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EDUC 004- "Looking in Classrooms: Science-Mathematics Emphasis"

Time: 2 hours a week in UCR class, 3 hours per week in fieldwork classroom

Dates: Fall, 2007

Location: SPR 1340; 5:10-7:00 p.m.

Fieldwork: Classroom Observations

Course Summary:

Course Description: 3 Units: Lecture, 2 hours; field, 3 hours. Students will look at researched based strategies for teaching in the secondary mathematics and science classroom. All students will be placed in classrooms in local middle and high schools identified as having exemplary programs to both observe and participate in the teaching of those courses. Students record and interpret their observations and compare them to published studies of classrooms.

Objectives:

- to observe and participate in public school classrooms in order to gain insight into students' conceptual learning
- to focus on the interactions between teachers and students
- to develop a deeper understanding of the effective strategies needed to increase student achievement
- to view education/teaching from a teacher's perspective

General Content of Class Sessions: (Lecture, discussion, group work, reflective writing) This class is organized to further your understanding of teaching strategies, give you a deeper insights into student learning, and to gain broader knowledge of teaching as a profession. 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: (Optional) Sadker, M.P. & Sadker, D. M. (2005). *Teachers, Schools, and Society* (7th Ed.) McGraw-Hill Companies Inc. New York, NY and various readings assigned in class

Grading Summary

Assignments:

| Assignment | Description | Grade Weight |
|------------------------|--|--------------|
| Fieldwork | 30 hours, signatures (required to pass) | 25% |
| Online Journal Writing | Prompts on ilearn | 15% |
| Writing Assignments | Interview, survey, Web searches, Lesson plan | 25% |
| Class participation | In class discussions + "quick writes" | 10% |
| Final Exam | Essay - Lesson Study | 25% |

Grading Policy:

| | | | |
|----|---|----|--------|
| A+ | 97-100% | C+ | 77-79% |
| A | 92-96% | C | 72-76% |
| A- | 90-91% | C- | 70-71% |
| B+ | 87-89% | D+ | 67-69% |
| B | 82-86% | D | 62-66% |
| 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.

Class Sessions and Tentative Topics*

| Class | Date | Topic | Due |
|-------|----------|---|---|
| 1 | Sept. 27 | OVERVIEW, SYLLABUS, SURVEY: Fieldwork requirements and Logistics Review | |
| 2 | Oct. 4 | PRESENT CLIMATE IN EDUCATION: NCLB TIMSS Studies Governing/Financing Laws/Ethics | Journal writing on web |
| 3 | Oct. 11 | CONTENT STANDARDS: Overarching standards- Logic and Communication Spiraling concepts Interrelatedness of curriculum Textbook adoption and comparison | Journal writing on web, Survey, Field paperwork |
| 4 | Oct. 18 | CURRENT RESEARCH ON EFFECTIVE TEACHING Schlechty Marzano, Bloom, Antonetti Personality vs. learning style Teenage brain/adolescent development Implications for classroom management | Journal writing on web, Web search |
| 5 | Oct. 25 | LESSON DESIGN: Variety and clarity Creativity in Lesson Planning: GEMS, TOPS, AIMS, EQUALS, Impact Vocabulary development | Journal writing on web, Survey |
| 6 | Nov. 1 | TECHNOLOGY: As tool for learning/engagement Internet as valuable resource | Journal writing on web, Web search |
| 7 | Nov. 8 | ASSESSMENTS: Level of questioning and weight of various standards in CST Formative vs. Summative Analysis of results Analysis of student misconceptions | Journal writing on web, Lesson plan |
| 8 | Nov. 15 | ITEM ANALYSIS: Shared observations Multiple choice format Problematic topics | Journal writing on web, Opinion paper |
| 9 | Nov. 29 | PRESENTATIONS: Quick forum on lesson plans | Journal writing on web, Draft of Lesson Study |
| 10 | Dec. 6 | CAREER PATH: Tools in the toolbox Opportunities Create resume | Journal writing on web, Lesson Study |
| 11 | Dec. 11 | 7:00 - 10:00pm This is the scheduled final time set by the university. However, unless plans change, our Lesson Study will be due by the last day of class (Dec. 6) and will constitute the final for this course | |

Final Exam - **Due during last class session:** Written Lesson Study Unit

*Note: Topics in the syllabus may be shifted to accommodate guest speakers or other changes

Course Requirements

1.) **Fieldwork, forms needing signatures, and log (all hours/assignments must be finished to receive 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). You will complete the Documentation of Hours form, located in the Program Handbook, which needs to be signed by an administrator at the fieldwork school and turned in by the **3rd week of class**. You will need to maintain a log of your observation hours, signed by the classroom teacher after each visit to verify the time spent in the classroom. This will be due the **final day of class**. SMI also has a website for short reflections about your fieldwork observations (see "Journal Writings" below). **Failure to complete fieldwork hours, submit Documentation of Hours form, signed fieldwork log and/or internet journal will result in a failing grade for the course.**

PLEASE NOTE:

- ✓ **Failure to complete and submit any forms needing signatures, fieldwork hours, signed fieldwork log, and/or internet journal will result in a failing grade for the course.**
- ✓ **Your stipend will only be awarded if you receive a passing grade for the course of a "C" or better.**
- ✓ **You will be required to teach at least one lesson in your fieldwork class and participate in other lessons as an assistant or tutor.**

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 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 different subjects. e.) Check the teacher's calendar for conference dates, assemblies, etc. **(25% of your grade)**

2.) **Weekly Journal Writings:** Weekly journal prompts will be posted on the SMI website. You will be required to reflect on your fieldwork experiences using the ideas discussed in class. These reflections should be one or two paragraphs in length and be mostly error free. **(total 15% of your grade)**

3.) **Four Written Assignments:** (generic font, 10-12 point, ≤ 1 inch margin, double spaced): Each of these papers will vary in length from a short paragraph to a short essay and will serve as the midterms for the course. They will possibly include an interview, survey, web searches, opinion paper, and/or lesson plan and will be defined and refined during class discussions. **(25% of your grade)**

4.) **Class Session Participation:** Participation is essential to the learning process. During class, you will be asked to discuss topics 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)**

5.) **Final Exam:** A Lesson Study Unit will be presented to class at the end of the quarter and turned in (portfolio format) as the written final for the course. **(25% of your grade)**