
<td>Feb. 17</td>
<td>Race and Ethnicity</td>
<td>Ch. 2 Reflection</td>
</tr>
<tr>
<td>Feb. 22</td>
<td>Digital Photography</td>
<td>Digital Photography Autobiography</td>
</tr>
<tr>
<td>Feb. 24</td>
<td>Autobiography Presentations</td>
<td></td>
</tr>
<tr>
<td>Mar. 1</td>
<td>Class and Socioeconomic Status</td>
<td></td>
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<tr>
<td>Mar. 3</td>
<td></td>
<td>Ch. 3 Reflection</td>
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<tr>
<td>Mar. 8</td>
<td>Gender and Sexual Orientation</td>
<td></td>
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<tr>
<td>Mar. 10</td>
<td></td>
<td>Ch. 4 Reflection</td>
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<tr>
<td>Mar. 15 &amp; 17</td>
<td>Spring Break!</td>
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<tr>
<td>Mar. 22</td>
<td>Exceptionality</td>
<td>Digital Photography Autobiography Reflective Paper</td>
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<tr>
<td>Mar. 24</td>
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<td>Ch. 5 Reflection</td>
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<tr>
<td>Mar. 29</td>
<td>Language</td>
<td></td>
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<tr>
<td>Mar. 31</td>
<td></td>
<td>Ch. 6 Reflection</td>
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<tr>
<td>Apr. 5</td>
<td>Religion</td>
<td></td>
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<tr>
<td>Apr. 7</td>
<td></td>
<td>Ch. 7 Reflection</td>
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<tr>
<td>Apr. 12</td>
<td>Geography</td>
<td></td>
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<td>Apr. 14</td>
<td></td>
<td>Ch. 8 Reflection</td>
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<tr>
<td>Apr. 19</td>
<td>Age</td>
<td></td>
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<tr>
<td>Apr. 21</td>
<td></td>
<td>Ch. 9 Reflection</td>
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<td>Apr. 26</td>
<td>Culturally Relevant Pedagogy</td>
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<td>Apr. 28</td>
<td></td>
<td>Ch. 10 Reflection</td>
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<tr>
<td>May 3</td>
<td>“Glass Castle”</td>
<td>Pair, Share</td>
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<tr>
<td>May 5</td>
<td></td>
<td></td>
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<tr>
<td>Fri, May 14</td>
<td><strong>1:00-3:00 Final Exam</strong></td>
<td></td>
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</tbody>
</table>
Class Assignments/Responsibilities

This course has been organized to assist your development toward becoming an accomplished teacher of all children. All of its contents are subject to change in accordance with student needs.

You will receive more detailed directions and grading rubrics for all of the assignments well in advance of their due date. For the more complex projects, there may be assignments due to scaffold your success.

Evaluation Details
Each assignment is given a point value. Success in this course is heavily dependent upon each student’s level of active involvement in classroom activities, group discussions, and course assignments.

Students must complete EVERY assignment in order to pass the course.

Late Assignments: Assignments that are not turned in on the due date are worth a maximum of 75% of the original number of points.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Class Participation</td>
<td>Ongoing</td>
<td>2 x 30</td>
</tr>
<tr>
<td>Chapter Reflections</td>
<td>Ongoing</td>
<td>10 x 20</td>
</tr>
<tr>
<td>Chapter Reflection Leader</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Digital Photography Autobiography</td>
<td>Feb. 22 &amp; Mar. 22</td>
<td></td>
</tr>
<tr>
<td>Pair, Share</td>
<td>May 3 &amp; 5</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>May 10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Active Class Participation
Your oral/written contribution to this class and active participation in discussions, activities, and peer presentations are important. Your participation grade will be determined by your thoughtfulness and clarity, attendance and supportive reasoning offered for critique and analysis. You must attend class daily to participate; therefore absences and tardiness will influence participation grade. You must call or email anytime you are unable to make it to class on time, d.jackson1@csuohio.edu or (216) 687-3753.

Chapter Reflections
Each student will provide a reflective evaluation of the content in each chapter. These brief but incisive reflections will be due in class the same week the reading is due. This is NOT a summary of the chapter, but a reflection where you can ask questions, relate the ideas in the text to your practicum and your own school experiences, etc. The format for the reflection is up to you. You can write a paper if you wish, but it should not be more than two pages. A graphic representation of the content is preferred. You can go to www.graphic.org for ideas. Dr. Jackson will provide a sample for chapter one as well as a rubric that will be used to assess your chapter reflections.

