

**Education EDSS 530: “Secondary Schooling in the 21st Century” (Three Credits)—Fall, 2004**

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

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

**Room: Rm 635 (Coastal 8:30-11:30 Inland 1:00-4:00)**

**Office Hours: by appt or before or after class**

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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 in secondary education as high schools enter the 21<sup>st</sup> 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 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 (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

Secondary Emphasis: (these will be emphasized in this course also but assessed/reflected on in Taskstream in other classes)

TPE 1B Specific Pedagogical skills for Subject Matter  
TPE 2 Monitoring students during instruction  
TPE 7 Teaching English Language Learners  
TPE 5 Student Engagement  
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  
[www.taskstream.com](http://www.taskstream.com) (2004) 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 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 (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.

## **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 (Monday August 30 and Tuesday August 31: 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 due next class (9/1):

- 1) Read Teacher Dispositions in Syllabus and do a write-up that rates yourself (1-4) with justification on each for classroom discussion (assign peer buddies for semester)
- 2) Read syllabus / assignments
- 3) Read: (in customized text the summary of Second to None and Breaking Ranks) (no log) Prompt: What are do you see as the strengths and challenges of these reform document suggestions?
- 4) Read Cooperative Learning pp. 299-329 article in Customized Text: Prompt: What do you see as strengths and challenges to cooperative learning? (no log)
- 5) Read “Dine Philosophy of Learning” p199 (Benally): Prompt: How can (should) spirituality be part of your teaching? (no log)
- 6) Read “Synthesis of research...reflective thinking” p3 Prompt: How would you integrate reflection into your practice as well as your students? (no log)

#### **#3 Wednesday September 1**

- 1) Questions on Syllabus/Texts/Assignments overview/
- 2) Introduction to the” Teacher as a Reflective Educator and “Teacher as an analyzer of Information”
- 3) In Class discussion of reform movement ideas: “Teacher Dispositions”

“Second to None and Breaking Ranks”

#### **Assignments due on 9/8:**

- 1)Read introductory Ch 1 and final Ch.13, and assigned chapter of “Rethinking High School: BPHS” for Jigsaw: do a Reading Log of assigned chapter only
- 2) Read “Dine Philosophy of Learning” (Benally): Prompt: How can (should) spirituality be part of your teaching? (no log)
- 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)Read Cooperative Learning read article in Customized Text under Cooperative Learning section: Prompt: What do you see as strengths and challenges to cooperative learning? (no log)

#### **#4 (Wednesday September 8)**

- 1) Jigsaw 2 of “Rethinking High Schools” (Generate Summary of Major Ideas)
- 2) Discussion of three reading prompts (#2 and #3 and #4 above)
- 3) Closure/Questions/Quickwrite

#### **Assignments due on 9/13:**

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

#### **#5 (Monday September 13)**

- 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) Introduction to Problem Solving activity #2 “Superlinks”
- 4) Closure/Questions/Quickwrite

#### **Assignments due on 9/15:**

- 1) **Read Borich Chapter One: Reading Log**
- 2) **Ethnographic Group Study of School Site: group oral and written report (due Monday September 27th )**
- 3) **Superlinks due on Monday Sept 20th**

#### **#6 (Wednesday September 15) Student lead class**

- 1) Discussion of Reading from Borich Chapter One (student lead lesson)
- 2) Time in groups to discuss organization of Ethnographic Study (What data will you get? How will you get it? Who will get it? When?) (student lead lesson)
- 3) Video: Second to None (student lead lesson)

#### **Assignments due on 9/20:**

- 1) **Read Borich Chapter Two (Reading Log)**

#### **#7 (Monday September 20)**

- 1) Discussion of Borich in Chapter 2
- 2) **Problem Solving Activity #2 (in class): Superlinks**
- 3) Overview of “Teacher as a Problem Solver” Discussion of Problem Solving Assignment Prompt
- 4) Discussion of cooperative learning and problem solving models and question prompts (theme: “The teacher as an interdisciplinary leader and problem solver”)
- 5) **Cooperative Learning Communication Skills Game #2 Epstein’s Five Stage Rocket**
- 6) Closure/Questions/Quickwrite

#### **Assignments due on 9/22:**

- 1) Read Borich Chapter 3 (reading log)
- 2) Read “Student acquisition of cooperative learning skills...” in Customized Text p73-90 Keating: One page prompt: how would you incorporate cooperative learning as a strategy used in the problem solving prompt below—explain the logistics of how you will organize this problem solving 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/lesson of a problem

solving activity that you could use with your students within the context of your discipline (should include an objective, procedures and assessment)? Note # 2 and #3 are combined into this one assignment with two page maximum

