**CTCT 5050/5053/6050/6056**

**Methods of Teaching in Area of Specialization**

*Fall 2013*

Business Education

College of Education

Instructor:

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Office Hours:

M/W 12-2



**AUBURN UNIVERSITY SYLLABUS**

|  |  |
| --- | --- |
| **Course Number:** | CTCT 5050/5053/6050/6056 |
| **Course Title:** | Methods of Teaching in Area of Specialization |
| **Credit Hours:** | 3 semester hours (Lecture 2, Lab 2). Credit will not be allowed for both CTCT 5050 and CTCT 6050. |
| **Prerequisites:**  | Admission to Teacher Education |
| **Co requisites:** | None |

2. **Date Syllabus Prepared:** Fall 2013

1. **Texts:**

Wong, H., & Wong, R. (2009). *How to be an effective teacher: The first days of school.* Harry K. Wong Publications, Inc. ISBN **978-0-9764233-1-7.**

Radar, M. (2008). *Effective Methods of teaching business education.* National Business Education Association. ISBN 0-933964-78-1. \*This book can be ordered online at [www.nbea.org](https://cas.auburn.edu/owa/redir.aspx?C=9501507f3f7e4aafb1c769322a0774c3&URL=http%3a%2f%2fwww.nbea.org%2f) – it is yearbook No. 51.

Criteria for Admission to internship: <http://www.education.auburn.edu/edustudents/teacher_edu_info/admission_to_internship/masters.html>

State testing information: <http://www.education.auburn.edu/edustudents/teacher_edu_info/aectp_secondaryed_bus.html>

* Please see the following link for study material regarding the Praxis PLT: <http://www.education.auburn.edu/edustudents/teacher_edu_info/admission_to_internship/praxisii_test_support.html>

All students must complete pre-teaching prior to internship: <http://www.education.auburn.edu/edustudents/teacher_edu_info/admission_teacher_education/preteaching.html>

Journals/resources within the areas of specialization and additional internet resources will be required, such as:

1. Alabama Department of Education – Career Tech - http://www.alcareertech.org/
2. Alabama Department of Education – http://www.alsde.edu
3. Courses of Study – CTE Career Clusters Pathways and Coursework– https://docs.alsde.edu/documents/54/3-CTE%20Clusters%20Pathways%20and%20Courses%20Pathway.pdf
4. 2008 Adopted Course of Study –content requirements https://docs.alsde.edu/documents/54/5-CTE%20Combined%20Courses.pdf
5. ALSDE Publications (BIC, FBLA, http://www.alsde.edu/html/sections/documents.asp?section=52&footer=sections
6. Career/Technical Education Equipment List and Facility Plans - http://www.alsde.edu/html/sections/section\_detail.asp?section=52&footer=sections
7. National Standards for specific content areas – <http://www.nbea.org>
	* 1. EDUCATEAlabama - <http://www.educatealabama.net/about.htm>
8. Other Relevant State Materials - http://www.alsde.edu/html/sections/documents.asp?section=52&footer=sections
9. Auburn University Internship Handbook -http://www.education.auburn.edu/files/students\_pes/Internship\_Handbook.pdf
10. Alabama Educator Code of Ethics - ftp://ftp.alsde.edu/documents/70/Alabama\_Educator\_Code\_of\_Ethics.pdf

**Supplies needed:**

One 3-ring presentation notebook for coursework completed

One 3-ring notebook for resources

Flash drive for saving work –

2 reams of white paper (for printer – on-campus only)

**How to order your textbooks:**

Effective Methods of Teaching Business Education (#51)– go to [www.nbea.org](http://www.nbea.org).

 University Bookstore

1. Go to www.aubookstore.com and order your book on-line by submitting the order form provided on that page. Your order may be charged to your Bursar bill or you may use your credit card.
2. Dial the toll free number to the AU Bookstore - 877-278-2337

 J & M Bookstore

* 1. Go to www.jmbooks.com and use their online ordering system.
	2. Dial the toll free number 800-323-1405. J & M only accepts credit cards.

 Anders Bookstore

1. Go to www.anders-bookstore.com and use their online ordering system.
2. Dial the toll free number 800-Anders-1.

**This course will require the use of Canvas**.

**4. Course Description:** Methods and techniques of instruction using appropriate instructional materials; planning and evaluation of instruction for career and technical education programs in public schools.

