**AUBURN UNIVERSITY**

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

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

**Credit Hours:**3 semester hours

**Term**Summer 2024

**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.***
2. ***Assignments***
   1. ***Discussion Posts:***Each week you will respond to a discussion post and also respond to 2 peers. This is described in the weekly note. Each week's post is worth 5 points.
   2. ***Weekly Reflections:***Each week you have a reflection assignment that only Dr. Burton reads. Each reflection is worth 5 points.
   3. ***Instructional Leadership Project:***This project has options, but is designed to help you explore roles of instructional leadership (mentoring, observing, and providing feedback), It requires planning and early communication with Dr. Burton about questions you may have. There is an additional component for EdS/ PhD students. It is due July 8.
3. **Rubric and Grading Scale:**

Mastery of the material covered in this course is of greater importance than the actual grades.  I welcome individual discussion of progress in the course, including grades, at any time. The grading scale used for this course will be:

90 - 100 points = A

80 -89 points = B

70 -79 points = C

60 -69 points = D

59 points or below = F

1. **Class Policy Statements:**
2. Participation:  Students are expected to participate in all class discussions and participate in all exercises in this distance course.  Assignments are due on announced dates. Unexcused late assignments are unacceptable. If the professor agrees to accept a late assignment, there will be a 10% deduction for every day that it is late. However, accepting late work is at the discretion of the professor. It is the student’s responsibility to contact the instructor within 24 hours 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.

Although this course is a distance course, there will be virtual discussions on assigned readings. Responses to the readings and video clips will be submitted on Canvas according to the schedule. All responses to required readings, videos, posts, etc. for the week must be made before the due date.

You are expected to log on to Canvas and check your email **every weekday**. This ensures you are quick to respond should there be any questions or difficulties with your posts or assignments. The assignments for each week are grouped into modules. For discussions, you will post a **minimum of 2 responses to posts by your peers.**Hearing from the others in this class can be very thought-provoking and allow you to see perspectives you might not have considered before.

1. **Excused Absences**:  This is standard policy. Absences in a distance course are slightly different. If you feel you will miss assigned due dates because of an excused absence, please contact the instructor immediately. Students are granted excused absences 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 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.](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.](http://www.auburn.edu/student_info/student_policies/)).

1. **Make-Up Policy:**Arrangement to make up missed major examinations or coursework (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).*

1. **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).

1. 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 to this class.  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. **All work (except where group consultation is required in stated portions of chapter exercises) must be original work with proper citations and references**. Plagiarism is against the AU Academic Honesty Policy. **All submitted assignments are subject to a plagiarism check**.

1. 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.

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:
2. Engage in responsible and ethical professional practices
3. Contribute to collaborative learning communities
4. Demonstrate a commitment to diversity
5. Model and nurture intellectual vitality

This course is centered on close, careful observation of students and classrooms, lively classroom online discussions, and critically examining standards and theories of teaching and learning. Your participation in online activities and discussions is important not only for your own learning but also the learning of others. Sharing your ideas and questions with the group, as well as responding to those of your classmates, are critical to our work together. As a teacher, you need to do more than understand your own thinking—you have to listen to others’ thinking, figure out what others are saying, and determine whether and how it makes sense. In our class, the “others” will be both your colleagues and the children we see in videos and read about, and myself. Please be open and participate so we can all learn together.

1. Use of *Canvas* system, internet, and email for communication and instruction is an integral part of the course. Your Auburn University email is the official form of communication by Auburn University. All assignments must be submitted in either rich text or Microsoft word format unless directions were given to use PowerPoint or some other type of program. ***The file should be saved as your first name and an abbreviation for the assignment***. For example: meganfromtheclassroom.docx. It is the student’s responsibility to check the assignment, once submitted to Canvas, to ensure it went through properly.  It is also the student’s responsibility to check email daily and Canvas regularly for updates and announcements. It is the student’s responsibility to ensure access to the appropriate technology or this distance course. If help is needed with technology, students are encouraged to schedule an appointment with the professor or Auburn University technology personnel.

