CI 520: Action Research Methods
2015 Syllabus
Monday 4:00—6:25 p.m. Wham 317

Professor: Heidi R. Bacon, PhD
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Mobile: 520.237.2938

Office Hours and Online Availability: Tuesday & Thursday 3:00 – 6:00 p.m. or by appointment; on-line daily and available via email, instant messaging, D2L Chat, and Skype.

Course Description:
The focus of this course is on major trends and current issues in research as they relate to professional practice in child development early childhood programs. The combined nature of the course also enables graduate students to complete the research requirement for the Master’s Degree in Curriculum and Instruction with a Reading and Language Studies specialty. Special emphasis will be placed on the relationship of research to individual professional preparation and practice.

Conceptual Framework:
The conceptual framework identified by Southern Illinois University-Carbondale’s College of Education and Human Services illustrates the professional community’s commitment to preparing reflective educational leaders. Reflective educational leaders not only practice reflective thinking but also become practitioners of reflective action, engaging in informed reflection during and after interactions with their students. Thus, this course will develop skills and competencies related to the major tenets of SIU-C’s Teacher Education Program. Reflective educational leaders are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and serving as advocates for students, parents/families/guardians, and the profession. 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. 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.

Required Text:


Additional Readings:
Other course readings will be assigned.

Select a professional text on teacher research from Goswami et al. Chapter 4 and join a literature discussion group (non-December graduates only).
Although not required, students are strongly encouraged to purchase the latest edition (6th) of the APA Publication Manual.

**Required Access:** Please ensure that you have account access to the following:
1. D2L (access via SIU Online link upper right side of the SIUC main page using dawtag login)
2. Morris Library Accounts (I-Share and Interlibrary Loan)
3. Other sites as noted throughout the course

**Course requirements and demonstrated competencies are aligned with the following standards:**
- International Reading Association Standards
  [Standards for Reading Professionals--Revised 2010](#)
- Illinois Professional Teaching Standards (posted on D2L)
- InTASC Model Core Teaching Standards and Progressions
- WIDA English Language Development Standards
  [https://www.wida.us/standards/eld.aspx](#)

