

Fundamentals of Education

Primary Career Cluster:	Education and Training
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C32H00
Prerequisite(s):	None
Credit:	1
Grade Level:	9
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the first course in the <i>Teaching as a Profession</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html .
Promoted Student Industry Credentials:	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	Any teacher who has completed an educator preparation program and has a current practitioner or professional educator license in secondary education covering grade spans 6-12.
Required Teacher Certifications/Training:	All teachers who teach courses within this program of study MUST attend the required teacher training provided by the Department of Education.
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-education-training.html Best for All Central: https://bestforall.tnedu.gov/

Course-At-A-Glance

There is no one way to create meaningful learning experiences for students. There are best practices available that data and students say impact long-term student learning. One of those best practices is to put student learning in context with their experiences.

Career and Technical Student Organizations (CTSOs) provide an opportunity for students to display their learning in the classroom and through regional, state, and/or national competition. Work-based Learning (WBL) consists of sustained and coordinated work-based activities that relate to the course content. These activities should occur at every level through a program of study. Below is a listing of possible CTSO connections and WBL activities for this course. This listing is intended to be an idea starter and not a comprehensive listing.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

Putting the classroom learning into real life experiences is often what creates a meaningful learning experience for students, one that lasts beyond the exam and course. CTSOs are a great resource to create this type of learning for your students. They are also a great resource to showcase your students learning through regional, state, and national competitions. Possible connections for this course include the following. This is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as National Leadership and Skills Conference, National Week of Service, 21st Century Skills

For more ideas and information, visit Tennessee SkillsUSA at <http://www.tnskillsusa.com> and Family, Career and Community Leaders of America (FCCLA): <http://www.tennesseefccla.org/>

Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-4** | Invite an industry representative to discuss foundations of education.
- **Standards 5-6** | Invite a school counselor to discuss education career opportunities.
- **Standards 7-9** | Informational Interview with industry professional.
- **Standards 10-12** | Invite an industry rep to discuss human development.
- **Standards 13-14** | Integrated project with an industry professional.
- **Standards 15-16** | Create a portfolio to be evaluated by industry representatives.

For more ideas and information, visit <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>

Course Description

Fundamentals of Education is a foundational course in the *Teaching as a Profession* program of study for students interested in learning more about becoming a teacher, school counselor, trainer, librarian, or speech-language pathologist. Upon completion of this course, proficient students will gain knowledge in the history of education in the United States, careers in education, and the influence of human development on learning. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

Program of Study Application

This is the foundational course in the *Teaching as a Profession* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Education and Training website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-education-training.html>.

Course Standards

Foundations of Education

- 1) Synthesize research from informational texts to create an annotated timeline (Post-Civil War to the present) of significant events in the history of U.S. public education. Examples of events include but are not limited to: the establishment of the first public school, major U.S. Supreme Court cases, the Vocational Rehabilitation Act, desegregation, Title IX, and No Child Left Behind.
- 2) Gather and analyze information from multiple authoritative sources to assess the impact of important cultural and societal events on the evolution of the U.S. education system. Examples of events include but are not limited to: WWII, Sputnik and the space race, the passage of the Civil Rights Act, The Great Society, the development of the Internet, and national tragedies such as 9/11.
- 3) Research and summarize in a clear and coherent narrative the influences of major educational theorists' philosophies. Evaluate the validity theories by assessing the extent to which the reasoning and evidence of each theorist support their claims. Examples of theorists include but are not limited to:
 - a. John Dewey
 - b. Maria Montessori
 - c. Benjamin Bloom
- 4) Create an annotated graphic illustration of the U.S. education system from pre-K through postsecondary education. The graphic should include evidence from informational texts about the structure of local school districts, state governing bodies, and federal authorities with appropriate supporting citations to demonstrate knowledge of common citation conventions.

Careers in Education

- 5) Identify and analyze career pathways within the Education and Training cluster. Use supporting evidence from multiple sources, such as local job postings and Tennessee Department of Labor and Workforce Development data, to describe the essential knowledge and skills required for these careers. Complete one or more career aptitude surveys, analyze the results, and discuss in an essay how personal career aptitudes align with careers in education. Careers may include the following:
 - a. Teacher
 - b. Librarian
 - c. Educational technologist
 - d. Counselor
 - e. Interpreter
 - f. Speech pathologist
 - g. Consulting teacher for students with special needs
- 6) Compile and analyze real-time labor market data, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to compare and contrast occupations by education requirements, job availability, salaries, and benefits.