1. All project assignments must follow style conventions of the 7th edition of the *APA Publication Manual* that is required for this course. In particular, headings, citations, references, tables, and figures should comply. Students should always have all formally written work peer-reviewed for feedback before submission. The ***Miller Writing Center*** at Auburn University can assist in the writing and feedback process

Writing Center**:**The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenterLinks to an external site.](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F 7:45am-4:45pm.

1. Please remember that the assignments you see on Canvas count as both the class time that would occur in a campus class and the homework that would be required for this course. For graduate study, the rule of thumb is that an average student should plan for 3 hours of prep time for every hour of time in class. This is a 3-hour class, so you should be spending considerable time on this course. Please don’t hesitate to contact me with any questions or concerns. I am here to support you as much as possible. I am available to meet on campus, Facetime, ZOOM or respond via email. I will do my best to respond within 24 hours to any email I receive.

**Expectations for this course:**

**Discussion Posts:**This course is centered on close, careful observation of students, teachers, and classrooms, lively classroom online discussions, and critically examining teacher evaluation, mentoring, coaching and other aspects of teacher leadership,  Your participation in online activities and discussions is important not only for your own learning but also the learning of others. Sharing your ideas and questions with the group, as well as responding to those of your classmates, are critical to our work together. As a teacher, you need to do more than understand your own thinking—you have to listen to others’ thinking, figure out what others are saying, and determine whether and how it makes sense. In our class, the “others” will be your colleagues and the children colleagues work with, we see in videos, or that we read about, and myself. Please be open and participate so we can all learn together.

In discussion posts, be sure to fully answer the questions. Share specific examples and broader connections and take aways. EdS and PhD students should provide in-depth responses and incorporate readings, research and or literature when possible and appropriate.

When responding to peers, you will reply to a minimum of 2 posts from peers. This is in hopes that your responses will spark your peers to consider new angles and ideas.  This should be more than simply "I agree." It should ask a question or provide a suggestion to push the learning to a deeper level.  You may connect it to readings, additional resources/ readings, your own experiences, or your questions and/or struggles, but it should do more than simply share the connection. How can you push your peers (and yourself) to consider their responses and the information we are learning more deeply?  EdS and PhD students are encouraged to incorporate additional readings/ resources where appropriate and helpful.

**\*\*Due to the small class size and limited peers you can respond to, although original posts are due by Wednesday at 11:59am (noon) there will be a 48 hour grace period to respond to peers. So the discussion post MUST be submitted by Wednesday of 11:59 am, but I will not count your replies to peers late as long as you respond by Friday by 11:59am. However, please don't use this unless necessary. \*\*This announcement may be the only place this will be noted.**

**Reflections** In your reflections be sure to specifically answer the questions. Just as your experiences as a learner (both positive and negative) impact the teacher you are, reflecting upon your experiences with mentorship will also impact the mentor you are. In order to be an effective mentor, reflecting upon specific instances of your growth in teacher education through your current position and experience level is key. Avoid broad statements, such as one needs to have classroom management or students should have a voice, unless you are able to share specific ways you do these things. Remember that reflecting on how negative experiences impacted you can be as useful as the positive, so share the connections you believe to be most useful. Reflect on specific characteristics of the way information was shared, the relationships that impacted the way information was received, and specific impact to practice. Cite the literature using APA 7th eduction where possible and you are also welcome to share outside resources and citations. Be sure to avoid making statements as absolutes or facts that aren't absolutes or are opinions.  EdS and PhD students are transitioning into academic writing so providing specifics, but also synthesizing information and sources is important. I will provide feedback on writing to prepare everyone for future projects and writing in your program, so please reach out if you have questions.

Most importantly, I hope this course helps you consider your own beliefs and experiences on not only teaching, but on ways to impact teachers and support professional growth and change. Learning is a lifelong endeavor and we never fully have our teaching perfect, so what are systems that can support this lifelong learning cycle in ways that don't hinder the experiences of students in the current classrooms?