Upon completion of this course, students will have demonstrated knowledge of and/or competency in the following:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>IRA Standards for Reading Professionals</th>
<th>Illinois Professional Teaching Standards</th>
<th>NAEYC Standards for Early Childhood Professional Preparation</th>
<th>InTASC Standards</th>
<th>Related Assignments</th>
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</thead>
<tbody>
<tr>
<td>Students will review major trends and issues in education as they relate to their own research interests.</td>
<td>1.1, 1.2, 2.1, 3.1, 4.1, 4.2, 6.1, 6.2, 6.3, 6.4</td>
<td>1A, 1C, 1E, 1F; 2A, 2B, 2F; 3A, 4B, 4D; 5A, 5B, 6A, 6B, 6C, 6D, 6F; 8A, 8B; 9E</td>
<td>1a, 1b, 2a, 2b, 3a, 3b, 3d, 4a, 4b, 6a, 6c, 6d</td>
<td>1d, 1e; 2k; 3i, 3k; 4j, 4n, 4o; 5i, 5k, 5p, 5q, 5s, 6i, 7i, 7k, 8j, 8m, 8n, 8o; 9e, 9i, 9j, 9n, 9o; 10l</td>
<td>Overview of major areas of research in education; Literature Review section of Action Research Summary Paper; Preparation, participation, collaboration</td>
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<tr>
<td>Students will demonstrate knowledge of current research related to</td>
<td>1.1, 1.3, 2.1, 2.3, 3.1, 4.1, 4.2, 4.3, 6.16, 6.3, 6.4</td>
<td>1A, 1C, 1D, 1E; 2A, 2B, 2C, 2E, 2F; 3E, 3G; 4B, 4D; 5A, 5B, 5F; 6A, 6B, 6C</td>
<td>1a, 1b, 2a, 2b, 3a, 3b, 3d, 4a, 4b, 5a, 5b, 6a, 6b, 6c, 6d</td>
<td>1d, 1e; 2j, 2k; 4j, 4n, 4o; 5i, 5k, 5p, 5q, 5s, 6i, 6n, 7i, 7k, 8j, 8m, 8n, 8o; 9e, 9i, 9j, 9n, 9o; 10l</td>
<td>Overview of major areas of research in education; Literature Review section of Action Research Summary Paper; Preparation, participation, collaboration</td>
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<td>Development/education and to practices which best support learning.</td>
<td>G, 6D; 8A, 8B; 9E, 9G</td>
<td>9n, 9o; 10l</td>
<td>of Action Research Summary Paper; Preparation, participation, collaboration;</td>
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<td>Students will demonstrate an understanding of the principles, methods and procedures of (action) research in literacy, early childhood, and other classroom settings.</td>
<td>1.1, 1.2, 1.3, 2.1, 4.2, 4.3, 6.1</td>
<td>1A, 1C, 1E, 1F, 1K, 1L; 2A, 2B, 2C, 2E, 2F, 2F; 3A, 3G; 4A, 4D, 4L, 4L; 5A, 5B, 5S, 7B, 7M; 8A, 8B, 8F, 8J, 8K, 8L, 8M; 9B, 9E, 9G, 9H, 9I, 9J, 9K, 9M, 9N, 9P</td>
<td>1d, 1e, 1f, 1g, 1j, 1k; 2j, 2k; 3r, 4j, 4m, 4o, 5i, 5k, 5q, 6I, 6n; 7I, 8n, 8s; 9b, 9e, 9d, 9e, 9g, 9i, 9j, 9m, 9n, 9o; 10f, 10i, 10l, 10t</td>
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<td>Students will identify a research problem, relate it to the existing body of research, and design a method and procedure for studying the problem.</td>
<td>1.1, 1.2, 1.3, 2.1, 4.3, 6.1, 6.2</td>
<td>1A, 1C, 1E, 1F, 1K, 1L; 2A, 2B, 2C, 2E, 2F, 2F; 3A, 3G; 4A, 4D, 4L, 4L; 5A, 5B, 5S, 7B, 7M; 8A, 8B, 8F, 8J, 8K, 8L, 8M; 9B, 9E, 9G, 9H, 9I, 9J, 9K, 9M, 9N, 9P</td>
<td>1a, 1b, 1c, 1d, 2a, 3b, 4a, 4b, 4d, 6a, 6b, 6c, 6d</td>
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<td>Students will establish collaborative working relationships with professional colleagues, students, parents, and community members.</td>
<td>1.1, 1.2, 1.3, 5.2, 6.1, 6.2, 6.3, 6.4</td>
<td>1A, 1E, 1F, 1K, 1L; 2E; 3H; 4B, 4D, 4I; 5A; 8A, 8B, 8E, 8J, 8K, 8L; 9B, 9E, 9G, 9H, 9I, 9M, 9P</td>
<td>2b, 4a, 6a, 6c, 6d</td>
<td>Literature Review section of Action Research Summary Paper; In-depth look of action research principles and procedures; Preparation for and initiation of action research project; Completion of action research project (benchmark assignment); Preparation, participation, collaboration</td>
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</table>
Grading Scale: 92% = A, 85% = B, 70% = C, 60% = D, Below 60% = Failing

NOTE: This course is based on points and weighted by category. All learning experiences in this course are designed to assist you in becoming an effective and affective literacy leader. The requirements for this course are rigorous and demanding and the standards are high, but so are those of the teaching profession. See Appendix A for Course Policies.

Course Format and Experiences (Activities and Assignments): Course experiences will consist of a combination of whole class, small group, and individual learning activities. Each workshop experience is designed to provide opportunities to apply and construct course understandings. A major goal is to develop a learning community where graduate students construct knowledge of language and literacy leadership in collaborative enterprise. Therefore, it is essential that students come to class prepared.

