

Education EDSS 530: “Secondary Schooling in the 21st Century” (Three Credits)—2004  
Summer Session—Part-time cohort

Instructor: Joseph Keating, Ph.D. Associate Professor of Science Education, Single  
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Class Schedule: All classes meet Tuesday, Thursday and Saturday 5:30-8:30 (weekdays)  
and 8:30-3:30 (Saturdays) in FCB 105 with May 20 and May 22 being the  
Orientation/Introduction; June 8, 10 and 12<sup>th</sup>; and June 15, June 17 and June 19; June 22,  
June 24 and June 26 and one final class on September 14<sup>th</sup> Tuesday at 530 in UH 458.

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California State University San Marcos  
COLLEGE OF EDUCATION

Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

*(adopted by COE Governance Community October, 1997)*

Description:

The purpose of this course is to give the future high school teacher the opportunity to explore models and strategies that are on the cutting edge of the high school reform movement as we enter the 21<sup>st</sup> Century. Recent reform documents provide the framework for the six course themes, which emerge and are used as the focus of the course. The themes include the following: “ The Teacher as....1) a reflective educator; 2) an analyzer of information; 3) a community member; 4) an expert in interpersonal communication skills; 5) a researcher and problem solver and 6) an interdisciplinary curriculum leader.

These themes are explored through the integration of theory, research and application to school experiences. Assignments connected to these are aimed at linking theory to practice. Consequently, one of the requirements imbedded in these assignments is the expectation that a minimum of 15 hours will be allotted for exploration at the school sites. (Total for summer session classes). As a result of being a active participant in this course and its themes you should expect an increased expertise in the following areas of leadership in school reform: knowledge of teacher attitudes/ dispositions, applying action research, applying community /service learning/parental involvement, integration of cooperative learning, applying problem solving, effective use of classroom management techniques and beginning the process of curriculum planning.

Required Texts:

***Schools of the 21st Century.*** Aztec Press. Customized Text. Joseph Keating  
***Rethinking High School—Best Practice in Teaching, Learning, and Leadership*** (2001) Daniels,  
Bizar and Zemelman. Heinemann.

**Observation Skills for Effective Teaching** (2003). Gary Borich , (*Merrill*)**Note:** to be used in conjunction with EDSS 511

[www.taskstream.com](http://www.taskstream.com) (2004) Web page access for assessment/reflection of TPE. Subscription required each semester. Will be used by most courses in the program.

**Additional Readings: recommended but not required**

*Second To None: A Vision of the New California High School* (California Task Force) (1994).

*The Good High School--Portraits of Character and Culture (Harper)* Sarah Lawrence Lightfoot (1983).

*Classroom Instruction that Works..Research Based Strategies for Increasing Student Achievement (2001)* Marzano, Pickering and Polluck. American Association for Curriculum Development.

Objectives: upon completion of this course the candidate will be able to demonstrate knowledge, understanding, appreciation and practical skills for applying.....

1. characteristics (dispositions/attitudes—see description under assignments) and practices (strategies) of the reformed 21st Century high school teacher;
2. community connections such as relationships with parents, service-learning, and school to career
3. specific strategies related to inclusive education: problem solving/creative thinking, cooperative learning, classroom management and SDAIE;
4. research in teaching and learning: action research;
5. observation/reflection as an integral part of practice;
6. Characteristics and practices of the 21st Century reformed high school.

**Teacher Performance Expectation (TPE) Competencies:**

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective programs for all students. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's that is merge theory to practice in order to realize a comprehensive and extensive educational program to meet the needs of all students. Failure to meet a minimum competence in any of the TPE's by the completion of the program will prevent the acquisition of the Single Subject Credential . The following TPE's are addressed and evaluated directly or indirectly in this course:

Primary Emphasis (these will be assessed/reflected on as a culminating assignment in this course on Taskstream: see assignment descriptions for specifics)

TPE 8 Learning about students

TPE 11 Social Environment

Secondary Emphasis: (these will be emphasized in this course also but assessed/reflected on in Taskstream in other classes)

