Summer 2022 - Org Of Programs In Elem Ed (CTEE-7530-D01)

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**AUBURN UNIVERSITY**

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

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

**Credit Hours:**3 semester hours

**Term**Summer 2022

**Day/Time** Asynchronous

**Instructor**Dr. Megan Burton

**Office Address**5020 Haley Center

**Contact Information (phone, e-mail) (o)**844-8141/ (personal cell) 334-332-1818, [megan.burton@auburn.edu](mailto:megan.burton@auburn.edu)

**Office Hours** via ZOOM by appointment

1. **Texts or Major Resources:**

Required Texts:  *Instructional Coaching in Action: An Integrated Approach that Transforms Thinking, Practice, and Schools* by Ellen & Bruce Eisenberg, Elliott Medrich, & Ivan Charner (2017). ISBN: 9781416623687

**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) (2019). Publication manual of the American Psychological Association (APA) – Seventh edition Washington, DC: APA.
4. **Course Description:**Organization and development of basic and supplementary materials for guiding teachers and school systems in the 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.
* 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 18-27**- Introduction, Syllabus, what does it mean to be an effective teacher? How do we measure teacher effectiveness?
  + **Reflection 1 due May 25 & Post 1 due May 27**
  + If you have questions about finding Memes or GIFs (may be used interchangeably), please reach out and we can discuss this.
* Week 2 May 28- June 3- Part 1 of the BDA cycle: Planning
  + **Reflection 2 due June 1. Respond to 2 peers from Post 1 & Post 2 due June 3**
* Week 3 June 4- June 10- Part 2 of BDA: Visiting and Modeling
  + **Reflection 3 due June 8. Respond to 2 peers from Post 2 & Post 3 due June 10**
* Week 4 June 11- June 17- Part 3 of BDA: A: Reflecting and Debriefing
  + **Reflection 4 due June 15. Respond to 2 peers from Post 3 & Post 4 due June 17**
* Week 5 June 18- June 24- Preparing the School and self for instructional coaching/ mentoring
  + **Reflection 5 due June 22. Respond to 2 peers from Post 4 & Post 5 due June 24**
* Week 6 June 25- July 1- Chapters 6 and 7 Setting the Stage for the Work Ahead
  + **Reflection 6 due June 29. Respond to 2 peers from Post 5 & Post 6 due July 1**
* Week 7 July 2- July 8- Work on Instructional Leadership Project and **submit final product July 6**
  + **No Reflection or Discussion this week, but you will respond to two peers from Discussion 6.**
* Week 8 July 9- July 15- Chapter 8 and 9 Beginning and growing as a coach/mentor
  + **Reflection 7 due July 13 & Post 7 due July 15**
* Week 9 July 16- July 22- Chapters 10 & 11 Leadership support and final thoughts
  + **Reflection 8 due July 20. Respond to 2 peers from Post 7 due July 22**
* Week 10 July 23- July 29-Additional readings and connections for practice
  + **Reflection 9 due July 27 and Post 9 due July 29**
* Week 11 July 30-August 3 Next Steps
  + Complete course evaluations and please email Dr. Burton with suggestions for the future.

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:**

* **36 points: 9 Discussion Board Posts (4 points each x 9=36)**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.
* **16 points: 16 Responses to Peer Posts (8 wks x 2 responses a wk) ( 2 pts per week x 8 = 16).**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.
* **45 points: 9 Reflections: (5 points each x 9=45).**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= 111**

* 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* http://www.auburn.edu/student\_info/student\_policies/ (Links to an external site.)](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences ().
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 the 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.)](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 teachers.

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