CI 594 Graduate Practicum—Reading
Spring 2016

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Office Hours and Online Availability: Monday 12:30-3:30 p.m. & Thursday 12:00-3:00 p.m. or by appointment; on-line daily—available via email, instant messaging, D2L Chat, and Skype.

COURSE DESCRIPTION
The reading practicum in instruction or supervision offers reading specialist candidates a practical application of advanced theory in a pre-K-12 setting. Students work with the professor to design an individualized practicum experience that includes both readings and research geared to their unique educational settings.

COURSE OBJECTIVES
Upon completion of the course, reading specialist candidates will have an overall understanding of the following:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>IRA Standards for Reading Professionals</th>
<th>Illinois Professional Teaching Standards (2014)</th>
<th>Related Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>theories and processes of teaching reading in an applied setting</td>
<td>1.1, 1.2, 1.3; 2.1, 2.2; 3.3; 4.1, 4.2, 4.3; 5.2, 5.3, 5.4; 6.2</td>
<td>a1A, a1B, a1C, a1D, a1E; a2A, a2B, a2D; b1A, b1B, b1C, b1E, b1F, b1G; b2A, b2C; c1C, c1G; c2A, c2D, c2F, c2H; d1D, d2D; e1A, e1B, e1E, e1F, e1H; e2K; f1A, f1B, f1I; f2C, f2D, f2E; g1E, g1G; g2I; i1H; i2A, i2C</td>
<td>Proposal; participation and literature study; e-journal; summative artifact (benchmark assessment)</td>
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<tr>
<td>principles and processes related to conducting a teacher inquiry</td>
<td>1.1, 1.2, 1.3; 2.1, 2.2; 3.3; 4.1, 4.2, 4.3; 5.2, 5.4; 6.2</td>
<td>a1A, a1B, a1C, a1D, a1E, a1F; a2A, a2B, a2D; b1A, b1B, b1C, b1E, b1F, b1G, b2A, b2; c1C, c1D, c1G; c2A, c2F, c2H; d1D, d2D, d2F; e1A, e1B, e1E, e1F, e1H; e2K; f1A, f1B, f1I; f1C, f1D, f2E; g1E, g1G;</td>
<td>Proposal, e-journal; summative artifact (benchmark assessment)</td>
</tr>
<tr>
<td>Topic</td>
<td>References</td>
<td>Evaluation</td>
<td></td>
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<tr>
<td>literacy leadership in collaborative enterprise</td>
<td>1.1, 1.2, 1.3; 2.1; 3.3; 4.1, 4.2, 4.3; 5.2, 5.3, 5.4; 6.2, 6.3, 6.4</td>
<td>Participation and literature study; summative artifact (benchmark assessment)</td>
<td></td>
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<tr>
<td>teacher inquiry that promotes personal and professional growth and enhances best practices</td>
<td>1.1, 1.2, 1.3; 2.1, 2.2; 3.3; 4.1, 4.3; 5.2, 5.3, 5.4; 6.2, 6.3, 6.4</td>
<td>Proposal; participation and literature study; e-journal; summative artifact (benchmark assessment)</td>
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</table>

**TEXTBOOKS AND SUPPLEMENTAL READINGS**
To be individually selected by reading specialist candidates and approved by professor. Reading specialist Candidates will read 1-2 texts that directly apply to their teacher inquiry and select a minimum of 5 articles. The professor will other texts to support professional inquiries. Instructor supplemented readings will be available on D2L.

*LiveText—YOU ARE REQUIRED TO PURCHASE A COPY OF Livetext (this is non-negotiable per SIU COEHS and the Department of Curriculum and Instruction)*

**STANDARDS**
- International Reading Association Standards  
  [Standards for Reading Professionals--Revised 2010](http://www.reading.org)
- Illinois Professional Teaching Standards  

**EVALUATION**

**Graded Course Assignments**
- Formal Practicum Proposal: 20%
- Participation: 10%
- e-Journal: 20%
- Summative Artifact (benchmark assessment): 50%
Grading Scale: 92% = A, 85% = B, 70% = C, 60% = D, Below 60% = Failing

COURSE FORMAT AND EXPERIENCES
Course experiences consist of independent reading, journaling, and face-to-face meetings to discuss literature, practice, and the inquiry process and final artifact. The professor will conduct 5-6 classroom or school visits to observe and provide feedback.

**Formal Teacher Inquiry Proposal (20% of final grade).** Reading specialist candidates will identify and propose a practicum experience. The proposal is a formal document that includes a description of the project, objectives or research questions, a timeline and explanation of practicum activities to include readings, etc. Special conditions that may affect the practicum are identified. Texts that inform the practicum are referenced in APA format. The proposal also lists the summative artifact (benchmark assessment).

**Participation (10% of final grade).** Attendance and participation are required for every F2F and recommended one-on-one conferences. Reading specialist candidates will discuss the literature that informs their practice and serve as critical and collaborative colleagues during F2F sessions.

**e-Journal (20% of final grade).** Reading specialist candidates will keep a weekly e-journal. Each e-journal entry will relate to the instructional or leadership practicums to consists of observations, reflections, and/or responses to readings. The weekly entries are to be 2-3 pages in length. Candidates may respond to their colleagues with questions and/or feedback. Responses are encouraged, but not required.

**Practicum Artifact (benchmark assessment) (50% of final grade).** The practicum artifact represents the reading specialist candidate’s practicum journey. The artifact is the culmination of a semester long instructional or leadership practicum experience. The type of artifact and its scope is determined according to the candidates’ interests, needs, and professional goals. Creativity and authenticity are encouraged.

**Tentative Course Calendar Spring Semester 2016**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>1/26</td>
<td>F2F organizational and planning meeting</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>2/9</td>
<td>F2F Review of proposals</td>
<td>Texts and articles</td>
<td>Draft of proposal</td>
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<tr>
<td>2/23</td>
<td>Practicum activities</td>
<td>Selected readings per</td>
<td>Final Proposal</td>
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<td></td>
<td></td>
<td>timeline</td>
<td></td>
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<tr>
<td>3/8</td>
<td>F2F discussion/sharing of data and work in</td>
<td>Selected readings per</td>
<td>e-journal week of 3/1 –</td>
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<tr>
<td></td>
<td>progress</td>
<td>timeline</td>
<td>3/6</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Readings Information</td>
<td>E-Journal Week</td>
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<tr>
<td>3/22</td>
<td>F2F discussion/sharing of data and work in progress</td>
<td>Selected readings per timeline</td>
<td>3/7 – 3/20</td>
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<td>4/12</td>
<td>Individual meeting with professor</td>
<td>Selected readings per timeline</td>
<td>3/21 – 4/10</td>
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<tr>
<td>4/26</td>
<td>F2F discussion/sharing of practicum experiences/preparation for submission of final research projects</td>
<td>Selected readings per timeline</td>
<td>4/11 – 4/25</td>
</tr>
<tr>
<td>5/12</td>
<td>Presentation of Action Research Artifacts (post artifacts to D2L Dropbox)</td>
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</table>
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:
Preparation 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 suicares@siu.edu, http://salukicares.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 as 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://tutorial.siu.edu/

Math Labs: http://tutorial.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/ep/home/displaylogin

ADVICE: http://advisement.siu.edu/

SIU ONLINE: http://online.siu.edu/