TPE 1B Specific Pedagogical skills for Subject Matter

TPE 2 Monitoring students during instruction

TPE 7 Teaching English Language Learners

TPE 5 Student Engagement

TPE 12 Professional, Legal and ethical obligations

**Course Topic/Activity Schedule and Related Assignments:**

#1-3 (May 22, Thursday and May 24, Saturday) Topics/Activities:

Orientation: Introduction to Cooperative Learning through Communication Skills Games #1 (Verbal/Non-Verbal Communication: Language protocols) and Inquiry/Problem Solving through Problem Solving Skills Game #1 (Gum Drop Towers: Generic Problem Solving Model); Syllabus/Program considerations

**Assignments due for next two class times:**

- 1) Read introduction, final overview and assigned chapter of Jigsaw on “Rethinking High Schools (Best Practices)” Reflective Reading Log
- 2) Read “Dispositional Skills of High School Teachers” see syllabus : Prompt: Rate yourself and justify for each of the dispositions
- 3) Read Cooperative Learning pp. 299-329 article in Customized Text: Prompt: What do you see as strengths and challenges to cooperative learning? (no log)
- 4) Read “Dine Philosophy of Learning” p199 (Benally): Prompt: How can (should) spirituality be part of your teaching? (no log)
- 5) Read “Synthesis of research...reflective thinking” p3 Prompt: How would you integrate reflection into your practice as well as your students? (no log)
- 6) Read: (in customized text the summary of Second to None and Breaking Ranks) (no log) Prompt: What are do you see as the strengths and challenges of these reform document suggestions?

#4 (June 8, Tuesday ) Topics/ Activities

- 1) Reform movement:” Second to None”/”Breaking Ranks” and “What really Matters”—Discussion/Video
- 2) Discussion/ set up dyad buddy system for “Dispositional Skills of High School Teachers
- 3) Discussion of research on best practices in Cooperative Learning and prompt: What do you see as strengths and challenges to cooperative learning? (no log)
- 4) Closure/Questions Quickwrite

**Assignments due next time (in addition to those already assigned):**

- 1) Read Article on Action Research in class “A Collaborative Action Research Model...” (Keating and Baldwin) in Customized Text p137-169: Reflective Reading Log (focus on Ethnographic Study)

#5 (June 10, Thursday) Topics/ Activities

- 1) “Rethinking High Schools (Best Practices)” Jigsaw Activity
- 2) Discussion/Introduction to the “Teacher as a Researcher”: School Culture/ Ethnographic Study Assignment Overview/explanation
- 3) Discussion of Prompts on Spirituality (Benally) and use of Reflective Practice,
- 4) Closure/Questions/Quickwrite

**Assignments due next time:**

- 1) Read Borich Chapter One and Two: Do one Reflective Reading Log for each Chapter
- 2) In customized text read Epstein’s Five Stage Rocket and Superlinks (Cooperative Learning/Problem Solving (no log or prompt)

#6-#7 (June 12, Saturday)

AM:

- 1) Introduction to Classroom Observations Discussion of Ch 1-2 (Borich)

- 2) Cooperative Learning Communication Skills Game #2 Epstein's Five Stage Rocket (cooperative learning social protocols)

PM:

- 3) Introduction to Inquiry / Problem Solving/ Model to Solve Problems #2: Superlinks
- 4) Closure/Questions/Quickwrite

**Assignments due next time:**

- 1) Read Borich Ch 3-4 : ( reflective reading log for each)
- 2) Read article on Service Learning in Customized text "Incorporating Service Learning into a High School..."(Keating) p35 (Reflective Reading Log)
- 3) Read pp.173-191 (Introduction to Problem Solving Model) no log  
Prompt: Write out a brief one page description of the logistics of an activity that involves both strategies of problem solving and cooperative learning that you could use within your own discipline.

