CI 317: Guiding Play and Building Learning Communities  
Spring 2016 11:00 am - 12:15 pm, Tuesdays and Thursdays  Wham 203

<table>
<thead>
<tr>
<th>Instructor: Shannon Green, MsEd</th>
<th>Office Hours:</th>
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<tbody>
<tr>
<td>Office Location: Wham 323T</td>
<td>Tuesday &amp; Thursday: 12:30-4:00</td>
</tr>
<tr>
<td>email: <a href="mailto:ShannonSGreen@siu.edu">ShannonSGreen@siu.edu</a></td>
<td>Wednesday: 3:30-4:00</td>
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**Email is the best way to reach me.** You can leave phone messages at C&I Reception Desk: (618) 536-2441, though I cannot guarantee phone messages will reach me in a timely manner.

**Catalogue Course Description:** Focuses on play as an integral part of child's learning. Covers play theory and design of the learning environment. Learning how to promote prosocial behaviors through supportive relationships and environments within diverse settings and guide self-regulation, prosocial development and task engagement of children. Emphasis on appropriate ways to guide children in their play activities and routines, and ways to develop creativity in children. Requires several independently scheduled observations of children's play in the campus Child Development Laboratories. (3.000 Credit hours)

**Course Objectives:**

1. Students will review and reflect on their own past play experiences and compare them with the experiences of others to identify the influence of culture and diverse family values on play.
2. Students will explain the value of play and creativity both in their own lives and in young children’s learning and development.
3. Students will identify stages and types of children’s play and describe the characteristics of each stage or type.
4. Students will observe a young child at play in a preschool setting, record their observations using various data-collection techniques, and assess that child’s development in terms of play, including the individual, cultural, and universal aspects.
5. Students will demonstrate knowledge of how to arrange space, time, and materials to support children’s play in preschool, kindergarten, and primary grades.
6. Students will give examples of how to support individual and cultural diversity in play environments.
7. Students will demonstrate basic competency in active listening and appropriate speech to young children.
8. Students will practice appropriate techniques for guiding young children’s behavior in groups and school settings.
9. Students will familiarize themselves with developmentally appropriate play materials through exploration and experimentation.
10. Students will describe how play is integrated into preschool, kindergarten, and primary grade curriculum through appropriate design of learning centers and the teacher’s daily decision making.
Required Texts:


*Supplemental readings will be assigned throughout the semester. Students will choose an additional book for the final project assignment for this course.

*(OPTIONAL) NAEYC Membership. Students will be required to utilize the NAEYC practitioner journal Young Children. Young Children is available at the library, though students may find becoming a member of NAEYC useful. More information can be found at: https://www.naeyc.org/membership/benefits

ATTENDANCE. Attendance at all class sessions and full participation in class activities are required. Students are responsible for completing all required readings before each class and for coming to class prepared for discussions and activities. If you must be absent for a class session please email a message to the instructor prior to class start time. Poor attendance (more than two absences) will result in a lowering of the grade earned by one or more letter grades. (3 absences=one letter grade reduction, 4 absences=2 letter grades, 5+ absences=automatic failure).

LATE ARRIVALS/TARDINESS. Class begins promptly at start time. Students are expected to sign in before this time and be ready to begin class. Excessive Tardiness (more than two times) will impact your participation and professionalism grade.

ACADEMIC EXPECTATIONS: Grammar and spelling must be correct in all assignments; if errors prevent the instructor from reading for content, the assignment will be returned for revision and the student can expect that points will be deducted. All written work should be typed using double-spacing and 11 or 12 point Times New Roman Font. Students should place the following information in the top left corner of all work:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>e.g., Judy Brown</th>
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<tbody>
<tr>
<td>CI 318: Early Childhood Curriculum, Green</td>
<td>CI 318: Early Childhood Curriculum, Green</td>
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<tr>
<td>Assignment Title</td>
<td>Reading Reflection #1: Inquiry</td>
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<td>Date</td>
<td>February 24, 2016</td>
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DISPOSITIONAL EXPECTATIONS: Professional behavior is expected at all times, in all practicum settings, class activities, lecture sessions, email correspondence, and all interactions
with instructor and other faculty. Keep in mind that you represent the University and the Early Childhood Department. Professionalism should be displayed in your attire, attitude, and behavior. This includes the use of cell phones and laptops in the classroom. Cell phones are for emergencies only—do not send text messages during class. If you must use the phone, please leave the class to do so. Laptops are for note-taking and must have instructor approval to use in class. A full outline of professional expectations will be provided in class and students will be required to sign it indicating that they have read it and will abide by its contents.

