
Orientation to Teacher Education EDUC 1010 Syllabus

Course Instructors:

Dr. Peggy Dagley

Director, Professional Education Services
3464 Haley Center
Office Hours: By appointment

Dr. Lenny Lock

Coordinator of Assessment
3066 Haley Center
Office Hours: By appointment

Graduate Teaching Assistant:

Kimberly Smith

3072 Haley Center
Office Hours: By appointment
Contact via orined@auburn.edu

Please use the following E-mail for this course: orined@auburn.edu

Syllabus

Course Number: EDUC 1010

Course Title: Orientation to Teacher Education

Credit Hours: 1 semester hour

Prerequisites: Admitted into the College of Education

Co-requisites: NA

Date Syllabus Prepared: Spring 2011

Dates and Locations

Tuesdays at 4:00 PM in Haley Center 3195

Wednesdays at 8:00 AM Haley Center 2370

Texts or Major Resources

[Orientation Handbook](#)

Purchase a copy of the handbook from Copy Cat and bring it to every class session.

Course Description

This course is designed to assist new and transfer students in the College of Education to understand the role of teacher education and of teaching as a profession.

Course Objectives

As a student in the class you will:

- Confirm your decision to become a teacher.
- Develop an evolving philosophy of teaching and learning.
- Identify the College of Education's mission and conceptual framework.
- Reflect on dispositions of a successful teacher.
- Use technology to become familiar with teaching philosophy, practices, dispositions, proficiencies, and other ideas related to the teaching profession
- Identify the College of Education key assessments.
- Identify the requirements for admission to teacher education, internship, certification, and graduation.
- Identify where to go and whom to ask for assistance in completing College of Education program requirements.
- Self-assess your teaching dispositions.
- Appreciate the complex nature of teaching.
- Interact with the Alabama Quality Teaching Standards listed below:

- | |
|---|
| <p>(3)(c)3.(i) Knowledge of the role that mathematics plays in everyday life.</p> <p>(3)(c)3.(ii) Knowledge of the concepts and relationships in number systems.</p> <p>(3)(c)3.(iii) Knowledge of the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and understanding of valid and invalid forms of reasoning.</p> <p>(3)(c)3.(iv) Knowledge of both metric and customary measurement and fundamental geometric concepts, including shapes and their properties and relationships.</p> <p>(5)(c)2.(ii) Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning.</p> <p>(5)(c)3.(i) Knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); the Alabama Connecting Classroom, Educators and Students Statewide (ACCESS) and their relationship to student achievement.</p> |
|---|

Course Policies

Participation: Students are expected to participate in all class discussions and participate in all exercises. 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.

Attendance/Absences: Attendance is required at each class meeting.

Course Contingency Statement: 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.

Unannounced quizzes: Participation quizzes to document attendance will occur during the semester.

Use of Communications Technology: Cell phones and personal laptops are not allowed for use during class time. All information via computer will be posted electronically for the class to view.

Accommodations: Students who need accommodations are asked to arrange a meeting during the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact the instructor by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the [Tiger Cub](#) rules and regulations pertaining to cheating will apply to this class.

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

Course Requirements and Grading

The grading for the course is based on a U (Unsatisfactory) or S (Satisfactory). Criteria for earning a U or S are as follows:

1. **Attendance:** Attendance at every session is mandatory. **More than one unexcused absence will automatically result in a grade of U.** Excused absences include documented illness, family death/emergency, and others as defined in the Tiger Cub and the AU Bulletin. All absences will be considered to be "unexcused" until and unless the instructor is in possession of the appropriate documentation for that absence. Please be aware that the instructor may verify any or all medical or other documentation that is presented for absence verification purposes. The falsification or forgery of medical documentation is considered to be an act of Academic Dishonesty subject to sanctions as spelled out in the Tiger Club by the Academic Dishonesty Committee. Any tardy in excess of ten minutes is considered an absence. Documentation for excused absences must be presented to a course instructor within one week of the absence. In cases of excessive excused absences (more than three), make-up work will be required.
2. **Blackboard Assignments and Assessments:** You must complete all the Blackboard Assignments and Assessments as outlined in the Course Schedule.
3. **Online Assessment Data Entry:** The Undergraduate Entry Assessment (Orientation) should be completed **on or before** April 19/20, 2011. You can print the confirmation page for your own documentation purposes. The online assessment can be accessed at the following web address:
https://fp.auburn.edu/education/assessment/undergrad_self_assessment.html

Communication

Student Responsibility with Communication

Students are *strongly* encouraged to contact the instructor and graduate assistant regularly during class or via e-mail (orined@auburn.edu) for additional support and assistance as well as clarification, if needed, on assignment requirements.

The University Email Account

Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. For this reason, students should communicate with the instructor using *only* their official university (TigerMail) accounts. Email originating from Hotmail, AOL, or other non-Auburn sources will *not* be opened by the instructors.

Communication Regarding Instructor Absence

If an instructor is absent from a class session for any reason (e.g., illness, family emergency, travel), students will be notified through email of the contingency plan. In most instances, the other instructor or the graduate teaching assistant will assume responsibility for class instruction. If neither is available, a contingency plan will be made available through Blackboard and through the class web site (<https://fp.auburn.edu/education/orined/index.html>).