#8 June 15, Tuesday: Topics/Activities

- 1) Service Learning, School- to- Career/ Parental involvement (i.e. community involvement) and evaluation of this process (Action Research): Project Overview/ explanation/customized text examples (Lesson Planning overview)
- 2) Borich Ch 3-4 Discussion and explanation/examples of Borich Observational Group Research Assignment (Lesson Clarity, Classroom Management, Task Orientation, Student Engagement and Student Success)
- 3) Report /Discussion of Problem Solving Prompt by subject area
- 4) Closure/Questions/Quickwrite

# 9 June 17, Thursday: Topics/Activities

- 1) Discussion of Research findings of Best Practices of teaching strategies from Manzano et al (optional readings)
- 2) Group time for planning for Borich Observational Group Research Study
- 3) Group time for planning for Ethnographic Group Study of School Site (due June 21)

**Assignments due next time:**

- 1) Read overview of SDAIE strategies in Customized text (no log); prompt: Which of these would you incorporate into your own teaching and why?
- 2) Ethnographic Group Study of School Site: oral and written report due

#10-#11 June 19, Saturday: Topics /Activities

AM:

- 1) Ethnographic study presentations
- 2) Introduction to Specifically Designed Academic Instruction in English (SDAIE)—Modeling of Mystery Box/Discussion/Prep for Lesson

PM:

- 3) Cooperative Learning Communication Skills Game #3 (Leader of the Pack)
- 4) Group presentations of Mini-SDAIE lessons
- 5) Closure/Questions/Quickwrite

**Assignments due next time::**

- 1) Read in customized text the overview of Classroom Management Strategies (no log) Two Prompts due: a) How would you respond to the common classroom scenario's?(choose any three one paragraph each) b) Respond to self evaluation of

classroom management strategies (to be given as a handout) Borich Observational Group Research Study Presentation

- 2) Jigsaw of three assigned Journal articles from Customized Text ( reflective journal for each)
- 3) Service-Learning and Action Research Written report and Oral Presentation

#12 June 22, Tuesday: Topics/Activities

- 1) Classroom Management overview Part 1-- models/simulations of typical and atypical issues: self-evaluation discussion, role-play of simulation solution in groups.
- 2) Class time to for expert group to prepare for jigsaw presentation of journal articles
- 3) Closure/Questions/Quickwrite

**Assignments due next time:**

- 1) Borich Observational Group Research Assignment
- 2) Jigsaw of assigned Journal articles in Customized Text
- 3) Classroom Management Pt 2: Proposed lesson planning activities for first days of class (due Saturday)

#13 June 24, Thursday: Topics/Activities

- 1) Borich Observational Group Research Assignment Presentation
- 2) Jigsaw of assigned Journal articles from Customized Text (group presentation) (no log) from each of the three articles: Prompt: What were the key ideas you learned and how would you apply them in your discipline?
- 3) Closure/Questions/Quickwrite

**Assignments due next time:**

- 1) Read in Customized Text “Leader of the Pack” Cooperative Learning Simulation Game #3 (no log)

#14-15 (June 26, Saturday): Topics/Activities

AM:

- 1) Cooperative Learning Simulation Game #3 Leader of the Pack (Pt1-3) Cooperative Learning Model overview (review)
- 2) Overview of Best Practices in Cooperative Learning (summary)

PM:

- 3) Preparation Time for Service-Learning/Action Research Project
- 4) Classroom Management Part 2: Discussion of proposed first day lesson plans for establishment of classroom norms and rules
- 5) Closure/Questions/Quickwrite

**Assignments due next time:**

- 1) Presentation of Service-Learning/Action Research Project/ written and oral reports due
- 2) Reflections on TPE #8 and #11 due in TaskStream (125-200 words each maximum)

#16 September 14, Tuesday: Topics/Activities

- 1) Presentation of Service-Learning/Action Research Project/ written and oral reports due
- 2) Discussion of TPE responses
- 3) Course Debrief/Overview