**SIUC STUDENT CONDUCT CODE:** Students are expected to adhere to the SIUC student conduct code. Violations of this code may result in failure of the class and/or further disciplinary action by SIUC administration. Violations of this include:

1. **Plagiarism,** representing the work of another as one's own work;
2. Preparing work for another that is to be used as that person's own work;
3. Cheating by any method or means;
4. Knowingly furnishing false information to a university official relative to academic matters;
5. Soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code.

**EVALUATION OF STUDENT PROFICIENCY AND DISPOSITION:** All students enrolled in Early Childhood Education courses must agree to and sign a statement of professional conduct, which also indicates acknowledgment of the departmental student proficiency and disposition reporting system. Copies of this statement will be provided to you during the first week of class.

**Course Requirements and Grading Policy:**
Students will complete several assignments throughout the semester, take three exams, participate fully in class activities, communicate with respect for others and the for the early childhood profession as a whole. Assignment details are provided on the following pages, while a brief summary of points are provided below. Final grades for this course will be determined using the following scale: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, <59%=F (*note attendance policy in syllabus.)

1. CDL--Fingerprinting Receipts and Paperwork: 10 points
2. Participation and Professionalism 15 points
3. Foundations Exam—Exam #1 25 points
4. DAP Study Guide Entries (8) 25 points
5. DAP EXAM 25 points
6. Reflection Briefs (3) 15 points
7. Observations (2) 50 points
8. Topical Handouts (3) 30 points
9. Final Project: Book Club & Presentation (3 parts) 25 points
10. Final Exam 25 points

**TOTAL POINTS POSSIBLE** 245 points
**Reading and Assignment Schedule for CI 317:**

This schedule is considered tentative in nature and is subject to change at the instructor’s discretion. Any changes to the schedule will be communicated verbally, during class hours. It is the student’s responsibility to note and account for such changes.

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<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
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| Intro to DAP | Wk.1 1/19 | Tuesday:  
- Introductions  
- Syllabus  
- CDL Requirements/CDL Director |  
Thursday:  
- BRING: Driver’s License  
- Due: Initial Reflection Brief on Values & Beliefs about Guidance & Play |
| Teaching, Guidance, and Play | Wk.2 1/26 | Tuesday:  
- Hearron, P. F., & Hildebrand, V. P. (2013): Chapter 1: Guiding Young Children  
- **Due:** DAP Study Guide Entries (2), hard copy due in class |  
Thursday:  
- Sluss, D. J. (2015). Chapter 1: Valuing Play  
- Hearron, P. F., & Hildebrand, V. P. (2013): Chapter 2: Values as a Basis for Guidance  
- **DUE:** Unstructured Observation (documentation of observation will be checked, informal notes will be used for class discussion only, no written paper due) |
| Observation and Assessment | Wk.3 2/2 | Tuesday:  
- Sluss, D. J. (2015). Chapter 2: Play as Development  
- **DUE:** Handout—Understanding Play |  
Thursday:  
| DAP | Wk.4 2/9 | Tuesday:  
Thursday:  
- **Foundations Exam—Exam #1**  
- Book Club Selection List |
| DAP | Wk.5 2/16 | Tuesday:  
- **Due:** DAP Study Guide Entries (2), hard copy due in class |  
Thursday:  
- **Due:** DAP Study Guide Entries (2), hard copy due in class |
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<th>Week</th>
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<td></td>
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<td>DUE: DAP Study Guide Entries (2), hard copy due in class</td>
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<td>Wk.7</td>
<td>Indirect Guidance and Supporting Play</td>
<td>Sluss, D. J. (2015): Chapter 4: Supporting Play for Infants and Toddlers</td>
<td>DUE: Handout: Classroom Design &amp; Materials</td>
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<td>Sluss, D. J. (2015): Chapter 5: Supporting Play for Preschool Children</td>
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<td>Wk.8</td>
<td>Direct Guidance and Supporting Play</td>
<td>Hearron, P. F., &amp; Hildebrand, V. P. (2013): Chapter 7: Direct Guidance—Interacting with Children to Foster Self-Direction</td>
<td>DUE: Reflection Statement on In/Direct Guidance &amp; Supporting Play</td>
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<td>Sluss, D. J. (2015): Chapter 6: Supporting Play in Kindergarten Classrooms</td>
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<td>SPRING BREAK</td>
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<td>Hearron, P. F., &amp; Hildebrand, V. P. (2013): Chapter 8: Guiding Young Children in Personal Caregiving Routines</td>
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<td>Hearron, P. F., &amp; Hildebrand, V. P. (2013): Chapter 9: Guidance and Curriculum—Interdependent Elements of Appropriate Practice</td>
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**Assignment Descriptions:**

