Education EDSS 530: "Secondary Schooling in the 21st Century" (Three Credits)—Fall 2005—
Full-time cohorts (Inland and Coastal)

Instructor: Joseph Keating, Ph.D. Professor of Science Education, Single Subject Program Co-Coordinator in the College of Education
Class Schedule: Classes meet Thursday (Inland) or Friday (Coastal) from 8:00 AM –2:30 PM in Rooms UH 443 or UH 441 respectively.
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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)

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 enter the 21st Century. Recent reform documents and the new 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 a minimum of 15 hours will be allotted for exploration at the school sites. (Total for summer session classes). As a result of being a 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 attitudes/ dispositions, applying action research, applying community /service learning/parental involvement, integration of cooperative learning, applying problem solving, effective use of classroom management techniques and beginning processes of curriculum planning.

Required Texts:
Teaching in Secondary Schools (2005). Baldwin, *Keating and Bachman.* Pearson/Prentice Hall.
*Rethinking High School—Best Practice in Teaching, Learning, and Leadership (*2001) Daniels, Bizar and Zemelman. Heinemann.

Observation Skills for Effective Teaching (2003)***.*** Gary Borich , ***(Merrill.)*****Note:** to be used in conjunction with EDSS 511
www.taskstream.com (2005) Web page access for assessment/reflection of TPE. Subscription required each semester. Will be used by most courses in the program.

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 those 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 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 the reformed 21st Century high school teacher;
       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, classroom management and SDAIE;
       4. research in teaching and learning: action research;
       5. observation/reflection as an integral part of practice;
       6. Characteristics and practices of the 21st Century reformed high school.

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 must be able to demonstrate their understanding and ability to apply each of the TPE's that is 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 TPE's are addressed and evaluated directly or indirectly in this course:

Primary Emphasis (these will be assessed/reflected on as a culminating assignment in this course on Taskstream: see assignment descriptions for specifics)

TPE 8 Learning about students
TPE 11 Social Environment

- **Responses to TPE's 8 and 11:** It is important to recognize that the TPEs are threaded throughout the credential program, as a whole, and are addressed multiple times in each course. Even though we are referencing and seeking to understand many TPEs in this course, you are specifically responsible for writing a response for TPE 8 and 11 in the Task Stream Electronic Portfolio.

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it relates to the TPE, to analyze artifacts (assignments) and explain how they are evidence of your learning, and to reflect on the significance of your learning (the "so what") and where you need to go next related to the TPE. A four paragraph structure will help you develop your response:

- 1st paragraph: Introduction to your response that uses the words of the TPE. DO NOT restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE.
- 2nd paragraph: Explain how one attached artifact is evidence of your learning related to the TPE. The key here is "evidence." How does this artifact prove that you have learned something specific related to this TPE?
- 3rd paragraph: Explain how another attached artifact is evidence of your learning related to the TPE.
- 4th paragraph: Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the "so what?" of your learning.

Please be succinct in your writing; more is NOT better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts.
When you submit each TPE response, you will receive feedback from the instructor that asks for revision or says that you are done. You will not get full credit for this assignment if you are asked to revise and you do not. Please continue to check your Taskstream portfolio until the instructor says you are done with each TPE response for the course. More details about using Taskstream will be given in class and can be found on WebCT.

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 then 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.

Course Topic/Activity Schedule and Related Assignments:

#1-2 (August 29th) Topics/Activities:
Orientation: Introduction to Cooperative Learning through Communication Skills Games #1 (Verbal/Non-Verbal Communication: Language protocols) and Inquiry/Problem Solving through Problem Solving Skills Game #1 (Gum Drop Towers: Generic Problem Solving Model); Syllabus/Program considerations

Assignments due for next class (Sept 1-2: Class #3-4):

1) Assignment #9: Rethinking High Schools: Start Reading introduction, Ch 1 and Ch 13 and after it is assigned the chapter you will Jigsaw on "Rethinking High Schools (Best Practices High School = BPHS)" (two Reading Logs i.e. one each for introductory chapters and one for the jigsawed chapter). Meet with assigned expert group prior to class to prepare 5-7 minute overview of your assigned chapter. Presentation due: September 1-2
2) Read in TSS: Forward, Preface and Chapter 1: Section One on Secondary Reform pp 6-8 (one Reading Log for all)
3) Read Teacher disposition section in syllabus (and rate yourself with justification for each: see description of Assignment #1 and rating sheet on p6-8
4) Read syllabus: questions, clarifications

(Sept 1-2: Class #3-4): Topics/ Activities

1) Complete Simulation Game #1 Verbal / Non-Verbal Communication Skills
2) Complete Problem Solving Game # 1 Gum Drop Towers
3) Reform movement documents from Chapter 1 TSS:" Second to None"/"Breaking Ranks" and "What really Matters" and "Circle of Courage"—Discussion/Video
4) Group presentation" Rethinking High Schools (BPHS)" Jigsaw Activity #9
5) Introduction to Borich Text and Assignment
6) Selection of Directorships
7) Closure/Questions Quickwrite/ Next time

