**Course Syllabus**

**FOUNDATIONS 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 feel free to contact me with any questions or concerns about 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 brought home 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**

**FOUNDATIONS IN EDUCATION - TEACHERS IN TRAINING PROGRAM**

**Ms. H Courtney**

**Course Description:**

Foundations in Education is the foundational course for both the Educators in Training and the Early

Childhood Education programs. It presents a broad overview of the work of education professionals, the

history of education, the roles and responsibilities of educators, strategies for creating and presenting

engaging lessons and activities, methods of measuring student progress, and the domains of development.

Foundations in Education is the gateway to specialized courses and internship opportunities in the Education

and Training cluster. Observation opportunities are strongly encouraged. 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

The Education and Training cluster is affiliated 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.

**PREREQUISITES:** NONE

**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:**

[**FOUNDATIONS IN EDUCATION STANDARDS LINK**](https://docs.google.com/document/d/1k9kr9y-49ocyWGvq1yQFeXXYZiB-OV9jAAln1BvkOSg/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 per Madison City Schools**

* **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.

**Make-Up Work Policy:**

Late 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.

**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 Assignments:**

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

Learning Targets for the course. 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:**

Three-ring binder/notebook, paper, folder, pencil, and pen (blue or black only)

**Texts/Required Readings:**

Teaching by Sharleen L. Kato, 2024

**\* 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.**