Introduction in Elementary Education Dr. Theresa M. McCormick

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HC 2406 Office Hours: M 1:00 – 4:00

 TR 11:00 a.m. – 2:00 p.m.

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| **question_clipart.gif** | *Do you have the knowledge, skills, personality, and experiences needed to become an effective teacher? How will your students respond to you? What can you do to make sure your students respect you? How well will you work with administrators, parents, volunteers, and peers? Are you prepared for the demands of the profession of teaching?* |

**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 and intellectual growth, to analyze classroom contexts, and always be prepared to solve problems. Additionally, effective teachers must collaborate with other educators, parents, and consultants. To wear all of these hats well requires a combination of confidence enthusiasm, and most importantly, stamina.

**Quote for thought:**

*…and I am firm in my belief that a teacher lives on and on through his students. I will live if my teaching is inspirational, good, and stands firm for good values and character training. Tell me how good teaching even dies? Good teaching is forever and the teacher is immortal.” September, 1958*

 *Excerpt from A THREAD THAT RUNS SO TRUE by Jesse Stuart*

**Required Text:**

Eby, J., Herrell, A., & Jordan, M. (2009). *Teaching in the elementary school: A reflective action approach*. Upper Saddle River, N.J.: Pearson.

Hurst, B. & Reding, G. (2009). *Professionalism in teaching.* Boston, MA: Pearson.

**Recommended Readings and Resources:**

Daniels, H. & Bizar, M. (2005). *Teaching the best practice way methods that matter, K -12.* Portland, ME: Stenhouse Publishers.

Dewey, J. (1993). *How we think* (rev. ed). Lexington, MA: D.C. Heath.

Kounin, J. (1977). *Discipline and group management in classrooms*. New York: Holt, Rinehart and Winston.

Schon, (1990). *Educating the reflective practitioner.* San Francisco: Jossey-Bass.

**Resources:**

Alabama Educator Code of Ethics State of Alabama Department of Education

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

Alabama Quality Teaching Standards: <http://alex.state.al.us/leadership/alqts_full.pdf>

*SmartBrief E-Newsletter* by Association of Supervision and Curriculum Development. Free registration at <http://www.smartbrief.com/ascd/>

**Course Description:**

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:**

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) .Begin meeting professional dispositions for this course and future courses toward internship. [AQTS 290-3-3-.04(5)(c)2.(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(2)(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.(vii)]
11. Receive information regarding field placements and internships, and program expectations for students [AQTS 290-3-3-.04(5)(c)2.(vii)]

**Course Content and Schedule:**

**Week 1 01/14/10 – Class Does NOT meet (the following are due for Week 2 class meeting)**

* Print off and read over course syllabus and expectations
* Print off and complete the assignment: “I am From” Poem
* Register online for the *SmartBrief E-Newsletter* at <http://www.smartbrief.com/ascd/> Please read over each e-newsletter you receive as we will be discussing them in class. You may want to print articles that you would like to share/discuss further in class.

**Week 2 01/21/10**

Topic: Introduction and Overview of the course and Community Building in the Elementary Classroom

Readings Due: NONE

**Week 3 01/28/10**

Topic: The Teaching Profession and Professionalism

Readings Due: *Professionalism in Teaching -* pgs. 1-57

* Community Building activity – Group One

**Week 4 02/04/10**

Topic: Effective Teaching and Reflective Action in Teaching

Readings: *Teaching in the Elementary School* – Chapter 1

* Community Building activity – Group Two

**Week 5 02/11/10**

Topic: Creating a Safe, Healthy, and Happy Classroom

Readings: *Teaching in the Elementary School* Chapter 2

* Community Building activity – Group Three

**Week 6 02/18/10**

Topic: Lesson Planning and Sequencing

 Readings: *Teaching in the Elementary School* Chapters 3

* Community Building activity – Group Four

**Week 7 02/25/10**

Topic: Planning Curriculum Units

Readings: *Teaching in the Elementary School* – Chapter 4

* Community Building activity – Group Five

**Week 8 03/04/10**

Topic: Locating Teacher Resources

Readings: TBA

* Practitioner article model activity – TBA

**Week 9 03/11/10**

Topic: Assessing and Reporting Students’ Diverse Needs

Readings: *Teaching in the Elementary School –* Chapters 5 & 10

* Practitioner article model acitivity - TBA

**Week 10 03/25/10**

Topic: Establishing a Sasis for Active, Authentic Learning/Teaching Strategies

Reading: *Teaching in the Elementary School* – Chapters 6 & 7

* Practitioner article model activity – TBA

**Week 11 04/01/10**

Topic: Constructing an Integrated Unit

Reading: *Teaching in the Elementary School* – Chapters 8 & 9

* Practitioner article model activity – Group Four

**Week 12 04/08/10**

Topic: Constructing an Integrated Unit

Reading: *Teaching in the Elementary School* – Chapter 11 & 12

**Week 13 04/15/10**

Topic: Constructing an Integrated Unit

Reading: TBA

**Week 14 04/22/10**

Topic: Mini Teaching Examples

**Week 15 04/29/10**

Topic: Mini Teaching Examples

* Course Evaluations
* Integrated Unit Plan Projects will be in lieu of a written examination

**Course Requirements/Evaluation:**

Students must earn a grade of ‘C’ in order to receive credit for this course

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| 1. Notebook:Over the semester you will collect your writings and work in a three-ring notebook. This will serve as a collection site rather than an extra assignment with one exception. At the end of the semester you will be askedto review the collection of your work and write a summary that reflects on and highlights what you learned.
2. Smart Briefs and Buzz Word definitions (10%)
3. Reading assignments, group activities, exercises, and reflections (30%)
4. Mid-term examination (30%)
5. Integrated Unit Plan Project in lieu of a final written examination (20%)
6. Reflection paper on the professional teacher (10%)
 |  100-90% = A 80-89% = B 70-79% = C 60-69% = D 59% or below = F |

**Class Policy Statements**

Participation: Students are expected to attend all scheduled class meetings and participate in discussions and in all facets of the course. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed meetings and late work.

Cell Phones: You must turn off phones (or set to vibrate) while in class. **Texting is NOT permitted during class time.**

Attendance/Absences: **Attendance is required at each class meeting.** Other than sudden illness or family emergency, students must notify the course instructor in advance of any missed class. Students should do the same after a sudden illness or emergency as soon as possible. Students must present an official university excuse (See Tiger Cub) for an absence no more than seven days after the absence. Otherwise, the absence is unexcused.

* Professional dispositions as a teacher include attendance and professionalism. Students will be counseled and placed on an attendance contract at 2 excused and/or unexcused absences.
* Ten points will be deducted from the final grade for any unexcused absence from class. **At 3 unexcused absences students will be referred to the Office of Student Affairs to be withdrawn from the course.** Three unexcused tardies (or leaving early) will be counted as one unexcused absence.

Unannounced quizzes: There will be no unannounced quizzes.

Disability Accommodations: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: Students in this course and throughout their studies in the Elementary Education program are expected to demonstrate a commitment to the education profession and conduct themselves in a manner that reflects their commitment to becoming a professional educator. This includes demonstrating an ethical behavior, maintaining a positive attitude during and outside of class, being punctual and regularly attend class, being prepared and contributing to the agenda of the course, a willingness to share information and ideas with others, working well with others to develop opportunities for peer and student learning, being honest and trustworthy in all communications and interactions with others, valuing collaboration with other professionals within the schools and demonstrating professional and ethical judgments. As students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework and the Alabama Quality Teaching Standards. These professional commitments or dispositions include, but are not limited to:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality
* Diversity of learners