**5. Course Objectives:** Upon completion of this course, students will be able to project themselves as **competent, committed, and reflective professionals** through their ability to:

1. 1. Demonstrate knowledge of the state Course of Study applicable to teaching field and how the Course of Study relates to other teaching fields**.** (290-3-3-.23-1.a.3)
2. 2. Design career/technical instruction which accommodates all student learning styles, needs, abilities, interests, and backgrounds. (290-3-3-.23.1.b.2)
3. 3. Develop lesson plans that include academic core concepts specific to career/technical education. Integrate mathematical and scientific concepts into coursework (290-3-3-.23.1.b.3)(290-3-3-.24-1.b.6)
4. 4. Develop lesson plans that include project-based learning, alternate assessments, and other teaching techniques applicable to career/technical programs. (290-3-3-.23.1.a.4)
5. 5. Demonstrate knowledge of principles and practices associated with applicable business/ industry certification of career/technical programs. . (290-3-3-.23.1.a.6)
6. 6. Use computer software applicable to area of specialization (290-3-3.24.1.b.5)
7. 7. Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning. (290-3-3-.04(2)(c)4.(iv))
8. 8. Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies. (290-3-3-.04(2)(c)5.(i))
9. 9. Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results. (290-3-3-.04(2)(c)5.(iii))
10. 10. Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning. (290-3-3-.04(5)(c)2.(ii))
11. 11. Knowledge of Alabama’s state assessment requirements and processes. (290-3-3-.04(5)(c)3.(ii))
12. 12. Knowledge of research relating collective responsibility for student learning to increased achievement for all students. (290-3-3-.04(5)(c)4.(i))
13. 13. Knowledge of the principles of individual and organizational change and a commitment to assume personal responsibility for leading and supporting others in results-oriented changes. (290-3-3-.04(5)(c)4.(ii))
14. 14. Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics. (290-3-3-.04(5)(c)5.(i))

**6. Course Content:**

1. **1**. **Module 1 – Introduction/Foundations** (**290-3-3-.04(5)(c)3.(ii)) (290-3-3-.23-1.a.3) (290-3-3-.23.1.a.6) (290-3-3-.04(5)(c)5.(i))** . **(290-3-3-.04(5)(c)4.(i))**
2. A. Course Introduction
3. B. Teacher Job Description
4. C. COE Conceptual Framework

D. Introduction to EDUCATEAlabama/Internship Evaluation

1. E. Introduction to Business and Industry Certification (Syllabi and Lesson Plans)
2. F. Introduction to Course of Study
3. G. Alabama Educator Code of Ethics
4. H. Alabama State Department of Education Website and Resources
5. I. Research on Current Educational Issue
6. J. Field Experience Requirements
7. **2.** **Module 2 – Preparation for Instruction (290-3-3-.23.1.b.2) (290-3-3-.23.1.b.3)(290-3-3-.24-1.b.6) (290-3-3-.23.1.a.4)**
	1. A. Goals and Objectives
	2. B. Creating Interest
	3. C. Organizing Instruction
	4. D. Learning Styles
	5. E. Domain Teaching
	6. F. Diversity of Learners
	7. G. Integrating Core Academics
	8. H. Designing a Lesson Plan
	9. I. Designing a Course Syllabus

**3**. **Module 3 – Instructional Models** (290-3-3.24.1.b.5) & **Evaluation and Assessment** (290-3-3-.04(2)(c)5.(i)); (290-3-3-.04(2)(c)5.(iii))

* 1. A. Methods of Teaching for Area of Specialization
	2. B. Presentation of Organized Instruction
	3. C. Instructional Strategies
	4. D. Instructional Methods
	5. E. Evaluation Activities
	6. F. Assessment
	7. G. Tools for Evaluation
1. **4**. **Module 4 – Lesson Plans**
	1. A. Objectives
	2. B. Lesson Plan Components (BIC specific)

**5. Module 5 – Professional Development** (290-3-3-.04(2)(c)4.(iv)); (290-3-3-.04(5)(c)2.(ii)); (290-3-3-.04(5)(c)4.(ii)); (290-3-3-.04(5)(c)5.(i))

1. A. Professional Development and Leadership
2. B. Classroom Management
3. C. Personal Philosophy

**Mid-term Examination the week of October 7th**

**7. Course Requirements/Evaluation:**

A. Participate in all class discussions and exercises.

B. Complete all reading assignments. Reading assignments may be tested.

C. Complete a midterm exam.

D. Complete all class/lab assignments.

1. E. Complete eleven written lesson plans of courses in the State Course of Study utilizing Internet resources and creativity – no books! All lesson plans must be related to your current Course of Study.
	1. F. Teach three different lessons in a business/marketing education classroom. Each teaching will be videoed and evaluated by instructor, student, and other students in the course. A one-page self reflection of the video discussing strengths, weaknesses, and areas of needed improvement is required. Students will be graded on self-reflection and posting peer evaluations.

