Course Number: **CTEE 3100**

Course Title: **Introduction to Elementary Education**

Credit Hours: 3 semester credits

Prerequisites: Acceptance into the Teacher Education Program

Ms. Tatarchuk

Email: tatarsd@auburn.edu

Class Hours: H 12:50-2:50

Class Location: Haley Center 2414

**Texts or Major Resources:**

***The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*** by Robert J. Marzano

**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/leadership/alqts_full.pdf>

3. Alabama College and Career Ready Standards: <http://alex.state.al.us/ccrs/>

4. Educational journals located online and in Learning Resource Center

5. Current topics in education located on Canvas

**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. Effective teachers understand learning is a life-long purpose and set out to continuously grow in their profession. Additionally, effective teachers must collaborate with other educators, parents, and consultants. To wear all of these hats requires a combination of confidence, enthusiasm, self-reflection, 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 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)(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)
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:**

Assignment 1: Course Notebook (20 points)

Assignment 2: Classwork (10 points)

Assignment 3: Cover letter and Resume (10 points)

Assignment 4: Instructional Strategy Project (10 points)

Assignment 5: Course Examination (20 points)

Assignment 6: Integrated Unit Plan Project (30 points)

**Course Assignments:**

Assignment 1: Notebook (10 points)

Over the semester you will collect weekly reflections, class work, academic language and various other writings in a three-ring notebook. Your notebook should come to class with you each period. 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 the class.

Sections in Notebook:

-Reading Reflections and Classwork

\*As you read the assigned reading, complete the three-column notes in your notebook.

|  |  |  |
| --- | --- | --- |
| Page Number and Sentence/Phrase | Ah-Ha Moments | Confusions or Questions |

-Academic vocabulary

\*Each week, you will hear or read “educational buzzwords or jargon”. Complete the Three Column Notes in your notebook to keep track of these important words in education. You should always complete this for the words in the syllabus, but you are welcome to add any words you feel would help increase your knowledge of the teaching profession.

|  |  |  |
| --- | --- | --- |
| Word | Definition | Visual Representation, Example,  &/ or Synonyms |

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: Cover Letter and Resume (10 points)

Dr. Burton will cover the topic cover letter and resume writing in our Week 3 class. Following the presentation, complete a cover letter and resume. It is due the following week.

Assignment 4: Instructional Strategy Project and Presentation (10 Points) Each member of the class will study and become “an expert” on a particular strategy to teach content. You will create a presentation for the strategy, teach it to our group, and post it to Canvas.

Assignment 5: Course Examination (20 points)

You will complete an individual course examination that evaluates your learning of the material addressed in this course.

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. In addition, you will develop assessments and overarching essential questions for this unit.

**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 phones off during class time, unless they are being used with the instructor’s permission for educational purposes. **No use of electronic devices or text messaging will be permitted during class time unless otherwise stated!** If you have children or someone in your care, please communicate with the instructor about keeping your phone on silent. 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.

