

**Education EDSS 530: “Secondary Schooling in the 21st Century” (Three Credits)—2011
Spring Semester—Evening cohort**

Instructor: Joseph Keating, Ph.D. Professor of Science Education, College of Education

Class Schedule: All classes meet Thursday with a few exceptions from 5:00 to 9:00 PM. There will be ten class sessions commencing from January 27, 2011 to March 31, 2011.

Room: See schedule

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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)

Course Description:

Course Prerequisites:

Sequence of single subject courses prior to this course and (or) permission of instructor.

Course 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 a great high school teacher;
2. Community connections such as relationships and strategies to interact with parents and curriculum strategies to integrating service learning, and school to career
3. Specific strategies related to inclusive education: problem solving/creative thinking, cooperative learning, and classroom management;
4. Teacher designed research (action research) as an on-going strategy of improving one’s practice;
5. Observation/reflection as an integral part of practice;
6. Effective models of characteristics and practices of the 21st Century reformed high school.
7. Strategies for integrating technology into all aspects of instruction

Overview of Course :

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 in the 21st Century. Recent reform documents and the textbook with its overarching theme called the “Circle of Courage” provide the framework for the course. This theme is explored using the basic tenet that good teachers and teaching result from the intersection of three key components: strong content knowledge, pedagogical skills and appropriate teacher dispositions (attitudes). The intersection of these three components is explored through course topics that integrate theory, research and applications to school field 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 many of them will be completed through exploration at the school sites. As a result of being an 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 effective 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. All of the above strategies assume a basic understanding of the processes of curriculum planning including the effective integration of various technologies.

Required Texts:

Teaching in Secondary Schools (2005).

Baldwin, Keating and Bachman. Pearson/Prentice Hall. (Note: should already be purchased for previous courses)

Rethinking High School—Best Practice in Teaching, Learning, and Leadership (2001)
Daniels, Bizar and Zemelman. Heinemann.

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 Strategy for Increasing Student Achievement (2001) Marzano, Pickering and Polluck. American Association for Curriculum Development.

Summary of classroom and academic norms and expectations:

- **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 when recommended 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 (See COE policy below)**
It is essential to attend all class sessions in that many ideas presented cannot be replicated in absentia. Consequently, any missed assignments and classes will be excused only for extenuating circumstances. Any assignments that could be made up 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 (=one full day) or equivalent can result in one letter grade lower and three missed classes with two letter grades lower. Late arrivals with also are penalized at the discretion of the instructor. More absences than this will result in non-passing of the course. Late assignments will be accepted and graded on the discretion of the instructor.
- **Class participation:** It is expected that as in one's own classroom, to maximize effective learning, students will be focused on the lesson presented, be an active participant and not be multitasking (inappropriate use of computers, side conversations etc)
- **Authorization to Teach English Learners**
- This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

COE Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. 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. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

Students with Disabilities Requiring Reasonable Accommodations. Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, for confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

All University Writing Requirement

This course will require a number of written assignments both formal and informal to model two aspects of written assessment (formative and summative). These include for quickwrites, reading logs, final individual and group reports . This will more than satisfy the minimum university requirement of 2500 words per course.

Course Topic/Activity Schedule/Calendar and Related Assignments:

Week #1 Class #1 (Thursday January 27) (Theme: Cooperative Learning and Problem Solving Strategies) Topics/Activities:

- 1) Graphic Organizer overview of the course
- 2) Introduction to Cooperative Learning through Communication Skills Games #1 (Verbal/Non-Verbal Communication: Teaching Language protocols);
- 3) Introduction to Inquiry/Problem Solving through Problem Solving Skills Game #1 (Gum Drop Towers: Generic Problem Solving Model);
- 4) Syllabus/text/assignments/grade sheet considerations
- 5) Directorships (revisit)

Assignments due for next class (Thursday February 3: Class #2):

- 1) Assignment #9: Rethinking High Schools: Start Reading introduction and final chapter (Graduation), (Ch 1 and Ch 13 respectively) and the chapter you are assigned to Jigsaw from "Rethinking High Schools (Best Practices High School = BPHS)" (two Reading Logs due: i.e. one for the Ch 1 and 13 (combined) and one for the jigsawed chapter). Meet with assigned expert group (those who have read the same assigned chapter) prior to class to prepare a 5-7 minute overview presentation and one page handout/summary of that assigned chapter for your classmates.
- 2) Read syllabus: note questions, clarifications

