

**CTEE 3100**

**Introduction to Elementary Education**

Credit Hours: 3 semester credits

Prerequisites: Acceptance into the Teacher Education Program

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5026 Haley Center

Class Hours: Thursdays 12:30-2:45pm

Class Location: Haley Center 2406

Office Hours: By appointment

**Required Texts:**

1. Marzano, R.J. (2007). *The Art and Science of Teaching; A Comprehensive Framework for Effective Instruction*. Alexandria, VA: ASCD.
2. Moore, K. & Hansen, J. (2012). *Effective Strategies for Teaching K-8 Classrooms.* Los
	1. Angeles: Sage.

**Additional Resources:**

1.[Alabama Educator Code of Ethics State of Alabama Department of Education](http://www.alsde.edu/html/doc_download.asp?id=3578&section=70):

 <http://www.alsde.edu/html/doc_download.asp?id=3578&section=70>

 2. [Alabama Quality Teaching Standards](%3A%20%20http%3A//alex.state.al.us/leadershipalqts_full.pdf): <http://alex.state.al.us/leadershipalqts_full.pdf>

 3. Educational journals located online and in Learning Resource Center

 4. Current topics in education located on Canvas

**Course Purpose:**

In order to become an effective teacher, teacher candidates need to understand the realistic expectations of classroom life. You must possess the ability to create and sustain classroom environments conducive to learning, to understand the stages of emotional development and intellectual growth, to analyze classroom contexts, and to always be prepared to solve problems. Effective teachers understand learning is a life-long purpose and set out to continuously grow in their profession. Additionally, effective teachers must collaborate with other educators, parents, and consultants. To wear all of these hats requires a combination of confidence, enthusiasm, self-reflection, and importantly, stamina.

**Course Description:**

This course supports entering elementary education majors with the knowledge, skills, and dispositions required for the elementary teaching profession. Students will be introduced to the professional expectations of elementary teachers and to the organization of elementary schools. They will reflect on important dispositions that support a career choice and continuous improvement as an elementary educator.

**Course Objectives:**

As a result of participation in this course students will:

1. Analyze various elementary school arrangements and how they support the school program (AQTS 290-3-3-.04(5)(c)3.(I,ii,iii,iv)
2. Identify and explain why professional dispositions are important for the teaching profession (AQTS 290-3-3-.04(5)(c)2.(iv, vi, vii)
3. Explain the research-based rationale behind current learning theory and the Learning Cycle (AQTS 290-3-3-.04(2)(c)4.(ii)
4. Evaluate the appropriate use of “best practice” strategies for instruction in content areas (AQTS 290-3-3-.04(2)(ii)
5. Draft lesson plans that meet standards and “best practice” strategies for student learning (AQTS 290-3-3-.04(1)(iii)
6. Describe the purpose and types of assessment used to evaluate student learning (AQTS 290-3-3-.04(2)(c)5.(i, ii)
7. Make student assessments including authentic types of assessments (AQTS 290-3-3-.04(5)(c)5.(ii,iii,iv,v,vi,vii,viii,ix,x)
8. Create an integrated unit plan for instruction at a chosen grade level for diverse learners (AQTS 290-3-3-.04(2).(I, ii,iii)
9. Consider the role of reflection in continuous improvement as an elementary educator (AQTS 290-3-3-.04(5)(c)2.(vi)
10. Reflect on the role of elementary teacher as a career choice (AQTS 290-3-3-.04(5)(c)2.(viii)
11. Receive information regarding field placements and internships, and program expectations for students (AQTS 290-3-3-.05(5)(c)2.(vii)

**Course Content and Schedule:**

See attached calendar

**Course Requirements/Evaluation:**

Assignment 1: Course Notebook (30 points)

Assignment 2: Classwork (15 points)

Assignment 3: Philosophy of Teaching (20 points +15)

Assignment 4: Choice Board Assignment (30 points)

Assignment 5: Course Examination (30 points)

Assignment 6: Integrated Unit Plan Project (60 points + 15)

**Course Assignments:**

Assignment 1: Notebook (30 points)

Over the semester you will collect weekly reflections, class work, educational buzzwords and various other writings in a three-ring notebook. You notebook should come to class with you each period. You will be asked to review, and share your reflections as you fully participate in the class discussions. At the end of the semester you will be asked to review the collection of your work and write a 2-3-page summary that reflects on and highlights what you have learned throughout the course. The weekly reflections will be written each week following the class. Notebooks may randomly be collected to be graded, but all notebooks will be turned in at the end of the semester for grading.

