

EDS 129C/139 - Spring 2010

Instructor: Libby Butler (Math supervisor), ebutler@ucsd.edu, 858/534-1363 Class Meetings: Center Hall 222 from 5 pm to 6:20 pm	Office Hours: Mon 3:00 - 4:45 pm
Discussion Sections: Center Hall 204, 206 from 6:30 pm to 7:20 pm Teaching Assistants: Jessika Kim, Jeremy Johnson	PCH 370 (third floor)

Course information is on UCSD's WebCT

The purpose of this course is to enable UCSD students to further examine the social and community context of secondary school life and, in addition, to consider critical issues of public education in a broader context. They will also continue to implement theories of learning and classroom interaction in a practical educational environment and to practice secondary instruction and classroom management techniques. This quarter UCSD students will conclude their teaching experiences in local San Diego County secondary schools.

CTC Professional Teacher Education Program Standards met by this course: 1(a-e), 2(g), 3(c), 4(b,e), 5(e), 6(c-d), 9(e), 10(a), 11(c), 12(a,c,f), 15(b,d,f), 16(a)

CTC Teaching Performance Expectations addressed in this course: TPE1B, TPE2, TPE3, TPE4, TPE5, TPE6b-c, TPE7, TPE8, TPE9, TPE10, TPE 11, TPE12, TPE13

Required Readings: All of the course readings are listed in the Course Calendar. Readings are available through the link in the electronic version of the syllabus or will be available for download on WebCT.

Course Organization and Expectations: EDS 139 must be taken concurrently with EDS 129C.

EDS 129C (letter grade) consists of a series of lectures and guest presentations along with a mandatory discussion section, in which students review their individual field experiences in relationship to course readings and lecture presentations.

EDS 139 (pass/no pass) is the field experience component in which students will be expected to successfully complete their fieldwork assignments to receive a passing grade in BOTH EDS139 and EDS129C.

All students are expected to:

1. Attend lectures (Monday, 5:00 pm – 6:20pm)
2. Participate actively in discussion sections (Monday, 6:30 – 7:20 pm)
3. Complete assigned readings
4. Participate in class discussions and/or activities
5. Complete classroom field experience
6. Complete Discussion Board entries
7. Complete all assignments
8. Check e-mail regularly

Course Grading:

To pass this course, students must be enrolled in EDS 139, complete a minimum of 10-weeks of instructional time as an Apprentice Teacher. If these requirements are not met, the course cannot be passed. Beyond these requirements, course grades for EDS 129C are based on quality and completeness of:

- Participation (includes attendance and online discussions) – 20%
- Weekly Journals – 20%
- Lesson Plans (minimum of 3) – 10%
- Standards Based Lesson Plans and Analysis – 20%
- Interview Notebook – 10%
- Final Paper – 20%

COURSE CALENDAR for EDS 129C/139 (2009)

Class Session	Scheduled Topic	Readings Due	Assignments Due
3/29 Week 1	Introduction to the course Getting to Know the Instructor's Philosophy of Education		
4/05 Week 2	Engaging and Motivating Curriculum Formative vs. Summative Assessment	<ul style="list-style-type: none"> • Positive Discipline: Part 1 • Positive Discipline, Part 2 • Succeeding with Classroom Structure • Meaning Business, Part 1 • Assessment for Learning 	Journal – Reflecting on Teaching Experiences so Far
4/12 Week 3	Designing Curriculum	<ul style="list-style-type: none"> • Integrating Standards into the Curriculum 	Journal – Reflecting on Engagement, Motivation, and Assessment
4/19 Week 4	Deconstructing Standards	<ul style="list-style-type: none"> • California Math Standards K-Algebra II Or • California English Standards K-12 Or • California Science Standards K-12 	Journal – Reflecting on Curriculum
4/26 Week 5	Testing in CA Schools (STAR & CAHSEE)	<ul style="list-style-type: none"> • Overview of California's APR System • CAHSEE Q&A 	Journal – Reflecting on Standards
5/3 Week 6	School Reform	<ul style="list-style-type: none"> • Review of HS Reform Strategies 	Journal – Reflecting on State Testing Standards Based Lesson Plans and Analysis
5/10 Week 7	Teaching and Interviewing (Practice Interviews)	<ul style="list-style-type: none"> • Interviewing Question Packet 	Journal – Reflecting on Reform Interview Notebook
5/17 Week 8	New Teacher Guest Panel	<ul style="list-style-type: none"> • PACT Overview 	Journal – Reflecting on Interviewing
5/24 Week 9	Why Be a Teacher? The Motivation to Teach	<ul style="list-style-type: none"> • Moving the Big Desk • Called to Teach • Preconceptions of Teaching 	Journal – Reflecting on Teacher Preparation
5/31 Week 10	UCSD Holiday No class meeting		Final Paper (due Tuesday, 6/1)

