

ESCI 5480 - Philosophy and Leadership in Science Classroom Practice
Professor J. Steve Oliver
Spring 2002

Purpose: To prepare pre-service teachers who have just completed student teaching for their roles as in-service teachers, school leaders, and active professionals. Accomplishment of these purposes will include examining aspects of teaching such as the National Board of Professional Teaching Standards, membership in professional organizations, job hunting, and teaching techniques of master teachers.

The majority of the course will be taught over a two week period of time. The University requires 45 contact hours for a 3 semester hour credit. We will credit 15 of those hours from the Sapelo trip at the end of the course. The other hours are shown on the attached calendar.

Goals: To examine how the objectives we have for our science teaching are influenced by (a)the sources from which they come, (b)the filters of how we believe students learn and (c)what we believe causes schooling to be a success. Other issues to be addressed in the course.

- What was the moment in which you learned the most about teaching during your student teaching? What was the most difficult moment?
- How do I get certified?
- How are teacher’s practices informed by the history of science?
- How does a teacher ensure that the objectives of a lesson are accomplished in informal science learning situations?
- What is the place, role, niche of science education in the rest of education?
- How do I develop as a science teaching professional through professional organizations?
- Who is teaching?
- What is professional development? What is gained from it?
- What decision making power do teachers have?

March				
25 <i>Spring Break Week for Student Teachers</i>	26 ----->	27 ----->	28 ----->	29 ----->

April				
1 Classes 9 - 12	2	3 Classes 9-12	4	5 No Classes

April				
		1-3		
8 No Classes	9	10 No Classes	11	12 Classes 9-12
15 Classes 9 – 12 1 - 3	16	17 Classes 9 – 12 1 - 3	18	19 Classes 9 - 12
22 Classes 9-12	23	24 Leave for Sapelo 8:00 a.m.	25 Sapelo	26 Sapelo (return Saturday)
29 Wrap up Class 9 - 12				

Assignments

1. Write a “case” in which you describe the answer to the question, “What was the moment in which you learned the most about teaching?” This case will be a description of the event as well as your own ideas about why this was the “single most important” moment for your learning. The case will be approximately 5 double spaced typed pages in length. This assignment will be due on April 12 at the beginning of class.
2. Each class member will read the case of one of their peers and write a response to it. This response will explore issues such as: (a) how might I have responded in the situation described; (b) have I ever seen similar events occur? How were they different? How were they the same?; (c) what could I learn from reading about someone elses experience? The response to the case will be approximately 2 double spaces typed pages, and will be due on April 19 at the beginning of class.
3. The “Statement of Personal Teaching Philosophy” which was assigned as part of the “Reflections” seminar will be due through ESCI 5480. In the notes you were given earlier in the semester this was described as: (1) “a written one or two page statement, that presents a vivid portrait of a person who is intentional about her/his teaching practices and is committed to a career as an education professional”; (2) narrative in nature – first person; (3) reflective and personal; (4) avoids technical terms; and (5) takes into account the other “musts.” This will be due on Tuesday, May 2 at 9:00 (our scheduled exam time), but you are strongly encouraged to complete it sooner.

4. The “Statement of Professional Goals” which was also assigned as part of the “Reflections” seminar will be due through ESCI 5480. The Statement of Professional Goals will be a one paragraph statement that includes statements about the kind of teacher that you wish to be and the plans you have for your own professional development. This will be due on Tuesday, May 2 at 9:00 (our scheduled exam time), but you are strongly encouraged to complete it sooner.

Attendance policy: You must be in class every day unless you are excused from class. The causes of excused absences will be few, but include illness, travel for job interviews, and related professional issues.

The course syllabus provides a general plan for the course: deviations may be necessary.

The University’s academic honest policy is found in the UGA Student Handbook. Be familiar with it and avoid an actions which would be construed as dishonest.