 Sections in Notebook:

 -Reading Reflections and Classwork

 \*As you read the assigned reading, complete the three-column notes in your notebook.

|  |  |  |
| --- | --- | --- |
| Page Number and Sentence/Phrase | Ah-Ha Moments | Confusions or Questions |

 -Academic Vocabulary

\*Each week, you will hear or read “educational buzzwords”. This academic vocabulary is important for you to know and use. Complete the Four-Column Notes in your notebook to keep track of these important words in education. You should always complete this for the words in the syllabus, but you are welcome to add any words you feel would help increase your knowledge of the teaching profession.

|  |  |  |  |
| --- | --- | --- | --- |
| Word | Definition | Visual Representation | Synonyms |

 Assignment 2: Classwork (15 points)

Throughout the course you will participate in a variety of activities, create a Voice thread, conduct discussions electronically, and interact with your classmates in discussions. Your classroom professionalism also will be reflected in this portion of your grade. You will maintain documentation of class activities under a separate tab in your notebook. Unexcused absences will result in a deduction of points from this assignment.

 Assignment 3: Philosophy of Teaching (20 points +15)

Over the course of the semester, you will develop your personal “Philosophy of Teaching” statement. This statement should be no more than two pages, double-space, using 12-point Times New Roman font. You will use the writing process to develop your philosophy, including peer review. More explanation will be given in class throughout the semester as the process unfolds.

 Assignment 4: Choice Board Activity (30 points)

You will select an activity from the Choice Board attached to the syllabus. You will complete the activity and present your activity to the class in lieu of a midterm. You will also complete a reflection analyzing and synthesizing information from your presentation to the presentation of your peers. See Canvas and be present in class for more information.

 Assignment 5: Course Examination (30 points)

 You will complete an individual course examination that evaluates your learning of the course.

 Assignment 6: Integrated Unit Plan Project (60 points +15)

This assignment serves as a culminating project to demonstrate your learning from the semester. Working with assigned classmates, you will complete two integrated lesson plans for a given grade level and model your learning for the other members of the cohort. You will follow the template and use the lesson plan online to complete this assignment. Information will be given in class as this process unfolds.

**Grading Scale**

90 – 100% A

 80 – 89% B

 70 - 79% C

 69 - 69% D

 0 - 59% F

**Course Policy Statements:**

1. **Participation:** Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.
	1. **At two absences from class students will be required to meet in conference to discuss continuing in this course.** [See Lab Manual for similar lab attendance policy]. Students will be counseled and placed on an attendance contract in order to continue in the course. Expected professional dispositions and performance competencies in this field-based course require students to meet attendance requirements.
	2. Five points will be deducted from the final grade for any unexcused absence from class or lab. **At 2 unexcused absences students will be referred to the Office of Student Affairs to be withdrawn from the course.** Three unexcused tardies will be counted as one unexcused absence. Leaving class early counts as an absence without prior (not same day) approval.
2. **Unannounced quizzes:** There may be unannounced quizzes.
3. **Excused Absences**:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences ([http://www.auburn.edu/student\_info/student\_policies/)](http://www.auburn.edu/student_info/student_policies/%29).
4. **Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be (as specified by instructor).
5. **Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
6. **Honesty Code:**All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. Some assignments will involve integrating readings & websites into your reflections & lessons. **Plagiarism is the act of representing words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own.** Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent.  Please be sure to cite any outside sources used in work.  Also all work is to be done individually unless otherwise specified. All submitted assignments are subject to a plagiarism check.
7. **Title IX:** Auburn University is committed to providing an environment that is free from discrimination and harassment based upon protected class.  If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it.  If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident.  For more information about your Title IX reporting and resource options at Auburn University, please go to: [www.auburn.edu/titleix](http://www.auburn.edu/titleix)​
8. **Cell Phones/Electronic Devices:** Students are expected to keep all cell phones off during class time. **No use of electronic devices or text messaging will be permitted during class time unless otherwise stated!** If you have children or someone in your care, please communicate with me about keeping your phone on silent. While students may use an iPad, laptop or similar device for viewing the textbook and Power Points in class, should it become a distraction, or if a student is found using it for other purposes during class, it will be banned and the student will be responsible for purchasing a physical textbook for the remainder of class.
9. **Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

