INSTRUCTOR INFORMATION
A. Name: Donna M. Post, Ph.D.
B. Title: Associate Professor and Chair, Department of Curriculum and Instruction
C. Office Location: 327 Wham Building
D. Office Hours: Immediately after class is fine. Otherwise, I meet with students by appointment only except in critical situations because my position as Department Chair creates only rare opportunities for walk-in appointments. I am pro-student and sincerely interested in your academic progress, however. I will take appointments after 4:30 on Tuesdays and Thursdays, as needed. To make an appointment, please contact Mrs. Debbie Blair (dkblair@siu.edu; 618-453-4256). Mrs. Blair manages my calendar and is the office manager in Wham 327.
E. Phone/Fax/E-Mail: The easiest and quickest way to reach me is by e-mail. However, you can also leave a message on my office answering machine after 4:30. Office: 453-4224 (My desk; please call 536-2441 during business hours, 8-4:30, except in emergencies.) E-Mail: dmpost@siu.edu; FAX: 453-4244
F. Snail Mail: Assignments and other printed materials or communications not handed to me directly may be dropped off in Wham 327 (the Curriculum & Instruction office). Ask the receptionist to put the materials in my mailbox. Please do not e-mail assignments. The Curriculum & Instruction office is open from 8:00 A.M. to 4:30 P.M., Monday through Friday.

COURSE INFORMATION
A. Title: The M.A.T. Apprenticeship
B. Number: C&I 585-T
C. Credits: 1 hour
D. Prerequisites: Passing grades in CI 543, EDUC 550, SPED 408; advisor’s permission to advance to the apprenticeship.
E. Location: TBD (We may meet in the Wham 323 conference room.)
F. Dates/Days/Hours: 4:00-5:15 on these dates: August 31; September 14; September 28; October 11 (we’ll work around fall break); October 26; November 9; November 23; December 7. You must make an individual appointment to meet with Dr. Post on Monday, December 14. In the event of conflicts with either of our schedules, we can meet at our mutual convenience. Do not make plans for Monday nights until after 6:25 PM. See the attached CI 585-T calendar.
G. Primary Premise of the Course: Graduate students assigned to field experience (a.k.a. The M.A.T. Apprenticeship) benefit from frequent seminars during which they can ask for and receive support from SIUC faculty members in resolving discipline problems they encounter in the public schools, planning instruction in their various content areas and at the specific grade levels to which they are assigned, and communicating effectively with their respective Center Coordinators and Cooperating Teachers. They also need guidance in developing the professional exhibit and in creating their first unit plan. This seminar is designed to meet these identified needs in an informal setting.
H. **Catalog Description:** Topical Seminar. A graduate level seminar that involves the study of special problems and related research associated with practical educational situations. Problems available for critiquing and analyzing are the following: (a) Curriculum, (b) Supervision for instructional improvement, (c) Language arts, (d) Science, (e) Mathematics, (f) Reading, (g) Social studies, (h) Early Childhood education, (i) Elementary education, (j) The Middle school, (k) Secondary education, (l) School library media, (m) Instruction, (n) Educational technology, (o) Environmental education, (p) Children’s literature, (q) Family studies, (r) Computer based education, (s) Gifted and talented education, and (t) Teacher education. Maximum of six hours toward a Master’s degree. Prerequisite: consent of instructor. [Graduate Catalog 2010—2011: Chapter Two, Curriculum and Instruction, pp. 179.]

I. **Detailed Description:** As a member of the M.A.T. Cohort taking this class, you will be involved in understanding the nine *Illinois Professional Teaching Standards*, developing and refining artifacts to demonstrate your competence in each area reflected by those standards, preparing for the professional exhibit and faculty assessment of your competence in each of those areas, extending your knowledge of classroom management and discipline procedures and strategies, beginning to teach real students in actual classroom situations in your content area of expertise, and developing the first full instructional unit specifically developed for implementation in the classroom to which you’ve been assigned for the apprenticeship and internship. Your instructor will assist you in understanding and completing these materials and tasks.

J. **Course Objectives:**

**Cognitive Goals:**
The learner will:
1. accurately read and interpret the intent of each of the eleven Illinois Professional Teaching Standards;
2. brainstorm methods of demonstrating competence in the 11 different areas of professional teaching and begin developing or collecting artifacts for use in demonstrating his or her competence in each area;
3. identify discipline and classroom management dilemmas in his or her specific classroom assignment for discussion in the seminar format, share the details with seminar participants, and collaborate with peers and the instructor in establishing effective methods of resolving those issues and dilemmas;
4. develop a first—and thorough—instructional unit to be implemented in the classroom to which he or she is assigned during the apprenticeship or internship;
5. actively participate in class discussions of issues and dilemmas related to the internship experience.