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

**Tentative Class Schedule**

|  |  |  |
| --- | --- | --- |
| **Week 1**  **1/12** | **Topic:** Course Introduction, Review Syllabus, Professionalism, Team Building | **Due Today**: No Assignments Due today  **Topic today**: Professionalism-Why is this so important? How does it apply to me?  **Team Building**: Activities to promote collaboration and cooperative learning  **Academic Language:** Professionalism, collaboration, cooperative learning groups, professional disposition  **Reflection from class**: Think about professionalism. Why are these attributes essential components of professional dispositions? In what ways are these professional dispositions important to the teaching profession? How will a commitment to professionalism affect you? |
| **Week 2**  **1/19** | **Topic:** Overview of Learning Theories/Research-Based Strategies  Alabama Quality Teaching Standards  Cohort Team Building | **Read:** Overview of Learning Theories <http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/learning-overview/> Pages 1-2  Behaviorism- <http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/behaviorism/> Pages 1-3  Cognitive Constructivism: <http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/cognitive-constructivism/> Pages 1-6  Social Constructivism: <http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/social-constructivism/> Pages 1-3  (Complete a reading reflection for each of the learning theories in your notebook)  **Print:** Alabama Quality Teaching Standards: <http://alex.state.al.us/leadership/alqts_full.pdf> (add to notebook and we will discuss in class).  **Academic Language**: Behaviorism, Cognitive Constructivism, Social Constructivism, Zone of Proximal Development, Metacognition  **Reflection:** We have read and discussed many theories today. Why do we need so many different approaches to learning? How can you use this information to become a better teacher? |
| **Week 3 1/26** | **Topic: Guest Speakers- Tasheila Williams and Peggy Dagley (Please be on time!)**  Defining “Teaching”; Good vs. Great Teachers  LRC Tour | **Due Today:**  **Watch:** <https://www.teachingchannel.org/videos/teacher-practice-growth-reflection> Write a 3 column reading reflection about at least 4 different teacher reflections from the video (for page number, instead include the teacher name).  **Academic Language**: Pedagogy  **Reflection**: What have you learned from your speakers today? How can you use this information? What is the significance of teacher reflection? |
| **Week 4**  **2/2** | **Topic:**  Alabama College and Career Ready Standards | **Due Today: Resume & Cover Letter** Using what you learned last week about resumes from Dr. Burton, complete your resume and cover letter. Post your cover letter and resume to Canvas no later than midnight tonight.  **Preview** the Alabama College and Career Ready Website: <http://alex.state.al.us/ccrs/>  **Topic Today:** We will examine the Alabama College and Career Ready website. We will navigate through the options and become familiar with resources located on this site.  **Academic Language:** Alabama College and Career Ready Standards, Common Core, Integrate  **Reflection:** Today we discussed the Alabama CCRS. Next week, we will choose two subjects to integrate. What does it mean to integrate a unit? What benefits do you see for the teacher? The student? |
| **Week 5**  **2/9** | **Topic:**  How to plan an Integrated Unit | **Print and Read:** [**https://www.edutopia.org/blog/planning-best-curriculum-unit-ever-todd-finley**](https://www.edutopia.org/blog/planning-best-curriculum-unit-ever-todd-finley)  **Watch Video:** <https://www.teachingchannel.org/videos/teacher-collaboration-for-ccss-ells-nea> (Collaborative Work)  **Academic Language**:  Theme, Standards, Objectives, Authentic Tasks  **Bring to Class**: Marzano-*The Art and Science of Teaching*  **Form groups for Integrated Unit Plan**- Groups will choose grade level and subject standards to integrate. Work on Step 1 together.  **Reflection:** Summarize new information learned today. Does your group have a clear vision for integrating the standards you’ve chosen? Why is integrating so important? |
| **Week 6**  **2/16** | **Topic:**  Backwards Design, Bloom’s Taxonomy and Essential Questions | **Due Today:**  **Print and Add to Notebook**: Backwards Design <http://alex.state.al.us/ccrs/sites/alex.state.al.us.ccrs/files/Bybee%20quote%20-%20Backward%20Design.pdf>  **Print and Read**: Journal Article on Bloom’s Taxonomy <http://www.curriculum.edu.au/leader/teaching_higher_order_thinking,37431.html?issueID=12910> (Add to notebook)  **Academic Language:** Backwards Design, Higher order thinking skills, Explicit instruction, Scaffolding instruction, Essential questions  **Essential Questions**: <http://alex.state.al.us/ccrs/sites/alex.state.al.us.ccrs/files/CCRS%20Overarching%20Essential%20Questions_0.pdf>  **Bring to Class**: Marzano-*The Art and Science of Teaching*  **Integrated Unit Plan:** Work on essential question for your integrated unit with group members. (Step 1 due next week)  **Reflection:** Think about the topics we discussed today. How does Backwards Design help you as you plan? How will you use these resources? |
| **Week 7**  **2/23** | **Topic:** 5 E Model, Integrated Unit Plan Work | **Due Today:**  **Print and Add to Notebook**: 5Es Synoptic Overview from this site: <http://alex.state.al.us/ccrs/search/google?cx=010759516216013670200%3As0krshqnqty&cof=FORID%3A11&query=5+E+model&op=Search&form_build_id=form-7wNIWTpnxaIqDtIfrzJp4hzr-aMT44KTYvOFZXYU-tI&form_id=google_cse_searchbox_form>  **Academic Language:** 5Es Learning Cycle, Engage, Exploration Activities, Explanation, Elaborate, Evaluate  **Bring to Class**: Marzano-*The Art and Science of Teaching*  **Integrated Unit Plan:** Step 1 due today posted to Canvas by midnight.  **Talk about the Midterm Assignment:** Read the Introduction of the following article: <http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/section7.pdf>  **Midterm Project Assignment:** Choose an instructional strategy that facilitates learning from the site above. Each person will present a different strategy, so we will choose these in class. Create a presentation to teach your peers about your strategy. You will examine it thoroughly, becoming the expert on this particular strategy. Recommend how it is best used in the classroom. You will post your presentation to Canvas as well as present it to the class on March 9th. The strategies will be something you can use as we plan lessons for our units.  **Reflection:** How can you use the 5 E Model as you plan your unit activities? It is designed for science investigation. Does that you mean you can’t use it in other subjects? Will you use all of the parts in every subject? |