Chapter Reflection Leader
On the day when your reflection is due, you will engage in the presentation and discussion of the graphic organizers of the members of your group. During the semester you will be required to share your graphic organizer and lead the discussion. Your peers will evaluate your leadership and your grade will be the average of your peers’ assessment.

“Teacher as responsive, reflective professional – a partner in learning”
Digital Photography Autobiography
This project includes taking pictures of things that represent your cultural identity characteristics. The digital photography autobiography will be posted to facebook as a photo album and will include an explanation for each photograph. You will be required to nominate five photographs of your colleagues to “win” for most powerful photographs.
You will also be required to write a reflective paper on the process of putting the autobiography together as well as viewing the autobiographies of your peers.

Pair, Share
You will be required to read parts of the novel “Glass Castle.” During a discussion of the book near the end of the semester you will teach your colleagues about the sections of the book you read and determine as a group the impact of the book on your thinking and integrate the ideas of the course.

Final Reflection Paper
Reflection is one habit of an effective teacher and this assignment will help you to hone your reflective skills. You will be required to write a paper detailing the three things you learned throughout the course and point to specific activities or readings that lead to your learning.

Grading
Students will receive a letter grade at the completion of all course requirements.

<table>
<thead>
<tr>
<th>Grade Scale</th>
<th>A</th>
<th>100 - 93 %</th>
<th>A-</th>
<th>92 - 90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td></td>
<td>89.5 - 87.5%</td>
<td>B</td>
<td>87 - 83.5%</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>79.5 - 77.5%</td>
<td>C</td>
<td>77 - 73.5%</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>69 - 63.5%</td>
<td>F</td>
<td>63.5%</td>
</tr>
</tbody>
</table>

NA = Never Attended class
IN = Incomplete. IN “maybe given to students who are unable to complete the last three weeks of a semester because of factors beyond their control. Appropriate documentation is required.”

“Teacher as responsive, reflective professional — a partner in learning”
The following table lists the CSU Teacher Education Standards and possible artifacts for your portfolio.

<table>
<thead>
<tr>
<th>Cleveland State University – Standards for Teacher Education</th>
<th>Possible artifacts from EDC 300</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Personal Philosophy.</strong> The CSU teacher education student articulates a personal philosophy of teaching and learning that is grounded in theory and practice.</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Social Foundations.</strong> The CSU teacher education student possesses knowledge and understanding of the social, political, and economic factors that influence education and shape the worlds in which we live.</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Knowledge of Subject Matter and Inquiry.</strong> The CSU teacher education student understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person.</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Knowledge of Development and Learning.</strong> The CSU teacher education student understands how individuals learn and develop and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge.</td>
<td></td>
</tr>
<tr>
<td>5. <strong>Diversity.</strong> The CSU teacher education student understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning.</td>
<td>Final Reflection Paper</td>
</tr>
<tr>
<td>6. <strong>Learning Environment.</strong> The CSU teacher education student uses an understanding of individual and group motivation to promote positive social interaction, active engagement in learning, and self-motivation.</td>
<td></td>
</tr>
<tr>
<td>7. <strong>Communication.</strong> The CSU teacher education student uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments.</td>
<td>Pair, Share</td>
</tr>
<tr>
<td>8. <strong>Instructional Strategies.</strong> The CSU teacher education student plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative, and physical development.</td>
<td></td>
</tr>
<tr>
<td>9. <strong>Assessment.</strong> The CSU teacher education student understands, selects, and uses a range of assessment strategies to foster physical, cognitive, social, and emotional development of learners and gives accounts of students’ learning to the outside world.</td>
<td></td>
</tr>
<tr>
<td>10. <strong>Technology.</strong> The CSU teacher education student understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs.</td>
<td>Chapter Reflections/ Final Paper</td>
</tr>
<tr>
<td>11. <strong>Professional Development.</strong> The CSU teacher education student is a reflective practitioner who evaluates his/her interactions with others (e.g., learners, parents/guardians, colleagues and professionals in the community) and seeks opportunities to grow professionally.</td>
<td></td>
</tr>
<tr>
<td>12. <strong>Collaboration and Professionalism.</strong> The CSU teacher education student fosters relationships with colleagues, parents/guardians, community agencies, and colleges/universities to support students’ growth and well being.</td>
<td></td>
</tr>
</tbody>
</table>
"The Teacher As A Responsive, Reflective Professional: A Partner In Learning"

Cleveland State University teacher education graduates achieve outcomes reflecting the four knowledge bases that compose this model: inquiry, partnership, contextualism, and professionalism. These knowledge bases are applied to the program within the environments of urban and suburban schools, which are culturally diverse and include students with disabilities.