The research nature of this course requires that you read widely from numerous journals and texts. You are required to read two articles on each of the topics being researched in class by your peers in addition...
to the articles required for your research project. You are also required to read articles and chapters provided by the instructor.

**Overview of major areas of research in education.** (10% of final grade)

1) Students are required to choose an action research topic relevant to the course. This is part of the proposal/contract. The topic must be selected and proposal/contract approved by the third class meeting.

2) Response to readings on action research (2 typed pages) posted to the D2L Dropbox. What did you take away from the readings? What connections did you make? Share your thoughts and ideas. What questions do you have?

3) A typed bibliography of twenty peer-reviewed journal articles or books relevant to the selected research topic is required. Five of the 20 articles/books can be about action research itself. The bibliography should be completely formatted according to APA style. Post these to the assigned D2L Discussion Forum.

**In-depth look of action research principles and procedures.** (15% of final grade)

1) A minimum of two articles from each bibliography, at the suggestion of each researcher, should be read in preparation for supporting the proposed research projects of your critical colleagues and developing a theoretical framework. NOTE: Each student is responsible, in part, for the quality of each research paper. You will serve as peer editors and critical colleagues. Briefly review, critique, and respond to each reading; post your responses to the assigned D2L Discussion Forum.

2) Select a recommended book from Goswami et al. Read and discuss the book with a self-selected partner or partners (*non-Dec. graduates*).

3) Design a learning experience for your classmates, based on your reading of the book and what you have taken away from the experience (*non-Dec. graduates*).

**Preparation for and initiation of action research project.** (15% of final grade)

1) Complete the web-based human subjects training module.

2) Secure necessary permissions for the project; establish and maintain collaborative working relationships with your research site, stakeholders, and professional colleagues during the project.

3) Develop a timeline and make a list of your data sources. Share these with your critical colleagues and submit them to the D2L Dropbox for my review. Revise based on feedback.

4) Design your data collection instrument(s) and obtain feedback from your critical colleagues. Submit them to the D2L Dropbox for my review. Revise based on feedback.

5) Keep a note book with your field notes and a journal of your thoughts, wonderings, experiences, and interactions, as you conduct, analyze, and write-up your research. Share your thinking during conferences with critical colleagues. The notebook and journal are research artifacts that can be used to triangulate data.

**Completion of action research project (Action Research Summary Paper and Presentation).** This *is a benchmark assignment for the course. You must pass the assignment to pass CI 520/535.* (50% of final grade)

1) Organize and analyze your data. Be prepared to share your data analysis during conferences with your critical colleagues and me.

2) Write an Action Research Summary Paper of your research that completely follows the guidelines and meets the requirements of the project. (40% of grade)

3) A research paper summarizing the project will be /presented to the class and representative(s) from Curriculum and Instruction faculty. (10% of grade)
Preparation, Participation, Collaboration. (10% of final grade)
Collaborating and conferencing with critical colleagues is an essential component of this course. Being prepared for class, active, engaged participation, and timely responses to D2L posts are required, as is regular attendance (refer to Appendix A for absence and assignment policies).