**Affective Goals:**
The learner will
1. choose to participate collegially in discussions related to educational dilemmas, issues, methods, strategies, and alternatives;
2. develop an appreciation for a variety of educational philosophies and agendas;
3. recognize and encourage diverse opinions and suggestions;
4. work cooperatively and collaboratively with peers in large and small group settings;
5. volunteer to share knowledge gained through outside readings and experiences relevant to the issues discussed in class;
6. collaborate in group activities to develop, maintain, and reinforce peer learning and professional development; and
7. understand and appreciate the perspectives of colleagues who teach across various grade levels and content areas.
K. **Instructional Methods:**
   1. Whole-class discussions of course-related materials/readings/experiences
   2. Small-group discussions
   3. Guest speakers (optional)
   4. Individual student presentations/projects
   5. In-class workshops

**TEXTS, READINGS, MATERIALS**

**A. Required Text(s):**

**B. Optional Text(s):** The texts from your content area methods class.

**C. Supplementary Readings:** As it seems prudent or useful in light of classroom discussions and individual student experiences, you may be asked to read supplementary materials, particularly from journals and other professional materials.

**D. Required Software:** LiveText. [Approximately $100; available at the University Bookstore or on-line.]

**MEANS OF STUDENT ASSESSMENT**

**A. 10 points — Artifacts for the Professional Exhibit**—By the end of this semester, you must show evidence of actual artifacts collected—or an explanation of artifacts to be collected during the Internship—for each of the 11 Illinois Professional Teaching Standards you may be asked to address during the Professional Exhibit. The artifacts you’ve collected or plan to collect must be appropriate for the Illinois Standard for which you plan to offer them as evidence of your competence. [This is a formative assessment.]

**B. 50 points — Instructional Unit**—As part of the CI 585-T experience, you must produce an original instructional unit that spans at least 5 school days and that your specific cooperating teacher will allow you to implement during your Apprenticeship or Internship. The unit plan must meet specifications and expectations provided by your course instructor. Regardless of what you do for your methods course instructors in the content areas, the unit plan for me must be presented by my due date. You will lose 10 points per day for a late unit plan.

**C. 65 points — Observation Assignments**—During the course, you will be asked to complete three structured observation assignments designed to help you focus on specific aspects of the management and instruction in the classroom to which you are assigned for the Apprenticeship. One assignment is presented in two parts; the first part is worth 15 points, while the second part is worth 30 points. Two additional assignments are worth 10 points each (15+30+10+10=65).

**D. 10 points — Oral Presentation**—Near the end of the course, you will be expected to describe your instructional unit—and its unique elements—to your peers in 5 to 6 minutes allotted during seminar time. This presentation must meet specific criteria to be distributed in class.
E. **15 points—Participation**—You are expected to attend all seminar meetings and to actively participate in discussion and other related activities. To be fair to all students, any absence from class or perceived lack of participation in class activity will result in a five- to ten-point deduction from your participation grade for each occurrence. Seminar is a one-credit class, but your attendance is expected.

**GRADING SCALE/POLICIES**

<table>
<thead>
<tr>
<th>Scale:</th>
<th>Points:</th>
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<tbody>
<tr>
<td>92-100% = A</td>
<td>138-150</td>
</tr>
<tr>
<td>84-91% = B</td>
<td>126-137</td>
</tr>
<tr>
<td>75-83% = C</td>
<td>113-125</td>
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</tbody>
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**A. Course Grades:** Grades assigned at the end of CI 585-T are determined by the course instructor using the following scale:

**NOTE:** The course is based on points, and your grade is based on the percentage of points you achieve. I reserve the right to deduct points at the rate of 5 per day for any late assignment.

**B. Objectivity:** For the sake of objectivity, a grading criteria sheet is used to evaluate all written assignments. Students will be provided with a copy of this document far in advance of each assignment due date so that expectations are clear and so that students will have ample opportunity to ask questions and clarify issues. All students are evaluated using the identical grading criteria.

**C. Incompletes:** I am most reluctant to give incompletes for courses I teach except in extreme cases where a student’s health or circumstances warrant special consideration. I would rather that both you AND I be finished with the responsibilities of the course within a few days after the end of the semester. Please do not ask for an incomplete unless you feel yours is a special case.

**COURSE POLICIES**

| A. **Attendance/Tardiness/Early Dismissal:** Your attendance at all class meetings is expected. The courtesy of a phone call or an e-mail message explaining an unexpected absence is appreciated. Please see me in advance to discuss anticipated absences and their impact on your progress in the course. In cases where absence or tardiness is excessive, in the instructor’s opinion, a reduction in grade (as explained in the section above) may result.

**B. Class Participation:** As this is a graduate class, you are expected to make contributions of a substantive nature during all discussions of course content. Your insights and experiences are valuable, and I expect that your peers and I will learn vicariously through what you can share with us. Please take an active role without being forced to do so.

