**AUBURN UNIVERSITY**

**CTEE 7530/6: Organization of Programs in Elementary Education**

**Credit Hours:**3 semester hours

**Term**Summer 2019

**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.
4. **Course Description:**Organization and development of basic and supplementary materials for guiding teachers and school systems in improvement of curriculum and teaching practices.
5. **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. For more details see the description and assignments displayed in each week's module.***
* **Week 1 May 16- May 24**- Introduction, Syllabus, what does it mean to be an effective teacher? How do we measure teacher effectiveness?
* Week 2 May 25- May 31- What types of feedback are the most critical and also the most productive at different stages of professional growth?
* Week 3 June 1- June 7- Supervision- observations
* Week 4 June 8- June 14- conferences- pre and post questions and observation techniques
* Week 5 June 15- June 21- Effective Practices
* Week 6 June 22- June 28-Rethinking observations and teacher evaluation
* Week 7 June 29- July 5- Work on Instructional Leadership Project and **submit final product**
	+ **No Reflection or Discussion this week.**
* Week 8 July 6- July 12- Management Plans
* Week 9 July 13- July 19- Instructional Leadership/Creating Positive School Change
* Week 10 July 20- July26 Next Steps
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:**
* **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. More details under assignment.
* **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.
* **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. More details under assignment.
* **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. More details under assignment.

**Total points possible= 100**

* 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.**

**Class 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. **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* (Links to an external site.)Links to an external site.](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences ([http://www.auburn.edu/student\_info/student\_policies/ (Links to an external site.)Links to an external site.](http://www.auburn.edu/student_info/student_policies/)).
3. **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).*
4. **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).
5. **Honesty Code**:   All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook* (Links to an external site.)Links to an external site.](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:*

**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

**Pre and Post Conference Question Banks Suggestions for Option 2 of Instructional Leadership Project**

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 observer 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 lesson, student learning, and next steps.

The following components should be incorporated into the question banks:

* questions that help the teacher to promote a positive school and classroom culture by implementing context-appropriate strategies.
* questions that help the teacher promote effective instructional planning and implementation.
* questions that help the teacher to apply best practices 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.
* 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.

Course Summary:

| **Date** | **Details** |
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| Wed May 22, 2019 |

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| Assignment | [Discussion Post 1 Due May 22](https://auburn.instructure.com/courses/1193119/assignments/7539166) | due by 11:59pm |

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| Fri May 24, 2019 |

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| Assignment | [Reflection 1 Due May 24 at 11:59pm](https://auburn.instructure.com/courses/1193119/assignments/7539168) | due by 11:59pm |

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| Wed May 29, 2019 |

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| Assignment | [Discussion Post 2 Due May 29](https://auburn.instructure.com/courses/1193119/assignments/7539165) | due by 11:59pm |

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| Fri May 31, 2019 |

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| Assignment | [Reflection 2- Due Friday 11:59pm](https://auburn.instructure.com/courses/1193119/assignments/7539169) | due by 11:59pm |

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| Wed Jun 5, 2019 |

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| Assignment | [Discussion Post 3 Due June 5](https://auburn.instructure.com/courses/1193119/assignments/7539164) | due by 11:59pm |

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| Fri Jun 7, 2019 |

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| Assignment | [Reflection 3 Chapters 4 & 5 TBA](https://auburn.instructure.com/courses/1193119/assignments/7539170) | due by 11:59pm |

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| Fri Jun 14, 2019 |

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| Assignment | [Reflection 4: Watch video and complete observation instrument Due June 14](https://auburn.instructure.com/courses/1193119/assignments/7539171) | due by 11:59pm |

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| Wed Jun 19, 2019 |

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| Assignment | [Discussion Post 4 DUE June 19](https://auburn.instructure.com/courses/1193119/assignments/7539163) | due by 11:59pm |

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| Fri Jun 21, 2019 |

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| Assignment | [Reflection 5: Submit Part 1 of Instructional Leadership Project Due June 21 (If you need an extension because of your observation days, just email me).](https://auburn.instructure.com/courses/1193119/assignments/7539172) | due by 11:59pm |

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| Wed Jun 26, 2019 |

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| Assignment | [Discussion Post 5](https://auburn.instructure.com/courses/1193119/assignments/7539162) | due by 11:59pm |

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| Wed Jul 10, 2019 |

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| Assignment | [Discussion Post 6 Classroom Management July 11](https://auburn.instructure.com/courses/1193119/assignments/7539161) | due by 11:59pm |

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| Fri Jul 12, 2019 |

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| Assignment | [Reflection 6 Classroom Management](https://auburn.instructure.com/courses/1193119/assignments/7539173) | due by 11:59pm |

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| Wed Jul 17, 2019 |

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| Assignment | [Discussion Post 7](https://auburn.instructure.com/courses/1193119/assignments/7539160) | due by 11:59pm |

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| Fri Jul 19, 2019 |

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| Assignment | [Reflection 7](https://auburn.instructure.com/courses/1193119/assignments/7539174) | due by 11:59pm |

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| Wed Jul 24, 2019 |

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| Assignment | [Discussion Post 8](https://auburn.instructure.com/courses/1193119/assignments/7539159) | due by 11:59pm |

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| Fri Jul 26, 2019 |

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| Assignment | [Reflection 8 Due July 26](https://auburn.instructure.com/courses/1193119/assignments/7539175) | due by 11:59pm |

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| Assignment | [14 responses to discussion board posts by peers (2 each week)](https://auburn.instructure.com/courses/1193119/assignments/7539158) |   |
| Assignment | [Instructional Leadership Project](https://auburn.instructure.com/courses/1193119/assignments/7539167) |   |

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