- 3) Read the Forward (Circle of Courage) and Chapter 1 of TSS: Respond with a one page reading log to this question: What are some ways I could incorporate each of these four ideas of this chapter (action plan) into my own subject matter curriculum and my personal teaching strategies: 1) circle of courage; 2) educational reform ideas; 3) personal philosophy of teaching and 4) teaching dispositions.
- 4) Teacher Dispositions Assignment #1 (revisit)

Week #2 (Thursday February 3 Class #2): (Theme: Secondary Reform) Topics/Activities/Review

- 1) Discussion of ideas from Secondary Reform from Forward and Chapter 1 of TSS: "Second to None"; "Breaking Ranks"; "What really Matters" and "Circle of Courage"
- 2) Video "Second to None"
- 3) Group presentation "Rethinking High Schools (BPHS)" Jigsaw Activity #9
- 4) Questions on Syllabus/Grade sheet
- 5) Closure/Questions Quick write/ Next time

Assignments due next time (February 10):

- 1) Read in TSS: Chapter 6 Cooperative Learning (reading log: Respond to this prompt: From your own personal experiences both in courses and as a teacher in school, what are the challenges to using cooperative learning and explain how you would overcome these by mapping a strategy to incorporate it into your own classes?)
- 2) Read Ch 3 pp 71-77 in TSS on Action Research (reading log: respond to this prompt: What are the challenges for a classroom teacher to use action research? Cite an example of how you could have used it last semester to address a specific issue you had during CP1.

Week #3 (Thursday February 10: Class #3) Theme: Action Research/Cooperative Learning

- 1) Introduction to the teacher as a researcher (action research): "Group Ethnographic Study" (see assignment # 4): presentation/paper due: Week # 9 (March 24)
- 2) Discussion of reading logs from Ch 3 on Action research
- 3) Cooperative Learning Communication Skills Game #2 Epstein's Five Stage Rocket (cooperative learning social protocols)
- 4) Discussion of reading log response from Chapter 6 in TSS (introduce top ten strategies for effective implementation and increasing achievement through Cooperative Learning). In class assignment: In subject matter teams: Plan and present a short lesson that incorporates many of these top ten cooperative-learning strategies.
- 5) Planning time for Ethnographic Study group presentation (decide when and what types of data you will collect and who will do it)
- 6) Closure/Questions/Quickwrite/ Next time

Assignments due next time (February 24): Note two weeks!!!

- 1) In TSS Read Ch 4 pp.86-99 (Introduction to divergent questioning techniques and the Inquiry Problem Solving Model). Respond to this prompt: After reading this section: Outline a specific lesson that incorporates problem solving/critical thinking in your subject area that as a minimum includes the following: 1) standard/objective; 2) activity; 2) timeline; 3) specifics on how to integrate cooperative learning; 4) formative and summative assessment (s) Assignment #11. In subject matter groups discuss the lesson you personally have prepared and select one from your team that you can enhance and present to the whole class. This 5-7 minute presentation should include as a minimum: an overview/description of the logistics of an activity/lesson plan that integrates using both strategies of problem solving (inquiry) and cooperative learning that you could apply within your own discipline. This consensus lesson idea should include all of the elements #1-4 suggested above.
- 2) Read Ch 10 in TSS on incorporating community resources (reading log) Prompt: 1) Specifically within your discipline: How would you integrate the ideas from this chapter to incorporate using service learning/internships; 2) What ideas suggested in the reading were did you see utilized with parents during beginning CP1? 3) What strategies will you use to improve both the extent and richness in the involvement of parents?
- 3) Plan a full day school site visit for your team ethnographic study (February 17th)
- 4) Attend the special Rick Morris CM workshop on Monday Feb 28 from 3-5 PM in Arts 101 (Bring questions etc to following class on March3)

Week #4 (Monday February 17 #4) No formal class meeting. School site teams will meet at the school site for full day data collecting as part of the ethnographic study. (Theme: Action Research)