## Overview of Assignments:

- **Grade Sheet:** Specific details of each assignment are included below as well as in the text and will be given in class at the appropriate time: a grading sheet will be used to keep track of these
- **Graduate Level Professionalism:** Expectations are that assignments will be professionally done (i.e. typed and at the highest quality level representative of graduate work)
- **Referencing Sources:** Citations should always be used when utilizing information from another source
- **Punctuality and attendance** is essential in that many ideas presented cannot be replicated via alternatives such as readings, student notes or videotape etc. Consequently any missed assignments and classes will be excused only for extenuating circumstances. Any assignments that could be made up from missed days due to extenuating circumstances (not all could since they are group and interactive) will only count a maximum of 1/2 the possible value since discussion/reflection of these assignments in class is an essential part of the assignment and process. Two missed classes or equivalent (Saturdays count as two classes) will automatically result in one letter grade lower and three missed classes will result in two letter grades lower. Late arrivals will also be penalized at the discretion of the instructor.

## Brief Synopsis of each assignment:

### #1 Teacher Dispositions:

A variety of practitioner and university research suggests the importance of linking affective objectives (feelings, attitudes, values, and social behaviors) to all cognitive objectives (mental operations, content knowledge) in all subject areas (Roberts and Kellough, 2000). Krathwohl, Bloom and Masia (1964) developed a useful taxonomy for teachers to use in defining and implementing affective objectives. These student behaviors are hierarchical from least internalized to most internalized: 1) receiving; 2) responding; 3) valuing; 4) organizing; 5) internalizing and acting. There is a correlation between students' academic success and the degree to which teachers incorporate these affective objectives (Roberts and Kellough, 2000; Baldwin, Keating and Bachman, 2003).

In order for teachers to facilitate and integrate these affective expectations into their own teaching, it is essential that they demonstrate corresponding personal attributes (characteristics, qualities) in their own learning. In light of this, it is critical for pre-service teachers to be given an overall dispositional model (a range of these personal attributes) that can be used by them, as future teachers, and that illustrates the importance of and encourages the practice of these attributes. This dispositional model generally reflects the high expectations of quality teaching such as enthusiasm, positive attitudes, positive interactions and supportive interpersonal relationships within the teaching environment. In summary, there is a general consensus within the educational community that these attributes are considered highly desirable professional qualities in teachers (with an obvious range of individual manifestations) that will assist in promoting successful teaching and learning outcomes (Stone, 2002; McEwan, 2002; Dewey, 1910).

### Scoring Criteria

Each of these seven attributes will be scored on a 4-point rubric and then averaged (to be 10% of the course grade). Demonstrated improvement for an individual

in any area will be used as a strong consideration in the scoring of these attributes. Peer input and intermediate conferences will assist in formative assessments.

4 = **Exceeds expectations:** Student has demonstrated an especially high level of functioning with respect to this attribute (no sub par examples)

3 = **Meets expectations:** Student has demonstrated an acceptable level of functioning with respect to this attribute (some qualities may be high while others are more limited; while there is room for continued growth, this student is generally solid; no concerns exist)

2 = **Below expectations:** Student has demonstrated inconsistent levels of functioning with respect to this attribute; the student is on his/her way to meeting expectations, but needs time or a conscientious focus on this attribute in order to do so (numerous limitations or examples noted)

1 = **Well below expectations:** Student has demonstrated a low level of functioning with respect to this attribute (serious overall limitations noted in this area)

**Generally Accepted Attributes of Highly Effective Teachers**  
**(as seen in pre-service programs)**

(Roberts and Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating and Bachman, 2003; Johnson and Johnson, 1994; COE Mission Statement, 1997)

The following will be used as a guideline to assess the level of attainment (and progress) in demonstrating these attributes.

- 1) **General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.
- 2) **Attention to classroom discussion protocols** (per Epstein's Five Stage Rocket): respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.
- 3) **Social and cooperative skills (as illustrated in cooperative projects):** assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.
- 4) **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.
- 5) **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and

instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom.

- 6) **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; can work calmly under stress.
- 7) **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

**#2 Problem Solving (Competitive/Non-competitive Model):** the value of problem solving is demonstrated and discussed through two open ended problems completed in class: Gum Drop Towers and Superlinks. These will model the competitive-non-competitive model that can be effectively applied to a high school classroom. In addition, this will be linked to a later reading assignment (Keating, A Problem Solving Model, Customized text) will ask the student to design his or her own problem solving assignment for his or her discipline. Description details will be provided in class.

**#3 Cooperative Learning Simulation Games:** Three classroom simulation games will be demonstrated and completed in class that will assist in developing those skills and protocols essential to working effectively in a cooperative team both as a participant during this program and with one's own students. These are called: Epstein's Five Stage Rocket, Verbal –Non-Verbal Communication and Leader of the Pack. Description details will be provided in class.

**#4 School Ethnographic Study Presentation:** Students will select a school site and as a team design a plan to visit the site in order to collect data and information from a variety of sources that might include: interviews, observations, documents, surveys, video/still photography etc. Using this information they will present a cohesive ethnographic overview of that school site for other members of the class. This presentation (both written and oral) has the multiple purpose of: jigsawing information about areas schools and introducing the student to the process and value of ethnographic and (or) action research. Other assignments will build on this foundation of the teacher as researcher model including the Borich Observational Study and the Action Research curriculum design as part of the Service-learning project. Description details will be provided in class.

**#5 Reflective Reading Logs and (or) Prompts:** Students will reflect on a variety of reading assignments and respond with either a written reading log (description details provided in class) or as a response to a prompt associated with that reading (description details provided in class). Rubrics will be used to evaluate student responses to the reading logs and a variety of assessment techniques will be applied to the prompts--- besides providing a way to evaluate your work this will model evaluative techniques that can be applied to your own students readings/writings.

**#6 Service Learning/Action Research Project oral presentation and written report:**



In teams or as individuals, students will explore the feasibility of integrating community service-learning to a particular school site. A variety of resources such as Maryland Best Practices in Service-Learning will be used as a basis to understand how service-learning is effectively implemented in high schools. This assignment also includes exploration and investigation of (any) existing school programs as well as availability of community resources (parents, businesses and individuals) that might assist in implementing or upgrading service-learning as part of the regular school curriculum. The final outcome of this assignment will be a group or individual oral presentation and written report that includes a curriculum plan for effectively implementing three critical aspects service learning (curriculum connections, career exploration and service to the community). It also includes an effective, objective mechanism that would evaluate it ( action research proposal) that was introduced in Assignment #4 Ethnographic Study. Description details will be provided in class.

**#7 Attendance/Participation:** see Teacher dispositions and attendance expectations: note penalties for excessive absences or tardies.

**#8 Borich Observational Research Study Assignment:** This assignment builds on skills and knowledge in the area of teacher-research (action research) applied and integrated in the School Ethnographic Study (#4) and Service-learning/Action Research Project(#6). In this assignment the student will have the opportunity to practice a variety of observation/data collecting techniques as discussed in the Borich reading assignments. You will work in common subject areas to focus on one lense to gather, analyze and synthesize data gained from a minimum of three classroom observations and present their findings in both an oral and written format. Each the teams will present findings from five of the eight lenses discussed in Borich (in EDSS 531 the other three will be explored). Description details will be provided in class.

**#9 Jigsaw on text by Daniels et al: “Rethinking High Schools (Best Practices)”:** This assignment models the Jigsaw 2 model per Slavin (1995). Students will read introduction and final overview chapter plus assigned one. They will meet with others that have read these (expert group) and make a short oral presentation to the whole class (main group) in order to “teach” and evaluate the understanding of the concepts found in the assigned chapter. The purpose of this assignment is to: 1) model Jigsaw 1 and 2; 2) demonstrate/ mode a method of making students responsible for learning and teaching concepts to fellow classmates; 3) overviewing large amounts of information in a relatively short time frame.

**#10 Quickwrites:** An effective authentic evaluation method for the teacher and the student to determine what has and what has not been learned. At the conclusion of some classes students will be asked to write a brief overview of: 1) what they learned in class that day; 2) what questions they need answered; 3) general comments (mechanism to thank teacher or ask for assistance). The instructor can use the student responses to this Quickwrite as a basis to review the last class, answer common questions (in class) or specific questions to the individual student (on the paper).