Educator Responsibilities and Aptitudes

- 7) Interview professionals in the education field to gather information about their roles and responsibilities. Categorize the range of tasks that different educators are responsible for and estimate the time spent on each one. Write informative narratives exploring multiple facets of common teaching activities, such as:
 - a. Planning effective instruction
 - b. Facilitating instruction by using multiple teaching methods
 - c. Assessing student learning
 - d. Non-instructional tasks (such as parent communication, building activities, etc.)
- 8) Describe the aptitudes, including 21st century skills, needed by education professionals; create a rubric for self-assessing 21st century skills, such as the ability to:
 - a. Communicate verbally and nonverbally in a respectful manner
 - b. Work effectively in teams and resolve conflicts when necessary
 - c. Demonstrate a positive work ethic
 - d. Understand different cultural perspectives and their impact in the classroom
 - e. Use technology
 - f. Adapt to changes
 - g. Manage time wisely
- 9) Using the self-assessment rubric created during this course, establish a baseline evaluation of 21st century skills, attitudes, and work habits. Create a growth plan promoting advancement of skills and abilities that will be placed in the course portfolio.

Introduction to Human Development

- 10) Compare and contrast physical, emotional, cognitive, and social milestones of development from toddlerhood through adolescence. Research and summarize, in an informative narrative, specific psychological theories about human development. Illustrate the differences in major developmental theories and milestones.
- 11) Create an annotated model or graphic illustration of the parts of the human brain, detailing their principle functions as they relate to physical and cognitive development. Draft a companion representation of the stages of human development in the form of a timeline from toddlerhood through early adulthood. Draw conclusions from informational texts about the most important influences on and relationships among brain development, reasoning capacity, and learning. Define brain plasticity and describe how it changes over the lifespan.
- 12) Analyze the factors that contribute to personality and investigate several research-based personality assessment tools. Use evidence from informational texts to support analysis and reflection on the connections among personality, life experience, environment, and brain development.

Introduction to Learning

- 13) Synthesize and cite information from reliable academic sources to describe and critique major approaches to theories of human learning, including but not limited to:
 - a. Classical Conditioning (Ivan Pavlov)
 - b. Stage Theory of Cognitive Development (Jean Piaget)
 - c. Social Learning Theory (Lev Vygotsky)
 - d. Constructivism (Jerome Bruner)
 - e. Experiential Learning (David Kolb)
 - f. Multiple intelligences (Howard Gardener)

Write an informative narrative explaining the influence of these and other theories on teaching practices.

- 14) Research the influence of the following factors on student self-concept and academic performance:
 - a. Student experience, interests, aptitudes, family, and culture
 - b. Teacher behavior and attitudes
 - c. Peers

Career Portfolio

- 15) Create an electronic professional portfolio, using narrative and visual elements to connect personal career preparation artifacts to concepts learned in this course.
- 16) Synthesize information from Education and Training career exploration to create a written or electronic career pathway plan outlining academic and career achievement goals, as well as a timeline for ongoing reflection throughout the program of study coursework.
 - a. Identify dual credit courses available within specific programs of study

- b. Gather information from postsecondary institution websites and compare community college and university education programs that align with secondary programs of study
- 17) Drawing upon content in this course, write a definition of *teaching philosophy*, develop and support a claim about its significance to student learning, and create a personal teaching philosophy for inclusion in the professional portfolio.

The following artifacts will reside in the student's portfolio:

- History of Education graphic
- Educational Theorists narrative
- U.S. Education System graphic
- Career Aptitude Survey results and comparison
- Career exploration graphic
- Educator Responsibilities and Aptitudes graphics
- Introduction to Human Development chart and narrative
- Brain development graphic
- Human Development Personality narrative
- Introduction to Learning narrative
- Peer Influence Investigation artifacts
- Career Pathway plan
- Teaching Philosophy

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.