BIOS, CHEM, GEOL, PHYS 201: The Professional Science Teacher (1 hr)
Fall 2012

Instructor: Mr. Jim Browne
Office Location: Montgomery Hall 324
Office Hours: TBA
Telephone: (815) 753-9218
email address: TBA

Meeting Days/Times/Location: Mondays (Sept. 24, Oct. 8, Oct. 22, Nov. 5, Nov 19 and Dec. 3)
4:00 PM to 6:00 PM in Montgomery Hall 324

Catalog Description: An introduction to the role of the professional science teacher. Includes
philosophical trends in teaching (and how they affect the science teacher), major factors affecting
how science is taught, and an introduction to science content/teaching standards. CREQ: ILAS 201

Directly addresses the following standards:
IPTS Standards #1 (A,G); #2(Q); #3(A,B,I,O); #4(A,G); #5(C,E); #6 (A,B,I); #8 (F,G), #9
(D,G,H)

Course Goals:
The goals of this course will be to:

1. Provide students with an introductory knowledge of specific teaching standards.

2. Provide students with a better understanding of classroom dynamics, instructional patterns and
the role of the teacher.

3. Provide students with the ability to share their knowledge and understanding through
participation in meaningful discussions about the role(s) of the teacher.

Methodology: Each class period will be student-centered, and will include the following items:

1. Discussion of either observations made during ILAS 201 or the role of the professional
educator.

2. Faculty lead examination of the various roles of the professional science teacher.
Emphasis will be placed on Science Literacy, English Language Learners, Illinois
Learning Standards, Lesson Planning and Classroom Management.
Assessment:
1. Students' will be assessed by the course instructor on their classroom participation and will perform regular written assignments.
2. Students will be assessed on assignments relative to assigned readings.
3. Students will be assessed on assignments relative to concepts covered in the course.
4. Students will record classroom observations in a journal and use those observations to assist in completing assignments and analyze teaching patterns in comparison to standards.

In this course, as in other Science Teacher Education courses, emphasis will be placed on student assessment-as-learning strategies. That is, assessments of student performance will be used not only to assign grades, but also to improve student performance. Most assignments will be graded on a "meets or exceeds standards" versus "does not meet standards" basis. Any assignment that does not meet standards (below 70%) will be returned to the student for improvement. Appropriate revision and resubmission of unsatisfactory work can improve a student's grade, so long as all deadlines are met.

Grade breakdown

- Participation and Discussions 30%
- Reflection Papers 40%
- Classroom assignments 30%

Objectives:
Students will
(1) lead discussions of assigned readings in a way that reflects reverence for learning and seriousness of personal and professional purpose.
(2) create a lesson plan and demonstrate their understanding of how standards are put into practice in classes.
(3) share information they have gathered from teachers, the readings and from observations, on classroom management.
(4) share information they have gathered on the most common reading problems that students have, and methods for addressing those problems, that they have gathered from teachers, the readings and from observation.
(5) discuss classroom strategies for ELL students
(6) develop a resource file of ideas to apply in the science classroom.
(7) create a journal with their reflections about their classroom observations.