

**Education EDSS 530: “Secondary Schooling in the 21st Century” (Three Credits)—Fall, 2003**

**Instructor: Joseph Keating, Ph.D. Associate Professor of Science Education, Single Subject Program Co-Coordinator**

**Class Schedule: All classes meet Monday and Wednesday AM or PM**

**Room: ACD 406 (Inland 9-11:45) and Coastal 12:30-3:15**

**Office Hours: UH 309 11:45-12:30 Monday and Wednesday or by appt.**

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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. (see attached for CLAD competency matrix)

*(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 of cutting edge reform as high schools 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. Participants in this course should expect increased expertise in the following areas of leadership in school reform: teacher dispositions, action research, community /service learning, cooperative learning, problem solving, classroom management and curriculum planning.

**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 program 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. The following TPE’s are addressed in this course:

**Primary Emphasis**

TPE 1B Specific Pedagogical skills for Subject Matter

TPE 2 Monitoring students during instruction

TPE 7 Teaching English Language Learners

TPE 11 Social Environment

Secondary Emphasis:

TPE 3 Interpretation and use of assessments

TPE 5 Student Engagement

TPE 8 Learning about students

TPE 12 Professional, Legal and ethical obligations

**Required Texts:**

*Schools of the 21st Century*. 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* (2000) Gary Borich , (*Merrill*) to be used in EDSS 511

**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 student will be able to demonstrate knowledge, understanding, appreciation and practical skills for applying.....

1. Characteristics and practices of the 21st Century reformed high school;
2. Disciplinary and interdisciplinary learning and instruction;
3. Service learning;
4. Multiple strategies for inclusive education (including specially designed academic instruction in English--SDAIE): problem solving/creative thinking, cooperative learning, classroom management and authentic assessments;
5. Action research as a means to evaluate educational practice;
6. Observation/reflection as an integral part of practice.

**Course Schedule and Related Readings:**

Expectations are that assignments will be completed when due for both group and individual efforts.

**Session Tentative Topic Readings and \*Assignments Due Next Class**

**#1-2 (Tuesday September 2 and Wednesday September 3: Orientation)**

Orientation: Introduction to Cooperative Learning through Communication Skills Games #1 (Verbal and Non-Verbal Communication Skills and Problem Solving Game #1 (Gum Drop Towers); Program considerations and assign course coordinators

Assignments:

- 1) Read Teacher Dispositions in Syllabus and rate yourself with justification on each for classroom discussion (assign peer buddies for semester)
- 2) Read syllabus / assignments
- 3) Read “Second to None” and “Breaking Ranks” summaries in customized text

**#3 Monday September 8**

1) Syllabus/Texts/Assignments overview/ Introduction to the “Teacher as a Reflective Educator and “Teacher as an analyzer of Information”

2) In Class discussion of reform movement ideas: “Teacher Dispositions” “Second to None and Breaking Ranks”

**Assignments:**

- 1) Read introductory Ch 1 and final Ch.13, and assigned chapter of “Rethinking High School: BPHS” for Jigsaw: Reading Log of assigned chapter only
- 2) Read “Dine Philosophy of Learning” (Benally): p199 in Keating no reading log but (Prompt Question one page response on: Should spirituality be part of your teaching? Explain?)
- 3) Read “Synthesis of research...reflective thinking” p3 Keating no reading Log (Prompt Question—one page on : How could you incorporate personal reflection and student reflection into your own teaching?)

#### #4 (Wednesday September 10)

- 1) Jigsaw 2 of “Rethinking High Schools” (Generate Summary of Major Ideas)
- 2) Discussion of two reading prompts (#2 and #3 above)
- 3) Video: Second to None
- 4) Closure/Questions/Quickwrite

#### Assignments:

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

#### #5 (Monday September 15)

- 1) Introduction to the “Teacher as a Researcher”: School Culture/ Ethnographic Study Assignment Overview/explanation pp.146, 156-7
- 2) Introduction to Classroom Observations (Borich) “Why Observe?”
- 3) Closure/Questions/Quickwrite

#### Assignments:

- 1) Read Borich Chapter One: Reading Log
- 2) Ethnographic Group Study of School Site: group oral and written report (due September 29)

