

**CTEE 3100**

**Introduction to Elementary Education**

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5026 Haley Center

**Office Hours:** T/Th 9-12 or By Appointment \*I am often called out to the field, so please contact me if you need to meet.

**Class Hours:** Thursdays, 1:00-3:30pm

**Class Location:** Haley Center 2406

**Credit Hours:** 3 semester credits

**Prerequisites**: Acceptance into the Teacher Education Program

**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:

* Describe the dispositions and instructional philosophies that create a supportive, equitable, and inclusive learning environment. Explain the research-based rationale behind current learning theory and the Learning Cycle. (AQTS 290-3-3-.04(2)(c)4.(ii)
* Evaluate the appropriate use of “best practice” strategies for instruction in content areas. (AQTS 290-3-3-.04(2)(ii)
* Develop lesson plans that meet standards and “best practice” strategies for student learning. (AQTS 290-3-3-.04(1)(iii)
* Develop a variety of assessments for summative and formative purposes. (AQTS 290-3-3-.04(2)(c)5.(i, ii) (AQTS 290-3-3-.04(5)(c)5.(ii,iii,iv,v,vi,vii,viii,ix,x)
* Create an integrated unit plan for instruction at a chosen grade level for diverse learners. (AQTS 290-3-3-.04(2).(I, ii,iii)
* Consider the role of reflection in continuous improvement as an elementary educator. (AQTS 290-3-3-.04(5)(c)2.(vi)
* Reflect on the role of elementary teacher as a career choice. (AQTS 290-3-3-.04(5)(c)2.(viii)

**Essential Questions:**

* What is good teaching?
* What does it mean to be a professional in the Education field?
* How can I become an effective elementary school teacher?
* How can I design a unit plan that meets standards, addresses students’ learning needs, and connects to students’ lives?

**Required Texts:**

 **Students will be required to purchase (or checkout from the library) a professional reading text (self-selected- more information will be given in class). Additional readings will be provided on canvas.**

**Additional Resources:**

* [Alabama Educator Code of Ethics State of Alabama Department of Education](http://www.alsde.edu/html/doc_download.asp?id=3578&section=70): <http://www.alsde.edu/html/doc_download.asp?id=3578&section=70>
* [Alabama Quality Teaching Standards](file:///Users/slf0024/Desktop/Intro%20CTEE%203100/%20%20http/alex.state.al.us/leadershipalqts_full.pdf): <http://alex.state.al.us/leadershipalqts_full.pdf>

**Course Content and Schedule:**

See attached calendar

**Course Assessments of Learning**

Assignment 1: Course Notebook (30 points)

Assignment 2: Classwork (15 points)

Assignment 3: Philosophy of Teaching (20 points +15)

Assignment 4: Professional Reading Book Club (midterm) (35 points)

Assignment 5: Integrated Unit Plan Project (60 points + 15)

Assignment 6: Course Examination (30 points)

**Course Assignments:**

Assignment 1: Notebook (30 points)

Over the semester you will collect weekly reflections, class work, educational buzzwords and various other writings in a three-ring notebook. Your notebook should come to class with you each period. You will be asked to review, and share your reflections as you fully participate in the class discussions. Notebooks may randomly be collected to be graded, but all notebooks will be turned in at the end of the semester for grading.

 Sections in Notebook:

 -Reading

\*As you read the assigned reading, complete the Three-Column Notes in your notebook. This is a great strategy for students to show their thinking as they are reading—because reading is thinking!

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

 -Academic Vocabulary

\*Each week, you will hear or read “educational buzzwords”. This academic vocabulary is important for you to know and use. Complete the Four-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 | Synonyms |

-Reflections

\*Respond to the prompts in the weekly calendar. These should be fully developed, “beefy” responses.

 Assignment 2: Classwork (15 points)

Throughout the course you will participate in a variety of activities, 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. Unexcused absences will result in a deduction of points from this assignment.

 Assignment 3: Philosophy of Teaching (20 points +15)

Over the course of the semester, you will develop your personal “Philosophy of Teaching” statement. This statement should be no more than two pages, double-space, using 12-point Times New Roman font. You will use the writing process to develop your philosophy, including peer review. More explanation will be given in class throughout the semester as the process unfolds.

 Assignment 4: Professional Reading Book Club (35 points)

You will select a professional text to read, reflect on, and discuss with peers. You will respond to your reading on Canvas, discuss the readings on Canvas with your peers, and present your reading in the form of an Infographic to the class in lieu of a midterm. See Canvas and be present in class for more information.

