A. COURSE DESCRIPTION AND GOALS
During this semester you will begin to practice the teaching the biology you have been learning for the previous several years. Content knowledge is not enough. The best teachers not only know their content areas well, they understand how people learn. This course is designed to help you combine the content and pedagogy. You will begin to develop the tools, skills, strategies, and techniques that will make your students’ learning meaningful and engaging. Another component of good teaching is good classroom management. Without it, your teaching will be for naught. The course will embed current theory, research, and application in classroom management. We will address how to create positive teacher-student relationships and how to develop optimal learning environments. Laboratory safety will be included. You should leave this course with tools and techniques to start a great classroom.

B. COURSE ORGANIZATION
This class is a “model-practice” class. During the first block of the semester each Mondays are devoted to learning the theory behind the practice. Topics will be presented and/or techniques modeled by the instructor. Also on Mondays a student will practice teaching a lesson from his/her unit to the rest of the class. Upon completion, the student will give an oral self-evaluation, telling what he or she believes went well and what could be improved and what was learned as a result of teaching. Ideas and constructive criticism from peers and the instructor will follow the self-evaluation. Wednesdays are lab and activity days. These will be the types of labs you can do with your students. As a class we will examine why we are using a particular strategy and what elements make it effective. Issues regarding classroom management and safety will be embedded in every lesson. This class demands much reflection about what you are doing and why you do it. The practicum is taken concurrently with 377 and 379 to provide you with experiences that allow you to practice what you are learning with an authentic audience. You will coordinate a schedule to participate with a cooperating teacher in a local school. A minimum of two consecutive days per week is required in the school until you’ve met 30 hours of class time.

C. TEXTS AND SUPPLIES
You will join either the National Association for Biology Teachers (NABT) or the National Science Teachers Association and select a year’s subscription to one of their professional journals. Other “texts” include the National Science Teaching Standards, the Utah State Core Curriculum (both online), and other readings or handouts as provided. For the Classroom Management and Lab Safety class (379) we will use Help Teachers Engage Students by Brinkman, Forlini, and Williams.
D. Grading
1. Attendance is mandatory. You may have two absences this semester (this is prorated to
match the number of absences a first year teacher is allowed). Three tardies will count as
one absence. More than two absences may result in lack of recommendation for student teaching. A
2% grade penalty will occur for each absence beyond two.

2. The quality of your work is your demonstration of your commitment to teaching.

All assignments must be turned in to pass this class. This includes all the transition points as
required by the McKay School of Education and the teacher evaluation at the end of the semester.
Specifics regarding each assignment can be found on Learning Suite. Many submissions will be
through Learning Suite. Late work will lose 20%/day.

3. Lesson plans are due each Monday, whether or not you teach that day.

4. Online teacher evaluation last week of class. As this is an assignment, you must disclose your name.
Comments remain anonymous.

5. An oral exit exam. We will go over your Teacher Work Sample, transition points, and CPASS from
your cooperating teacher.

E. University Policies
Policy on Accommodations for Students with Disabilities (see EEO office for students with
disabilities)
Brigham Young University is committed to providing a working and learning atmosphere which
reasonably accommodates qualified persons with disabilities. If you have any disability which may impair
your ability to complete a course successfully, please contact the Services for Students with Disabilities
Office (378-2767). Reasonable academic accommodations are reviewed for all students who have
documented disabilities of the types that qualify. Services are coordinated with the student and
instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated
against on the basis of disability, you may seek resolution through established grievance policy and
procedures. You should contact the Equal Employment Opportunity Office at 378-5895, D282 ASB.

Sex Discrimination (see Equal Employment Opportunity Office)
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an
educational program or activity that receives federal funds. The Act is intended to eliminate sex
discrimination in education. Title IX covers discrimination in programs, admissions, and activities, as well
as student-to-student sexual harassment BYU's policy against sexual harassment extends not only to
employees of the university but to students as well. If you encounter unlawful sexual harassment or
gender-based discrimination, please talk to your professor; contact the Equal Employment Opportunity
Office at 378-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 378-2847.