Classroom hours log turned in NLT Friday June 11, 2009 to the instructor's mailbox in the EDS office.

EDS 129C Spring 2010 Assignments and Expectations

1. Participation

Students are expected to attend both lecture and section weekly, arriving on-time and remaining until the end of class. Students are expected to post 3-5 sentences describing either a success or frustration from their field experience each week. Postings need to be made to the WebCT Discussion Board by midnight each Friday in Weeks 2-9. Students are expected to read all postings and briefly respond to at least one that has not yet been responded to by noon each Monday.

2. Weekly Journals

Students are expected to submit a 1-2 page (double-spaced) journal, reflecting on the previous week's course content in relationship to their field experiences. Journals need to be submitted on WebCT before class each week they are due.

3. Lesson Plans

Students are expected to upload a lesson plan into WebCT for each day that you are doing any of the whole class instruction. This lesson plan can be an adaptation of the CT's lesson, a wholly original lesson plan, or the plan being used by your CT. Please indicate in the plan, what portion(s) you lead whole class instruction. You must also keep a binder all lesson plans for days in which you are in the classroom that will be brought to section each week.

4. Standards Based Lesson Plans and Analysis (due before class to WebCT on May 3, 2010)

Students will be assigned to groups that will work together in class to "deconstruct" one of the California Standards for their content area. As a group, the grade level standard will be connected to standards prior to and after the grade level standard assigned, discuss the various skills related to the standard, and discuss how the standard might be taught in a series of connected lessons (the "teaching event"). Individually, each student will submit lesson plans for each day of the teaching event, along with analysis describing how the individual plans address the skills identified by the group.

5. Electronic Interview Notebook and Teaching Resume (due before class to WebCT on May 10, 2010)

The Interview Notebook is a professional document used for teaching interviews. It could be used in an interview for an Intern Teaching position, a regular teaching position, a student teacher assignment, or as part of an application package to a teacher education program. Teaching interviews often take on one of two formats. They can be either a formal interview with a panel of interviewers (usually an administrator, the department chair, and a lead teacher) or it could be a sample lesson interview where you are asked to come onto campus and teach a sample lesson to a real class. For the interview notebook students will collect and present; teaching resume, teaching philosophy, a series of connected lesson plans (minimum of 3 lessons). The lesson plans should preferably be from your actual teaching experience, but students may use the "Standards Based Lesson Plans" if necessary.

6. Final Paper (due before 8 pm on Tuesday, June 1, 2010 to WebCT)

Students will be expected to complete a final paper, responding to specific prompts, integrating the content from this course.

6. Fieldwork Component (Logs due no later than Friday, June 11, 2010)

During your fieldwork, you will be working in local secondary school classrooms to continue and complete your apprentice teaching experience. You will be expected to complete these hours by June 6, 2008. Your classroom hours log must be complete and signed by your cooperating teacher for verification.

7. Lesson Plan Binder

The lesson plan binder will be a collection of the lesson plans from your apprentice teaching. For each day that you are in the classroom you should have a lesson plan for that day regardless of what part you had in the planning or teaching. Be sure to highlight any part of the plan that you directed.