**C. Missed Exams or Assignments:** There will be penalties for late or missed assignments at the rate of 5 points per day. A late unit plan results in the loss of 10 points per day. These penalties will be communicated well in advance of the assignment due date. It is your responsibility to make arrangements to satisfy the requirements of the course and to make up missed work as soon as possible after a problem has occurred. I do not excuse students from completing assignments and compensate with a lower grade, nor do I give incompletes in the course except under conditions outlined above.

**D. Academic Dishonesty:** This is rarely a problem among graduate students. However, I feel it’s important to explain my policy up front. It is this: University guidelines regarding plagiarism and academic dishonesty will be followed precisely. Should you be found guilty of academic dishonesty, your grade in the course will be an ‘F’. No exceptions will be made.

**E. Preparation of Assignments:** It is assumed that all work submitted by you for a grade in this course was completed BY you. I am inclined to trust the academic integrity of my students. However, if I learn that my trust may have been misplaced, you may be charged with academic dishonesty, and your grade and credit for the course may not be posted on a transcript until the
situation is investigated and a finding is announced. The format that you are to follow for a particular assignment or quiz will be distributed in writing and explained thoroughly in class in ample time for you to comply before the due date.

**Emergency Procedures:**

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT website at [www.bert.siu.edu](http://www.bert.siu.edu) or the Department of Public Safety's website at [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down), and provided in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

See additional important information on the attached “Provost’s Office Syllabus.”
SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and
gender is a Civil Rights offense subject to the same kinds of accounta-

bility and the same kinds of support applied to offenses against other
protected categories such as race, national origin, etc. If you or someone
you know has been harassed or assaulted, you can find the appropriate
resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a
university-wide program of care and support for students in any type of
distress—physical, emotional, financial, or personal. By working
closely with faculty, staff, students and their families, SIU will continue
to display a culture of care and demonstrate to our students and their
families that they are an important part of the community. For
Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu,
http://salukicare.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a
safe and healthy environment for study and work. We ask that you
become familiar with the SIU Emergency Response Plan and Building
Emergency Response Team (BERT) programs. Please reference the
Building Emergency Response Protocols for Syllabus attachments
on the following pages. It is important that you follow these instructions
and stay with your instructor during an evacuation or sheltering
emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different
cultures and sub-cultures, and representing all strata of society,
nationalities, ethnicities, lifestyles, and affiliations. Learning from and
working with people who differ is an important part of education as well
and an essential preparation for any career. For more information please
visit: http://www.inclusiveexcellence.siu.edu

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on
campus and math labs. To find more information please visit the Center
for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Labs: http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and
faculty. To find a Center or Schedule an appointment please visit
http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with
federal and state equity policies and handles reporting and investigating
discrimination cases. For more information visit:
http://diversity.siu.edu/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin

ADVISEMENT: http:// advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/
Teacher Education Program

The Teacher Education Program (TEP) at Southern Illinois University Carbondale is fully accredited by the National Council for the Accreditation of Teacher Education/ Council for the Accreditation of Educator Preparation (NCATE/CAEP) and by the Illinois State Board of Education. Spanning the entire university, the Teacher Education Program is administered through the College of Education and Human Services and includes majors from the College of Education and Human Services, the College of Science, the College of Liberal Arts, and the College of Agricultural Sciences. Teacher education programs approved by the State Educator Preparation and Licensure Board (SEPLB) are offered at the undergraduate level in early childhood education, elementary education, special education, secondary education, and in majors and minors that lead to the special certificate to teach K-12 art, music, physical education, and foreign languages.

Teacher Education Conceptual Framework: Preparing Reflective Educational Leaders

The conceptual framework identified by Southern Illinois University Carbondale’s College of Education and Human Services reflects the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate levels. Reflective educational leaders are able to review, reconstruct, reenact, and critically analyze their own and their students’ performances as a means to formulate explanations with evidence. A reflective educational leader fosters his/her professionalism in practice when he/she values students’ myriad identities, equips students with the literacies required to participate in a democratic society, and engages stakeholders to make this learning accessible, rigorous, and relevant.

Our conceptual framework views the professional development of teachers and other educational personnel to be an evolutionary and maturational process. Our goal is to prepare a competent, reflective educational leader, ready to assume the responsibilities of educating individuals but with full awareness that his or her induction into the profession continues throughout the duration of his or her professional career. We believe that our teacher candidates not only practice reflective thinking but also become practitioners of reflective action. We believe that effective teaching is characterized by interactions with students to present subject matter, followed by informed reflection on these interactions and presentations. Teachers should make decisions among methods and content based on their competence in both subject matter and pedagogy, rather than acting as technicians following a predetermined curriculum. All unit programs are aligned to the Illinois Professional Teaching Standards as well as standards from their respective content areas.