### **#8 (Wednesday September 22)**

- 1) Discussion of Borich Ch.3
- 2) Discussion of Prompts #2 and #3 above (Problem solving utilizing cooperative learning)
- 3) Closure/Questions/Quickwrite

#### **Assignment due on 9/27:**

- 1) **Ethnographic group oral and written report due next class**
- 2) **Extra credit: Jigsaw of Related Journal Articles P207-331 Keating--- (choose total of three which includes at least one from each category)—Reading Logs due—Oct 13)**

### **#9 (Monday Sept. 27)**

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

#### **Assignments due on 9/29:**

- 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 Sept 29)**

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

**Assignment due on 10/4: Inclusive Education: read pp.103-126 (no reading log) One page prompt: Is inclusive education different from ‘just good teaching’ (explain)?**

### **#11 (Monday October 4)**

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

#### **Assignments due for 10/6 and next week:**

- 1) Continue to work on planning of long term group projects: a) Service Learning/ Action Research presentation and report due Oct 13 and b) Borich Observational Study presentation and report due on Oct 11
- 2) due 10/6: read pp.59-70 “Classroom management” and “Diary of a Cross-Country runner” Keating no log—two page outline of what strategies you would incorporate into your first class meetings to establish an effective classroom management/climate as well as grading procedures to allow “all students to succeed”

## #12 (Wednesday October 6)

- 1) Overview of classroom management techniques Part 1 “Compassionate Discipline Model
- 2) Explanation of assignment involving simulations of common classroom management strategies
- 3) Students present outline of ideas for lessons related to first class meeting as related to effective classroom management/climate

Assignments due 10/11 :

- 1) Borich Observational Study presentation and report
- 2) Classroom management group simulations (three minute max)

## #13 (Monday October 11)

- 1) Borich Observational Study team presentation and reports
- 2) Classroom management group simulations (three minute max)
- 3) Closure/Questions/Quickwrite

Assignments due 10/13:

- 1) Service Learning group presentations and report
- 2) Extra credit reading logs due (see 9/22)

## #14 (Wednesday October 13)

- 1) Service Learning group presentations and report
- 2) Cooperative Learning Communication Skills Game #3 (Leader of the Pack)
- 3) Overview of course
- 4) Instructor evaluation

Assignment due 10/27 into Taskstream:

- 1) Reflections on TPE #8 and #11 due in Taskstream (125-200 words each maximum)

## Overview of Assignments:

- 1) **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
- 2) **Graduate Level Professionalism:** Expectations are that all assignments will be professionally done (i.e. typed and at the highest quality level representative of graduate work)
- 3) **Referencing Sources:** Citations should always be used when utilizing information from another source
- 4) **Punctuality and attendance** is essential in that many ideas presented cannot be replicated via alternatives such as 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 (non-passing). Late arrivals will also be penalized at the discretion of the instructor.

### **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 are in the customized text and 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 Reflections on TPE #8 and #11 in Taskstream (Final Culminating assessment)** Students will respond to the teacher performance expectations of Learning About students and 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.

**#12 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 and report (10 pts.)
- 5) Reflective Reading Logs and Prompts (Journals) (20 pts.)
- 6) Service Learning/Action Research Project presentation and report (10 pts.)
- 7) Attendance/Participation (15 pts.)
- 8) Borich Observational Study Research Classroom Assignment (10 pts.)
- 9) Jigsaw on “Rethinking High Schools (Best Practices)” (5 pts.)
- 10) Quickwrites (5pts.)
- 11) SDAIE Lesson Presentation (3pts)
- 12) TPE Responses in Taskstream (5pts)
- 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 = <

Please Print for Grade Folder:

Assignment Grade Sheet

Name of Student

Course Number and Title

Sch. of 21st Century

Assignment

Point Value Grade Due Date Initials

#9 Jigsaw of Rethinking HS

5

#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

#8 Observation Studies (Borich)

Total=10

Chapter1

1

Chapter2

1

Chapter 3

1

Chapter 4

1

Observation Studies Project (Borich)

6

#1 Teacher Dispositional Skills

7

#5 Reflective reading logs & prompts (P =prompt only)

Total=20

Rethinking HS (Daniels)

2

Dine Philosophy of Learning (no log)

2

Reflective thinking (P =no log)

2

Action research

2

CooperativeLearning(P=no log)

2

Service Learning

2

Problem Solving (P=no log)

2

Inclusive Essay (P=no log)

2

Class. Mgt (P=no log)

2

Options (prompt or log)

2

#10 Quickwrites

5

#6 Service Learning/Act Res

10

#4 Ethnographic Study

10

#11 TPE Final Reflections

5

#7 Attendance

15

Extra Credit (directorships)