**AUBURN UNIVERSITY**

**SYLLABUS**

1. **Course Number: CTEE 7530/6**

**Course Title: Organization of Programs in Elementary Education**

**Credit Hours:** 3 semester hours

1. **Term** Summer 2018

**Day/Time** See Attached Schedule

**Room:** HC 2414

**Instructor** Dr. Megan Burton

**Office Address** 5020 Haley Center

**Contact Information (phone, e-mail)** 844-8141, megan.burton@auburn.edu

**Office Hours** Before and after class, via ZOOM, and by appointment

1. **Texts or Major Resources:**

Required Texts: **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School By Charlotte Danielson** ISBN-13: 978-1416607090

ISBN-10: 1416607099

**Additional References**

1. AU IMG Canvas Help: 334-844-5181 or See Canvas Help
2. Canvas Tutorials: See the video guides for how to use tools: Canvas Tutorial
3. American Psychological Association (APA) (2010). Publication manual

of the American Psychological Association (APA) – Sixth edition Washington, DC: APA.

1. **Course Description:** Organization and development of basic and supplementary materials for guiding teachers and school systems in improvement of curriculum and teaching practices.
2. **Student Learning Outcomes:** Effective teacher supervision and evaluation is critical to the improvement of schools and for creating a learning environment that enhances student learning. This course is designed to explore, organize, develop, and utilize a collection of effective techniques that can be utilized in the supervision and evaluation of teachers and/or teacher candidates. The student will:

* Acquire the knowledge and skills required for effective supervision and evaluation of teachers so that student achievement is enhanced.
* Analyze teaching episodes for effective instruction and student learning.
* Develop questions for use in pre and post observation conferences.
* Demonstrate questioning techniques in pre and post conferences that cause teachers to reflect on their own teaching and student learning.
* Become aware of a variety of classroom discipline models.
* Understand the role of leadership for learning in creating and sustaining a professional learning culture
* Develop tools/ abilities to support teachers in improving curriculum and teaching practices.

1. **Course Content Outline: *Instructor reserves the right to change schedule/ modify experiences***