#### #6 (Wednesday September 17)

- 1) Overview of “Teacher as a Problem Solver” Discussion of Problem Solving Assignment Prompt
- 2) **Problem Solving Activity #2 (in class): Superlinks**
- 3) Odyssey of the Mind International Problem Solving Model Program
- 4) Discussion of Reading from Borich Chapter One
- 5) Closure/Questions/Quickwrite

#### Assignments:

- 1) Read Borich Chapter Two (Reading Log)
- 2) Read “Student acquisition of cooperative learning skills...” in Customized Text p73-90 Keating: One page prompt: Overview a the problem solving assignment (use #3 below as the context) that incorporates cooperative learning as a strategy—explain the logistics of how you will organize the lesson in terms of cooperative learning
- 3) Read pp.173-191 Keating (Introduction to Problem Solving Model) (no reading log) Prompt: Prepare a one page overview/example of a problem solving assignment that you could use with your students within your discipline (should include an objective, procedures and assessment)? Note # 2 and #3 are combined a one assignment with two pages maximum

#### #7 (Monday September 22)

- 1) Discussion of Borich in Chapter 2

- 2) Discussion of cooperative learning and problem solving models and question prompts (theme: “The teacher as an interdisciplinary leader and problem solver”)
- 3) **Cooperative Learning Communication Skills Game #2 Epstein’s Five Stage Rocket**
- 4) Closure/Questions/Quickwrite

**Assignments:**

- 1) **Read Borich Chapter 3 (reading log)**
- 2) **Jigsaw of Related Journal Articles P207-331 Keating--- (choose total of three plus “Diary of Cross Country Runner” —include at least one from each category)—Reading Logs due—Oct 27)**

**#8 (Wednesday September 24)**

- 1) Discussion of Borich Ch.3
- 2) In class Preparation Time for Ethnographic Study
- 3) Meet with peer buddy on Teacher Dispositions
- 4) Closure/Questions/Quickwrite

**Assignment: Ethnographic group oral and written report due next class**

**#9 (Monday Sept. 29)**

- 1) **Ethnographic Group Study Presentation (oral and written reports)**
- 2) Closure/Questions/Quickwrite

**Assignments:**

- 1) **Read article on Service Learning in Keating “Incorporating Service Learning into a High School...”(Keating) p35-53 (Reading Log)**
- 2) **Read Borich Ch 4 (Reading log)**

**#10 (Wednesday October 1)**

- 1) Discussion and overview of Service Learning and Action Research assignments (theme: “The Teacher and the community”)
- 2) Discussion of Borich Ch 4 and Overview of Borich observational team assignment (handout)
- 3) Closure/Questions/Quickwrite

**Assignment: Inclusive Education: read pp.103-126 (no reading log) One page prompt: Is inclusive education different from ‘just good teaching’?**

**#11 (Monday October 6)**

- 1) Universal Lesson Planning overview (for use with Service Learning project)
- 2) Discussion of reading prompt on Inclusion of all students including second language learners (SDAIE): Student Presentation of a SDAIE Lesson (all done in class)
- 3) Closure/Questions/Quickwrite

**Assignments: 1) Continue to work on planning of long term group projects: 1) Service Learning; 2) Action Research and 3) Borich Observational Study**  
**2) Action research proposals due Wednesday**

**#12 (Wednesday October 8)**

**Conferences on Action Research proposal (individual drafts due) scheduled by appointment in small teams for 30 minutes**

**Assignments: continue to work on Service Learning, Action Research Proposal, Aiming High Jigsaw and Borich Observational Study**

**#13 (Monday October 13) work independently on Service Learning and Action Research and Borich Observational study— no class**

**#14 (Wednesday October 15)**

- 1) **Special Presentation by Diana Sanchez Coordinator of Career Center on job skills for teachers on writing Resumes and cover letters Part 1**

**#15 (Monday October 20)**

- 1) **Borich Observational Skills team presentation**
- 2) **Cooperative Learning Communication Skills Game #3 (Leader of the Pack)**
- 3) **Closure/Questions/Quickwrite**