G. Complete a Professional Work Sample that is counted as a final exam.

1. H. Maintain a teaching portfolio – this will include all assignments as well as additional information listed below. Presentation, neatness, organization, and correct grammar and spelling are necessary. You should have your notebook in a logical order using labeled dividers (post-it notes and sheets of paper do not suffice for dividers!!!). The following evidence as a minimum must be included:

Cover

Creative Introduction

Table of contents

Resume

Autobiography including why you want to teach

Teaching philosophy

Lesson Plans created during the course – including all accompanying material

Photographs and videos of your teaching

Syllabi

Examples of parent correspondence or other forms

Classroom management plan

Professional development plan

Awards or certificates (MOS, etc.)

All assignments from the course

I. Maintain a resource notebook of all required printed resources. Course of Study, BIC, EDUCATEAlabama, National Standards. Practicum/Methods/Classroom Management Field Experience Requirements, Alabama Code of Ethics, Cluster/Pathways, etc.

* **Undergraduates – 16 hours of required Field Experience – Form provided. Required through Methods and Classroom Management**
1. Examples
	1. o Observe in schools
	2. o Tutor students after school
	3. o Tutor students during school
	4. o Assist teachers
	5. o Assist other professional school personnel
	6. o Attend school board meeting
	7. o Participate in education- related community events
	8. o Interact with diverse faculty
	9. o Interact with diverse learners
	10. o Use information technology to support teaching and learning
	11. o Engage in reflections including feedback from peers and supervisors
	12. o Include both the opening and closing of school
	13. o Team teaching
	14. o **Must include at least three lesson presentations in a business/marketing classroom – video required. This will take advanced preparation with the school.**
* **Graduate – 46 hours of Field Experience Required through Practicum, Methods, and Classroom Management**

Examples

* 1. o Observe in schools
	2. o Tutor students after school
	3. o Tutor students during school
	4. o Assist teachers
	5. o Assist other professional school personnel
	6. o Attend school board meeting
	7. o Participate in education- related community events
	8. o Interact with diverse faculty
	9. o Interact with diverse learners
	10. o Use information technology to support teaching and learning
	11. o Engage in reflections including feedback from peers and supervisors
	12. o Include both the opening and closing of school
	13. o Team teaching
	14. o **Must include at least three lesson presentations in a business/marketing classroom – video required. This will take advanced preparation with the school.**

The final grade for this course will be based on the following categories (Components will be weighted equally within categories):

|  |  |
| --- | --- |
| Class/Laboratory Assignments  | 20%  |
| Lesson Presentation [Self reflections and Peer reflections] | 10% |
| Lesson plans (290-3-3-.04(5)(c)2.(ii)) (290-3-3-.04(2)(c)5.(i)) (290-3-3-.04(2)(c)5.(iii)) (290-3-3-.04(5)(c)3.(ii)) (290-3-3-.04(5)(c)4.(i))  | 40%  |
| Exams (Midterm and PWS) (290-3-3-.04(2)(c)4.(iv)) (290-3-3-.04(2)(c)5.(i)) (290-3-3-.04(2)(c)5.(iii)) (290-3-3-.04(3)(c)1.(ii)) (290-3-3-.04(5)(c)3.(ii)) (290-3-3-.04(5)(c)4.(i)) (290-3-3-.04(5)(c)4.(ii))  | 20%  |
| Course resource notebook/Teaching portfolio  | 10%  |
| Total 100%  | 100%  |

The following grading scale will be used:

|  |  |
| --- | --- |
| 90 - 100 %  | A  |
| 80% - 89.9%  | B  |
| 70% - 79.9%  | C  |
| 60% - 69.9%  | D  |
| Below 60%  | F  |
|  |  |