Assignments due next time:

1) Read Borich Chapter One and Two: Do a Reflective Reading Log for each Chapter (part of Assignment #8)
2) Read in TSS: Chapter 6 Cooperative Learning (reading log)

(Sept. 8-9: Class #5-6)

1) Introduction to Classroom Observations: Discussion of Ch 1-2 (Borich) Assignment #8
2) Introduction to the teacher as a researcher: "Group Ethnographic Study" (see assignment # 4): presentation due:

3) Cooperative Learning Communication Skills Game #2 Epstein's Five Stage Rocket (cooperative learning social protocols)
4) Planning time for Ethnographic Study group presentation

Assignments due next time (Sept 22-23):

1) Read Borich Ch 3-4: (reflective reading log for each #8)
2) In TSS Read Ch 4 pp.86-99 (Introduction to divergent questioning techniques and the Inquiry Problem Solving Model) no reading log. Instead respond to this prompt: Think about an idea/activity/lesson to incorporate problem solving in your subject area
3) Read Ch 10 in TSS on community resources (reading log)

(Sept 15-16 # 7-8) Independent Study (work in teams to complete data gathering on-site for Ethnography study)

(Sept 22-23 #9-10)
1) Introduction to Inquiry / Problem Solving/ Model to Solve Problems #2 Superlinks
2) In subject matter groups discuss and prepare a lesson from this prompt: Write out a brief one page description of the logistics of an activity/lesson plan that involves using both strategies of problem solving (inquiry) and cooperative learning that you could apply within your own discipline. Each team will present their idea to class as an example. The idea should include an objective, activity and logistics, assessment. #11
3) Discuss Borich reading Ch 3-4 and Borich observational study assignment #8 (due:)
5) Introduction to using community resources in classroom: Service Learning, School- to- Career/ Parental involvement (and evaluation of this process (Action Research): Project Overview/ explanation
6) Closure/Questions/Quickwrite

Assignments due next time:
1) and Ch 3 pp 71-77 on Action Research (reading log for each)
2) Start gathering data in subject matter teams for Borich observational study (using one of these assigned five lenses: Lesson Clarity, Classroom Management, Task Orientation, Student Engagement and Student Success)
3) Meet outside of class with Dispositional partner to assess progress of personal action plan (write up brief summary on back of original dispositional sheet)

(Sept 29-30 #11-12: Topics/Activities)
1) Ethnography presentation and written report (10 minutes max.)
2) Discussion of Readings in Ch 3 and 10 in TSS
3) Cooperative Learning Communication Skills Game #3 (Leader of the Pack):
4) Review of Overall Effective top 10 strategies for Cooperative Learning
5) Group time for planning for Borich Observational Group Research Study
6) Brief discussion of status of dispositional action plans
6) Closure/Questions/Quickwrite

Assignments due next time:
1) Borich observational study oral and written presentations
2) Read in TSS Ch 9 Classroom Management (Reading log)

(October 6-7 #13-14)
1) Borich Observational Group Study Presentation/ written report due (10 minutes max)
2) Introduction to Classroom Management Discussion of Ch 9 Part 1:
   a) Overview of models
   b) Compassionate discipline model
3) Student teams prepare and present simulations of common discipline problems
4) Classroom Management Part 2—Bullying and other severe discipline issues

Assignments due next time:
   1) Group presentation and written report of service-learning/ action research project proposal (10 min. per site)

(October 14 Friday #15 Both groups: TBA at Distance Learning Lab 4th UH

1)) Group presentation and written report of service-learning/ action research project proposal (10 min. per site)

2) Course overview

3) Instructor evaluations

4) Course final exam on TPE #8 and #11 (preparation for Taskstream)

Overview of Assignments:

- **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 are assignments will be professionally done (i.e. typed 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** is essential in that many ideas presented cannot be replicated via alternatives such readings, student notes or videotape etc. Consequently any missed assignments and classes will be excused only for extenuating circumstances. Any assignments that could be made up from missed days 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 or equivalent (Saturdays count as two classes) will automatically 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.

Brief Synopsis of each assignment:

#1 Teacher Dispositions: *The Maintenance and Development of* Positive *Teacher Behaviors In the College of Education Courses*

(These are the AFFECTIVE objectives for our single subject courses.)

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 scale in terms of level of accomplishment. Reflective and "supported" assessment is the goal; you will be asked for evidence in support of your scores. "Perfection" (all 4's) is NOT the goal. While these attributes define professional and collegial behavior to which we expect all teacher candidates (and students) to aspire, it is recognized that individuals will have areas in need of improvement (we are, after all, human!). Earning full credit for this "assignment" (at the end of the course) is predicated on your ability to provide **evidence** of your assessments and your ability to **work conscientiously toward increased accomplishment**. This is what reflective practitioners do: monitor and self-evaluate their own performances as well as that of their students. Peer input, self-evaluation, and intermediate conferences during your EDSS courses will assist in formative assessments.

Exceed expectations (4): Teacher candidate demonstrates an especially high level of functioning with respect to this attribute (no sub par examples).

