**EDFN 2400– Foundations for the Profession of Teaching**

Credits: 3 Section: \_\_\_\_ Term: \_\_\_\_\_\_\_

**Location & Meeting Time**

Classroom location:

Class Meeting Schedule:

**Contact Information**

**Instructor:**
**Email:**
**Phone: (**423) 439-
**Office:**

**Instructor Availability**

Office Hours:

**Course Description & Materials**

*Prerequisites*: N/A
Introduces students to the profession of teaching, the roles of the professional teacher, and general information regarding the teaching/learning process.  Special emphasis is placed on current trends in education, teacher professionalism, the needs of diverse learners, and best practices for beginning teachers, including the promotion of active learning among students.  Using a required field placement for observation and practice, students analyze the skills and dispositions that develop teachers as leaders, learn the basics of lesson planning, and cultivate their initial philosophy of education.

**Required Materials**

[enter textbook, software, tool etc]

**Course Overview**

**Course Purpose and Objectives**

* To provide learners with a formal introduction to the role of the teacher as a leader for the 21st Century.
* To provide learners with an overview of the nature of the teaching profession and the structures and intent of schools and school systems.
* To provide learners with the knowledge and experience needed to make and/or confirm a decision to enter the teaching profession.
* To allow learners an opportunity to gain professional knowledge and develop dispositions needed to teach effectively.
* To provide the opportunity for learners to assess their own cultural profile as well as the diversities, which can exist in students, parents, and other teachers to support effective teaching in multiple settings.
* To provide the opportunity for learners to experience teaching in a "real-life" situation through a field placement.

 **Expected Learning Outcomes**

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| Upon completion of the course, students will:1. Identify and explain key professional and leadership skills that create the conditions for leading learners in the 21st Century
2. Describe the roles of the teacher inside and outside of the classroom and reflect on these roles as observed and practiced in the field placement.
3. Develop, in writing, an initial philosophy of education.
4. Create and teach an original lesson plan with associated assessments to a group of K-12 learners in the field placement.
5. Describe, in activities and discussions, the effects of diverse backgrounds on learning
6. Integrate evidence-based practice in an educational setting, using clearly defined educational methods and measurable objectives.

**Major Course Topics**

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| * The roles and dispositions that define the profession of teaching.
* The connections among standards, objectives, assessments, and instructional procedures that define a lesson plan.
* The link between students' background and learning, the classroom/school environment, and the student-teacher relationship.
* Current events and trends in education reform, testing, evaluation, and technology.
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**Course Policies**

**Attendance**

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| Attendance and promptness at all class meetings is required and is included in the "Participation and Attendance" element of the grading scale.  Each class meeting will have a variety of tasks that require the learner’s active engagement with classmates and the instructor.  Group discussions (both online and in the classroom), collaborations with classmates, and independent work will all be incorporated to ensure that all candidates stay up to date and engaged.  Failure to participate and attend will impact the learner's overall score in this course.  Absence from more than 3 class meetings for unexcused reasons (per University policy) will result in both points deducted from the "Participation and Attendance" portion of the grade as well as the inability to get extra credit or credit for key assignments discussed during the absence period.  Failure to complete the required hours for the Field Placement or consistent tardiness/scheduling irregularities will negate the acceptance of the Final Comprehensive Assessment (25% of the final grade).   |

**Assignment and Grading**

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**Other**

**Syllabus Attachment Information**: The University’s approved Syllabus Attachment Information page provides information about important University and Academic Policies that all students should know. <https://www.etsu.edu/curriculum-innovation/syllabusattachment.php>