



EDUC 290

The Teaching Profession

Spring 2020

I. Course Description:

An introduction to teaching and learning that acquaints the candidate with current issues in education. Candidates explore the nature of educational philosophies and society and the impact on education. Candidates will demonstrate leadership by modeling ethical behavior to contribute to positive changes in practice, and advancing their profession. Clinical field experience required. The class is offered both Fall and Spring. The course is required for all teacher licensure programs.

DATE	SESSION	TOPIC	SUGGESTED EI VIDEO CLIPS
January 8	1	Introduction to course; overview of syllabus; Sign up for DAP interviews	
January 15	2	Chapter 10: What is the History of America's Struggle for Educational Opportunity. Format for observations discussed.	History of Education
January 22	3	DAP Interview – required of all students (Will be scheduled with 2 or 3 groups) More info in class.	
January 29	4	Chapter 9: What are the Philosophical Foundations of American Education? Discussion of Philosophy paper.	Dynamic School Leadership <ul style="list-style-type: none">• Ethics and Values in K-12 Education

February 5	5	<p>Chapter 2: What is School and What is it for?</p> <p>Background Check, Insurance & Claiborne County ID due</p>	
February 12	6	<p>Chapter 3: Who are Today's Students in a Diverse Society?</p> <p>Quiz over chapters 2 and 3.</p> <p>Discussion of field hours and observations</p>	<p>Meeting the Needs of Diverse Learners</p> <p>Effective Teaching in Diverse Classrooms</p> <ul style="list-style-type: none"> • Program Menu <p>Teaching the ESL Learner</p> <ul style="list-style-type: none"> • Program Menu <p>Exceptional Teaching in Action</p> <ul style="list-style-type: none"> • Culturally Responsive Teaching <p>Breaking Ranks</p> <ul style="list-style-type: none"> • Diversity
February 19	7	<p>Chapter 4: How do Social Issues impact students?</p> <p>Introduction of InTASC standards.</p>	
February 26	8	<p>Chapter 5: What is taught?</p>	<p>Classroom Examples: Exceptional Teaching in Action (program menu) with commentary</p> <p>Classroom Examples: Classroom Lessons Un-Narrated (program menu) without commentary</p> <p>Danielson: Planning and Preparation (clips 2-10)</p> <p>Danielson: Classroom Environment and Management</p>
March 4	9	<p>MID-TERM ASSESSMENT</p> <p>Introduction of lesson plan format.</p> <p>1st Draft of Philosophy paper due to Blackboard.</p>	

March 11	10	Chapter 6: What makes a teacher effective? Lesson plan activities.	5 Practices of Highly Effective Teachers <ul style="list-style-type: none"> • Learning Styles Marzano - effective schools
March 18	11	Chapter 7: What should Teachers know about Technology and its impact of Schools? Final Philosophy paper due to Via.	
March 25	12	SPRING BREAK ~ NO CLASS	
April 1	13	Chapter 8: What are the Ethical and Legal Issues facing Teachers? Observation Hours Due/Turn in Log Sheets	Professional Ethics Common Sense Teacher Ethics Special Education Law: Common Scenarios (program menu) School Law 101 (program menu)
April 8	14	Chapter 11: How are schools governed, influenced, and financed? First ½ of Lesson Plan Due	Leading Learning Communities Creating Productive School Governance Structure
April 15	15	Chapter 13: What are your job options in education?	
April 22	16	Chapter 14: What can the new teacher expect? Chapter 15: What does it mean to be a Professional? Full Lesson Plan Due to Via.	Professional Responsibilities Communicating with Families Parent Communication (clips 9-11)

April 29	17	Final Quiz & Course Synthesis Log Sheet with Clinical Hours, Journal, and InTASC Reflection due to Via	
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NOTE: For the sake of brevity and ease of navigation, the standards, grading system, and required materials were deleted from this syllabus.