The model below represents the three major tenets of SIU’s Teacher Education Program: Literacies, Identities, and Engagement:
Literacies:

Reflective educational leaders understand the vast array of literacies students need to function in today’s modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy (Chessin & Moore, 2004; Crowe, Connor, & Petscher, 2009; Cunningham & Stanovich, 2001; Delpit, 1995; Kear, Coffman, McKenna, & Ambrosio, 2000; Leinhardt & Young, 1996; McKenna & Kear, 1990; Moje, 2008; Perry, & Delpit, 1998; Shulman, 1987; Schwartz, 2005; Wilson, 2006; Wineburg, 2001).

Identities:

Reflective educational leaders understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning (Brown, 2005; Cramer, 2006; Epstein, 2009; Irvine, 1997; Olsen, 2010; Rose & Meyer, 2002; Vygotsky, 1962/1996; Washburn, Joshi, & Binks-Cantrell, 2011).

Engagement:

Reflective educational leaders are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and by serving as advocates for students, parents or guardians, and the profession (Amatea, Daniels, Bringman, & Vandiver, 2004; Bemak, & Chung, 2008; Hiebert, Morris, Berk, & Jansen, 2007; Keys, Bemak, Carpenter, & King-Sears, 1998; Lach & Goodwin, 2002; Ladson-Billings, 1995; McCann & Johannessen, 2008; Ratts, DeKruyf, & Chen-Hayes, 2007).

Dispositions

The professional attitudes, values, and beliefs demonstrated though verbal and nonverbal behaviors (dispositions) as educators interact with students, families, colleagues, and communities should support student learning and development. These dispositions are:
The candidate demonstrates professionalism:
- dependability and reliability
- honesty, trustworthiness, ethics
- enthusiasm, love of learning and commitment to the profession

The candidate values human diversity:
- shows respect and sensitivity to the learning needs and abilities of all individuals
- shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
- strives for best practices to address diverse learning needs and abilities of all individuals
- strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
- collaborates with diverse peers, professional colleagues, staff and families

The candidate develops professionally:
- engages in ongoing acquisition of knowledge
- engages in development of research-based practices
- assesses own performance and reflects on needed improvements

References


# CI 585-T: TENTATIVE DAILY SYLLABUS—Fall, 2015

Donna M. Post, Ph.D., Course Instructor

## CLASS #1: COURSE INTRODUCTION

**August 31**
- Discuss issues, dilemmas, problems
- Discuss syllabus/assignments
- Discuss Livetext responsibilities
- Discuss Diagnostic/Prescriptive Assignment, Part 1
- Assign reading of *Beyond Survival*

## CLASS #2: REALITIES AND PERSONAL/PROFESSIONAL SURVIVAL

**September 14**
- Discuss major points in *Beyond Survival*
- Introduce Illinois Professional Teaching Standards
- Resolve questions about assignments
- Discuss routines

**DUE:** Diagnostic/Prescriptive Assignment: Part 1

## CLASS #3: DESIGNING AND COLLECTING ARTIFACTS

**September 28**
- Discuss Illinois Professional Teaching Standards
- Discuss artifacts; suggest examples; discuss plans due during class #5
- Discuss topics for Instructional Units
- Discuss classroom climates

**DUE:** Observation Assignment Due: Routines

## CLASS #4: CLASSROOM MANAGEMENT AND DISCIPLINE

**To be negotiated**
*(Near October 11)*
- Discuss the instructional unit: Expectations & protocols
- Discuss Professional Exhibit artifacts; standards; *Beyond Survival* observations
- Discuss classroom management and discipline issues, dilemmas, and experiences
- Discuss Diagnostic/Prescriptive Assignment, Part 2

**DUE:** Observation Assignment Due: Social Climate/Environment

## CLASS #5: LONG-TERM PLANNING & CURRICULUM MANAGEMENT

**October 26**
- The Instructional Unit: Expectations and Protocols
- Discuss Concept Maps, Curriculum Guides, and Scope & Sequence Documents

**DUE:** Professional Exhibit *Plans* *(a list of what you plan to provide as evidence for each ILPT Standard)*

## CLASS #6: SPECIAL CONDITIONS AND CIRCUMSTANCES, Part I

**November 9**
- Discuss individual issues, dilemmas, situations, concerns, etc.

**DUE:** The Unit Plan

## CLASS #7: INDIVIDUAL PRESENTATIONS *(There is no written exam in this seminar.)*

**November 23**
- **DUE:** Diagnostic/Prescriptive Experience, Part 2
- Oral Presentations
- Instructor/Course Evaluations

**NOTE:** There is no final exam in this course due to its seminar format.

**FINAL:** You must meet with me individually on December 7th to show evidence of at least one appropriate artifact for *each* of the nine (9) Illinois Professional Teaching Standards. Collect artifacts all semester long; make your appointment *early!* See the attached grading criteria sheet for details.