Assignments due next time (February 24):

- 1) In TSS Read Ch 4 pp.86-99 (Introduction to divergent questioning techniques and the Inquiry Problem Solving Model). Respond to this prompt: After reading this section: Outline a specific lesson that incorporates problem solving/critical thinking in your subject area that as a minimum includes the following: 1) standard/objective; 2) activity; 2) timeline; 3) specifics on how to integrate cooperative learning; 4) formative and summative assessment (s) Assignment #11. In subject matter groups discuss the lesson you personally have prepared and select one from your team that you can enhance and present to the whole class. This 5-7 minute presentation should include as a minimum: an overview/description of the logistics of an activity/lesson plan that integrates using both strategies of problem solving (inquiry) and cooperative learning that you could apply within your own discipline. This consensus lesson idea should include all of the elements #1-4 suggested above.

- 2) Read Ch 10 in TSS on incorporating community resources (reading log)
Prompt: 1) Specifically within your discipline: How would you integrate the ideas from this chapter to incorporate using service learning/internships; 2) What ideas suggested in the reading were did you see utilized with parents during beginning CP1? 3) What strategies will you use to improve both the extent and richness in the involvement of parents?
- 3) Plan a full day school site visit for your team ethnographic study (February 17th)
- 4) Attend the special Rick Morris CM workshop on Monday Feb 28 from 3-5 PM in Arts 101 (Bring questions etc to following class on March3)

Week #5 (Thursday February 24 #5) (Theme: Community/Parental Involvement/Problem Solving) Topics/Activities/Review:

- 1) Service Learning Project Overview/ explanation Assignment #6 Due: Week # 9 (note this assignment is integrated with the course on Interdisciplinary Curriculum)
- 2) Discussion of prompts from Ch 10 (Parent Involvement and Community Service-Learning)
- 3) In class time to meet/plan and prepare for Assignment # 6 Service-Learning/Action Research Plan
- 4) Subject matter group project presentation: Integrating Problem Solving into a Discipline area (Assignment #11)
- 5) Closure/Questions/Quick write

Assignments due next time (March 3):

- 1) Read in TSS Ch 9 Classroom Management (Reading log): Respond to this prompt: What major problems or issues did you have related to CM during CP1? How did you respond to them? What ideas from the Compassionate Discipline Model would you like to incorporate during CP2?
- 2) Attend the special Rick Morris CM workshop on Thursday Feb 28 from 3-5 PM in Arts 101 (Bring questions etc to next class on March7)

Week #6 (Thursday March 3 #6): Theme: Classroom Management/Action Research/Cooperative Learning Topics/Activities/Review

- 1) Cooperative Learning Communication Skills Game #3 (Leader of the Pack):
- 2) Summary/ Review/Questions on Cooperative Learning
- 3) Discussion of prompts from Ch 9 (CM)
- 4) Introduction to Classroom Management Discussion of Ch 9 Part 1:
 - a) Overview of CM models
 - b) Compassionate discipline model (Level 1-3)
- 5) Closure/Questions/Quick write

Assignments due next time (March 10):

- 1) Prepare in a small group a brief role-playing scenario for one of the classroom management issues from Ch 9 (assigned). This should be no longer than 1-3 minutes long plus time for discussion.
- 2) Do a one period formal observation in your subject area regarding Classroom Management strategies. Identify what you consider effective and ineffective strategies for CM and suggestions for improvement.

Week #7 (Thursday March 10 #7) Classroom Management Theme: Classroom Management Topics/Activities/Review

- 1) Meet in subject matter teams to discuss outcomes of your individual observation on CM. Prepare a short overview/summary of findings based on the overall findings of your group.
- 2) Student teams are present simulations of common discipline problems per text. Ch 9 (in class)
- 3) Applying the various Discipline Models: Questions from Rick Morris Workshop
- 4) Closure/Questions/Quick write

Assignments due last classes (Thursday March 24-31):

- 1) Ethnographic study due March 24 (Class #9)
- 2) Group presentation and written report of Assignment #6 Service-learning/ action research project proposal (10 min. per site) due March 31 (Class #10)