***In addition to the university recommended statements noted above, College of Education syllabi are to include the following statement:***

1. **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

     Each student is expected to exhibit courteous, mature, responsible, and professional behavior. This includes not texting messages during class, doing work for another class, and talking when someone else – a peer or instructor – is speaking. Students are expected to participate in all class discussions, exercises and readings. It is the student’s responsibility to contact the instructor if assignment deadlines are not met.  Students are responsible for initiating arrangements for missed work.

Teaching is a field that requires professional reading and reflection. Your thoughtful reading before class, your engaged participation in class discussions and activities, and the positive stance you take in interacting with your instructor and with others in the group are expected. Attend carefully to class presentations and discussions.  Professionalism is more than just showing up for class.  In this course you will be expected to treat the others in our group with respect and to support their successes. Respect does not mean always agreeing with others.  It means actively and courteously listening to what others say and responding with your own perspective.  It means taking an active role and enhancing others’ thinking by sharing your own rough draft thinking as it develops, and by clarifying the reasons that you might “agree to disagree” with others.  Developing strong relationships with colleagues is one of the most important things we do as teachers.

Cell phones and personal iPads need to be turned to off during class and lab experiences unless otherwise instructed by the professor. In addition, students should not work on university course assignments that are not field based during their lab experience. During lab experiences students are expected to be fully and actively involved in the classrooms in which they are placed.