Meets expectations (3): Teacher candidate demonstrates 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 candidate is generally solid; no concerns exist).

Below expectations (2): Teacher candidate demonstrates inconsistent levels of functioning with Respect to this attribute; the candidate 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).

Well below expectations (1): Teacher candidate demonstrates 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.

Self Rating Sheet: Evidence of Effective Teacher Attributes

Student: _____ Fall 2005

1) **General classroom attendance, promptness, and participation:**
- is on time, respects time boundaries (breaks, etc.), regularly attends class
- actively participates

   RATING: Beg. Semester: _____   Mid Semester: _____   End Semester: _____

   COURSE EVIDENCE:

2) **Attention to classroom discussion protocols:**
- 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.

   RATING: Beg. Semester: _____   Mid Semester: _____   End Semester: _____

   COURSE EVIDENCE:

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

RATING: Beg. Semester: _____   Mid Semester: _____   End Semester: _____

COURSE EVIDENCE:

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.

RATING: Beg. Semester: _____   Mid Semester: _____   End Semester: _____

COURSE EVIDENCE:

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

RATING: Beg. Semester: _____   Mid Semester: _____   End Semester: _____

COURSE EVIDENCE:

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

RATING: Beg. Semester: _____   Mid Semester: _____   End Semester: _____

COURSE EVIDENCE:

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

RATING: Beg. Semester: _____   Mid Semester: _____   End Semester: _____

COURSE EVIDENCE:

#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 (In TSS, Keating, Baldwin and Bachman on Inquiry Bases learning), which will ask the student teams to design their own example of a problem solving assignment within 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 of the teacher as researcher model including the Borich Observational Study and the Action Research curriculum design 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 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.

#6 **Service Learning/Action Research Project oral presentation and written report**:
In teams or 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 a curriculum plan for effectively implementing three critical aspects service learning (curriculum connections, career exploration and service to the community). It also includes an effective, objective mechanism that would evaluate it (action research proposal) that was introduced in Assignment #4 Ethnographic Study. Description details will be provided in class.

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

#8 **Borich Observational Research Study 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 Service-learning/Action Research Project (#6). 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. You will work in common subject areas to focus on one lense to gather, analyze and synthesize data gained from a minimum of three classroom observations and present their findings in both an oral and written format. Each the 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 **Problem Solving/Creative Curriculum:** Students will have practice with two simulations of a problem solving model i.e. Gum drop towers and Superlinks. Using this as a model 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.

#12 Reflections on TPE #8 and #11 in Taskstream (Final Culminating assessment) Students will respond to the teacher performance expectations of Learning About students and the Social Environment by citing examples of experiences and reflections on those experiences that were provided in this course. Models and examples will be provided to guide the student in this culminating process (see description of expectations under TPE's earlier in syllabus). In addition during class #15 students will write a response (non-scoring) that the instructor will provide feedback in order to facilitate the Taskstream assignment.

#13 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) (7 pts.)
2) Problem Solving: (Gum Drop Towers and Superlinks) (10 pts.)
3) Cooperative Learning Simulation Games (three) (10 pts)
4) School Ethnographic Study Group Presentation (10 pts.)
5) Reflective Reading Logs and Prompts 2pts each (16 pts.)
6) Service Learning/Action Research Project oral presentation and written report (10 pts.)
7) Attendance/Participation (15 pts.)
8) Borich Observational Research Classroom Assignment (10 pts.)
9) Jigsaw on "Rethinking High Schools (Best Practices)" (5 pts.)
10) Quickwrites (5pts.)
11) Problem Solving Team Lesson Presentation (3pts)
12) TPE Responses for #8 and #11 in Taskstream (10pts)
13) Directorship (extra credit 5 pts.)

Total = 110 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. 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
#1Teacher Dispositional Skills	7			
#2 Problem Solving	Total=10			
Gum Drop Towers	5			
Superlinks	5			
#3 Cooperative Learning Sim.	Total =(10)			
Verbal/Non-verbal	4			
Epstein's Five Stage	4			
Leader of the pack	2			
#4 School Ethnography Study	10			
#5 Reflective Readings	8@ 2 pt=16			
Rethinking Ch1/13	2			
Rethinking Ch X	2			
TSS Ch1 (reform)	2			
TSS Ch 4 (Prob. Solving	2			
TSS Ch10 (Comm.)	2			
TSS Ch 3 (A.R.)	2			
TSS Ch 6 (Coop.)	2			
TSS Ch 9 (C. M.)	2			
#6Service Learning/Act Res	Total 10			
#7 Attendance	Total 15			
#8 Observation Studies (Borich)	Total (10)			
Chapter1	1			
Chapter2	1			
Chapter 3	1			
Chapter 4	1			
Group Observation Studies Project (Borich)	6			
#9 Rethinking HS	5			

(Daniels) Presentation			
#10 Quickwrites	5		
#11 Group PS Lesson Presentation	3		
#12 TPE Final Reflections (#8,11)	10		
#13 Extra Credit (directorships)	5		
Total Points/Grade	**X/111**		