Week #8 (Thursday March 17) Theme: Action Research Topics/Activities/Review

- 1) Classroom Management: Ch 9 Part 2—Bullying and other severe discipline issues (Levels 4-5)
- 2) Discussion of severe discipline issues from CP1

Assignments due next time (March 24):

- 1) Complete written executive overview and prepare for 10 minute Ethnographic Study presentation

Week #9 (Thursday March 24)

- 1) Ethnography Study presentation and executive report (10 minutes max.)
- 2) Video “Schools that work”

Assignments due next time (March 31)

- 1) Group presentation and written report of Assignment #6 Service-learning/ action research project proposal (10 min. per site)
- 2) Course final exam (redo graphic organizer)

Week #10 (Thursday March 31)

- 1) Group presentation and written report on how action research is applied to the service-learning proposal (10 min. per subject area)

- 2) Final grade sheet completion
- 3) Instructor evaluations
- 4) Course final exam (Assignment #12)

Brief Synopsis of each assignment:

#1 Teacher Dispositions (attitudes, values and demeanor):

A variety of practitioner and university research suggests the importance of linking teacher and student affective objectives (feelings, attitudes, values, and social behaviors) to greater understanding for their students (mental operations, content knowledge) (Roberts and Kellough, 2000). Great teachers tend to model a variety of positive personal attributes (dispositions) that create an extremely successful classroom environment conducive to maximizing the learning for their students. Identifying, discussing and reflecting on these attributes are a critical part of teacher training.

Krathwohl, Bloom and Masia (1964) developed a useful taxonomy for teachers to use in defining and implementing the affective objectives for their students. These student behaviors in response to the curriculum are typically a hierarchical continuum and range from least internalized to most internalized: 1) receiving; 2) responding; 3) valuing; 4) organizing; 5) internalizing and 6) acting. The degree to which students move along this continuum is strongly correlated with the degree to which teachers successfully incorporate their own personal attitudes into their teaching (Roberts and Kellough, 2000; Baldwin, Keating and Bachman, 2003).

It is therefore, critical for pre-service teachers to have knowledge of basic standards of dispositions that can be used by them, as future practicing teachers. This dispositional model based on research related to great teachers includes the high expectations found in quality teaching such as enthusiasm for learning, positive attitudes, positive interactions and supportive of interpersonal relationships within the teaching environment. All of these are also attributes that are valuable to improve in one's own students.

In summary, there is a general consensus within the educational community that baseline positive teacher attributes (dispositions) can be improved through reflection, discussion and practice. This assignment becomes a mechanism to address this important issue (Stone, 2002; McEwan, 2002; Dewey, 1910).

Scoring Criteria

Each of these seven attributes will be scored on a 4-point rubric. Demonstrated improvement for an individual in any area from the baseline will be used as a strong indicator of progress. Peer input, instructor input and self-evaluation will assist in formative assessments of progress

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**: punctual, 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, allows 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 to reasonable adjustments to the syllabus, curriculum, schedule; 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 one or two open ended problems completed in class: Gum Drop Towers and or 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 some reading assignment (In TSS, Keating, Baldwin and Bachman on Inquiry Based learning). You will develop a lesson plan that applies problem solving within your subject matter and share this to come up with a consensus plan to present to the class.

#3 Cooperative Learning Simulation Games: Three classroom simulation games will be demonstrated and completed in class each assist in developing the specific skills and protocols essential to working effectively in a cooperative team both as a participant during this program as well as 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. These 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 area schools and introducing the student to the process and value of ethnographic studies (action research). This same type of Action Research model will also be applied to evaluating the Service-learning component from the ITU course. 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 by responding to a prompt associated with that reading (description details provided in class). Rubrics will be used to evaluate student responses to the reading logs. Besides providing a way to evaluate your own work this will model a techniques that can be applied to your own students readings/writings.

#6 Service Learning/Action Research Project oral presentation:

In EDSS 541 students will have developed an Interdisciplinary Unit Plan that applies the use of service-learning. An important aspect of any curriculum project is an effective, objective mechanism that would evaluate it (action research). A model for action research was introduced in Assignment #4 Ethnographic Study. Student teams will develop a short oral presentation of a proposal to effectively evaluate the ITU Service-learning curriculum developed in EDSS 541. Description of the details will be provided in class.