**Tentative Class Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Topic** | **Readings** | **Assignments Due** | **Reflection Prompt** | **Academic Vocabulary**  |
| #1: 8/24 | Good vs. Great Teaching, Mindset | Dweck (2010) Mind-sets & Equitable Education (in class) |  |  |  |
| #2: 8/31 | Professionalism, Guest Speakers | Alabama Code of Ethics, AU Dispositions; [Activism is Good Teaching -](https://www.rethinkingschools.org/articles/activism-is-good-teaching) <https://www.rethinkingschools.org/articles/activism-is-good-teaching> |  | Professionalism entails individual behaviors, collaboration within schools, and the opportunity for activism within education organizations. Visit NEA's Legislative Center at http://edadvocacy.nea.org/home. Review the Key Issues and Take Action section. Choose one key issue that concerns you. Read the summary of the issue and the "Take Action" stance of the NEA. Write a (pretend) letter to your state legislature about your concerns over the issue and how you want the legislature to represent your voice in regard to this issue. | Professionalism, Disposition, Growth Mind-set, Fixed Mind-set, National Education Association, Deficit Thinking |
| #3: 9/7 | Diversity in Famlies & Students | EF (pp. 26-40), Funds of Knowledge articles; AST Ch. 8 (pp. 149-158), [Principles for Culturally Responsive Teaching -](https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0) <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0> |  | Many schools in the area struggle to create a strong connection between school and home. Consider why this is and what changes you think need to be made to create strong partnerships. Explain how you would increase parent involvement in the student’s education, the school, and the community. | ESOL, Funds of Knowledge, Diversity, Culturally Responsive Teaching |
| #4: 9/14 | Learning Theories, Alabama State Standards | EF (pp. 6-11); [Learning Theories](http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/) - <http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/> | Philosophy of Teaching Pre-writing  | You have read about many learning theories in preparation for class today. Why do we need so many different approaches to learning? How can you use this information to form your teaching philosophy? | Behaviorism, Cognitive Constructivism, Social Constructivism, Zone of Proximal Development, Standard, Common Core |
| #5: 9/21 | Essential Questions, Learning Objectives, Learning Targets | EF: Ch. 4 (pp. 79-96), [Essential Questions](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=53) - <http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=53> [Higher Order Thinking](http://www.ascd.org/publications/books/104428/chapters/Higher-Order_Thinking.aspx)<http://www.ascd.org/publications/books/104428/chapters/Higher-Order_Thinking.aspx> | Philosophy of Teaching Rough Draft | No Reflection | Essential Question, Backwards Design, Bloom's Taxonomy, Webb's Depth of Knowledge, Objective, Learning Target |
| #6: 9/28 | Assessment | EF: Ch. 6; AST pp. 51-57 | Steps 1 & 2 Unit Plan | Explain the benefits and drawbacks to traditional vs. authentic assessment. Reflect on your personal opinions of each. For what types of assignments, evaluations, etc. would you use the different types of assessments?  | Formative Assessment, Summative Assessment, Authentic Assessment Rubric |
| #7: 10/5 | **Midterm** |  | Choice Activity Part 1 | No Reflection |  |
| #8: 10/12 | **FALL BREAK** |  | **NO CLASS** |  |  |
| #9: 10/19 | Unit Outlines, Lesson Plans, Hook & Anticipatory Set | EF: Ch. 5; Miller Ch. 6; [Know Your Terms: Anticipatory Set](https://www.cultofpedagogy.com/anticipatory-set/) - <https://www.cultofpedagogy.com/anticipatory-set/> | Choice Activity Part 2 | The Internet is full of lesson plans and some are better than others. Locate 4 lesson plans on the Internet based the grade level you would like to teach. The lesson plans should encompass the four major content areas (Social Studies, Science, Math, Language Arts). Based on what you have learned about effective instruction, critique each of the lesson plans (about ½ page each). Be sure to discuss the highlights and drawbacks of each. After you have critiqued each lesson plan, rank the plans from best to worst using a scale of 1-4 with 1 being the best and 4 being the worst. These will be shared and discussed in class. | Anticipatory Set, 5E + 1A Instructional Model, Unit Plan |
| #10: 10/26 | Designing Lessons, Teaching Strategies | EF: Ch. 8 & 9; AST pp. 29-48, 72-79; What is Cooperative Learning (See Canvas) | Steps 3 & 4 Unit Plan | No Reflection | Cooperative Learning, Direct Instruction, Inquiry Instruction |
| #11: 11/2 | Questioning, Higher-Order Thinking Skills | EF: Ch. 7 (pp. 185-196); AST pp. 48-51; Asking More Effective Questions (See Canvas) | Philosophy of Teaching Rough Draft - Peer Review | No Reflection | Higher-Order Thinking,  |
| #12: 11/9 | Differentiated Instruction  | Tomlinson Ch. 1 | Philosophy of Teaching | Thinking about the reading, what are at least 4 ways that you may differentiate instruction in the lesson plan that your working to develop? | Differentiated Instruction, Scaffold, SIOP Method |
| #13: 11/16 | Closing, Assessments | [22 Powerful Closure Activities](https://www.edutopia.org/blog/22-powerful-closure-activities-todd-finley) - <https://www.edutopia.org/blog/22-powerful-closure-activities-todd-finley> | Step 5 Unit Plan (1 Lesson Plan) | Reflect upon the last classroom in which you observed. Make a list of all the ways that you recall the teacher assessing students' understanding (formative and summative). When you are teaching, what are at least three ways that you plan to use formative assessment during lessons? |  |
| #14: 11/23 | **THANKSGIVING BREAK** |  | **NO CLASS** | No Reflection |  |
| #15: 11/30 | Effective Feedback, Team Reflection | Hattie Ch. 7; Saaris "Instructional Tips: Effective Feedback for Deeper Learning" (See Canvas) |  | Collaboration can be incredibly effective and beneficial, and it can have its challenges. Take time to reflect over your experience co-planning the integrated unit plan in your small group. How did your team work well together? What were some benefits of co-planning? What were some difficulties that your team faced? How did you overcome those challenges? What did you learn about yourself in the collaboration process? | Effective Feedback, Praise |
| #16:12/7 | Integrated Unit Plan Presentations |  | Integrated Unit Plan Final Document and Presentation  | No Reflection |  |
| Finals Week | **Final Exam** |  | Course Notebook | Write a summary of the class. What are the highlights of what you have learned throughout the course? What did you like and dislike about the class? How do you think what you have learned in this course will aid you in future coursework and in your field placements? |  |