<table>
<thead>
<tr>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism affirms that:</td>
</tr>
<tr>
<td>l teachers can and should assume greater collective responsibility for defining, transmitting, and enforcing standards of professional</td>
</tr>
<tr>
<td>practice so that their clients or students are well served</td>
</tr>
<tr>
<td>l teacher education is a career-long process beginning with undergraduate studies and culminating in retirement</td>
</tr>
<tr>
<td>l teacher education programs should provide ongoing opportunities for continuous development that promote systemic reform initiatives in</td>
</tr>
<tr>
<td>subject matter teaching, use of technology, equity, assessment, and school organization</td>
</tr>
<tr>
<td>l teacher education programs would develop professionalism such that graduates will assume leadership roles both within and beyond the classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Contextualism</th>
<th>Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU teacher education students investigate the inquiry approach from the dual perspectives of learner and teacher.</td>
<td>The emphasis on context recognizes that: l learning is contextually situated</td>
<td>Partnerships encompass the notion of: l individuals working together to learn</td>
</tr>
<tr>
<td>The inquiry approach: l provides students with opportunities to review, critically analyze, and self-evaluate their learning and produce knowledge within the context of the classroom</td>
<td>I learning is inextricably intertwined with and informed by the developmental, sociocultural, and institutional contexts in which it is being constructed and internalized</td>
<td>l individuals, organizations, or social structures collaborating to facilitate and enhance achievement of learning outcomes</td>
</tr>
<tr>
<td>l allows teachers and learners to share responsibility for learning</td>
<td>I teachers must incorporate into their teaching the cultures and background that students bring to the classroom to help learners bridge connections between home, school, and the larger society</td>
<td>CSU teacher education students investigate: l the importance and benefits of partnerships and collaboration</td>
</tr>
<tr>
<td>l supports students' comprehension of challenging material by considering what they already know and expecting them to ask questions, investigate the topic, and determine for themselves what they have learned</td>
<td>I teachers need to understand the nature and significance of diversity in all its multiple forms</td>
<td>l social aspects of learning</td>
</tr>
<tr>
<td></td>
<td>I teachers need to understand how historical, political, and economic forces and structures influence all levels of the educational enterprise</td>
<td>I techniques for structuring learning experiences that involve partnerships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I methods for encouraging students to work together effectively</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I procedures for establishing and maintaining collaborative efforts with parents, community members, colleagues, businesses, and universities</td>
</tr>
<tr>
<td>Program Outcomes (E = Explore, D = Develop, RA = Refine/Apply, N= Not a Focus)</td>
<td>Code</td>
<td></td>
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</tr>
<tr>
<td><strong>Personal Philosophy.</strong> The CSU teacher education student articulates a personal philosophy of teaching and learning that is grounded in theory and practice [Knowledge Base: Professionalism]</td>
<td>E &amp; D</td>
<td></td>
</tr>
<tr>
<td><strong>Social Foundations.</strong> The CSU teacher education student possesses knowledge and understanding of the social, political, and economic factors that influence education and shape the worlds in which we live [Knowledge Base: Contextualism]</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Subject Matter and Inquiry.</strong> The CSU teacher education student understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person [Knowledge Base: Inquiry]</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Development and Learning.</strong> The CSU teacher education student understands how individuals learn and develop and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge [Knowledge Base: Contextualism]</td>
<td>E &amp; D</td>
<td></td>
</tr>
<tr>
<td><strong>Diversity.</strong> The CSU teacher education student understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning [Knowledge Base: Contextualism]</td>
<td>E, D, &amp; RA</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Environment.</strong> The CSU teacher education student uses an understanding of individual and group motivation to promote positive social interaction, active engagement in learning, and self-motivation [Knowledge Bases: Contextualism, Partnerships]</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td><strong>Communication.</strong> The CSU teacher education student uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments [Knowledge Bases: Inquiry, Partnerships]</td>
<td>E &amp; D</td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Strategies.</strong> The CSU teacher education student plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative, and physical development [Knowledge Bases: Contextualism, Inquiry]</td>
<td>E &amp; D</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment.</strong> The CSU teacher education student understands, selects, and uses a range of assessment strategies to foster physical, cognitive, social, and emotional development of learners and give accounts of students' learning to the outside world [Knowledge Bases: Inquiry, Contextualism]</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td><strong>Technology.</strong> The CSU teacher education student understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs [Knowledge Base: Contextualism]</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Development.</strong> The CSU teacher education student is a reflective practitioner who evaluates his/her interactions with others (e.g., learners, parents/guardians, colleagues and professionals in the community) and seeks opportunities to grow professionally [Knowledge Bases: Inquiry, Professionalism, Partnerships]</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration and Professionalism.</strong> The CSU teacher education student fosters relationships with colleagues, parents/guardians, community agencies, and colleges/universities to support students' growth and well-being [Knowledge Bases: Professionalism, Partnerships]</td>
<td>E &amp; D</td>
<td></td>
</tr>
</tbody>
</table>
Dispositions
One important aspect of your education is the development of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. You should be monitoring your own development beginning now and continuing throughout your teaching career.

