**Auburn University**

**Syllabus**

1. Course Number: CTCT 5050/6050/6056

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

Corequisites: None

Updated August 2021

2. Term: Fall 2021 (Syllabus Prepared August 2022)

**Day/Time:** Class Hours: T/R 12:30p-1:45p

**Instructor:** Chris Clemons, Ph.D., Associate Professor

Office Address: Faculty Office: 5070 Haley

Contact Information: Office Phone: 334.844.4411

Email: [cac0132@auburn.edu](mailto:cac0132@auburn.edu)

Office Hours: Wednesday 10:00a-Noon and by appointment

3. Text and Major Resources:

Talbert, B. A., Vaughn, R., Croom, B., & Lee, J. S. (2014*). Foundations of agricultural education*. Boston: Pearson Higher Education.

Alabama State Department of Education. (2015). Career/technical education. Retrieved from <http://www.alsde.edu/sec/sct/Pages/cos-all.aspx> (Alabama Course of Study: Career and Technical Education)

Alabama Department of Education. (2015). All student’s college and career ready. Retrieved from <http://www.alcareertech.org/>

Alabama Department of Education. (2015). Alabama professional education personnel evaluation program. Retrieved from <http://www.alabamapepe.com/>

U.S. Department of Education. (2004). Survival guide for new teachers. Retrieved from <http://www2.ed.gov/teachers/become/about/survivalguide/index.html>

Auburn Univeristy, College of Education. (2015). Forms and handbooks. Retrieved from <http://www.education.auburn.edu/edustudents/forms_handbooks/index.html> see also Teacher education information from <http://www.education.auburn.edu/edustudents/teacher_edu_info/index.html>

State of Alabama. (2015). Administrative code. Retrieved from <http://www.alabamaadministrativecode.state.al.us/>

This course will require the use of Canvas. Canvas can be accessed from the Auburn University website.

**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. Student Learning Outcomes:**

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

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. Design career/technical instruction which accommodates all student learning styles, needs, abilities, interests, and backgrounds. (290-3-3-.23.1.b.2)
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. 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. Demonstrate knowledge of principles and practices associated with applicable business/ industry certification of career/technical programs. (290-3-3-.23.1.a.6)
6. Use computer software applicable to area of specialization (290-3-3.24.1.b.5)
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. 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. 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. 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. Knowledge of Alabama’s state assessment requirements and processes. (290-3-3-.04(5)(c)3.(ii))
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. 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. 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 Outline:**

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| **Session#** | **Course Topic** | **Readings** | **Assignment** |
| Module 1 | Syllabus and Overview of Course. Lesson plan design: Standards | Lesson Planning | Fundamentals Paper |
| 1.1 | Review, Edit, Discuss Lesson Plan |  |  |
| Module 2 | Central Focus | Lesson Planning |  |
| 2.1 | Review, Edit, Discuss |  |  |
| Module 3 | Lesson Objectives | Lesson Planning |  |
| 3.1 | Review, Edit, Discuss |  | Quiz 1 |
| Module 4 | Lesson Objectives | Lesson Planning |  |
| 4.1 | Review, Edit, Discuss |  |  |
| Module 5 | Language Functions | Lesson Planning |  |
| 5.1 | Review, Edit, Discuss |  |  |
| Module 6 | Instruction | Lesson Planning |  |
| 6.1 | Review, Edit, Discuss |  |  |
| Module 7 | Instruction | Lesson Planning |  |
| 7.1 | Review, Edit, Discuss |  |  |
| Module 8 | Assessment/Evaluation | Lesson Planning | Quiz 2/Midterm |
| 9.1 | Assessment/Evaluation | Lesson Planning |  |
| Module 10 | Review, Edit, Discuss |  |  |
| 10.1 | Adaptations/Management/Safety | Lesson Planning |  |
| Module 11 | Review, Edit, Discuss |  |  |
| 11.1 | FFA Convention | No Class |  |
| 12.1 | Introduction to edTPA  Guest speaker: Brooke Spann | Making Good Choices  edTPA Manual | - List five things learned from guest speaker  -Read Making Good Choices for next class |
| Module 13 | edTPA Task One | edTPA: Context for Learning | Complete Context for Learning |
| 13.1 | edTPA: Task One II | edTPA: Planning Commentary | Complete specified prompts within the edTPA Planning Commentary  Quiz 3 |
| Module 14 | Filming and videotaping best practices | edTPA Survival Guide  edTPA Video Guidelines | Edit two of your prior videos to specified edTPA standards |
| 14.1 | Instructional Commentary | edTPA Instructional Commentary | Complete specified prompts within the edTPA Instructional Commentary |
| Module 15 | Student Work Samples and Evidence of Positive Feedback  Assessment commentary and common errors within edTPA | edTPA Assessment Commentary | Complete feedback for assigned sheets  Quiz 4 |
|  | Thanksgiving Break | No Class |  |
| Dec 2-8 |  |  | Final |

**7. Assignments/Projects:**

1. Participate in all class discussions and exercises.
2. Complete all reading assignments.
3. Complete all quizzes and exams.
4. Complete three written evaluations of your teaching demonstrations using the supplied rubrics for self-reflection, peer review, and instructor comments. Written assignments should be 5 pages, double space, APA 7.
5. Complete four written lesson plans using current textbooks and other resources. Lesson plans must be related to your current Course of Study. Must include: Course title, overview, embedded/substitute credit documentation, materials/equipment/technology resources, procedures/activities/learning experiences, varied assessment strategies, provisions for individual differences, and estimated duration in time. Embedded throughout include safety instruction, teamwork activities, project-based activities, integrated academics, employability skills, and problem-solving skills.
6. Conduct at four peer teachings. Each peer 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.
7. Field Experience Requirement
8. Complete a unit plan of instruction.

* Undergraduates – 8 hours of required Field Experience – Form provided
* Graduate – 41 hours of Field Experience Required through Practicum

**8. Rubrics and Grading Scale:**

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| --- | --- | --- |
| **Graded Activity** | **Points for each activity** | **Total points available** |
| Discussions | 10 | 100 |
| Quizzes/Papers | 25 | 100 |
| Midterm and Final | 100 | 200 |
| Writing Assignments | 100 | 500 |
|  | Total Points Available | 900 |
| Field Experience. Students must complete the field experience requirement and form to pass the course. 350 points will be deducted from total score for not acquiring appropriate field experience hours. | | <350> |

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 |

**Class Policy Statements and Remote Instruction Congtengency:**

1. Course Expectations Related to Covid: **Face Coverings**: As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.
2. You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s [policy on face coverings (Links to an external site.)](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.
3. **Physical Distancing**: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should 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.**

* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Course Meeting Schedule**: This course might not have a traditional meeting schedule in Fall 2020. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* **Technology Requirements:**This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).

Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the[Classroom Behavior Policy (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf).

1. Health and Participation in Class: 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.

You are expected to complete your Healthcheck screener daily.

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 must follow the instructions on the Healthcheck app. 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.

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

* Notify me in advance of your absence, if possible
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely 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.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu).

1. **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/>).
2. **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).
3. **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).
4. 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 to this class.  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.
5. Course contingency: Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, 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 Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.
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

**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.

**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).**

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

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

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| --- | --- | --- | --- | --- |
| **Date** | **Location**  **(School)** | **Briefly Describe Experience** | **Hours** |  |
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| --- | --- |
| **Student 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 lesson presentations (Graduate)
* Must include at least one lesson presentation (Undergraduate)

**DETAILED DESCRIPTION AND REFLECTION**

**(Required for each activity)**

**Authorized Signature**

**Student Signature and Date**