



EDSS 530
SECONDARY EDUCATION IN THE 21ST CENTURY
Section 1 CRN #20798 and Section 2 #20796
Section 1: Mondays, 1:00-3:45 PM
Section 2: Mondays, 5:30-8:15 PM
Course Location: UH 273
Spring 2015

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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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 emergence of online education, mobile technology, and alternative modes of curriculum delivery (e.g. flipped and blended classroom models), provide the framework for the course. This theme is explored using the basic tenet of connectivism and the learning theories of Lave and Wenger. The use of a personal learning network (PLN), a 20% project, and a digital curriculum project will be explored in great detail. Assignments connected to the creation and maintenance of a PLN 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 reflection on an educational blog or website

Course Prerequisites

Fall Courses: Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422

Spring Courses: Admission to the Single Subject Program, EDUC 350, EDUC 364, EDUC 422, EDSS 511, EDSS 521, & EDSS 555

Course 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 reformed, 21st Century high school;
2. Community connections, such as relationships with parents, service learning, and school to career;
3. Research in teaching and learning, in particular connectivism and online education;
4. Observation and reflection as an integral part of practice; and
5. Characteristics and practices of the reformed, 21st Century high school.

Required Texts

(We recommend purchasing books from: <http://www.abebooks.com/> , <http://www.amazon.com> or <http://www.half.ebay.com/>)

Richardson, W. (2013). *Why school?: How education must change when information and learning are everywhere*. New York: Ted.

Wagner, T. (2008). *The Global Achievement Gap: Why even our best schools don't teach the new survival skills our children need - and what we can do about it*. New York, NY: Basic Books

Thomas, D., & Seely Brown, J. (2011). *A New Culture of Learning: Cultivating the Imagination for a World of Constant Change*. N.p.: CreateSpace Independent Publishing Platform.

Recommended Reading

Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate peripheral participation*. New York, NY: Cambridge University Press.

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. Candidates successfully completing this program receive a credential with authorization to teach English learners.

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

STUDENT LEARNING OUTCOMES

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks- specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Single Subject Credential. This course is designed to help teachers seeking a California teaching 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. You will be required to formally address the following TPEs in this course:

TPE 8 – Learning About Students

- *Understands child and adolescent development to better understand students*
- *Uses formal and informal methods to learn about students to assess students' prior mastery*
- *Uses interpersonal interactions to learn about students' abilities*
- *Connects with the various factors that can affect student learning and modifies instruction to include all students*

TPE 11- Social Environment

- *Understands the importance of the social environment*
- *Establishes and maintains a positive environment for learning*
- *Creates classroom community through promotion of students' social competence and natural peer supports*

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, SOE 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 SOE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Task 1: Principles of Context-Specific and Developmentally Appropriate Pedagogy

- Case Study 1: Developmentally appropriate pedagogy
- Case Study 2: Assessment practices
- Case Study 3: Adaptation of content-specific pedagogy for English Learners, and
- Case Study 4: Adaptation of content-specific pedagogy for students with special needs.

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages require not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate 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:

This 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.*

Students with Disabilities Requiring Reasonable Accommodations

Candidates 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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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.

All University Writing Requirement

The writing requirement of 2500 words will be met through reading responses, teacher interview, strategy matrix, lesson plan and unit plan.

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 candidate 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

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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 School 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.

COURSE REQUIREMENTS

Assignment Overview [total points – 100 pts.]

1. **Class participation** - (10% of grade): Students are responsible for completing the assigned readings for each week. Most class reading will be assigned well in advance of when they are expected to be completed. Additionally, students are expected to actively engage in critical dialogue in Blackboard.

2. **Personal Learning Network - (PLN)** (30% of grade): Each student will create a personal learning network, or PLN, to investigate an area of education that aligns with his/her passion. Participation in the network will be continuous throughout the course. The following digital tools, and some other tools discussed/discovered by the class, will be the medium of the PLN: Individual class website/blog, Twitter, Social bookmarking/content curation tools (Diigo, Learnist, Scoop.it, Pinterest, etc.), and digital discussion forums or communities (online communities of educators on Google+, Facebook, or Ning networks). You will also read a “choice book” and reflect on the reading on your website throughout the semester. Part of this process is to find your professional voice in a digital environment. This will entail not only blogging and participating in online educational chats, but commenting on other blogs/posts from educators around the globe. Consider the following essential questions:

- How do I learn?
- How can technology promote learning at the individual and group level?
- How can technology enhance my ability to connect in a global society?
- How can technology be leveraged in today’s classroom?