Student Professional Dispositions (Modified from Kent State University)

Communication Skills*

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Demonstrate appropriate verbal communication.</td>
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<tr>
<td>2.</td>
<td>Demonstrate appropriate written communication.</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrate a disposition toward inquiry and problem solving.</td>
</tr>
<tr>
<td>5.</td>
<td>Work collaboratively with parents, colleagues, and professionals.</td>
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<tr>
<td>6.</td>
<td>Demonstrate consistently positive attitudes toward learning and teaching.</td>
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<tr>
<td>7.</td>
<td>Accept responsibility for decisions and actions.</td>
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<tr>
<td>8.</td>
<td>Establish and maintain mutually respectful interactions.</td>
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</tbody>
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Work Ethic*

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<tbody>
<tr>
<td>9.</td>
<td>Demonstrate regular attendance.</td>
</tr>
<tr>
<td>10.</td>
<td>Demonstrate punctuality.</td>
</tr>
<tr>
<td>11.</td>
<td>Complete work in a timely manner.</td>
</tr>
<tr>
<td>12.</td>
<td>Demonstrate organizational skills.</td>
</tr>
<tr>
<td>13.</td>
<td>Observe all pertinent policies and procedures.</td>
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</table>

Professionalism*

<p>| | |</p>
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<tbody>
<tr>
<td>14.</td>
<td>Demonstrate a commitment to working with children, youth, and their families in developmentally appropriate ways.</td>
</tr>
<tr>
<td>15.</td>
<td>Demonstrate an awareness of community, state, national, and world contexts that have an impact on the teaching profession and the learning process.</td>
</tr>
<tr>
<td>16.</td>
<td>Treat university faculty/staff, colleagues, parents, and students fairly, equitably, and respectfully.</td>
</tr>
<tr>
<td>17.</td>
<td>Accept constructive criticism and adjusts performance accordingly.</td>
</tr>
<tr>
<td>18.</td>
<td>Express and demonstrate interest in and enthusiasm for teaching and learning.</td>
</tr>
<tr>
<td>19.</td>
<td>Adapt to new and diverse learning situations.</td>
</tr>
<tr>
<td>20.</td>
<td>Accept diverse learners and their needs.</td>
</tr>
<tr>
<td>21.</td>
<td>Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.</td>
</tr>
<tr>
<td>22.</td>
<td>Maintain confidentiality about student records unless disclosure serves a professionally compelling purpose or is required by law.</td>
</tr>
<tr>
<td>23.</td>
<td>Demonstrate discretion when discussing colleagues, faculty, field sites, and personal information.</td>
</tr>
<tr>
<td>24.</td>
<td>Respect the points of view of others.</td>
</tr>
<tr>
<td>25.</td>
<td>Develop and explain professional judgments using research-based theory and practice.</td>
</tr>
<tr>
<td>26.</td>
<td>Contribute meaningfully and appropriately to discussions by asking questions and giving opinions, and listening to others.</td>
</tr>
<tr>
<td>27.</td>
<td>Project an appropriate professional appearance in professional settings.</td>
</tr>
<tr>
<td>28.</td>
<td>Project an appropriate professional demeanor in professional settings.</td>
</tr>
<tr>
<td>29.</td>
<td>Accept leadership opportunities.</td>
</tr>
<tr>
<td>30.</td>
<td>Understand and practice professional ethical standards.</td>
</tr>
</tbody>
</table>
Bibliography of interesting books and resources