**Assignment: read pp.59-70 “Classroom management” Keating no log—one page outline of what strategies you would incorporate into your first classes to establish an effective classroom management/climate**

**#16 (Wednesday October 22)**

- 1) **Overview of classroom management techniques Part 1 “Compassionate Discipline Model**
- 2) **Simulations of common classroom management strategies**
- 3) **Students prepare and present outline of ideas for lessons related to management/climate overview**
- 4) **Closure/Questions/Quickwrite**

**Assignment: Service-Learning group presentation and written report**

**#17 (Monday October 27)**

- 1) **Service Learning group presentations and papers due**
- 2) **Classroom Management Pt 2 Hardcore discipline problems and bullying**
- 3) **Hand in Jigsaw of selected articles from customized text (Keating)**
- 4) **Closure/Questions/Quickwrite**

**Assignments:**

- 1) **Action Research Project Presentation and Paper due in Reflections Class on December \_\_\_\_**

**Overview of Assignments:**

- 1) **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**
- 2) **Expectations are that all assignments will be professionally done (i.e. typed and at the highest quality level representative of graduate work)**
- 3) **Citations should always be used when utilizing information from another source**
- 4) **Punctuality and attendance is essential and missed assignments and classes will be excused only for highly unusual circumstances. Any assignments that could be made up from missed days (not all could since they are group and interactive) will only count a maximum of 1/2 the possible maximum value since discussion/reflection of these assignments in class is an essential part of the process.**

## **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 in teacher lead research including the Borich Observational Study and the Action Research 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 both the logs and the prompts---the purpose of which is to model evaluation techniques that can be applied to one's own student journals.

#### **#6 A Service Learning/**

In teams 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 and implementation curriculum plan for service learning. and an action research proposal ( introduced in Assignment #4 Ethnographic Study) that could be used to evaluate the effectiveness of the curriculum plan when implemented. Description details will be provided in class.

#### **#6 B Action Research Project proposal, oral presentation and written report:**

Continuing with the teacher as researcher theme (action research), and following experiences gained in the ethnographic study and the Borich Classroom observation study, individuals (teams may be acceptable in some cases) will design action research proposals to critically and formally investigate some aspect of their own curriculum, strategies or overall classroom climate. The process will include the following procedures: write up a proposal and meet with the instructor and other students for input during the first 8 weeks (see Keating customized text for proposal details). The action research project itself is conducted in the second 8 weeks during beginning student teaching. During reflections classes, an oral presentation as well as a written summary will be given that explains the proposed problem, research techniques, findings and implications.

**#7 Attendance/Participation:** see Teacher dispositions and attendance expectations



**#8 Borich Classroom Observation 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 Teacher as Researcher (Action research project (#6 B)). 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. They will work in teams that focus on one lense to gather, analyze and synthesize data gained from these classroom observations and present their findings in both an oral and written format. Each of five 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 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) (10 pts.)
- 2) Problem Solving: (Gum Drop Towers and Superlinks) (10 pts.) **TPE 1,2,3, 5, 7, 11**
- 3) Cooperative Learning Simulation Games (three) (10 pts) **TPE 1, 2, 3, 5, 7, 8,11**
- 4) School Ethnographic Study Group Presentation (10 pts.) **TPE 8, 11, 12**
- 5) Reflective Reading Logs and Prompts (Journals) (20 pts.) **TPE 7, 8, 11, 12**
- 6) A) Service Learning (10 points) **TPE 1, 3, 5, 7, 11**
- 6) B) Action Research Project proposal, oral presentation and written report (15 pts.) **TPE 2, 3, 8, 12**
- 7) Attendance/Participation (15 pts.)
- 8) Borich Classroom Observation Assignment (10 pts.) **TPE 1, 2, 3, 5, 8, 11**
- 9) Jigsaw on “Rethinking High Schools (Best Practices)” (5 pts.) **TPE 5,8,11,12**
- 10) Quickwrites (5pts.) **TPE 2, 3, 5, 7, 8**
- 11) Directorship (extra credit 5 pts.) **TPE 3, 5, 8, 11, 12**

Total = 120 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.

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

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

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

D = 60-69

F = < 60