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

**Methods of Teaching in Area of Specialization**

*Fall 2020*

Business/Marketing Education

College of Education

Instructor:

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Office Hours:

T/Th 8-10



**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 & CTCT 5060/5063/6060/6066 |
| **Co requisites:** | None |

2. **Date Syllabus Prepared:** Fall 2020

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.**

Wong, H., & Wong, R. (2014). *THE classroom management book.* Harry K. Wong Publications, Inc. ISBN **978-0976423331**

Criteria for Admission to internship:

Pre-teaching (35 hours)

Directed Field Experience (100 bus hours)

Practicum (46 hours)

MOS Certifications passed (Word, Access, PowerPoint, Excel)

State required tests:

Praxis Core

Praxis II – Business Education Content

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

Internship Applications are due ONE YEAR in advance.

**Plans of Study and Graduation Checks should be completed the semester before graduation for GRADUATE STUDENTS.**

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– (see COS)
4. 2008 Adopted Course of Study –content requirements <http://www.alsde.edu/sec/sct/COS/2008%20Alabama%20Course%20of%20Study%20Career%20and%20Technical%20Education.pdf>
5. Career/Technical Education Equipment List and Facility Plans - http://www.alcareertech.org/equipment/clusterProgram.html
6. National Standards for specific content areas – <http://www.nbea.org>
	* 1. EDUCATEAlabama - <http://www.educatealabama.net/about.htm>
7. Other Relevant State Materials - http://www.alsde.edu/html/sections/documents.asp?section=52&footer=sections
8. Auburn University Internship Handbook - http://www.education.auburn.edu/files/students\_pes/internhndbk2014\_15.pdf
9. Alabama Educator Code of Ethics - ftp://ftp.alsde.edu/documents/70/Alabama\_Educator\_Code\_of\_Ethics.pdf

**Supplies needed:**

Microsoft Office

Internet

**How to order your textbooks:**

 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))
15. 15. Use the Alabama courses of study related to career/technical education and business-related programs. (290-3-3-.23.1.a.3) (290-3-3-.04.2.c.1.i)
16. 16. Prepare course calendars for courses offered in a local career and technical education program. (290-3-3-.23.1.a.3)
17. 17. Develop a personal philosophy of career and technical education. (290-3-3-.23.1.a.1)
18. 18. Collect and use data from various sources to plan and evaluate the local career and technical education program. (290-3-3-.23.1.a.5)
19. 19. Develop a recruitment program for students in a career and technical education program considering students’ needs and interests. (290-3-3-.23.1.b.6)
20. 20. Develop a plan for personal professional development, job placement, and career advancement of students. (290-3-3-.24.1.a.9) (290-3-3-.23-1.b.1)
21. 21. Develop goals and objectives for the local career and technical education program. (290-3-3-.04-2.c.1.ii) (290-3-3-.04-2.c.2.i)
22. 22. Develop and adjust short-range and long-range plans based on the assessment of student needs and performance. (290-3-3-.04-2.c.2.ix)
23. 23. apply mathematics, science, and communications concepts in career and technical education workplaces.
24. (290-3-3-.23-1.b.3)
25. 24. Develop strategies for successfully managing program-specific and/or general career and technical issues and components related to business programs

**6. Course Content:**

**Review: Foundations**

1. A. Course Introduction
2. B. Teacher Job Description
3. C. COE Conceptual Framework
4. D. Introduction to Course of Study
5. E. Alabama State Department of Education Website and Resources
6. F. Research on Current Educational Issue

**Introduction:**

A. Introduction to Evaluations

1. B. Introduction to Business and Industry Certification (Syllabi and Lesson Plans)
2. C. Alabama Educator Code of Ethics
3. D. Field Experience Requirements
4. E. Parent Communication

**Preparation for Instruction**

* 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

**Instructional Models**

* 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

**Lesson Plans**

* 1. A. Objectives
	2. B. Lesson Plan Components (BIC specific)

**Professional Development**

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

**edTPA**

1. edTPA task 1
2. edTPA task 2
3. edTPA task 3

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

**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. TBD

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 five 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 an edTPA assessment that is counted as a final exam.

H. Turn work in ON-TIME, which is critical in this class. No late work will be accepted. **No exceptions.**

* **46 hours of required Field Experience Required through Practicum, Methods and Classroom Management. See practicum class syllabus.**
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 five 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  | 40%  |
| Lesson plans  | 30%  |
| Exams (Midterm and edTPA)  | 30%  |
| Total 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  |

**NOTE ABOUT TESTING:**

**All students are welcome to come to campus for testing. You should email the GTA for this class to set up an appointment. Typically, the hours are M-Th 8-2.**

**Distance learning students that choose not to come to campus for testing should sign up to use ProctorU (http://proctoru.com/) for proctoring purposes. The GTA for the course will provide information regarding this service.**

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.
8. Writing Center:  The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475 M-F 7:45am-4:45pm

**Contingency Policy:**If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. In the event of a disruption, students should contact the GTA for the course.

**Statement on COVID-19 Physical Distancing:**Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**Face Covering Policy:**In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

**Possibility of Going Remote:**

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.

**Assignment/Schedule Subject to Change due to Pandemic:**

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the Event a Student in Class Tests Positive:**

Students must conduct daily health checks in accordance with [CDC guidelines](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the Event Instructor Test Positive or Must Quarantine:**

If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies:**

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance:**

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.