8. **Class Policy Statements:**

1. University Policies will be followed in this class ([https://sites.auburn.edu/admin/universitypolicies/default.aspx](https://cas.auburn.edu/owa/redir.aspx?C=d112a881837c43d68bb32f2890a8b3c1&URL=https%3a%2f%2fsites.auburn.edu%2fadmin%2funiversitypolicies%2fdefault.aspx)). Students must attend all class meetings and participate in all classroom exercises. Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting. Students are responsible for initiating arrangements for missed work due to excused absences. Make-up quizzes and exams will be given only for University-approved excuses as outlined in the. Arrangements to take the make-up a quiz or an exam must be made in advance. Students who miss a quiz or an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance. Unannounced quizzes cannot be made up under any circumstances.
2. [Student Policy eHandbook](https://cas.auburn.edu/owa/redir.aspx?C=07369a59c7584cb2ba6b743ce10e2a1e&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) will be followed; the URL is [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=07369a59c7584cb2ba6b743ce10e2a1e&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies)
3. Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).
4. Honesty Code: The University Academic Honesty Code and Policies will be followed pertaining to Cheating will apply to this class.
5. Approved proctor necessary for closed resource exams.
6. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
	* Engage in responsible and ethical professional practices
	* Contribute to collaborative learning communities
	* Demonstrate a commitment to diversity
	* Model and nurture intellectual vitality
7. The instructor reserves the right to make changes to the syllabus, class requirements, and schedule.

**Justification for Graduate Credit:** CTCT 6050/6056 (Methods of Teaching in Area of Specialization) is the graduate-level teaching methods course for students enrolled in the 5th year teacher certification program. Students will learn how to develop course syllabi and lesson plans for teaching in secondary Career/Technical Education programs. Furthermore, students will analyze various teaching techniques used in instruction and defend the use of such teaching techniques in Career/Technical Education.

**Business/Marketing Education**

**Field Placement Expectations Related to**

**“Engaging in Responsible and Ethical Professional Practices”**

1. Present a professional image, demonstrate integrity, and exhibit a strong work ethic
* Do not wear clothing that reveals parts of your body that would distract students from learning, such as low-cut blouses and pants, tight fitting attire, or attire that is too short.
* Do not wear earrings in your nose, eyebrows, or more than two per ear.
* Do not post things on your homepage, MySpace, or Facebook that will jeopardize your professional image or your opportunities for employment.
* Do not befriend students. Show students that you care by your expectations and accommodations.
* Do not give students your email address or any other personal information.
* Do not provide rides for students.
* Do not contact students outside of school.
* Do not take photographs of students, only take photographs of student work.
* Show up to your placement early and do not leave until it is appropriate to leave after you have debriefed with your teacher.
1. Adhere to attendance expectations and procedures
	* Call your cooperating teacher as soon as you know that you will not attend school due to an illness or emergency.
2. Accept responsibility for own actions
	* Do what you need to do and do not make excuses.
	* Listen to constructive feedback given by cooperating teacher and supervisor without becoming defensive.
	* Do not blame the students for your weaknesses.
3. Comply with state/district/school operational policies, ethical codes, and legal statutes
	* You are responsible for knowing school and district policies. When in doubt, consult with your cooperating teacher.
4. Maintain and use confidential information in a professional manner
* Do not discuss students’ information with people outside of the people immediately involved with the students’ situations.
* Do not discuss students’ grades, test scores or other personal information in public places.
* Do not email students’ information. Let the teacher send any messages that you want to convey to parents on your behalf.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read the above statements and understand that any infraction of these guidelines may potentially lead to dismissal from the internship and/or the business/marketing education program.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date

 

**Field Experience Documentation Form**

Field experiences shall facilitate candidates’ development as professional educators by observing in schools and other agencies, tutoring student, assisting teachers or other school personnel, attending board meetings and participating in education-related community events prior to internship(290-3-.02(4)(f)2) (290-3-.02(4)(f)1)

**STUDENTS ARE REQUIRED TO HAVE A MINUMUM OF 8 HOURS OF FIELD EXPERIENCE IN CTCT 5050/5053/6050/6056 AND CTCT 4000 (Total 16 hours - undergrad). Graduate students must take a practicum co-requisite that requires 30 additional hours (Total 46 – graduate).**

**Attach any additional documentation and a reflection of the experience.**

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| --- | --- | --- |
|  |  |  |
| **Student Name** | **Course Number and Name** | **Student Number** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Location****(School)** | **Briefly Describe Experience** | **Hours** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Student Signature**

**Authorized Signature**

**Acceptable Field Experiences:**

* Observe in schools
* Tutor students after school
* Tutor students during school
* Assist teachers
* Assist other professional school personnel
* Attend school board meeting
* Participate in education- related community events
* Interact with diverse faculty
* Interact with diverse learners
* Use information technology to support teaching and learning
* Engage in reflections including feedback from peers and supervisors
* Include both the opening and closing of school
* Team teaching
* Must include at least three videoed lesson presentations in a business/marketing classroom

**DETAILED DESCRIPTION AND REFLECTION**

**(Required for each activity)**

**Student Signature and Date**

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