

EDUC 75C – Fall 2007
CAL TEACH 2 SCIENCE SEMINAR
Wednesday 6:00 – 7:45
Thimann Labs 391

Course Instructor: Sherri Kilkenny
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Office Hours: Wednesday 4:45 – 5:45

COURSE DESCRIPTION:

Open ONLY to students in the Cal Teach Program. This seminar is a continuation of Cal Teach 1. In this quarter students continue to write and share classroom observations, plan lessons, and discuss readings in science education. The focus is on issues in teaching science. Membership will be terminated for 3 or more absences in any required Cal Teach course.

COURSE REQUIREMENTS:

1. Participation: Attend weekly class meetings, complete assigned readings, and participate in discussions.
2. Observations and Reflections: Conduct observations in placements negotiated by Cal Teach coordinators. Participate in class discussions that focus on observations, content standards, lesson planning, and connections to required readings. Written reflective narratives on observations will be due for grading starting Week 2.
3. Classroom Activities ONLINE Log: Get involved in the classroom by working with students individually or in a small groups, leading a warm-up activity, leading a lab activity, lead a “what it’s like to be a college student” type discussion, and work up to actually teaching the whole class- (See course requirement #4—below.) Record your activities in the Classroom Activities Log and log them into the Online Information System.
4. Content Standard Project - Developing an Instructional Plan: Coordinate with your host teacher to teach a lesson. Create a learning objective that ties to a California science standard and plan a lesson that addresses the standard. Devise an assessment to use as a check for understanding. Analyze the student results and write a report on the findings.

REQUIRED READINGS

1. Cole, John (Spring 2005). "Keeping Score". *American Educator*, Pp. 3-7. Available at www.aft.org/american_educator .
2. Schrag, Peter (December 2006). "No Child Left Behind: Fix it, but don't nix it". Sacramento Bee.
3. Meier, Deborah (1992). "Why Tests Don't Test What We Think They Do". Chapter 6 *In Schools We Trust*. Boston: Beacon Press.
4. Kauffman, David; Johnson, Susan Moore; Kardos, Susan M.; Liu, Edward; and Peske, Heather G. (Summer 2002). "Lost at Sea". *American Educator*, Pp. 6-8. Available at www.aft.org/american_educator .
5. Schmidt, William; Houang, Richard; Cogan, Leland (Summer 2002). "A Coherent Curriculum, The Case of Mathematics". *American Educator*, Pp. 10-27. Available at www.aft.org/american_educator .
6. Rogers, Bill (1998) "Discipline: definitions and protocol". Chapter 1 in *You Know the Fair Rule*. London: Prentice Hall.
7. Rosenbaum, James (Spring 2004). "It's Time to Tell the Kids: If You Don't Do Well in School, You Won't Do Well in College or in Life". *American Educator*, Pp. 8-15, 41-42. Available at www.aft.org/american_educator .
8. Johnson, David R. (1994). "Motivation Through the Classroom Routine". Chapter 1 in *Motivation Counts, Teaching Techniques That Work*. Parsippany, NJ: Pearson Education, Inc.

COURSE SCHEDULE:

Week 1 October 3, 2007

IN CLASS	OUTSIDE CLASS Preparation for next meeting
<ul style="list-style-type: none"> * Establish Class Norms * Distribute and discuss course syllabus * Class Activity: Public Agenda “Reality Check: Parent and student opinions on schools and standards” * Distribute Classroom Activities Log 	<ul style="list-style-type: none"> * Read <i>American Educator</i> “Getting It Right” and “Keeping Score”. * Complete “Regulating the Teacher Body” p. 33-34 in <i>Learning to Teach</i>.

Week 2 October 10, 2007

IN CLASS	OUTSIDE CLASS Preparation for next meeting
<ul style="list-style-type: none"> * Discuss <i>American Educator</i> reading * “Regulating Teacher Body” due for discussion. * Class Activity: Reading and review of <ul style="list-style-type: none"> • Math education in Singapore • Education in Mexico • “Every Country Thinks Its Students are Falling Behind” by T. Friedman * Class Activity: An Introduction to Content Standards 	<ul style="list-style-type: none"> * Read: Read Peter Schrag “No Child Left Behind: Fix it, don’t nix it”. * Complete “Dress Codes” p. 37-38 in <i>Learning to Teach</i>.