CI 520/535 Course Calendar
The information contained in this course calendar may be subject to change with reasonable notice, as deemed appropriate by the instructor. All changes and adjustments will be discussed in class and posted on the course D2L site. It is the responsibility of the students to check the D2L site for notice of changes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Activities</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>8/24</td>
<td>• Introductions; syllabus; orientation to course; student survey; action research defined</td>
<td>N/A</td>
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<td><strong>Assignments for 8/31</strong></td>
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<td></td>
<td>1. Read Chapters 1-2 in Efrat Efron &amp; Ravid; Chapters 1-2 in Goswami et al.</td>
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<td>2. 2-page written response to the readings (post to D2L Dropbox and bring a copy to class)</td>
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<td>3. Begin work on proposal/contract</td>
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<td>8/31</td>
<td>• Discussion; critical colleagues sharing contract ideas</td>
<td>Written response (D2L Dropbox) and bring a hard copy to class</td>
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<td><strong>Assignments for 9/14</strong></td>
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<td>1. Read Chapter 3 in Efrat Efron &amp; Ravid; Chapter 3 in Goswami et al.</td>
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<td>2. Read Short (2012)</td>
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<td>3. Proposal/contract (post to D2L Dropbox)</td>
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<td>4. Human Subjects training module</td>
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<td>5. Work on bibliography</td>
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<td>9/07</td>
<td><strong>No Class Labor Day</strong></td>
<td>N/A</td>
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<td>9/14</td>
<td>• Discussion; develop a plan of action; action research presentation</td>
<td>Contract (D2L Dropbox); human subjects training module</td>
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<td><strong>Assignments for 9/21</strong></td>
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<td>1. Read Chapter 4 in Efrat Efron &amp; Ravid; Chapter 4 in Goswami; look over Goswami chapter 5</td>
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<td>2. Come prepared with text suggestions for literature discussion (non-Dec. grads)</td>
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<td>3. Post a reflective response on the readings to the D2L Discussion Forum. What are you wondering? What connections did you make?</td>
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<td>4. Choose 2 Articles—post to D2L Discussion Forum</td>
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<td>9/21</td>
<td>• Discussion; Research design; collecting and organizing data</td>
<td>Reflection on reading posted to D2L Discussion Forum; respond to two discussion posts; articles posted to D2L Discussion Forum; book ideas</td>
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<td><strong>Assignments for 9/28</strong></td>
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<td>1. Read Chapter 5 in Efrat Efron &amp; Ravid.</td>
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<td>2. Develop timeline and list possible data sources; post to D2L Discussion Forum and bring to class</td>
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<td>3. Draft of data collection instrument(s) (bring to class)</td>
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<td>3. Begin data collection (Dec. graduates only)</td>
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<td>4. Work on bibliography</td>
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<td>Date</td>
<td>Activity Description</td>
<td>Assignments</td>
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| 9/28   | Work on reading articles
6. Obtain books for literature discussion                                                                                                           | Timeline, data sources (post to D2L and bring to class), draft of data collection instrument(s) |
| 10/5   | Reading discussion activity; critical colleagues review of literature; literature discussion<br><br>**Assignments for 10/05**
1. Read articles
2. Write a review for each and post to D2L Discussion Forum
3. Data collection continued (Dec. graduates only)                                           | Article reviews to D2L Discussion Forum |
| 10/12  | Student led discussion on topics; literature discussion<br><br>**Assignments for 10/19**
1. Read Efrat Efron & Ravid Chapter 6
2. Informal interview of teacher or administrator regarding assessment data (bring responses to class and post to D2L Discussion Forum)
3. Bibliography (post to D2L Discussion Forum for sharing & D2L Dropbox for graded assignment)
4. Data collection continued (Dec. graduates only)                                           | Informal interview (bring responses to class and post to D2L Discussion Forum; bibliography (post to D2L Discussion Forum for sharing & D2L Dropbox for graded assignment) |
| 10/19  | Workshop; critical colleagues; literature discussion<br><br>**Assignments for 10/26**
1. Draft of Introduction and Literature Review (bring hard copies to class)
2. Data collection continued (Dec. graduates only)                                           | Draft of Introduction and Literature Review (bring hard copies to class) |
| 10/26  | Reading discussion activity; research design; literature discussion<br><br>**Assignments for 11/3**
1. Revise Introduction and Literature Review per feedback
2. Continue data collection (Dec. graduates only)                                             | N/A                                   |
| 11/2   | Organizing and analyzing data; literature discussion<br><br>**Assignments for 11/9**
1. Read Efrat Efron & Ravid Chapter 7
2. Continue working on data collection (Dec. graduates only)                                 | N/A                                   |
| 11/9   | Reading discussion activity; literature discussion<br><br>**Assignments for 11/16**
1. Read Chapter 8 in Efrat Efron & Ravid
2. Schedule a conference with professor during week of 11/16 – 11/19                         | N/A                                   |
| 11/16  | No class—individual conferences with professor<br><br>**Assignments for 11/23**
1. Read Smagorinsky
2. Draft of Methodology (bring hard copy to class)                                           | Individual conferences                 |
| 11/23  | Reading discussion activity; critical colleagues; literature discussion<br><br>**Assignments for 11/30**
1. Draft of action research findings (Dec. grads only post to D2L Dropbox)
2. Revised Introduction, Review of Literature, and Methodology sections (bring hard copy to class) | Draft of Methodology;                  |
<p>| 11/30  | Critical colleagues; plan literature discussion presentation                               | Revised draft of Introduction,        |</p>
<table>
<thead>
<tr>
<th>Assignments for 12/07</th>
<th>12/07</th>
<th>Assignments for 12/14</th>
<th>12/14</th>
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<tbody>
<tr>
<td>1. Finalize Action Research Plans (Bring hard copy to class)</td>
<td>Critical colleagues; literature discussion final planning; course wrap-up</td>
<td>1. Action Research summary paper posted to D2L Dropbox (Dec. graduates)</td>
<td>Final Exam—Presentations</td>
</tr>
<tr>
<td>2. Finalize Action Research Summary Paper (Bring hard copy to class)</td>
<td>2. Action Research Plan to include (proposal, timeline, data sources, interview findings, introduction, review of literature, and methodology sections)</td>
<td>2. Action Research Plan to include (proposal, timeline, data sources, interview findings, introduction, review of literature, and methodology sections)</td>
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<tr>
<td>4. Finalize Action Research Presentation</td>
<td>4. Literature Discussion Group Class Experience</td>
<td>4. Literature Discussion Group Class Experience</td>
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Appendix A
CI 520/535: Improving School Reading Programs
Course Policies