Effective Communication Skills

An important skill for teachers is the ability to communicate effectively with a wide variety of people. Parents, administrators, students and peers all participate in the communication process with teachers. As such, future teachers should begin to master the art of effective and appropriate communication skills. The instructor is aware that many students utilize shorthand methods of communication with peers that are associated with text message software and hardware. However, this type of communication is not appropriate in a professional setting, such as with instructors and professors. Therefore, the instructor expects students to use standard forms of grammar, punctuation and spelling when using email to inquire about course-related activities or problems.

Schedule

The Teacher Education Orientation course is designed as a series of topics and workshops relevant to students entering the Teacher Education Program in the College of Education. The primary text is the [*Orientation Handbook*](#).

Please complete the assigned readings in the [*Orientation Handbook*](#) (OH in the schedule) prior to the corresponding date on the following schedule. Bring to each class your Orientation Handbook and any materials listed in the assignment column.

The College of Education is adopting the Tk20 Student Data Management System during Spring 2011 semester. Information about student use of the system will be interwoven into sessions of EDUC 1010. The schedule for topics covered in the course may be adjusted to facilitate this adoption.

DATE	TOPIC	ASSIGNMENT
January 11/12	Course Introduction: The Needs of COE Students; Overview of Course Requirements	<i>OH: 30-38</i>
January 18/19	College Mission, Vision, Conceptual Framework, and Candidate Proficiencies; Meet the Deans	<i>OH: pps 9-12</i> Overview of next week's assignment
January 25/26	Admission to Teacher Education: Applications, Deadlines, and Transitions, Requirements	<i>OH: pps. 13-15</i> Complete "Admission to Teacher Education" activity in BlackBoard prior to class. <i>Bring to class copies of the application and pre-teaching prompts. Documents are available at http://education.auburn.edu/edustudents/forms/index.html</i> Announce Math Assessment (Due week of February 22/23)
February 1/2	Academic Advising: Understanding PES procedures	<i>OH: pps. 5 -7 & 16-22</i> <i>Bring a copy of your program sheet to class. If you do not have a copy, request one from PES, 3464 Haley.</i>

	Alabama Prospective Teacher Testing Program: Basic Skills	Review information at http://education.auburn.edu/edustudents/eachered/basic-skills.html
February 8/9	Making Connections: Student Services & Student Organizations Tk20	Review student organizations at http://education.auburn.edu/edustudents/orgs/index.html Overview of student services website
February 15/16	Program Advising: Advising Session with Faculty Advisor <u>CLASS DOES NOT MEET IN REGULAR CLASSROOM</u>	<i>In preparation for program advising review the program information on your specific COE department's website. Also, take a copy of your program sheet to the advising session</i>
February 22/23	Diversity: Understanding Diversity in the Classroom-- Ethnicity, Special Needs, and Socioeconomic Status	<i>Math Assessment Due</i>
March 1/2	Professional Behaviors & Ethical Conduct	OH: pps 25-29 Overview of next week's assignment
March 8/9	Alabama Prospective Teacher Testing Program: Praxis II	Review information at http://education.auburn.edu/edustudents/eachered/praxis-ii.html and bring a printed hard copy of the appropriate TAAG from www.ets.org ;
March 22/23	Field Experiences Understanding Field Placement Procedures	OH: pps. 23-24
March 29/30	Watching a Model Lesson CLASS DOES NOT MEET IN	<i>Sign in on Blackboard at a computer of choice, watch either the elementary or secondary teacher, and complete the corresponding assignment from Course</i>

	REGULAR CLASSROOM	Content in Blackboard. Bring the completed assignment to next week's class.
April 5/6	Evaluating Good Teaching Practices (EDUCATE Alabama and a Professional Work Sample)	(a) OH: p. 18; (b) Look over the key assessments which can be accessed on the left side of the online assessment page https://fp.auburn.edu/education/assessment/ ; and (c) review Continuum for Teacher Development – See Resources listing Overview of online self-assessment
April 12/13	The Teaching Profession: Advice from Practitioners	Demonstrate your professionalism by your prompt arrival for our guest speakers.
April 19/20	The Road Beyond: Professional Development in Alabama Final Exam: Online Self-Assessment	Complete undergraduate self-assessment https://fp.auburn.edu/education/assessment/undergrad_self_assessment.html
April 25/26	Review & Reflections: Wrapping up the Semester, and Course Evaluations	

Course Project

COE Candidate Proficiencies: A Self-Assessment

Due Dates: April 19/20, 2011

Directions:

1. Throughout the semester, you will learn about the 15 candidate proficiencies that will be referenced to guide your instructional programs and monitor your growth throughout your academic career. It is important that you think deeply about these proficiencies and consider their relevance to your career as a teacher.
2. Please reflect on each proficiency and determine where you rate on the developmental continuum per proficiency. Realize that, as a beginning pre-service teacher, you are not expected to be competent in each candidate proficiency; the COE faculty and all the courses you take during your program will help you develop in each area. Also, realize that each individual has strengths and weaknesses, so you are not expected to get consistent ratings across all 15 proficiencies. You are asked to honestly assess your personal strengths and weaknesses at the end of this Orientation class--and most likely at different times throughout your program--so you can diagnostically track your growth and realize areas for personal development.
3. Please visit the following website and submit your self-assessment ratings on each of the 15 proficiencies. These ratings will remain confidential with the Coordinator of Assessment; the ratings cannot and will not be used against you in any way during your program:

https://fp.auburn.edu/education/assessment/undergrad_self_assessment.html

Note: Please select "*Entering Program or Orientation Course*" under the *Program Point* field.