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

#8 A and B Applying the Compassionate Discipline Model:

8A Observation of Classroom Management Skills. 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 do one observation/data collection exploring the classroom management techniques. From a minimum of one observation, the student will list the effective and less effective strategies observed. These individual observations will be discussed in subject matter teams and a summary/overview presented by each subject matter team to the class.

8B Constructing a role playing scenario illustrative of common issues management issues in Secondary Schools. Teams will construct a short role-playing scenario that demonstrates one of the common CM problems discussed in Ch 9 of TSS. The scenario should identify the problem and pose potential solutions using the ideas from the Compassionate Discipline Model. A short discussion period will follow the presentation of the scenario.

#9 Jigsaw text by Daniels et al: “Rethinking High Schools (Best Practices)”: This assignment models the Jigsaw 2 model per Slavin (1995). Students will read the introductory and final chapter plus one assigned chapter (jigsaw). They will meet with others that have read the same chapter (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 understand how a small school uses a variety of reformed ideas successfully by: 1) modeling Jigsaw 1 and 2 that demonstrates a method for students to be responsible for their own learning by teaching concepts to fellow students. 2) Students overview 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 Problem Solving/Creative Curriculum: Students will be provided a model (Model to Solve Problems) and given one or two practice examples. (Gumdrop towers and Superlinks). Using these as a model they will design and share their own examples of lesson plans that incorporate elements of open-ended problem solving (critical thinking, higher order thinking etc.)

12 Final Summative Exam of the course: Using an authentic assessment technique (Graphic Organizer) the students will complete comprehensive understanding of what they learned and can apply from this course.

#13 Directorships: (optional extra credit) Students will select classroom specific roles/responsibilities, assuming the leadership for the semester 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 ideas from teacher dispositional assignment (# 1).

Point Values of Assignments (see also grade sheet)

- 1) Teacher Dispositional Skills Assessment (Instructor, Student and Peer input) (5 pts.)
- 2) Problem Solving: (Gum Drop Towers or Superlinks) (5 pts.)
- 3) Cooperative Learning Simulation Games (three) (5 pts each =15 pts)
- 4) School Ethnographic Study Group Presentation (20 pts.)
- 5) Reflective Reading Logs and Prompts 3pts each (24 pts.)
- 6) Service Learning/Action Research Project oral presentation (10 pts.)
- 7) Attendance/Participation (48 pts.)
- 8) A. Classroom Management Research Assignment (10 pts.)
- 8) B. Role-playing common classroom management issue (5pts)
- 9) Jigsaw on “Rethinking High Schools (Best Practices)” (10 pts.)
- 10) Quick writes (5pts.)
- 11) Problem Solving Lesson Team Presentation (5+5=10 pts)
- 12) Final Exam (20 pts)
- 13) Directorship (extra credit 5 pts.)

Total = 182 pts. Possible

Grading Scale

All 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 Title: Sch. of 21st Century **Maximum Points** **Grade** **Due Date** **Initial**

#1 Teacher Dispositional Skills (dyad narrative addressing action plan)	5		
#2 Problem Solving	Total=5		
Gum Drop Towers or	5		
Superlinks	5		
#3 Cooperative Learning Sim.	Total =(15)		
Verbal/Non-verbal	5		
Epstein's Five Stage	5		
Leader of the pack	5		
#4 School Ethnography Study	20		
#5 Reflective Readings	8@ 3 pt=24		
Rethinking Ch1/13	3		
Rethinking Ch X	3		
TSS Ch1 (reform)	3		
TSS Ch 4 (Prob. Solving	3		
TSS Ch10 (Comm.)	3		
TSS Ch 3 (A.R.)	3		
TSS Ch 6 (Coop.)	3		
TSS Ch 9 (C. M.)	3		
#6 Service Learning/Act Res	total 10		
#7 Attendance (3pts per class)	total 48		
#8 A) CM Observation Study	5		
B) CM Scenario	5		
#9 Rethinking HS (Daniels) Presentation	10		
#10 Quick writes	5		
#11 Group Problem Solving Lesson Presentation	10		
#12 Final Exam	20		
#13 Extra Credit (directorships)			
<u>Total Points/Grade</u>	X/182		