* Week 1 May 17- May 25- Introduction, Syllabus, what does it mean to be an effective teacher? How do we measure teacher effectiveness?
  + **Discussion Board Post 1**: What makes an effective teacher? Provide a specific example and at least 4 characteristics.
  + **Reflection 1 (both assignments will be submitted here).** Read Chapter 1 and Lampert, M. (2010). Learning teaching in, from, and for practice: What do we mean? *Journal of Teacher Education*, 61(1-2), 21-34. Which may be accessed at <https://tedd.org/wp-content/uploads/2014/03/Lampert-Practice-article.pdf>
    - In Chapter 1 examine the domains and components that are sources of evidence (Figure 1.3).
      * Name your strength and the area that could use the most growth for each of the 4 areas. Explain your reasoning for each choice. (1-2 pages can be in table format or paragraph format)
    - If you were design the method for how teachers in a school system are assessed for effectiveness, what criteria would you use and why? How would you measure this criteria? (2-4 pages double spaced 12 pt. font Times New Roman)
      * + Would you use student test data? Why or why not?
        + Would you use student and parental surveys? Why or why not?
        + Would you use principal scheduled/ announced observations of teaching? Why or why not?
* Week 2 May 26- June 1- What types of feedback are the most critical and also the most productive at different stages of professional growth?
  + **Discussion Board Post 2:** What feedback has made the biggest impact on your professional growth? Explain why and how it impacted you professionally (positively or negatively) and **Respond to 2 people from Discussion 1** (last week’s post)
  + **Reflection 2**: Read Chapter 2 & 3 Promoting Professional Learning Across the Career Spectrum. The assignment, based on these readings, will be listed in this week’s Canvas Module
* Week 3 June 2- June 8- Supervision- observations
  + **Respond to 2 people from Discussion 2** (last week’s post). Complete **Discussion Board Post 3:** Describe essential components of supervising (or serving as cooperating teacher to) students: a) in their first teaching lab placement, b) in their internship, c) for first year teachers, d) after 5 years of teaching.What expectations should be in place? How are the expectations different for these four phases? Share about a strong supervisor, mentor teacher, or supervising teacher you have worked for in the past.
  + **Reflection 3:** Read Chapter 4 & 5 Using the Framework for Teacher Evaluations and Self- Directed Professional Inquiry. The assignment, based on these readings, will be listed in this week’s Canvas Module
* Week 4 June 9- June 15- conferences- pre and post questions and observation techniques
  + **Respond to 2 people from Discussion 3** (last week’s post) **There is NO** **Discussion Board Post this week.** Begin working on Instructional Leadership Project
  + **Reflection 4 Due:** Watch the video on Canvas and complete the attached observation instrument. What questions would you ask in the pre-conference and what questions would you ask in the post- conference? What specific feedback would you give?
* Week 5 June 16- June 22- Effective Practices
* **C**omplete **Discussion Board Post 4:** Read and respond tosomething that resonates with you from the article/ link below. You will share either something you disagree, were surprised by, found insightful, etc…(it resonates with you). How does this relate to your experiences/ beliefs regarding teacher preparation?
  + Ball, D. L., & Cohen, D. K. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession* (pp. 3-31). San Francisco: Jossey-Bass. <http://www.mtei-learning.org/wp-content/uploads/2017/03/c07s06-Ball-Cohen-Developing-Practice.pdf>
  + **Reflection 5:** Work on Instructional Leadership Project and **submit part 1 as reflection 5.**
* Week 6 June 23- June 29-
  + **Respond to 2 people from Discussion 4** (last week’s post) and complete **Discussion Board Post 5:** Read and respond to Chapter 6 Procedures for Teacher Evaluation and to one of the links/ articles below, noting specific elements from both the chapter and the article you chose to read:
    - 1) Evaluations that Help Teachers Learn by Danielson <http://www.ascd.org/publications/educational-leadership/dec10/vol68/num04/Evaluations-That-Help-Teachers-Learn.aspx>
    - 2) *It’s Time to Rethink Teacher Supervision and Evaluation* by Marshall <https://marshallmemo.com/articles/Rethinking.pdf>
    - 3) Kane, T.J. & Staiger, D.O. (2012). Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains. Seattle, Washington: Bill and Melinda Gates Foundation. Retrieved from: <http://k12education.gatesfoundation.org/resource/gathering-feedback-on-teaching-combining-high-quality-observations-with-student-surveys-and-achievement-gains-3/>
  + **No Reflection**. Work on Instructional Leadership Project.
* Week 7 June 30- July 6
  + **Respond to 2 people from Discussion 5** (last week’s post)
  + Work on Instructional Leadership Project and **submit final product**
  + **No Reflection or Discussion this week.**
* Week 8 July 7- July 13- Management Plans
  + **Discussion Board Post 6** See Module on Canvas for readings and assignment
  + **Reflection 6:** See Module on Canvas for readings and assignment
* Week 9 July 14- July 20- Instructional Leadership
  + **Respond to 2 people from Discussion 6** (last week’s post) **and Discussion Board Post 7** Read one of the two articles listed below. List 2-3 questions/ thoughts you have after reading this article. What can be learned about promoting schoolwide change from the article you read?
  + 1) Promoting a Collaborative Professional Culture in Three Elementary Schools That Have Beaten the Odds by David Strahan. It can’t be downloaded, but can be read online at: <https://www.jstor.org/stable/3202983?seq=1#page_scan_tab_contents> .
  + 2) Embedded Teacher Learning Opportunities as a Site for Reflective Practice By Eric Camburn. Maybe read online at: <http://www.jstor.org/stable/10.1086/653624?seq=1#page_scan_tab_contents>
  + To print either article, you will need to go through the Auburn University library system.
* **Reflection 7** Read Inside the Black Box: Raising Standards through Classroom Assessment by Black and William. Can be downloaded at: <http://journals.sagepub.com/doi/pdf/10.1177/003172171009200119> . What hinders this shift in assessment? What supports for this type of practice are in place in the school where you teach (or interned)? How does this example topic (formative assessment) found in this article relate to our topics of instructional leadership, supervising to improve practice, and school change?
  + - If you are an EdS or PhD student, you will also read: <http://www.studentachievement.org/wp-content/uploads/Instructional-Newmann_2001.pdf>
* Week 10 July 21- August 3
  + **Respond to 2 people from Discussion 7** (last week’s post) **and Discussion Board Post 8** How has this course impacted your views of our profession and the organization known as a school and the organization known as a classroom? What is one thing you can do next year to support your professional growth (beyond graduate school coursework)? What is one thing you can do to support the professional growth of other teachers around you?
  + **Reflection 8** Read the link below and respond with 2 things that resonated with you from this reading. *Leadership for Learning* by Wagner <http://www.tonywagner.com/leadership-for-learning/>
    - If you are an EdS or PhD student, you will also read: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.456.5752&rep=rep1&type=pdf>

1. **Rubric and Grading Scale:**

All rubrics are posted on Canvas. The Auburn Standard Grading Scale will be used to determine grades for this course.