3. **Twenty-Percent Project** - (20% of grade): Google has a policy of allowing its employees to dedicate 20 percent of their time to personal projects that they hope will eventually equate to new products/services. The idea is that if you allow your employees to follow their passions, good things will happen. As such, you will dedicate 20% of your time in this class to learn something using technology.

The learning outcome must be something you can measure on a success continuum. (Example of non specific learning outcome: I want to learn how to play the guitar. Example of a more specific learning outcome: I want to learn how to play the song “Stairway to Heaven” on the guitar. The latter is something that has an outcome that will not overwhelm you and is easy to determine success).

The best types of projects have very specific outcomes that incorporate the following three aspects: play, knowledge, and making. There should also be a risk of failure in the task/learning (don’t choose something you have already “mastered”).

The entire process will be chronicled on your blog in the form of weekly, reflective posts, videos, pictures, and clearly connected evidence of your research using a social, sharable technology (Diigo, Pinterest, Scoop.it, etc.). The results of your project will be presented to the class in the form of a screencast: a TED-type/inspired talk or creatively constructed media-based project. If completed correctly, this project will be closely connected with your PLN.

4. **App Smash/Slam** - (10% of grade): To teach both screencasting and the use of tablet, or web-based applications for learning, you will create a 3-5 minute “App Smash,” screencast that introduces your classmates to how to use your apps together in a learning experience. Include a description of the apps, who can/should use them and how it could be used for learning. The final projects will be uploaded to YouTube and embedded on your website.

5. **Digital Curriculum Project** - (30%): Students, including college students, are very good consumers of Internet content. Whether this be for learning or for pure entertainment, the web has been ubiquitous in its influence on our culture. For this project, you will become a producer of web content as you create a learning experience for students at the elementary, middle or high school level. The expectation is that you will utilize a variety of technological sources, mainly of your own creation or curation, to create your curriculum. The project will be multi-media and accessible on the Internet. It can be thematic or related to a specific content area. The curriculum could be made into a website, blog, or other tool that is conducive for learning, but it must be self-contained and able to be shared publicly on the web.

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.

SCHEDULE/COURSE OUTLINE

Due to the dynamic nature of the Spring 2015 Single-Subject Program schedule, there is a possibility that the schedule will be changed based on the needs of the class. A link to the online-collaborative schedule will be given on the first day of class.

Professor(s) will update the expectation of the class weekly on the class private Google + community and in Moodle. Students are required to check the course Moodle weekly to ensure the topic and assignment for each week is clearly understood and to maintain an active presence in the Google+ Community.

Date	Topic	Assignment (if any)
Session 1 January 19 MLK Jr. Holiday Online Session	Getting to know you	<ul style="list-style-type: none"> • Complete the "<i>getting to know you survey</i>" • Set-up accounts: <ul style="list-style-type: none"> ○ G-Mail ○ Twitter ○ Weebly (About Me Page) ○ Set-up Instagram ○ Google +/Communities • DCP account (<i>we will send you information</i>) • Read Richardson book <i>Why School (51 pages)</i>
Session 2 January 26 Face-to-Face	Why School? PLN - Discuss your focus	<ul style="list-style-type: none"> • Personal Learning Networks (PLN) •
Session 3 February 2 Face-to-Face	Wagner: The Global Achievement Gap 20% projects	<ul style="list-style-type: none"> • Personal Learning Networks (PLN) - <ul style="list-style-type: none"> ○ Edchat #1 Storify due 2/16 • Wagner: <i>The Global Achievement Gap</i> (Chapters 1-2) <ul style="list-style-type: none"> ○ See weekly expectations for work.
Session 4 February 9 Face-to-Face	Wagner: The Global Achievement Gap 20% projects	<ul style="list-style-type: none"> • Wagner: <i>The Global Achievement Gap</i> (Chapters 3-4) <ul style="list-style-type: none"> ○ Blog post on website reflecting on weekly reading • 20% project: Blog post on 20% project ideas <ul style="list-style-type: none"> ○ Feedback for members of your House • Personal Learning Networks (PLN): continue to cultivate • 20% project

