

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

EDSS 530 – Spring 2009
SECONDARY SCHOOLING IN THE TWENTY-FIRST CENTURY
University Hall Room 443
Tuesday 5:00 pm – 9:00 pm

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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 on-going 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

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 move forward through 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 topics are aimed at linking theory to practice. Consequently, *one of the requirements embedded 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 teacher dispositions; applying action research; applying community, service learning, and parental involvement; integration of cooperative learning; applying problem solving; effective use of classroom management techniques; and beginning processes of curriculum planning.

Prerequisites

Admission to the Single Subject Credential Program, appropriate sequence of single subject courses prior to this course, and (or) permission of instructor.

Student Learning Outcomes

Objectives

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

1. Characteristics (dispositions) and practices (strategies) of the teacher in the 21st Century high school;
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, and classroom management;
4. Research in teaching and learning: action research;
5. Observation and reflection as an integral part of practice; and
6. Characteristics and practices of the reformed, 21st Century high school.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Single Subject Credential. This course is designed to help teachers seeking the California Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

More specifically, 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 program for all students. The successful candidate must be able to demonstrate their understanding and ability to apply each of the TPE's that 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 TPEs are given primary emphases:

- TPE 8 Learning About Students
- TPE 11 Social Environment

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website: <http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

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 2002*)

Course Requirements

Required Texts

Baldwin, M. D., Keating, J. F. , & Bachman, K. J. (2006). *Teaching in secondary schools: Meeting the challenges of today's adolescents*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. [Note: should already be purchased for previous courses]

Daniels, H., Zemelman, S., & Bizar, M. (2001). *Rethinking high school: Best practice in teaching, learning, and leadership*. Portsmouth, NH: Heinemann.

*Several other readings are required and will be available for download.

Assignment Completion Expectations

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

Assignment Overview [total points – 100 pts.]

1. *Reading Responses:* [10 pts.]

Each week, students will reflect on a variety of reading assignments and respond to either a prompt associated with that reading or a more open written reflection. 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.

2. *Quickwrites:* [5 pts.]

Quickwrites are an effective, authentic evaluation method for the teacher and the student to determine what has and what has not been learned. During or 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 (i.e. a mechanism to ask for assistance or thank the teacher). 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).

3. *Jigsaw on text Rethinking High Schools (Daniels, et al, 2001):* [10 pts.]

All students will read the texts' introduction and final overview chapters, plus one assigned. They will meet with others that have read the assigned chapter (expert group) and make a short oral presentation to the whole class (main group) in order to "teach" and assess classmates' understanding of the concepts found in the assigned chapter. The purpose of this assignment is to: a) model Jigsaw techniques; b) demonstrate/model a method of making students responsible for learning and teaching concepts to fellow classmates; and c) experience a model to overview large amounts of information in a relatively short time frame.

4. *Cooperative Learning Simulation Games:* [5 pts.]

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.

5. *Problem Solving:* [10 pts.]

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, Baldwin & Bachman, 2006 – on Inquiry-Based learning), which will ask the student teams to design their own example of a problem solving assignment within discipline.

Students will have practice with two simulations of a problem-solving model, i.e. Gumdrop Towers and Superlinks. Using these as models, they will design and share examples of lesson plans that incorporate elements of open-ended problem solving (critical thinking, higher order thinking etc.) in their own subject areas and present them in class.

6. *School Ethnographic Study:* [15 pts.]

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. Details for this project will be provided in class.

7. *Applying the Compassionate Discipline Model: [10 pts.]*

7A. *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 (#5) 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 in class.

7B. *Demonstration:* Construct 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.

8. *Service Learning / Action Research Project: [10 pts.]*

In EDSS 541 students have developed Interdisciplinary Curriculum that focuses on the use of service-learning. The final outcome of this assignment in EDSS 541 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 and service to the community). An important aspect of any curriculum project is an effective, objective mechanism that would evaluate it (action research proposal). A model for action research was introduced in Assignment #5 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. Details for this project will be provided in class.

9. *Course Project – Personal Vision: [15 pts.]*

Students will draw upon course content, experiences in and research of current schools, and a personally defined set of principles for the public high school of the 21st Century to create a personal vision for possible direction for secondary schooling in the United States. Details for this project will be provided in class.

10. *Final Summative Course Exam: [10 pts.]*

Using an authentic assessment technique (Graphic Organizer) the students will complete a summative understanding of what they learned and can apply from this course.

Grading Standards

Grades will be based on the following grading scale:

A	.....	90	–	100%
	...			
B	.....	80	–	89%
	...			
C	.....	70	–	79%
	...			
D	.....	60	–	69%
	...			
F	.....	Below		60%
	...			

Late submission of any assignment will be worth up to 50% of its maximum value, unless *prior arrangements* have been agreed to with the instructor.

Note: 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.

College of Education 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. (*Adopted by the COE Governance Community, December, 1997*).

Course-Specific Attendance and Participation Policy: The course approaches content in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups. The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above COE Attendance Policy is amplified as follows:

- Missing more than one class meeting will result in the reduction of one letter grade.
- Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade.

Inform the instructor *prior* to an absence.

All-University Writing Requirement

All CSU students must demonstrate competency in writing skills as a requirement for graduation. At California State University San Marcos, students complete the graduation writing assessment through the All-University Writing Requirement. This requirement mandates that every course at the University must have a writing component of at least 2,500 words (approximately 10 pages). This course will require a number of formal and informal written assignments, to model both formative and summative options for assessment. These include quickwrites, reading logs, as well as individual and group reports. The sum of these writing activities will more than satisfy the minimum university requirement.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (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, in order to ensure 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.

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion. For more guidance see Core Rules of Netiquette at <http://www.albion.com/netiquette/corerules.html>.

Tentative Schedule

Date	Topic	Assignment to be completed BEFORE Class Session
Session 1 Tuesday 1/20/09	Course Introduction Video: Second to None	
Session 2 Tuesday 1/27/09	Today's Secondary Schools Introduction to "Best Practices High School" Cooperative Learning	RR1 3. Rethinking HS Jigsaw
Session 3 Thursday 2/05/09	"Best Practices High School" A School as a Micro-Culture	RR2
Session 4 Tuesday 2/10/09	Action Research Cooperative Learning <i>Ethnography work time</i>	RR3
Session 5 Thursday 2/12/09	Problem Solving <i>Ethnography work time</i>	RR4
Session 6 Tuesday 2/17/09	Community Resources <i>Service Learning / Action Research work time</i>	RR5 5. Problem Solving
Session 7 Thursday 2/26/09	Turning our Attention to the Future	RR6 6. Ethnographic Study
Session 8 Tuesday 3/03/09	Classroom Management & Discipline	RR7 7. Applying Compassionate Discipline
Session 9 Wednesday 3/04/09	<i>Personal Vision work time</i>	RR8 8. Service Learning / Action Research
Session 10 Thursday 3/12/09	HS for the 21 st Century-Renewed Frameworks 10. Final Exam	RR9 9. Personal Vision