Assignment 5: Integrated Unit Plan Project (60 points +15)

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. You will follow the template and use the lesson plan online to complete this assignment. Information will be given in class as this process unfolds.

Assignment 6: Course Examination (30 points)

 You will complete an individual course examination that evaluates your learning of the course.

**Grading Scale:**

|  |  |
| --- | --- |
| **Course Points Percentage** | **Grade Earned** |
| **90-100%** | **A** |
| **80-89%** | **B** |
| **70-79%** | **C** |
| **60-69%** | **D** |
| **0-59%** | **F** |

**Course Policy Statements:**

1. **Participation:** 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.
2. **Unannounced quizzes:** There may be unannounced quizzes.
3. **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/)](http://www.auburn.edu/student_info/student_policies/%29).
	1. **At three excused absences from class students will be required to meet in conference to discuss continuing in this course.** Students will be counseled and placed on an attendance contract in order to continue in the course. Expected professional dispositions and performance competencies in this course require students to meet attendance requirements.
	2. Five points will be deducted from the final grade for any unexcused absence from class. **At 2 unexcused absences students will be referred to the Office of Student Affairs to be withdrawn from the course.** Three unexcused tardies will be counted as one unexcused absence. Leaving class early counts as an absence without prior (not same day) approval.
4. **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).
5. **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).
6. **Academic Integrity:**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.  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. Some assignments will involve integrating readings & websites into your reflections & lessons. **Plagiarism is the act of representing words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own.** Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent.  Please be sure to cite any outside sources used in work.  Also all work is to be done individually unless otherwise specified. All submitted assignments are subject to a plagiarism check.
7. **Title IX:** Auburn University is committed to providing an environment that is free from discrimination and harassment based upon protected class.  If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it.  If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident.  For more information about your Title IX reporting and resource options at Auburn University, please go to: [www.auburn.edu/titleix](http://www.auburn.edu/titleix)​
8. **Cell Phones/Electronic Devices:** Students are expected to keep all cell phones off during class time. **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 me 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 and the student will be responsible for purchasing a physical textbook for the remainder of class.
9. **Course contingency:** If normal class and/or lab activities are disrupted due to 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, and addendum to your syllabus and/or course assignments will replace the original materials.

***In addition to the university recommended statements noted above, College of Education syllabi are to include the following statement:***

1. **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

     Each student is expected to exhibit courteous, mature, responsible, and professional behavior. This includes not texting messages during class, doing work for another class, and talking when someone else – a peer or instructor – is speaking. Students are expected to participate in all class discussions, exercises and readings. 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.

Teaching is a field that requires professional reading and reflection. Your thoughtful reading before class, your engaged participation in class discussions and activities, and the positive stance you take in interacting with your instructor and with others in the group are expected. Attend carefully to class presentations and discussions.  Professionalism is more than just showing up for class.  In this course, you will be expected to treat the others in our group with respect and to support their successes. Respect does not mean always agreeing with others.  It means actively and courteously listening to what others say and responding with your own perspective.  It means taking an active role and enhancing others’ thinking by sharing your own rough draft thinking as it develops, and by clarifying the reasons that you might “agree to disagree” with others.  Developing strong relationships with colleagues is one of the most important things we do as teachers.

Cell phones and personal iPads need to be turned to off during class and lab experiences unless otherwise instructed by the professor. In addition, students should not work on university course assignments that are not field based during their lab experience. During lab experiences students are expected to be fully and actively involved in the classrooms in which they are placed.