| **Week 8**  **3/2** | **Topic:**  Engaging Students | **Due Today: Reading:** Chapter 5 of The Art and Science of Teaching Use the reading reflection format in the syllabus to complete a reflection in your notebook.  **Engaging Students:** <http://tch-video-lounge.co.nf/leading_with_learning_objectives/> (We will work through this together in class.)  **Academic Language:** Wait time, choral response, response chaining, physical movement (strategies for engaging students)  **Bring to Class**: Marzano-*The Art and Science of Teaching*  **Integrated Unit Plan:** Work on Step 2 of Integrated Unit plan. Use a graphic organizer to construct your concept map. Due next week.  **Reflection:** It can be daunting to look at the many ways to engage students. Think back over your own experiences in school. What were some of the ways your teachers engaged you? What are additional strategies we’ve talked about that you can see yourself using with children in the future? |
| **Week 9**  **3/9** | **Topic:** | **Due today: Midterm Project-** Present an instructional strategy that facilitates learning. Your presentation must be posted to Canvas by March 9th.  **Due today:** Integrated Unit Plan Step 2 posted to Canvas by midnight.  **Integrated Unit Plan:** Work on Step 3, this and Step 4 are due March 23 by midnight. |
| **Week 10**  **3/16** | **NO CLASS** | **SPRING BREAK 3/13-3/17** |
| **Week 11**  **3/23** | **Topic:**  Effective Lesson Planning | **Print and Read:** <http://www.ascd.org/publications/educational-leadership/oct16/vol74/num02/For-Sale@-Your-Lesson-Plans.aspx>  For Sale: Your Lesson Plans (Complete a Reading Reflection in your notebook.)  **Print and Bring to Class:** A blank Daily Lesson Plan Template  We will go through this together today. We will talk through the parts today.  **EL Takeaways from October, 2016-** Graphic for discussion. http://www.ascd.org/ASCD/pdf/journals/ed\_lead/el201610\_takeaways.pdf  **Academic Language:** Documentation, diagnostic/pre-assessments  **Due Today**: Integrated Unit Plan Steps 3 and 4 are due tonight by midnight, posted to Canvas.  **Integrated Unit:** Step 5 Begin work on unit lesson plans using the template we discussed today.  **Bring to Class**: Marzano-*The Art and Science of Teaching*  **Reflection:** Think about what you’ve learned today about lesson planning and lesson plans available online. What have you learned today that might help you make wise choices? |
| **Week 12**  **3/30** | **Topics:**  Student Assessment | **Print and Read:** Seven Practices for Effective Learning:<http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Seven-Practices-for-Effective-Learning.aspx>  **Watch:** Formative Assessment <https://www.teachingchannel.org/videos/formatively-assess-fraction-knowledge-sbac>  **Watch:** <https://www.teachingchannel.org/videos/daily-lesson-assessment>  **Due Today**: Integrated Unit, Steps 5 and 6, posted to Canvas by midnight.  **Integrated Unit Plan**-Work on Unit Summative Assessments with your group.  **Academic Language:** Diagnostic Assessment, Formative Assessment, Informal Assessment, Summative Assessment  **Bring to Class**: Marzano-*The Art and Science of Teaching*  **Reflection:** Think about all of the types of assessments discussed. How will you use assessments when you teach? What will you do with the information you gain from the assessments? |
| **Week 13**  **4/6** | **Topic:**  Establishing Classroom Rules and Procedures | **Reading:** Chapter 6 of The Art and Science of Teaching Use the reading reflection format in the syllabus to complete a reflection in your notebook.  **Academic Language:** Procedures, rules, transitions  **Reflection:** How will you organize your classroom? What about rules? What about procedures? As you visit classrooms, note procedures that work.  **Integrated Unit Plan:** Two Summative Assessments Due, Steps 7 and 8 |
| **Week 14**  **4/13** | **Topic:**  Mindset/ Differentiated Instruction | **Watch:**  Mindset: <https://www.mindsetkit.org/topics/about-growth-mindset/what-is-growth-mindset>  Carol Dweck, TED Talk-The Power of Believing You Can Improve <https://www.mindsetkit.org/practices/HIGpL1kBNRRxN26s>  Resources for Teachers: <https://www.mindsetkit.org/>  Carol Ann Tomlinson talks about Differentiated Instruction: <https://www.youtube.com/watch?v=3TRGl3iXoAE>  Differentiated Instruction  <http://differentiationcentral.com/model/>  **Academic Language:** Differentiated Instruction, Learning Styles, Mindset, Teaching Strategies, Charter Schools  **Bring to Class**: Marzano-*The Art and Science of Teaching*  **Journal Reflection:** Where do you find your belief on the continuum between Fixed and Growth Mindsets? |
| **Week 15**  **4/20** | **Topic:**  IDEA/Inclusion, IEP, 504, ELL, ADD, ADHD, School arrangements and how they support the program | **Reading:**  <https://www.disability.gov/individuals-disabilities-education-act-idea/>  The General Ed Teacher’s Guide to the Inclusive Classroom:  <http://www.specialeducationguide.com/pre-k-12/inclusion/the-general-ed-teachers-guide-to-the-inclusive-classroom/>  Watch in class: <https://www.teachingchannel.org/videos/modeling-strategy-getty>  **Academic Language:** IDEA,Inclusion, IEP, 504, ELL, ADD, ADHD  **Bring to Class**: Marzano-*The Art and Science of Teaching*  **Reflection:** Journal about the exceptionalities we discussed today. What do you want to know more about?  **Due Today: Integrated Unit Plan:** Final completed unit plan, including all previously submitted and revised sections and materials submitted electronically.  Prepare to present next week. |
| **Week 16**  **4/27** | **Topic:** Integrated Unit Presentations & What type of teacher will you be? | **Due Today: Integrated Unit Presentations & Course Notebooks are due in class**  **Final Reflection:** Write a summary of the class. 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 placements? |
| **Week 17**  **5/4** | **Topic:** Course Examination |  |