Students will receive additional direction for each assignment during class time. Questions regarding assignments should be asked during class. If necessary, questions can be sent via email—so long as they are sent within 48 hours of the assigned due date/time. If you are struggling with an assignment, task, or concept, I recommend scheduling a face-to-face meeting during office hours.

**CDL Requirements.** Under the guidance of Child Development Laboratories (CDL) Administration, CI 317 students will complete the necessary requirements for participation in CDL activities and practicums. (Fingerprinting Receipt & CDL Paperwork. 10 Points)

**Readings Discussion, Informed Participation, and Professionalism.** You will arrive to each class period having read and engaged with each of the assigned readings, participated fully in discussion of these readings, additional topics of discussion, and

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<tr>
<td>Wk.12 4/5</td>
<td>Tuesday</td>
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<td><strong>EXTRA CREDIT OPPORTUNITY: DAP Study Guide Entries (6pts)</strong></td>
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<td>Wk.12 4/7</td>
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<td></td>
<td>Sluss, D. J. (2015): Chapter 7: Supporting Play in Primary School</td>
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<td>Sluss, D. J. (2015): Chapter 8: Supporting Play for Children in Middle Childhood</td>
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<td><strong>DUE: Book Club Individual Review and Reflection</strong></td>
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<td>Wk.13 4/12</td>
<td>Tuesday</td>
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<td>Hearron, P. F., &amp; Hildebrand, V. P. (2013): Chapter 10: Guiding Young Children’s Outdoor Play and Learning</td>
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<td>Wk.13 4/14</td>
<td>Thursday</td>
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<td></td>
<td>Sluss, D. J. (2015): Chapter 10: Outdoor Play for Young Children</td>
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<td><strong>DUE: Parent Handout: Outdoor Play &amp; Learning</strong></td>
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<td>Wk.14 4/19</td>
<td>Tuesday</td>
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<td>Hearron, P. F., &amp; Hildebrand, V. P. (2013): Chapter 4: Collaborating with Families of Young Children</td>
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<td><strong>DUE: Structured Observation</strong></td>
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<td>Wk.14 4/21</td>
<td>Thursday</td>
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<th>Topic</th>
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<tr>
<td>Wk.15 4/26</td>
<td>Book Club Presentations (Group)</td>
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<td>4/28</td>
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<td>5/3</td>
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<td>5/5</td>
<td><strong>DUE: Reflection Brief on Personal Growth &amp; Learning</strong></td>
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<tbody>
<tr>
<td>5/12</td>
<td>Final Exam: Thursday, May 12, 10:15-12:15</td>
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activities. Additionally, you will have engaged with your peers, instructor, and CDL staff with a high level of professionalism demanded by the ECE profession. **(15 points)**

- **13-15 points-** This student is clearly prepared for class at every session and engages in informed discussion of the assigned readings and homework. He or she independently offers ideas and constructive criticism about readings and asks informed questions of the instructor and other students during class. The student shows a sincere desire to learn and seeks to connect the course content (e.g., readings and instruction) to practical work in the early childhood profession. Additionally, the student does not engage in distracting behaviors during class and consistently shows respect for other students/instructors.

- **10-12 points-** This student is generally prepared and largely engages in all of the abovementioned descriptors. Though they participate a little less vocally in class discourse than is ideal, it is apparent they have read all assigned readings and thought carefully about their content.

- **6-9 points-** This student participates in class discussions sporadically. While they may offer their personal reactions/opinions on discussion topics, it is not apparent whether they are engaging in informed discourse or have thoroughly completed assigned readings. This student may or may not be careful to illustrate respect for the ideas and persons of other students or instructors.