**Tentative Class Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Topic** | **Readings** | **Assignments Due** | **Reflection Prompt** | **Academic Vocabulary** |
| #1: 1/10 | Good vs. Great Teaching, Mindset |  |  |  |  |
| #2: 1/17 | Professionalism, Guest Speakers | Alabama Code of EthicsAU Dispositions[Activism is Good Teaching -](https://www.rethinkingschools.org/articles/activism-is-good-teaching) <https://www.rethinkingschools.org/articles/activism-is-good-teaching> | Professional Book Selected  | Professionalism entails individual behaviors, collaboration within schools, and the opportunity for activism within education organizations. Visit NEA's Legislative Center at http://edadvocacy.nea.org/home. Review the Key Issues and Take Action section. Choose one key issue that concerns you. Read the summary of the issue and the "Take Action" stance of the NEA. Write a (pretend) letter to your state legislature about your concerns over the issue and how you want the legislature to represent your voice in regard to this issue. | Professionalism, Disposition, Growth Mind-set, Fixed Mind-set, National Education Association, Deficit Thinking |
| #3: 1/24 | Diversity in Families & Students; Inclusive Teaching  | [Principles for Culturally Responsive Teaching -](https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0) <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0>Parmar & Steinberg: “Locating Yourself for Your Students” (See Canvas) Weiner: “Challenging Deficit Thinking” (See Canvas) | Professional Reading Response 1Philosophy of Teaching Pre-write  | How can you imagine it being useful to position yourself in terms of your racial-ethnic group membership, prior knowledge, or life experience in relation to the curriculum? Under what circumstances do you think it might not be useful to do so? | ESOL, Funds of Knowledge, Diversity, Culturally Responsive Teaching |
| #4: 1/31 | Learning Theories, Alabama State Standards |  [Learning Theories](http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/) - <http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/> | Professional Reading Response 2Philosophy of Teaching Rough Draft | You have read about many learning theories in preparation for class today. Why do we need so many different approaches to learning? How can you use this information to form your teaching philosophy? | Behaviorism, Cognitive Constructivism, Social Constructivism, Zone of Proximal Development, Standard, Common Core |
| #5: 2/7 | Essential Questions, Learning Objectives, Learning Targets | Moore ch. 4 (pp. 79-96), [Essential Questions](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=53) - <http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=53>[Higher Order Thinking](http://www.ascd.org/publications/books/104428/chapters/Higher-Order_Thinking.aspx)<http://www.ascd.org/publications/books/104428/chapters/Higher-Order_Thinking.aspx> | Professional Reading Response 3 | No Reflection | Essential Question, Backwards Design, Bloom's Taxonomy, Webb's Depth of Knowledge, Objective, Learning Target |
| #6: 2/14 | Assessment, Unit Outline | Moore ch. 6Marzano pp. 51-57 | Professional Reading Response 4Philosophy of TeachingPeer Review  | 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?  | Formative Assessment, Summative Assessment, Authentic Assessment Rubric |
| #7: 2/21 | **WORK FROM HOME** |  | Professional Reading Response 5Philosophy of Teaching Final Draft |  |  |
| #8: 2/28 | **Midterm Presentations** |  | Professional Reading Infographic | No Reflection  |  |
| #9: 3/7 | **Midterm** **Presentations**  |  |  | Consider the text you read for the midterm, the discussions you have had with your peers and your Philosophy of Teaching Statement. How have these informed your understanding of teaching, students, and the classroom? How has your thinking changed? |  |
| #10: 3/14 | **SPRING BREAK** |  |  |  |  |
| #11: 3/21 | Designing Lessons, Teaching Strategies, Hook & Anticipatory Set | Miller ch. 6 [Know Your Terms: Anticipatory Set](https://www.cultofpedagogy.com/anticipatory-set/) - <https://www.cultofpedagogy.com/anticipatory-set/> | Steps 1 & 2 Unit Plan | 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 being the worst. These will be shared and discussed in class. | Anticipatory Set, 5E + 1A Instructional Model, Unit Plan |
| #12: 3/28 | Best Practices; Cooperative Learning, Inquiry-Based Learning | Moore ch. 9Marzano pp. 29-48, 72-79What is Cooperative Learning (See Canvas) | Steps 3 & 4 Unit Plan | No Reflection | Cooperative Learning, Direct Instruction, Inquiry Instruction |
| #13: 4/4 | Questioning, Higher-Order Thinking Skills, Differentiated Instruction | Marzano pp. 48-51Asking More Effective Questions (See Canvas)Tomlinson Ch. 1 |  | No Reflection | Higher-Order Thinking, Differentiated Instruction, Scaffold, SIOP Method |
| #14: 4/11 | Closing, Assessments | [22 Powerful Closure Activities](https://www.edutopia.org/blog/22-powerful-closure-activities-todd-finley) - <https://www.edutopia.org/blog/22-powerful-closure-activities-todd-finley> | Step 5 Unit Plan  | No Reflection |  |
| #15: 4/18 | Effective Feedback, Team Reflection | Hattie Ch. 7Saaris: "Instructional Tips: Effective Feedback for Deeper Learning" (See Canvas) |  | Collaboration can be incredibly effective and beneficial, and it can have its challenges. Take time to reflect over your experience co-planning the integrated unit plan in your small group. How did your team work well together? What were some benefits of co-planning? What were some difficulties that your team faced? How did you overcome those challenges? What did you learn about yourself in the collaboration process? | Effective Feedback, Praise  |
| #16: 4/25 | Integrated Unit Plan Presentations |  | Integrated Unit Plan Final Document and Presentation | No Reflection |  |
| Finals Week | **Final Exam** |  | Course Notebook | No Reflection |  |