

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION, HEALTH & HUMAN SERVICES**

**EDSS 530-01 SECONDARY EDUCATION IN THE 21ST CENTURY SPRING 2013
CRN 25797 – DAY COHORT**

**Monday: 1:00am – 3:45pm
UH 273**

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Single Subject Website: <https://sites.google.com/site/csusmsinglesubjectprogram>

School of Education Mission Statement

The mission of the School 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).

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 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) and a 20% 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

Student Learning Outcomes/Objectives

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

1. Characteristics (dispositions) and practices (strategies) of the teacher in the 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.

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. Teacher candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02.*)

Teacher Candidate 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

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts 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 and practice in order to realize a comprehensive and extensive educational program for 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. A full-text version of the TPE descriptions can be downloaded from the College of Education webpage: www.csusm.edu/COE. This course will emphasize the following TPEs:

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, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:
<http://www.csusm.edu/coe/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.

College of Education Attendance Policy

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

Teacher Candidates with Disabilities Requiring Reasonable Accommodations

Teacher 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. Teacher 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.

Teacher candidates 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 teacher 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.

Electronic Communication Protocol

Electronic correspondence (email, tweets, texts...) is a part of your professional interactions. If you need to contact instructor or other teacher candidates, 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 electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates more than the sender originally intended. With that said, please be mindful of all electronic messages you send, to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this electronic message be misconstrued?
- Does this electronic 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 I send to you, let's talk in person so we can correct any confusion.

Course Requirements

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

Pink, D. H., (2005). *A Whole New Mind: Why right-brainers will rule the future*. New York, NY: Penguin.

Pink, D. H. (2011). *Drive: The surprising truth about what motivates us*. New York, NY: Penguin.

Godin, S. (2008). *Tribes: we need you to lead us*. New York, NY: PenguinGroup. (you are going to listen to this as an audiobook)

(we will also access a free version of Seth Godin's Stop Stealing Dreams)

Recommended Reading:

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

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

Assignment Completion Expectations

Graduate Level Professionalism: Expectations are that assignments will be professionally done (i.e. typed and at the quality representative of graduate work)

Referencing Sources: Citations should always be used when utilizing information from another source.

Assignment Overview [total points – 100 pts.]

1. **Class participation** (10% of grade): Students are responsible for completing the assigned readings/activities before class (or during the week of a class session that was not F2F). Most class reading/activities will be assigned weekly on the class blog. The individual student blog will be a space to reflect/complete any reading reflection or writing on an assigned activity. Additionally, students are expected to actively engage in critical dialogue in each class session and in an online environment.
2. **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/ or 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. It can be following Photoshop tutorials online, learning to play the guitar on YouTube, or anything else that you have always wanted to learn. The results will be shared on your blog in the form of a post with some documentation of your results (video, pictures, etc.)

3. **EL Lesson Digital Resource Collaborative** (10%): Using SIOP or SDAIE strategies, each person will contribute at least one lesson that has been using or will be used in student teaching to a digital resource (the specific technology(s) will be determined by the classes). The goal is to create the beginning of a repository that is both local and appropriate for all of our partner districts.
4. **Mobile Learning in the Classroom** (15% of grade): Students will investigate mobile technology use in school (primarily iPad) and suggest ways to integrate this new technology into the 21st century classroom. Classes will determine the appropriate avenue for reflection (blog or website) as well as share out in class in the form of App Slams.
5. **Flipped Classroom Lesson** (10% of grade): Students will investigate the concept of a flipped classroom and create a lesson that could be used with students (may be combined with the EL lesson if appropriate). May be completed individually or in small groups. Lesson will be posted online.
6. **Personal Learning Network (PLN)** (25% 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: Twitter, Diigo, personal blog, digital discussion forums, and possible a content curation site. Part of this process is to find your professional voice in a digital environment. This will entail not only blogging and participating in weekly online educational chats, but commenting on other blogs/posts from educators around the globe. Consider a more personalized version of the thematic course questions:
 - a. What am I learning? How does my learning occur?
 - b. In what ways does the personalization of my virtual environment promote learning?
 - c. Where am I learning? What is the process by which technology enhanced my learning?
7. **Digital Reflection Project** (10% of grade): At the end of the semester you will produce a screencast reflecting your learning in the course and how you see yourself applying what you have learned. The project cannot exceed five minutes and will be posted online.

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.