A   =  90-100          B   =  80-89           C   =  70-79

D   =  60-69            F    =  below 60 points

1. **Assignments/Projects:**
2. **32 points: 8 Discussion Board Posts (4 points each x 8=32)** Throughout the course you will be asked to share about your experiences, beliefs, and ideas about various principles of teaching, supervision, and evaluation with your peers. You will also connect readings and examples to your experiences.
3. **14 points: 14 Responses to Peer Posts (7 wks x 2 responses a wk) ( 2 pts per week x 7 = 14).** An important element of a course is dialogue. Because this is a distance course, you will respond to posts your peers make. This is in hopes that your responses will spark your peers to consider new angles and ideas. It is also designed to help you learn about the experiences and ideas that others bring. Failure to post on the original discussion board will result in no credit for responses to peers for that post as well.
4. **40 points: 8 Reflections: (5 points each x 8=40).** Throughout the course you will be asked to write reflections on your experiences, beliefs, and ideas about various principles of teaching, supervision, and evaluation. You will also connect readings and examples to your experiences. These are only viewed by yourself and your instructor. They provide an opportunity to honestly reflect and share insights into your past professional development and future goals.
5. **14 points: Instructional Leadership Project:** Develop tools/ abilities to support teachers in improving curriculum and teaching practices. You will have 2 choices for this project.

**Total points possible= 100**

**Instructional Project Choices:**

1. The first choice is 2 part:
   1. Read the following articles and respond with the following *a) Provide a description of the study and its main findings and implications; b) How is teaching practice represented in this article? Based on what you’ve learned in this course, what is missing from this representation? c) What does this article suggest about how to use teacher evaluation in order to improve teaching?*

Note: (Some are beyond the 10 year window we typically use for articles in APA, but they are seminal and are therefore fine to use professionally):

* + Hiebert, J., Gallimore, R., & Stigler, J. W. (2002). A knowledge base for the teaching profession: What would it look like and how can we get one? *Educational Researcher*, *31*(5), 3-15. <https://pdfs.semanticscholar.org/55f8/9d7dbfe748aaf795ae0fb3f8baf75488b789.pdf>
  + Labaree, D. F. (2000). On the nature of teaching and teacher education: Difficult practices that look easy. *Journal of teacher education*, *51*(3), 228-233. <https://web.stanford.edu/~dlabaree/publications/Nature_of_Teaching_and_TE.pdf>
  + Lampert, M. (1985). How do teachers manage to teach?: Perspectives on problems in practice. *Harvard Educational Review*, 55(2), 178-194. <http://www-personal.umich.edu/~mlampert/lampert%20pdfs/Lampert_1985.pdf>
  + Shulman, L. (1998). Theory, practice and the education of professionals. *The Elementary School Journal*, 98(5), 511-526. <http://www.csun.edu/~ml727939/coursework/610/Shulman%201998.pdf>
  1. Analyze a school's instructional program (e.g., curricula, assessments, instructional designs, or/and instructional technologies), identify an area that could use improvement and recommend revisions based on your readings from this course and any outside readings that are necessary to support your claims and specific recommendations. Create a field guide or a narrated PowerPoint presentation describing the current state, the recommended improvement plan, and sources to support this improvement.

1. Implement instructional leadership strategies and receive feedback to help your professional growth as a leader by visiting either the AU Elementary STEM Camp June 11-29 8-12 or if your school system is having summer school or anything similar to this, in which a teacher would be willing to be the observed, you may do it there. If you are a distance student and would prefer this option, there are electronic resources we can use to make this work. It involves a minimum of 2 days that you must visit the site for 3 different assignments (a walk through and 2 coaching cycles).

