Course Number: CTEE 3100 BBB

Course Title: Introduction to Elementary Education

Credit Hours: 3 semester credits

Prerequisites: Acceptance into the Teacher Education Program

Dr. Megan Burton

5024 Haley Center

Class Hours: Tuesday 1:30 -3:15 pm

Class Location: Haley Center 2414

Office Hours: Tuesday, 8:30-1:30 pm

Contact Information: lfe0001@auburn.edu

**Texts or Major Resources:**

**Required Texts:**

1. Moore, K. & Hansen, J. (2012). *Effective Strategies for Teaching K-8 Classrooms.* Los

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>

2. Alabama Quality Teaching Standards: <http://alex.state.al.us/leadershipalqts_full.pdf>

3. Educational journals located online and in Learning Resource Center

**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. Additionally, effective teachers must collaborate with other educators, parents, and consultants. To wear all of these hats requires a combination of confidence, enthusiasm, 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 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)©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**

The papers and projects will be given in lieu of a midterm and a final exam.

Assignment 1: Course Notebook (20 points)

Assignment 2: Classwork (10 points)

Assignment 3: Midterm (20 points)

Assignment 4: Behavior management project (10 points)

Assignment 5: Reading Reflections (10 points total)

Assignment 6: Integrated Unit Plan Project (in lieu of a final examination) (30 points)

**Course Assignments**

Assignment 1: Notebook (20 points)

Over the semester you will collect weekly reflections, class work, educational buzzwords and various other writings in a three-ring notebook. 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 Tuesday’s class.

Assignment 2: Classwork (10 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.

Assignment 3: Mid-term Examination (20 points)

You will complete an individual midterm examination that evaluates your learning

through the first half of the course.

Assignment 4: Behavior Management Project (10 points)

You will select a behavior management system and with your group will provide classmates a handout about the management system.

Assignment 5: Reading reflections (10 points)

During the semester you will complete reading reflections that will cover the material assigned for that day’s class session.

Assignment 6: Integrated Unit Plan Project (30 points)

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.

**Grading Scale**

90 – 100% A

80 – 89% B

70 - 79% C

69 - 69% D

0 - 59% F

**Course Policy Statements:**

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.

Cell Phones/Electronic Devices: Students are expected to keep all cell off during class time. **No use of electronic devices or text messaging will be permitted during class time unless otherwise stated!** 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.

Attendance/Absences Policy: Attendance is required at each class meeting and scheduled labs. Excused absences, as defined in the *Student Policy E-handbook (*[www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) must provide appropriate documentation to the instructor the day the student returns to class. Unexcused absences may result the lowering of a letter grade. The student should contact the instructor as soon as he/she is able to discuss absences.

Course Contingency: If normal class and/or lab activities are disrupted due to faculty 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, an addendum to this syllabus and/or course assignments will replace the original materials.

Unannounced quizzes: There may be unannounced quizzes.

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. 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 Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."

Honesty Code: The University Student Academic Honesty Code on the University Policies

site (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>) 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

Diversity of learners

**Fall 2016 Tentative Class Schedule**

**Tuesday 1/19/16 Week 1: Course Introduction/Community Building**

**Due Today:** No assignments due

**1/26/16 Week 2: Professionalism in Teaching**

**Due Today: Reading** Text Chapter 1- Complete Reading Reflection

**Academic Language:**: Metacognition, Zone of Proximal Development, Constructivism,

Pedagogy

**Reflection:** Create a Voicethread to introduce yourself. Be sure to share: 1) an important influence in your childhood 2) a teacher who made a difference in your life (positive or negative) 3) why you want to be a teacher 4) a strength you think you will bring to the classroom 5) one other thing about yourself

**2/2/16 Week 3: Instructional Planning: Objectives**

**Due Today: Reading** Text Chapter 4- Complete Reading Refleciton

**Academic Language:**: Common Core; Standards; Objectives, Dispositions, Alignment, Procedures/ Learning Tasks**,** Central Focus, Patterns of Learning

**Reflection:** Watch the video clip at: <https://www.teachingchannel.org/videos/setting-classroom-expectations> How does the teacher engage the students? Is he/she successful? What qualities of professionalism does the teacher exhibit? Describe your understanding of professionalism and its role in teaching. Explain how you will address professionalism as a pre-service teacher and eventually, as a practicing teacher.

**2/9/16 Week 4: Assessment/ Reflection**

**Due Today: Reading** Text Chapter 6- Complete Reading Reflection

**Academic Language:**: Formative Assessment, Summative Assessment, Performance Assessment, Rubric, Artifacts, Pre-assessment, Evaluation Criteria, Evidence, Misconception

**Reflection:** 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?

**2/16/16 Week 5: Instructional Planning: Questioning**

**Due Today: Reading** Text Chapter 5- Complete Reading Reflection

**Academic Language:**: Discourse, Curriculum Mapping, Backward Curriculum Design, Essential Questions, Bloom’s Taxonomy, Webb’s Depth of Knowledge,

**Reflection:** 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 begin the worst. These need to be printed out, because we will share and discuss them in class.

**2/23/16 Week 6: Instructional Methodology/ Strategies**

**Due Today: Reading** Text Chapter 7 or 8 – Complete Reading Reflection

**Academic Language:**: Direct Teaching, Convergent questions, Divergent Questions, Heuristic Methods, Engagement,, Prerequisite skills, conceptual understanding

**Reflection:** Compare the chapter you read with what you have seen in other classrooms. What do you see as the benefits and detriments of the teaching methodology you read about in this chapter? How would this look in elementary classrooms?

**3/1/16 Week 7: Midterm Examination**

**Due Today:** Nothing

**3/8/16 Week 8: Internship: Dr. Dagley, LRC Tour & Ms. Colley**

**Due Today: Reading** Text Chapter 3. Complete Reading Reflection

**Academic Language:**: Self-discipline approach, instructional approach, desist approach, routines, Ripple effect, limits, monitoring, punishment, Rapport, Learning environment

**Behavior Management Video**

**3/22/16 Week 9 Integrated Unit**

**Due Today: Steps 1-4 due**

**Reflection:** Compare 2 other management plans with your own. How are they similar, how are they different? Which do you prefer? Describe a classroom management system you might use in your classroom.

**3/29/16 Week 10 Meeting the Needs of All Students**

**Academic Language:**: ESOL, SIOP Method, Syntax, Language Demands, Differentiation of Instruction, Tiered Instruction, Response to Intervention, Assets of students: personal, cultural, & community, Planned supports

**Reflection:** Think about the methods that you used to learn best. How do you see the methods discussed in the chapter applying to a primary classroom? To an elementary classroom?

**4/5/16 Week 11: Integrated Unit**

**Due Today**: Integrated Unit Steps 5 & 6

**Reflection:** Complete note sheet on management plans presented on Canvas. Thenbased on the knowledge of classroom management that you have gained from your research and your classmates handouts, reflect on what you think is the most beneficial classroom management system. Explain how you will implement a behavior management plan in your own classroom.

**4/12/16 Week 12: / Classroom Management: Organization**

**Due Today: Reading** Text Chapter 9. Complete Reading Reflection

**Steps 7 & 8 Integrated Unit**

**4/19/16** **Week 13: Revisiting Professionalism: What type of teacher will you become?**

**Due Today: Project Notebooks**

**Final Reflection:** Write a 2-3 page summary of the class as described in the syllabus. 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 placement?

**4/26/16 Week 14: Project Presentations**