**Attendance.** Regular timely is expected. Accumulating more than **two absences is considered justification for lowering a grade by one letter grade.** Extenuating circumstances will be dealt with on an individual basis. Email or text at your earliest convenience to notify me of tardiness or absence.

**Participation and active engagement.** Come to class prepared and ready to actively engage in learning activities. Read all assignments before class and participate in both on-line and in-class discussions and activities. Your participation and contributions are essential to building a professional learning community.

**Assignment due dates.** Collaboration is a critical component of this course. Everyone should be prepared to discuss the readings, share written work, and work actively with others in small groups. Please observe due dates. Points will be deducted for late work; any assignment handed in more than one class meeting late will receive no more than half the points available for that particular assignment. All work must be typed. Papers and citations should be formatted according to the APA Style Guide.

**Exhibit professional behavior and civility.** Students are expected to assist in maintaining a classroom environment that is conducive to learning. Embracing diversity (cultural, religious, and otherwise) and others’ ways of knowing enrich our professional learning community. Technology and devices that enhance, and not distract or disrupt, the learning environment are welcomed.

**Academic integrity.** Students are expected to adhere to a strict code of academic integrity, which can be found in detail from the booklet "Student Code of Conduct". Any violation of this policy, such as plagiarism, will result in failure of this course and other sanctions, as outlined in the Student Conduct Code. Please read the Student Code of Academic Conduct available at: [http://www.siu.edu/gradschl/catalog/Student_Conduct_Code.pdf](http://www.siu.edu/gradschl/catalog/Student_Conduct_Code.pdf).

**Accommodations.** Please notify me if you have special needs that I can address in any way and I will make every effort to accommodate your special needs. If you have special needs, as addressed by the American with Disabilities Act (ADA) and need assistance, please notify the Disability Services Support Services ([http://www.siu.edu/~dss/notice.htm](http://www.siu.edu/~dss/notice.htm)).

**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’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and 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.
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 through 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


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 accountability 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 salukicasr@siu.edu, http://salukicasr.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 subcultures, 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 an essential preparation for any career. For more information please visit http://www.inclusivexcelleence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math lab. To find more information please visit the Center for Learning and Support Services website:

Tutoring: http://tutoring.siu.edu/
Math Lab: 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 of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:

SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVISMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/