

Education EDSS 530: “Secondary Schooling in the 21st Century” (Three Credits)—Fall, 2002

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.

Phone: 760-7504321

email: jkeating@mailhost1.csusm.edu

fax: 760-7503237

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 in secondary education as high schools enter the 21st Century. Recent reform documents provide the framework for the six course themes which emerge and were used as a focus for 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 curricular leader.

These themes will be explored through the integration of theory, research and application to school site experiences. Assignments connected to these themes will link the theory to practice. Consequently, one of the requirements for completion of these assignments is extensive exploration/observation at the school sites. The expectation is that participants in this course will produce numerous outcomes including increased potential to provide future leadership in school reform particularly in the areas of action research, service learning, cooperative learning, assessment problem solving and curriculum planning.

Teacher Performance Expectation (TPE) Competencies:

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective programs for all students. The successful candidate 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 3 Interpretation and use of assessments
- TPE 7 Teaching English Language Learners
- TPE 11 Social Environment

Secondary Emphasis:

Joseph Keating, Ph.D. Associate Professor

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 (Revised Summer 1999).
Rethinking High School—Best Practice in Teaching, Learning, and Leadership (2001) Daniels, Bizar and Zemelman. Heinemann. (not Available via bookstore—locate on Amazon.com or equivalent)
Aiming High (2001). Task Force. California Department of Education.
Observation Skills for Effective Teaching (2000) Gary Borich, (Merrill) to be used in EDSS 511 also

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 (in Bold)

#1-2 (Tuesday September 3 and Wednesday September 4: 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

#3 Monday September 9

Syllabus/Texts/Assignments overview/ Introduction to the "Teacher as a Reflective Educator and "Teacher as an analyzer of Information"
In Class discussion of "Second to None"

Assignments:

- 1) **Read introductory Ch 1 and final Ch.13, and assigned chapter of "Rethinking High School" for Jigsaw: Reading Log of assigned chapter**
- 2) **Read "Dine Philosophy of Learning" p199 (Benally): no reading log (Prompt Question one page on: Should spirituality be part of your teaching? Explain?)**

3)Read “Synthesis of research...reflective thinking” p3 no reading Log
(Prompt Question—one page on : How will you incorporate personal reflection and student reflection into your own teaching?)

#4 (Wednesday September 11)

- 1)Jigsaw of “Rethinking High Schools”
- 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 16)

- 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

Assignment:

- 1) **Read Borich Chapter One: Reading Log**
- 2)**Ethnographic Group Study of School Site: group oral and written report (due September 25)**
- 3)**Read pp.173-191 (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?**

#6 (Wednesday September 18)

- 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: One page prompt: Overview an assignment that incorporates cooperative learning as a strategy—explain the logistics of how you will organize the lesson.**

#7 (Monday September 23)

- 1) Discussion of Borich in Chapter 2
- 2) Discussion of cooperative learning model and question prompt (theme: “The teacher as an interdisciplinary leader”)
- 3) **Cooperative Learning Communication Skills Game #2 Epsteins Five Stage Rocket**
- 4) Closure/Questions/Quickwrite

Assignments:

- 1) **Read Borich Chapter 3 (reading log)**
- 2) **Jigsaw of Related Journal Articles P207-331--- (choose total of three—at least one from each category)—Reading Log due—Oct 26)**

#8 (Wednesday September 25)

- 1) Discussion of Borich Ch.3
- 2) In class Preparation Time for Ethnographic Study
- 3) Closure/Questions/Quickwrite

Assignment: Ethnographic group oral and written report due next class

#9 (Monday Sept. 30)

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

Assignments:

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

#10 (Wednesday October 2)

- 1) Discussion and overview of Service Learning and Action Research assignment (theme: “The Teacher and the community”)
- 2) Discussion of Borich Ch 4 and Overview of observation 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 7)

- 1) Lesson Planning overview
- 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 long term group projects: Service Learning and Action Research and Borich Observational Study

- 2) Jigsaw of “Aiming High” due on Monday October 21

#12 (Wednesday October 9)

1) **Special guest presentation: Diana Sanchez from Placement Services: Pt 1 Resume and Letters of introduction for job search.**

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

#13 (Monday October 14) Practicum in Service Learning and Action Research—Independent Study no class

#14 (Wednesday October 16)

- 1) **Borich team observational study due (oral report/written report)**
- 2) **Conferences on Action Research proposal (drafts due)**

Assignment: Jigsaw of Aiming High (details in class)

#15 (Monday October 21)

- 1) **Jigsaw of Aiming High**
- 2) **Cooperative Learning Communication Skills Game #3 (Leader of the Pack)**

3) Closure/Questions/Quickwrite

Assignment: read pp.59-70 “Classroom management” no log—one page outline of what strategies you would incorporate into your classroom management

#16 (Wednesday October 23)

- 1) Overview of classroom management techniques
- 2) Simulations of classroom management—students prepare and present lesson plan on Day 1 management overview
- 3) Closure/Questions/Quickwrite

Assignment: 1) read pp.123-134 (Assessment) One page prompt: Choose one objective from your individual discipline and write a brief sample of a traditional assessment (multiple choice, short answer etc.) and an authentic assessment with rubrics (performance based, project, portfolio entry)

- 2) Service-Learning group presentation and written report

#17 (Monday October 26)

- 1) Service Learning group presentations and papers due
- 2) Overview of Assessment/Professional Portfolio
- 3) Subject matter teams discuss authentic assessments in groups
- 4) Hand in Jigsaw of selected articles from customized text (Keating)
- 5) Closure/Questions/Quickwrite

Assignments:

- 1) **Action Research Project due in Reflection Class on December 10 (Tuesday)**

Overview of Assignments: (Details/decription included as attachments in Customized Text)

- 1) Jigsaw on “Rethinking High Schools” (5 pts.) **TPE 5,8,11,12**
- 2) Problem Solving:(Gum Drop Towers and Superlinks) (10 pts.) **TPE 1,2,3, 5, 7, 11**
- 3) Cooperative Learning Simulation Games (three) (12 pts) **TPE 1, 2, 3, 5, 7, 8,11**
- 4) Borich Classroom Observation Journals and Study (10 pts.) **TPE 1, 2, 3, 5, 8, 11**
- 5) “Aiming High” Jigsaw (5 pts.) **TPE 1,2,3,5, 7, 11**
- 6) Reflective Reading Logs and Prompts (Journals) (11 pts max.) **TPE 7, 8, 11, 12**
- 7) Quickwrite (5 pts.) **TPE 2, 3, 5, 7, 8**
- 8) Service Learning Project (10 pts) **TPE 1, 3, 5, 7, 11**
- 9) School Ethnographic Study paper and Group Presentation (10 pts.) **TPE 8, 11, 12**
- 10) Action Research Project Proposal (5 pts.) **TPE 2, 3, 8, 12**
- 11) Attendance/Participation (20 pts.)
- 12) Directorship (extra credit 5 pts.) **TPE 3, 5, 8, 11, 12**

Total = 103 pts. possible

Note: If you are not present for the discussion of an assignment written or otherwise only 50% credit maximum will be earned (for lack of classroom participation)

Note: 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 (97-103 A+)

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

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

D = 60-69

F = < 60