- **0-5 points-** This student speaks rarely and is often unprepared for class. This student may or may not engage in disrespectful or distracting behavior in class. Additionally, this student will have been encouraged by the instructor to improve his or her participation and class readiness, but was unable or unwilling to improve his or her participation and professionalism.

**Foundations Exam.** This exam will be a combination of multiple choice, matching, and written response. This exam will cover chapters 1, 2, and 3 of Hearron, P. F., & Hildebrand, V. P. (2013) and Sluss, D. J. (2015). **(25 points)**

**DAP Study Guide Entries.** Students will develop a study & reference guide for each chapter of the Bredekamp, S., & Copple, C. (2009) text *Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Eight (3rd edition)*. This reference guide will be used as a tool for preparing for the in class DAP Exam and will be useful in future courses for developing DAP programs. **(8@3 points each+1pt for completing all entries=25 points)**

**DAP Exam.** This exam will be a combination of multiple choice, matching, and written responses. This exam will primarily cover chapters 1-7 (+the NAECY position statement) of the Bredekamp, S., & Copple, C. (2009) text, though DAP application questions will also refer to readings from the Sluss (2015) and Hearron, P. F., & Hildebrand, V. P. (2013) texts. **(25 points)**

**Reflection Briefs.** CI 317 students will prepare three reflection briefs throughout the semester. The Initial Reflection Brief on Values & Beliefs about Guidance & Play will consist only of your own knowledge, experiences, thoughts, values, and beliefs about
guidance and play. The second brief (Reflection Brief on In/Direct Guidance & Supporting Play) and final brief (Reflection Brief on Personal Growth & Learning: Guiding Play) must reference and build upon course readings—indicating professional growth and learning (change) throughout the semester. Each brief must be ONE FULL PAGE in length (11 or 12 pt. Times New Roman Font, double spaced). Points will not be awarded to students who do not complete a full page. (3@5 points each=15 Points)

Observations. During the semester, students will be required to make three observations at the campus Child Development Laboratories (CDL). The first observation will be informal and unstructured. The second and third observations will each include two sections: 1) Observational notes and 2) Discussion of Theoretical Concepts. Additional details regarding these observations will be provided in class. (2@25 points each=50 Points)

Handouts. Throughout the semester, students will create three one-page handouts about the following topics: 1) Understanding Play, 2) Classroom Materials and Environmental Design, and 3) Outdoor Play and Learning. Handouts should be professional in appearance, aesthetically pleasing, and convey important, accessible, and useful information about the specific topic associated with each. Handouts should be created with parents, family members, and caregivers in mind. (3@10 points each=30 points)

Final Project—Book Club & Presentation. Early in the semester, students will generate a selection of published professional development books about the topics of play and/or guidance in early childhood classrooms. Each student will select one of these texts and write a one page proposal about how they feel this text will assist them in their own professional growth and development. After reading the books, each student will individually prepare a two-page review and reflection on the book. This reflection should also reference an article from the NAEYC journal Young Children and include at least one paragraph synthesizing the reading topic with your observations at CDL. Emphasis should be placed on how this book has enhanced and/or challenged your ideas about working with young children and families. Finally, students will work with others who have read the same book to prepare an in-class presentation about the book to be shared during the last two weeks of class. (5/10/10 points=25 points)

Final Exam. This exam will be a combination of multiple choice, matching, and written response. This exam will cover Chapters 4-11 of the Hearron, P. F., & Hildebrand, V. P. (2013) and Sluss, D. J. (2015) texts. As these chapters are representative of DAP, the Bredekamp, S., & Copple, C. (2009) text should be reviewed for this exam as well. (25 points)

Professional Standards—Assessment & Alignment:

The following state and national standards inform the daily objectives and assessments for this course. Course activities support the early childhood professional and/or teacher candidate’s knowledge and performance of the Illinois Professional Teaching Standards (IPTS), NAEYC’s standards for initial early childhood professional preparation, and the Child and Family Services Core Competencies (SIUC-IL-CFCORE).
Standards marked with an *asterisk are most explicitly covered within this course, while standards marked with a ^caret are less emphasized.