This involves:

* **Walk Through Supervision:** You are to spend at least 30 minutes doing walk-through supervision. You should spend about 5-8 minutes in each room so that you have time to observe 4 classrooms. At the conclusion of your visits, write a summary that includes information on the number and variety of rooms you visited and a reflection on what you learned from the experience. Note the overall patterns of difficulty and the patterns of strengths you observe. Note an area of strength and an area for improvement for each classroom. If you were an instructional specialist, what might you do to support positive change in this
* **You will observe the two partner teachers that you are assigned teaching 2 lessons (on different days).** 
  + - 1. For each lesson you will **develop, utilize, reflect, and refine Pre and Post Observation Questions**. Come prepared with a set of questions to utilize in the pre-observation conference you will conduct and another set for your post- observation conference. You should have a variety of questions so that you will be able to select those that are most appropriate based on the results of the pre-observation conference and the lesson.
      2. You will provide feedback on the lesson utilizing the observation instrument provided. The post-observation conference will provide an opportunity to informally share feedback, observations, and see what the teacher is reflecting on in regards to the lesson. Then you will type up and post on Canvas (and email Dr. Burton) the actual observation instrument. Be sure to be encouraging and to not pit one teacher against the other. Some lesson/ teaching elements often overlooked, include:
         1. Does the objective match the assessment? Is the integration authentic? Does the objective remain the focus of the lesson) ? Is the feedback promoting a growth mindset? What strengths do you see? What are specific things the teacher can do to improve practice?
  1. For both lessons you will submit the following items from each conference:
     + 1. Pre observation conference questions and responses (see Appendix A)
       2. Recording of pre-conferences
       3. Notes from your classroom observations
       4. Post conferences questions and responses
       5. Recording of post-conferences
       6. A separate reflection on each of the two sequence

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* + - Use of *Canvas* system, internet, and email for communication and instruction. All assignments must be submitted in either rich text or Microsoft word format unless directions were given to use PowerPoint or Excel. It is the students’ responsibility to check the assignment, once submitted, to ensure it went through properly. Please save all files with your last name and assignment type in the filename.
* Students will be expected to demonstrate basic skills in reading, writing, speaking, and mathematics. Assignments that have multiple mathematical, grammatical, or spelling errors will have to be revised correctly at a letter grade point loss.
* Graded course assignments are due on the assigned date and must be completed in a thorough manner. Major assignments that are incomplete or not done on time will lose points equal to one letter grade for each day late up to three days. All assignments must be completed, whether or not credit is given, in order to pass this course. **Late weekly assignments will not receive credit.**

1. **Class Policy Statements:**
2. 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.
3. **Excused Absences**:  Students are granted excused absences and extensions from class assignments 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/>).
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. Honesty Code:  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.

*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. Students are expected to participate in all class discussion posts, 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.  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 a teachers.

# Appendix A

Conducting effective pre and post conferences is essential in the supervision of teaching and learning. The questions asked during the pre conference should cause the teacher to reflect on the planned lesson with the intent that they will result in some re-organization of the lesson, prior to teaching, in a manner that will better meet the needs of students. The questions asked during the post conference should cause that teacher to reflect on the lesson that was taught in a manner that will influence him/her to include content and procedures that will enhance future lessons. To effectively conduct the pre or post conference the administrator should have a bank of questions that he/she can utilize to conduct the conference. The bank of questions should exceed the number that would be asked in a given conference.

Your task is to develop:

* A bank of questions that can be utilized in a pre-conference to help the administrator be knowledgeable about the lesson that will be observed and also cause the teacher to be reflective prior to teaching the lesson.
* A bank of questions that can be utilized in a post observation conference to help the teacher reflect on his/her teaching.

The following components should be incorporated into the question banks:

* The Question Banks will reflect questions that help the teacher to promote a positive school culture by implementing context-appropriate strategies.
* The Question Banks will reflect questions that help the teacher promote effective instructional programs that reflect improved instructional practice, incorporation of procedures and content that accommodates diverse needs, and procedures that promote technology and information systems that enrich curriculum and instruction.
* The Question Banks will reflect questions that help the teacher to apply best practices to student learning through an understanding and application of best practices for student learning, through the incorporation of proven learning and motivational theories and the use of appropriate research strategies to promote an environment of improved student achievement.
* The Question Banks will reflect questions that help the teacher to apply appropriate models and principles of management with attention to indicators of equity, develop plans that give priority to student learning, and to manage time and human resources effectively so as to promote student learning.