A class for future teachers
Teaching is one of the most gratifying professions you can imagine, but it is also serious and challenging work. Teachers often spend more time with their students than many parents, and over a career you might deeply touch over a thousand lives (parent to over a thousand children!). You therefore have the responsibility to be a positive role model. You can't be late (or if you are, you'll be fired). You can't yell every time you get a little frustrated (or if you do, you'll be much less effective). You can't lie (your students will always catch you). In many cases, you can't even go to the bathroom. Teachers are superstars. If you want to be one, now is the time to start practicing these skills of excellence. This class has high expectations for learning and integrity, and low tolerance for excuses.

Teaching Takes Practice
As you transition from being a lifelong student to being a career teacher, you'll need to practice facing new situations. In this class, we'll practice teaching science in a supportive environment called microteaching. Each week, you will prepare to teach a micro-lesson to your team of 5-6 peers. The lesson plans are already written and come from the FOSS kits that LAUSD uses to teach elementary science. By teaching your peers, you will master both science content and gain valuable practice in front of a very small, very forgiving "classroom."

Your peers will assess your preparation and performance in order to give you valuable feedback that can help you improve your science teaching. I expect each student to be respectful during the microteaching sessions. A good guide for you is to think about how you would like your peers to treat you when you are microteaching. You probably don’t want them playing on their phones or computers, eating, drinking, or talking to each other when it is your turn to teach. Extend them the same courtesy. There will be two good breaks per day during which you may chat, eat, drink, and check your phones. Save it. On the other hand, think about how you expect a teacher to behave. When you are microteaching, come early, come prepared, and dress appropriately (between business casual and nice casual).
Team-based learning
Research shows that you can learn more from your peers than you can from professors. To facilitate this learning, you will spend a good portion of the class working in teams. You will work with three different teams during the semester. I will assign the teams. Each team will be together for four to six weeks. This will allow you to have the support of a familiar circle of faces for each microteaching you do, while having a maximum of variety in the different teaching styles to which you are exposed. Since having unprepared teammates can impact your experience, there is a procedure for "firing" a student from your team posted on the Moodle website for our class. In past experience, we rarely need to employ this policy. Almost all required teamwork will be in class, so there is no need to worry about coordinating your schedules.

Some things to consider!
Special needs
Please let me know if you need accommodations for special physical or learning needs.

Electronic Equipment
You are encouraged to bring moodle-capable mobile devices to class for use in completing electronic assignments. However, keep in mind that class time is a few short hours a week to devote to focused learning. Out of respect for your and others’ time, please save phone calls, text messages, web surfing, and other activities for designated breaks or after class.

The Fine Print
It is the responsibility of each student in this course to know and follow all written guidance given by the instructor. In this event of a syllabus revision, the revised syllabus will be posted to Moodle. The original syllabus will remain and the revised syllabus will identified by the date of the revision as part of the file name.

Grades
The grading policy in this class gives merit to three general areas:
- Mastery of science content, as measured by summative quizzes conducted periodically at the end of topics
- Growth as a science teacher, as measured by peer assessment of your microteaching.
- Reflection on your own teaching and the teaching of others, as measured by completion of homework assignments, peer assessment surveys, and self-assessment reflections.

I will calculate your grade using the categories in the table below. Please note: there is No Extra credit.

<table>
<thead>
<tr>
<th>Grades are calculated from point percentages using the following items:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microteaching</td>
</tr>
<tr>
<td>Peer/Self-Assessment of microteaching</td>
</tr>
<tr>
<td>Post-teaching reflections</td>
</tr>
<tr>
<td>Quizzes</td>
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<tr>
<td>Homework</td>
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<tr>
<td>Other</td>
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<tr>
<td>TOTAL</td>
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</tbody>
</table>

Grades of incomplete cannot be given in laboratory classes.
Academic dishonesty, copying, cheating
I expect high standards of academic integrity from future teachers so there is a zero-tolerance rule for academic dishonesty in this class. I will refer all cases of academic dishonesty (including copying, allowing others to copy your work, misrepresentation of others' work as your own, violations of the collaboration policy below, submitting a peer evaluation for a lesson which you did not attend, talking during a quiz, etc.) to the VP of Student Affairs' office for arbitration and possible disciplinary action. The first offense will result in, at minimum, the reduction of your final grade by one partial letter grade (A- becomes B+), the second offense will result in an F for the class. It is not worth the risk to cheat or let someone copy your work in this class.

If You Miss A Class Meeting: Leave Days
Teachers typically get 10-12 days of sick leave that they can miss without penalty. In this class, you can miss one day, no questions asked and with no penalty. To request a leave day, you must fill out the form on Moodle either before your absence or within 7 days after. After using your leave day, you will receive no credit for days you miss. Homework due that day should be turned in the following class period with the words "LEAVE DAY" written on top. I do consider extenuating circumstances. You may not use a leave day on a day for which you are scheduled to microteach. You will receive zero for those days. Instead, you'll need to arrange a substitute by contacting your teammates and seeing if someone else can volunteer to switch with you.

Required Materials
You are required to have a composition notebook in which to take all of your notes and fasten all of your materials. I recommend a small, cheap one (nothing fancy necessary).

Recommended Materials
Room 1227 is cold! Bring a sweater or jacket, even on hot days. Bring a snack or meal (depending on the time of the class) to be eaten during breaks.

Class period schedule
Each student teaches three times during the semester – once during each topic block. Each block lasts 4 weeks. Typical Schedules for each block are shown below. This class is very structured. Class typically ends at 4:30 for a 2 o’clock class and 7:30 for a 5 o’clock class. On some occasions class will end 4:45/7:45 pm. Be prepared to stay the whole time. There is class on the last day, and it will last the whole class designated time. There is no final.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Weeks 2 &amp; 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro material</td>
<td>2:00-2:50</td>
<td>Set up</td>
</tr>
<tr>
<td>Break/Set up</td>
<td>Microteaching I</td>
<td>2:05-2:50</td>
</tr>
<tr>
<td>P.A. Break</td>
<td>Review</td>
<td>3:55-4:15</td>
</tr>
<tr>
<td>Post Discussion</td>
<td>P.A. Break</td>
<td>Post-Quiz (students may take a break before beginning the quiz)</td>
</tr>
</tbody>
</table>

P.A. Break = peer assessment break
Microteaching

When you are the microteacher, you must:

- Pick up supplies the week before
- Arrive on time to set up your classroom.
- Be prepared to teach a **full 45-minute lesson** – bring extra and be ready to skip material if you need to adjust so that you fill exactly 45 minutes.
- Fill out the Peer Assessment form immediately after you teach, clicking “I was the microteacher”.
- Return borrowed materials in clean and dry condition.
- Fill out the post-teaching reflection (a SECOND Moodle survey) within a week after you receive your grade.

**Obligations when you are the microteacher:**

- **WEEK BEFORE LESSON**
  - Practice at home.

- **END OF PREVIOUS CLASS PERIOD**
  - Meet with instructor to get preview and check out materials to practice at home.

- **IN CLASS**
  - Teach your lesson to your team.
  - Clean & dry teaching materials. Return them.

- **WEEK AFTER LESSON**
  - Complete Post-Teaching Reflection Survey on Moodle.