### IPTS 2013 Standards

#### ^Standard 1 - Teaching Diverse Students

The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

#### *Standard 4 - Learning Environment

The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

#### ^Standard 5 - Instructional Delivery

The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.
**Standard 7 - Assessment** – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

**Standard 9 - Professionalism, Leadership, and Advocacy** – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

**NAEYC 2010 Initial Standards**

*STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING.* Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

*STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS.* Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

*STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES.* Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

*STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES.* Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate
approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

^STANDARD 6. BECOMING A PROFESSIONAL. Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

SIUC-IL-CFCORE

*COMPETENCY 1. Personal and Professional Self-awareness.
1A) Understand one’s own personality, beliefs, values, and philosophy in relation to career, goals, development, learning styles, dispositions, and application of knowledge.
B) Develop and periodically reflect upon a personal and professional philosophy.
F) Understand cultural differences relating to lifestyles, values, beliefs, and behaviors.
G) Seek resources for continuous learning, self-improvement, and professional development.

*COMPETENCY 2. Legal and Fiscal Management
A) Know and be able to implement the different codes, regulations, and licensing standards pertaining to health, safety, disability issues, building, and zoning

^COMPETENCY 4. Educational Programming
E) Develop appropriate assessment procedures for children and adults.

*COMPETENCY 5. Program Operations and Environmental Management
A) Know and apply policies and procedures to meet state and local regulations and standards for health and safety.
C) Implement safe playground design and practice.
D) Plan and design space based on principles of environmental psychology, emotional health, and child development.

^COMPETENCY 6. Family Support
D) Acknowledge and support families as partners in education.

*COMPETENCY 7. Communication and Public Relations
D) Communicate program philosophy to families, community, public officials and other
F) Design promotional literature, newsletters, handbooks, and press releases

*COMPETENCY 9. Oral and Written Communication
A) Use written language to communicate with administrators, parents, agencies, legislators, and others.
B) Be familiar with effective oral communication techniques.
C) Demonstrate interpersonal skills, one on one and in a small group.

Teacher Education Program Conceptual Framework:
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.  

**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:*

![Diagram](image)

**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).

**TEP 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

**TEP Framework References**


Evaluation of Student Proficiency and Dispositions

Student: ____________________________ Course: ____________________________ Semester: ____________________________

Student’s email: Instructor: Shannon Green

Basis for Judgment of Student: ( ) University Coursework ( ) Working with Children or Families

Mastery of Course Content: ( ) Competent ( ) Adequate ( ) Weak

Retention in Program: ( ) Recommended with Reservation ( ) Not Recommended

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Potential Areas of Concern</th>
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</thead>
<tbody>
<tr>
<td>1. The candidate does not demonstrate professionalism:</td>
<td>Attendance/punctuality</td>
</tr>
<tr>
<td>· dependability and reliability</td>
<td>Turn in assignments on time</td>
</tr>
<tr>
<td>· honesty, trustworthiness, ethics</td>
<td>Participation in class/field</td>
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<tr>
<td>· enthusiasm, love of learning, and commitment to the profession</td>
<td>Attitude</td>
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<tr>
<td></td>
<td>Plagiarism</td>
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<td></td>
<td>Commitment to teaching or working with families &amp; children</td>
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<tr>
<td></td>
<td>Honesty</td>
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<tr>
<td>2. The candidate does not value human diversity:</td>
<td>Ethics</td>
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<tr>
<td>· shows respect and sensitivity to the learning needs and abilities of all individuals</td>
<td>Rapport with students</td>
</tr>
<tr>
<td>· shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals</td>
<td>Attitude</td>
</tr>
<tr>
<td>· strives for best practices to address diverse learning needs and abilities of all individuals</td>
<td>Appropriate classroom behavior</td>
</tr>
<tr>
<td>· strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals</td>
<td>Rapport with peers</td>
</tr>
<tr>
<td>· collaborates with diverse peers, professional colleagues, staff, and families</td>
<td>Respect for others</td>
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</table>

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<tr>
<th>3. The candidate does not develop professionally:</th>
<th>Verbal skills</th>
<th>Written skills</th>
<th>Other:</th>
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<tbody>
<tr>
<td>· engages in ongoing acquisition of knowledge</td>
<td>Attitude</td>
<td>Overall academic performance</td>
<td></td>
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<tr>
<td>· engages in development of research-based practices</td>
<td>Performance in field experience</td>
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<tr>
<td>· assesses own performance and reflects on needed improvements</td>
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</table>

If applicable, the student does not meet the following Illinois Professional Teaching Standard(s) #

Final (or projected) grade for course:

Comments: