

TEACHING & LEARNING IN SECONDARY SCHOOLS

EDSS 520 - SSBC 5 & 6 - Fall 2001

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.

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Class Times: Mon./Wed.

SSBC 5 [Coastal]	8:00 - 11:45 am
SSBC 6 [Inland]	1:00 - 4:45 pm

COURSE DESCRIPTION

This course is intended to begin the preparation of secondary teachers. Students will be exposed to and have experiences with the research, theory, and practice which form the foundation of the profession. The course will focus on facilitating students to improve knowledge and develop skills in six fundamental areas of the teaching profession. These are:

1. PURPOSE FOR TEACHING

Student teachers will develop and refine their own philosophy of teaching grounded in theory, research, and practice.

2. REFLECTIVE PRACTITIONERS

Student teachers will become active learners who continuously research, assess, apply and refine knowledge throughout their careers.

3. PROFESSIONAL KNOWLEDGE

Student teachers will increase their understanding of the principles of learning, curriculum, instruction and assessment as well as demonstrate application of this knowledge in the effective development of learning opportunities for all students.

4. STUDENT FOCUS

Student teachers will work equitably and effectively with all students by respecting the diversity of ethnicity, race, gender and distinctive characteristics of each individual.

5. TEACHING AS A PROFESSION

Student teachers will exhibit appreciation and practice of the principles, ethics and responsibilities of the profession.

6. COLLABORATIVE RELATIONSHIPS

Student teachers will practice collaboration and create partnerships with colleagues, students, parents, businesses and community agencies.

REQUIRED TEXTS

Callahan, J.F., Clark, L.H., & Kellough, R.D. (1995). Teaching in the Middle and Secondary Schools (6th ed.). Englewood Cliffs, New Jersey: Prentice-Hall.

Kohl, Herbert (1994). I Won't Learn From You. New York, NY: New Press.

Rethinking Schools (1994). Rethinking Our Classrooms.

* Borich, Gary D. (1999). Observation Skills for Effective Teaching. (3rd ed.). Upper Saddle River, New Jersey: Prentice-Hall.

[Optional Text – please see instructor before purchasing]

Nelson, J., Lott, L., & Glenn, H.S. (1997). Positive Discipline in the Classroom (2nd ed.). Prima Publishing: Rocklin, CA.

Fried, Robert L. (1995). The Passionate Teacher. Beacon Press: Boston, MA.

ASSIGNMENTS AND GRADING

All assignments should be typed and reflective of graduate level work. No late work will be accepted without prior approval. Several of the following assignments are given concurrently with EDSS 530 and / or EDSS 550; credit will be given in each course for work completed. These assignments are marked with (*). Assignments will be discussed in more detail in class.

College of Education Attendance Policy

Due to the participatory nature of this course, all students are expected to attend all classes and participate actively. Absences and late arrivals will affect the final grade. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Should you have extenuating circumstances, please contact us.

ATTENDANCE AND PARTICIPATION

The course is designed to be participatory in nature, therefore your attendance and participation are important. Absences must be made up and may affect the final grade.

Students are expected to be on time and prepared for class. Any student missing more than three classes will not receive credit for the course.

READING LOGS (10%)

Reading logs will be prepared for each chapter of Kohl. The reading logs will reflect the individual student's interest and understanding of the assigned reading. The format will be explained in class.

*** JOURNALS (20%)**

Reflective journals will be explained and initiated throughout the semester. The content of most entries will be determined by each individual student, some specific entries will be assigned by the instructor. Three journal entries will be generated which focus on three specific elements of classroom life and student behavior. [Class management, Lesson Clarity, Higher Order Processing – from the Borich text]. A format for the journals will be provided.

CASE STUDY OF AN ADOLESCENT (25%)

Students will “shadow” one adolescent for a whole day. A report will be generated from observations and interactions with this student.

REFLECTIVE ESSAYS (20%)

A reflective essay will be assigned during the semester. Students will reflect on their experiences in courses and on their high school assigned sites. Papers will examine be more formally explained in the class.

CLASS ENVIRONMENT PLAN (10%)

Students will provide an overview of their proposed classroom set-up, procedures, and methods of establishing a positive learning community.

UNIT/* LESSON PLAN (15%)

Students will develop lesson plans and unit plans from their content area. These will

include goals, instructional and assessment strategies

TENTATIVE CALENDAR
Fall 2001

DATE	TOPIC	ASSIGNED READING (Completed prior to class)
8/29 #1 [All]	Introduction: Purpose and Philosophy of Teaching	
9/5 #2 [B]	Perceptions of teaching and schools Reflective Practice	Callahan: Mod 1: 4-7, 20-23 Rethinking: 4-5 "Habits of Reflection"
9/10 #3 [D]	Democracy and Diversity in Education	Rethinking: 19-20, 24-28, 30-33, 129, 142-145
9/12 #4 [B]	Introduction to Learning and Learning Theory : Behaviorism	Kohl: Ch. 4, 103-126 Handouts
9/17 #5 [D]	Theories of Development and Cognitive Development	Kohl: Ch. 4, 103-126 Handouts
9/19 #6 [B]	Humanism / Cognitive Theory Constructivism and Socio. Constructivists	Kohl: Ch. 2, 33-88 Constructivist Handout
9/24 #7 [D]	Overview of Adolescent Issues / Communication	Kohl: Ch. 5, 127-153 Rethinking: 126-128 Callahan: Mod.2: 35-41, 42-43, Tables 67-74
9/26 #8 [D]	Social/Moral Development	Kohl: Ch. 1, 1-32 Handouts
10/1 #9 [B]	Language Development/SDAIE	SDAIE Handout
10/3 #10 [All] Dennis as lead	Planning Workshop: Frameworks & Standards Lesson Plans [Overview]	Callahan: Mod. 3: 81-87, 109-123 Bring Frameworks/Standards
10/8 #11 [B]	Student-Centered Instruction SDAIE Reviewed	Callahan: Mod. 6: 235-241, review strategies: 253-279 Rethinking: 98-101

10/10 #12 [B]	Teacher Centered Instruction SDAIE Reviewed	Callahan: Mod. 7: 281-295, review strategies: 298-334
10/15 #13 [D]	Planning for Instruction: Preparing Lesson Plans	Callahan: Mod. 3 [Review previous sections] Borich: Ch. 7 "Looking for Lesson Clarity" Rethinking: 68-124 (Choose 2)
10/17 #14 [B]	Assessment	Callahan: Mod. 9: 371-379, 384- 388404-415 Kohl Ch. 3: 89-102 Rethinking: 171-175
10/22 #15 [D]	Creating and Maintaining Positive Class Environments	Callahan: Mod. 5: 181- 191, 200- 212 Rethinking: 50-55
10/24 #16 [All]	Classroom Management Workshop [Role Playing – Beginning personal plans]	Callahan Mod. 5: 191-200, 212-230 Borich: Ch. 6 "Class Management" Rethinking: 34-35, 56-57
10/29 #17 [All]	Unit and Lesson Planning: Revisited Individual Sessions w/ Faculty	Borich: Ch. 8 "Higher Order Thinking"
10/31 #18 [All]	Professional Thoughts Final Class - Off to the Schools	Callahan: Mod. 10: 427-429, 434- 437
11/5/01	First Day of Full Time Beginning Student Teaching	
Winter Break	Last Day of Full Time Beginning Student Teaching	
TBA	Reflections Class – Evening	4:00pm – 8:30pm

