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Education 003 - "Imagining Teaching: Science-Mathematics Emphasis"

Dates: WINTER 2012, Tuesdays 5:10-7:00

Location: SPROUL 2340

Fieldwork: Classroom Observations

Course Summary:

Course Description: 3 Units: Lecture, 2 hours; field, 3 hours per week. Students will look at teaching and its place in our society and observe in classrooms in local schools identified as having exemplary programs. Students record and interpret their observations and compare them to published studies of classrooms.

Objectives:

- to observe, and participate in public school classrooms to gain insight into the profession
- to focus on the interactions between teachers and students
- to develop understanding of the effect of outside influences on student achievement
- to view education/teaching from a teacher's perspective and its role in society

General Content of Class Sessions: (Lecture, discussion, group work, reflective writing) This class is organized to give insights into our schools and to gain broader knowledge of teaching as a profession. It is intended to clarify your thinking and examine your assumptions about the teacher's role in the classroom and the school community. By exploring and experiencing key concepts related to the profession, you will be able to better assess your feelings about the career of teaching.

Text: Various readings assigned in class

Grading Summary

Assignments:

| Assignment | Description | Grade Weight |
|-----------------------|---------------------------------------|--------------|
| Fieldwork Log/Journal | 30 hours, verifications, reflections | 30% |
| Midterm | Short answer format & multiple choice | 15% |
| 2 Papers | Two-page short essay & Lesson plan | 25% |
| Class participation | In class discussions + "Quick Writes" | 10% |
| Final Exam | Short answer format & multiple choice | 20% |

Grading Policy:

| | | | |
|----|---------|----|--------|
| A+ | 99-100% | C+ | 78-79% |
| A | 92-98% | C | 72-77% |
| A- | 90-91% | C- | 70-71% |
| B+ | 88-89% | D+ | 68-69% |
| B | 82-87% | D | 62-67% |
| B- | 80-81% | D- | 60-61% |

| | |
|---|--|
| F | 59% and below OR failure to complete fieldwork hours, submit verification letter, and/or fieldwork log |
|---|--|

Late Work: Barring special circumstances, all work must be turned in the date it is due.

Course Requirements

- 1.) **FIELDWORK, LOG, AND JOURNAL:** (all hours/assignments must be finished to receive course credit): 30 hours of observations must be done in a public school regular education classroom (this must be separate from any hours required in other classes). Your recorded field hours will be verified against records maintained by your mentor teacher. You must complete at least three hours per week of fieldwork and document it on the SMI Documentation of Hours form along with observations about your visits. Progress will be monitored monthly and graded to assure regular attendance in your fieldwork classroom. There will also be short weekly prompts to guide you in some of those reflections. These should be entered on iLearn in the assignment tab. Failure to complete fieldwork hours and/or the journals at a regular pace will result in a failing grade for the course.

PLEASE NOTE- To maintain eligibility for any possible EDUC 3-EDUC 4 reimbursements, please adhere to the "Mentee' Responsibilities Checklist" found in the SMI Program Handbook.

You will need to visit schools during classroom instruction. Please consider the following when planning your observation calendar: a.) Testing can be extensive toward the end of a school's trimester/semester. b.) Various activities/holidays may interfere with the normal class schedule. c.) Year-round schools (mostly Corona) will have tracks that are on break for four weeks at a time. d.) Try to visit during different times of the day and/or for different subjects. e.) Check the teacher's calendar for conference dates, assemblies, etc. **(30% of your grade)**

1a.) **JOURNAL WRITING:** As you complete your hours in a classroom, you will become aware of different issues. Journal Topics will direct your thinking and will be posted on iLearn as an assignment. Each reflection should be a few paragraphs in length (mostly error-free) but they may vary according to the question asked. They should be turned in on iLearn. **(This is a portion of the 30% fieldwork grade)**

- 2.) **ESSAYS:** (generic font, 10-12 point, \leq 1 inch margin, double spaced): They need to be \geq 2 pages in length, essay style, and free of errors. The following questions should guide your writing. **(25% of your grade)**

Essay # 1: Discussion of an essay, lesson, or website (details to be given in class)

- o Point out and discuss aspects of the writing that reflect the ideas from this course (make a minimum of 3 points)?
- o How does this compare with your awareness/vision of what a math/science classroom should be?
- o How does this compare with your own (and other's) experiences in math/science?

Essay # 2: "Lesson Plan"

- o Create a lesson that fits the current topic in the class you are observing.
- o Use a Madeline Hunter or 5 E's lesson design format.
- o It should contain unique characteristics that would engage the learner
- o Include effective strategies discussed in class that increase learning
- o Evaluate the lesson and its potential for increasing a deeper (long term) understanding of the topic
- o Include handouts, websites, etc. that are a part of the lesson

- 3.) **CLASS SESSION PARTICIPATION:** Participation is essential to the learning process. During class, you will be asked to discuss topics (from class or extra readings) in groups and with the entire class. "Quick-Writes" will allow you to express your thinking on the issues and allow me to check for understanding; they will be turned in at the end of each session. **(10% of your grade)**

- 4.) **MIDTERM AND FINAL EXAM:** There will be a 12-15 question (short answer and multiple choice) midterm and final exam. The final will be given during the last class session. It is cumulative and will be based on the topics discussed in class and any readings assigned. (The midterm will be worth **15%** and the final will be worth **20% of your grade**)

Class Sessions, Tentative Topics, and Assignment Due Dates

| Class | Date | Topic | Assignment(s) due at this session |
|-----------|---------|--|---|
| 1 | Jan. 10 | Overview, Syllabus, Fieldwork Classroom setting | <input type="checkbox"/> Survey (in class) <input type="checkbox"/> Make sure you contact your mentor teacher |
| 2 | Jan. 17 | Schools' Link to Society Views of Teaching Historical Perspective Standards | <input type="checkbox"/> On-line journal and fieldwork hours |
| 3 | Jan. 24 | Efficient Manager Classroom Environment Procedures Rules | <input type="checkbox"/> On-line journal and fieldwork hours |
| 4 | Jan. 31 | Teacher Effectiveness Learning Theory | <input type="checkbox"/> On-line journal and fieldwork hours <input type="checkbox"/> First paper due ("Discussion of Handout") <input type="checkbox"/> Fieldwork Hours Report |
| 5 | Feb. 7 | Instructional Strategies Marzano, Schlechty, Bloom | <input type="checkbox"/> On-line journal and fieldwork hours |
| 6 | Feb. 14 | Instructional Strategies, cont. Marzano, Schlechty, Bloom MIDTERM | <input type="checkbox"/> On-line journal and fieldwork hours <input type="checkbox"/> MIDTERM |
| 7 | Feb. 21 | Differentiated Instruction Learning Disabilities English Learners Gifted | <input type="checkbox"/> On-line journal and fieldwork hours |
| 8 | Feb. 28 | Diversity/Poverty Academic Language | <input type="checkbox"/> On-line journal and fieldwork hours <input type="checkbox"/> Second paper due ("Lesson Plan") <input type="checkbox"/> Fieldwork Hours Report |
| 9 | Mar. 6 | Professional Learning Communities Leadership Current Trends | <input type="checkbox"/> On-line journal and fieldwork hours |
| 10 | Mar. 13 | Philosophy of education FINAL | <input type="checkbox"/> On-line journal <input type="checkbox"/> Last week for any observation hours <input type="checkbox"/> FINAL |