**Course Syllabus**

**PRACTICES IN EDUCATION - TEACHERS IN TRAINING PROGRAM**

**Ms. H Courtney**

**Dear Parent/Guardian,**

**I look forward to having a great year! I feel fortunate to have your student in my class this semester. Please do not hesitate to contact me with any questions or concerns regarding the progress of your student or any aspect of instruction. Please take a moment to sit down with your student and read the attached syllabus. Then, sign the sheet provided by your student and return it to class. Feel free to contact me with any questions!**

**Thank you,**

Ms. H Courtney

**My child and I have read and discussed the classroom syllabus.**

Student Name (Print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name (Print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Email Address(es) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cell Home Work

**Course Syllabus**

**PRACTICES IN EDUCATION - TEACHERS IN TRAINING PROGRAM**

**Ms. H Courtney**

**Course Description:**

Practices in Education is designed to equip students with the skills and strategies necessary for providing effective classroom instruction. This course explores the following key topics: community partners and resources, teaching standards, characteristics of professionalism, professional organizations, instructional strategies, and planning and delivery of instruction. The course content is intended to give students a deeper understanding of the practice of teaching and to provide skills they can apply across many fields. Internship experience is a required component of this course. Interns will be asked not only to create learning materials but also to teach lessons in cooperating classrooms. The school-based laboratory for the internship is an actual classroom or school that provides instruction in the subject matter area or career area related to the intern’s interests. Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Education and Training cluster affiliate with FCCLA. Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course. **This is NOT a lecture course. Class discussion is essential both in small groups and in larger classes. Students should come to class prepared to ask questions, evaluate materials, and express their reasoned views on topics.**

**PREREQUISITE: Education and Training**

**Career Technical Student Organization:**

Students enrolled in this course are encouraged to join Future Teacher of Alabama (FTA), which is a locally recognized organization that promotes leadership focused on the field of education.

**CRI Available for this course:**

Customer Service - Skills for Success Exam

**Course Objectives:**

[**PRACTICES IN EDUCATION COURSE STANDARDS LINK**](https://docs.google.com/document/d/1mkSXu8nV0Gv-v3_D5OBU5A7nmhANjgEImGg57qLBY74/view?usp=sharing)

**Classroom Rules and Expectations:**

* Please refer to the [MCS Student Handbook for James Clemens](https://www.madisoncity.k12.al.us/domain/615)

**Technology:**

* **NO PERSONAL DEVICES PERMITTED. Students should bring their charged**

**MCS-issued Chromebook daily to school.**

* **Please refer to the Madison City Schools Code of Student Conduct and the Madison City Schools policy manual concerning wireless communication devices**

**Grading Policy:**

Test grades will account for 70% of the 9-week grade, with the remaining 30% being determined by quiz/daily grades. The grading scale is as follows: A (90-100%), B (80-89), C (70-79), D (65-69), and F (below 65). Grades will be a reflection of mastery of the standards. Make sure all absences are excused as classwork can be made up and graded for excused absences only. The final exam counts for 20% of the final grade. All missing assignments will be entered as a zero in the grade book until late work has been graded.

**Internship students will receive daily credit for being present and productive in their intern classroom.**

**Internship students will complete activities and projects at JC for test grades.**

**Make-Up Work Policy:**

Make-Up Work: Late work can be submitted with documentation through a Google Form QR

code posted in the room. Students will need to schedule a make-up test with Ms. Courtney

ASAP! **NO** make-up test will be given during class. Students have three days from the return of

absence to get their missing work turned in. **ALL MISSING WORK WILL BE ENTERED AS**

**A ZERO UNTIL IT IS MADE UP.** Remember, it is your responsibility to get your makeup

assignments and turn them in on time.

**Late Work**: Late work is subject to penalty points at the teacher's discretion. Once a summative

assessment has been given; no late work will be accepted for that material.

**Embedded Literacy and Numeracy Anchor Assignment:**

Studentswill use current articles to read, research, and apply the gained knowledge to support

Learning Targets. Students will be challenged to apply knowledge about classroom guidelines and purchasing procedures to create a classroom budget that adheres to system guidelines.

**Course Materials:**

**Folder, paper, folder, pencil, and pen (blue or black only)**

**Texts/Required Readings:**

Teaching by Sharleen Kato, 2024, Foundations of American Education, 17th Edition, by Johnson,

Musial, Hall, and Gollnick, 2018

**\* This syllabus serves as a guide for both the teacher and student; however, during the term, it may become necessary to make additions, deletions, or substitutions.**