**#11 Reflections on TPE #8 and #11 in Taskstream (Final Culminating assessment)** Students will respond to the teacher performance expectations of Learning About students and Social Environment by citing examples of experiences and reflections on those experiences that were provided in this course. Models and examples will be provided to guide the student in this culminating process.

**#12 Directorships: (optional extra credit)** Students will select classroom specific roles/responsibilities, assuming the leadership for the year in assisting all members of the cohort in some educational or social function. Specific details and available directorships will be discussed in class. This assignment has multiple purposes all readily transferable to the high school classroom setting that include teaching responsibility, leadership and social accountability. It is directly linked to the teacher dispositional assignment (# 1).

**Point Values of Assignments (see also grade sheet)**

- 1) Teacher Dispositional Skills (Instructor, Student and Peer input) (7 pts.)
- 2) Problem Solving: (Gum Drop Towers and Superlinks) (10 pts.)
- 3) Cooperative Learning Simulation Games (three) (10 pts)
- 4) School Ethnographic Study Group Presentation (10 pts.)
- 5) Reflective Reading Logs and Prompts (Journals) (15 pts.)
- 6) Service Learning/Action Research Project oral presentation and written report (10 pts.)
- 7) Attendance/Participation (15 pts.)
- 8) Borich Observational Research Classroom Assignment (10 pts.)
- 9) Jigsaw on “Rethinking High Schools (Best Practices)” (5 pts.)
- 10) Quickwrites (5pts.)
- 11) SDAIE Lesson Presentation (3pts)
- 12) TPE Responses in Taskstream (5pts)
- 13) Directorship (extra credit 5 pts.)

Total = 105 pts. Possible

Grading Scale: students must maintain a B average in the credential program and obtain a grade of no lower than C+ in any individual course in order to receive credit for that course. Note attendance policy: excessive absences (non-extenuating circumstances) will result in the following grade reductions: (2 = one grade lower; 3= two grades lower; more than 3= non passage of course)

A = 90-100 (97-100 A+)

B = 80-89 (87-89 B+)

C = 70-79 (77-79 C+)

D = 60-69

F = < 60

**Assignment Grade  
Sheet**

**Name of Student**

**Course Number and Title**

Sch. of 21st Century

<b><u>Assignment</u></b>	<b><u>Point Value</u></b>	<b><u>Grade</u></b>	<b><u>Due Date</u></b>	<b><u>Initials</u></b>
<b><u>#9 Jigsaw of Rethinking HS</u></b>		5		
<b><u>#2 Problem Solving</u></b>		Total=10		
Gum Drop Towers		5		
Superlinks		5		
<b><u>#3 Cooperative Learning Sim.</u></b>		total(10)		
Verbal/Non-verbal		4		
Epstein's Five Stage		4		
Leader of the pack		2		
<b><u>#8 Observation Studies (Borich)</u></b>		total(10)		
Chapter1		1		
Chapter2		1		
Chapter 3		1		
Chapter 4		1		
Observation Studies Project (Borich)		6		
<b><u>#1 Teacher Dispositional Skills</u></b>		7		
<b><u>#5 reflective reading logs and prompts (P =prompt only)</u></b>				
Total Points/Grade		20		
Rethinking HS (Daniels)		2		
Dine Philosophy of Learning (no log)		2		
reflective thinking (P =no log)		2		
action research		2		
Cooperative Learning(P=no log)		2		
Service Learning		2		
Problem Solving (P=no log)		2		
Inclusive Essay (P=no log)		2		
Class. Mgt (P=no log)		2		
options (prompt or log)		2		
<b><u>Cust Text Art X 3</u></b>		3		
<b><u>#10 Quickwrites</u></b>		Total =5		
<b><u>#6 Service Learning/Act Res</u></b>		total 10		
<b><u>#4 Ethnographic Study</u></b>		total 10		
<b><u>#11 TPE Final Reflections</u></b>		total 5		
<b><u>#7 Attendance</u></b>		total 15		
Extra Credit (directorships)				
<b><u>Total Points/Grade</u></b>		( X/100 )		