Week 3 October 17, 2007

IN CLASS	OUTSIDE CLASS Preparation for next meeting
<ul style="list-style-type: none"> * Discuss Schrag reading * “Dress Codes” observation due for discussion * Class Activity: State Standards in Science– Practice test: Structure of Matter 	<ul style="list-style-type: none"> * Read Meier “Why Tests Don’t Test What We Think They Do”. * Complete “No Child Left Untested” p. 147-148 in <i>Learning to Teach</i>.

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Week 4 October 24, 2007

IN CLASS	OUTSIDE CLASS Preparation for next meeting
* “No Child Left Untested” due for discussion	* Read <i>American Educator</i> “Lost at Sea”
* Discuss Meier reading	
* Class Activity : API Scores and Comparisons	* Complete “Called to Teach” p. 3-4 in <i>Learning to Teach</i> .

Week 5 October 31, 2007

IN CLASS	OUTSIDE CLASS Preparation for next meeting
* “Called to Teach” due for discussion	* Read <i>American Educator</i> , “A Coherent Curriculum, The Case of Mathematics”.
* Discuss “Lost at Sea” reading	
* Class Activity: California Investigation and Experimentation Standards Lessons	* Complete “Taking Control of the Classroom” p. 43-44 in <i>Learning to Teach</i> .

Week 6 November 7, 2007

IN CLASS	OUTSIDE CLASS Preparation for next meeting
* “Taking Control” due for discussion	* Read Rogers “Discipline: definitions and protocol”.
* “Coherent Curriculum” reading due for discussion	
* Class Activity: Real Incidents of Disruptive Behavior	* Complete “School Punishment” p. 45-46 in <i>Learning to Teach</i>

Week 7 November 14, 2007

IN CLASS	OUTSIDE CLASS Preparation for next meeting
* Discuss Rogers reading	* Read Rosenbaum “It’s Time to Tell the Kids: If You Don’t Do Well in School, You Won’t Do Well in College or in Life”.
* “School Punishment” due for discussion	
* Class Activity: Group Presentations of two readings: “American Kids Lag in Math Skills” “American 8 th Graders Shine”	* Complete “Family-School Relationships” p. 101-105 in <i>Learning to Teach</i> .

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Week 8 November 21, 2007

IN CLASS	OUTSIDE CLASS Preparation for next meeting
<ul style="list-style-type: none"> * “Family-School Relationships” due for discussion * Discuss Rosenbaum reading * Class Activity: Periodic Table Standards Lesson * Class Activity: Credentialing in California 	<ul style="list-style-type: none"> * Read Johnson “Motivation Through the Classroom Routine”. * Classroom Activities Online Log is due next week! * Complete “Student Resistance” p. 75-76 in <i>Learning to Teach</i>.

Week 9 November 28, 2007

IN CLASS	OUTSIDE CLASS Preparation for next meeting
<ul style="list-style-type: none"> * “Student Resistance” due for discussion * Discuss Johnson reading * Classroom Activities Online Log due * Class Activity : “What Gets Graded is What Gets Valued” 	<ul style="list-style-type: none"> * Finish Content Standards Lesson project and written evaluation

Week 10 December 5, 2007

IN CLASS	
<ul style="list-style-type: none"> * Content Standard Lesson Presentations 	<ul style="list-style-type: none"> * FINAL VERSION of Content Standard Project due at end class session

PARTICIPANT EVALUATION FORMAT

Overall, this individual's participation and written assignments indicate:

- Impressive
- Well-developed
- Good
- Satisfactory
- Uneven
- Minimal

understanding of the ideas in the course.

Class participation:

- Made strong contributions to class meetings and discussions
- Was clearly engaged during class meetings and discussions
- Contributed insightful ideas
- Supported other classmates' learning opportunities
- Provided constructive and thoughtful feedback to classmates
- Actively listened and regularly contributed to classroom dynamics
- Attended class regularly
- Attended irregularly

Written Assignments:

Of the TEN written assignments _____ were late or missing.

The REQUIRED written reflective narratives on observations displayed:

- Extremely thoughtful engagement
- Thoughtful engagement
- Uneven engagement

with content and purpose of the observation.

The REQUIRED Classroom Activities Log displayed:

- Significant involvement in the classroom
- Adequate involvement in the classroom
- Very little involvement in the classroom.
- Assignment was not submitted

The REQUIRED Content Standard Project was:

- Extraordinary
- Well-developed
- Good quality
- Satisfactory
- Unsatisfactory
- No project was submitted