Date	Topic	Assignment (if any)
Session 5 February 16 Online Session	App Smash Flipped Learning	<ul style="list-style-type: none"> ● Wagner: <i>The Global Achievement Gap</i> (Chapters 5-6) <ul style="list-style-type: none"> ○ Blog Post on website reflecting on weekly reading ● Global Achievement Gap - What are your essential survival skills for the 21st Century? ● Personal Learning Networks (PLN) ● 20% project <ul style="list-style-type: none"> ○ Post updating learning ○ How are you documenting research (choose a tool) ● Begin App Smash ● Thomas/Seely Brown: <i>A New Culture of Learning</i> (Chapters 1-3) <ul style="list-style-type: none"> ○ Blog Post on website reflecting on weekly reading
Session 6 February 23 Face-to-Face	Thomas/Seely Brown: <i>A New Culture of Learning</i> App Smash	<ul style="list-style-type: none"> ● Personal Learning Networks (PLN) ● Thomas/Seely Brown: <i>A New Culture of Learning</i> (Chapters 4-6) <ul style="list-style-type: none"> ○ Blog Post on website reflecting on weekly reading ● 20% Project Report of Learning <ul style="list-style-type: none"> ○ Blog Post ○ App Smash due 3/9
Session 7 March 2 Face-to-Face	Personal Learning Networks (PLN) 20% project Digital Curriculum Project <i>A New Culture of Learning</i>	<ul style="list-style-type: none"> ● Personal Learning Networks (PLN) ● Thomas/Seely Brown: <i>A New Culture of Learning</i> (Chapters 7-9) <ul style="list-style-type: none"> ○ Blog Post on website reflecting on weekly reading ● Reflect on House members App Smash <ul style="list-style-type: none"> ○ Blog Post ● 20% project
Session 8 March 9 Face-to-Face	Personal Learning Networks (PLN) 20% project Digital Curriculum Project	<ul style="list-style-type: none"> ● Personal Learning Networks (PLN) ● 20% project ● Digital Curriculum Project - Consider topic/possible collaborators
Session 9 March 16 Face-to-Face Mock NCATE Visit TPA Task 3 Due	PLN - Instagram 20% Project Digital Curriculum	<ul style="list-style-type: none"> ● Personal Learning Networks (PLN) <ul style="list-style-type: none"> ○ Instagram Project - Post to Blog 4/20 ● 20% project - ● Digital Curriculum Project: Goal setting <ul style="list-style-type: none"> ○ Blog Post

Date	Topic	Assignment (if any)
Session 10 March 2 Session 11 March 30 Session 12 April 6 Online Session	Connectivism Situated Learning/Communities of Practice	<ul style="list-style-type: none"> ● Personal Learning Networks (PLN) <ul style="list-style-type: none"> ○ Edchat #2 Storify due 4/13 ● 20% project due 4/13 ● Digital Curriculum Project <ul style="list-style-type: none"> ○ Blog - Reflecting with group ○ Element of Core Literacies ○ Create 5 - 7 ● Situated Learning/Communities of Practice Close Reading Activity ● Lave & Wenger - Communities of practice
Session 13 April 13 NCATE Visit Face-to-Face	PLN	<ul style="list-style-type: none"> ● Personal Learning Networks (PLN) <ul style="list-style-type: none"> ○ Lave/Wenger Close Reading Due 4/15 ● Digital Curriculum Project
Session 14 April 20 TPA Task 4 Due Face-to-Face	PLN	<ul style="list-style-type: none"> ● Personal Learning Networks (PLN) Due 5/4 ● Digital Curriculum Project Due 5/4
Session 15 April 27 Face-to-Face	PLN	<ul style="list-style-type: none"> ● Personal Learning Networks (PLN) Due 5/4 ● Digital Curriculum Project Due 5/4 ● Poster Session Thursday April 30th 5-6:30 pm
Final Exam May 4	Share Projects/Celebrate our Learning!!	