

Education EDSS 530: “Secondary Schooling in the 21st Century” (Three Credits)—Fall, 2000

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

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

Room: FCB 102 (Coastal 9-11:15) or UH 442 (Mon.) and UH440 (Wed.) Inland 12:30-2:45

Office Hours: UH 309 11:30-12:30 Monday and Wednesday or by appt.

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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 21st Century. Recent reform documents provide the framework for the six course themes which emerge and were used as a focus for the course. The themes include the following: “The Teacher as....1) a reflective educator; 2) an analyzer of information; 3) a community member; 4) an expert in interpersonal communication skills; 5) a researcher and problem solver and 6) an interdisciplinary curricular leader.

These themes will be explored through the integration of theory, research and application to school site experiences. Assignments connected to these themes will link the theory to practice. Consequently, one of the requirements for completion of these assignments is extensive exploration/observation at the school sites. The expectation is that participants in this course will have 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.

Required Texts:

Schools of the 21st Century. Customized Text. Joseph Keating (Revised Summer 1999).

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).

Observation Skills for Effective Teaching (Merrill) Gary Borich (1998)

Service Learning for High School Teachers Customized Text. Joseph Keating (1998) note: one book per mini cohort

Additional Readings: (see customized text)

Objectives: upon completion of this course the student will be able to demonstrate knowledge, understanding, appreciation and practical skills for applying.....

1. characteristics and practices of the reformed 21st Century high school teacher;
2. interdisciplinary teaching;
3. service learning;
4. multiple strategies for inclusive education (including specially designed academic instruction in English--SDAIE): problem solving/creative thinking, cooperative learning, classroom management and authentic assessments;
5. action research;
6. Observation/reflection as an integral part of practice.

Course Schedule and Related Readings:

Expectations are that assignments will be completed when due for both group and individual efforts.

Session Tentative Topic Readings and *Assignments Due (in Bold)

#1-2 (Monday August 27th and Tuesday August 28th: Orientation)

Orientation: Introduction to Cooperative Learning Communication Skills Games #1 (Verbal and Non-Verbal Communication Skills and Problem Solving Game #1 (Gum Drop Towers); Program considerations

#3 (Wednesday August 29th)

Syllabus/Texts/Assignments overview/ Introduction to the "Teacher as a Reflective Educator and "Teacher as an analyzer of Information"

Assignments:

- 1) Read introduction, final overview and assigned chapter of "The Good High School" for Jigsaw: Reading Log of assigned chapter**
- 2) Read "Second to None" : Reading Log**
- 3) Read "Dine Philosophy of Learning" p199 (Benally): no reading log (Prompt Question one page on: Should spirituality be part of your teaching? Explain?)**
- 4) Read "Synthesis of research...reflective thinking" p3 no reading Log (Prompt Question—one page on : How will you incorporate reflection into your own teaching?)**

#4 (Monday September 3) No Class—Independent Study (Readings)

#5 (Wednesday September 5)

- 1) Second to None—Discussion/Video
- 2) **The Good High School Jigsaw/ Discussion**
- 3) **Discussions of other two reading prompts**
- 4) Closure/Questions Quickwrite

Assignment:

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

#6 (Monday September 10)

- 1) Introduction to the "Teacher as a Researcher": School Culture/ Ethnographic Study Assignment Overview/explanation pp.146, 156-7
- 2) Introduction to Classroom Observations (Borich) "Why Observe?"
- 3) Closure/Questions/Quickwrite

Assignments:

- 1) Read Borich Chapter One: Reading Log**
- 2) Ethnographic Group Study of School Site: group oral and written report (due September 25)**
- 3) Read pp.173-191 (Introduction to Problem Solving Model) (no reading log) Prompt: Prepare a one page overview/example of a problem solving assignment that you could use with your students?**

#7 (Wednesday September 12)

- 1) Overview of “Teacher as a Problem Solver” Discussion of Problem Solving Assignment Prompt
- 2) **Problem Solving Activity #2 (in class): Superlinks**
 - 3) Odyssey of the Mind International Problem Solving Model Program
 - 4) Discussion of Borich Chapter One
 - 5) Closure/Questions/Quickwrite

Assignments:

- 1) **Read Borich Chapter Two (Reading Log)**
- 2) **Read “Student acquisition of cooperative learning skills...” in Customized Text p73-90: One page prompt: Overview an assignment that incorporates cooperative learning as a strategy—explain the logistics of how you will organize the lesson.**

#8 (Monday September 17)

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

Assignments:

- 1) **Read Borich Chapter 3 (reading log)**
- 2) **Jigsaw of Related Journal Articles P207-331--- (choose total of three—at least one from each category)—Reading Log due—Oct 25)**

#9 (Wednesday September 19)

- 1) In class preparation time for group ethnographic report
- 2) Discussion of Borich Ch.3
- 3) Closure/Questions/Quickwrite

Assignment: Ethnographic group oral and written report due next class

#10 (Monday Sept. 24)

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

Assignments:

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

#11 (Wednesday Sept.26)

- 1) Overview of Service Learning and Action Research assignment (theme: “The Teacher and the community”)
- 2) Discussion of Borich Ch 4 and Overview of observation assignment (handout)
- 3) Group planning for Service Learning
- 4) Closure/Questions/Quickwrite

Assignment: Inclusive Education: read pp.103-126 (no reading log) One page prompt: How is inclusive education different from ‘just good teaching’?

#12 (Monday October 1)

- 1) Lesson Planning overview
- 2) Discussion of Inclusion of all students including second language learners (SDAIE): Presentation of a SDAIE Lesson

- 3) Closure/Questions/Quickwrite

Assignments: Plan and present short group lesson in SDAIE format (written and oral)

#13 (Wednesday Oct.3)

- 1) **SDAIE Lesson plan presentation modeled in class**
- 2) Video tape of SDAIE lesson
- 3) Closure/Questions/Quickwrite

Assignments

- 1) **Borich observational study due**

#14 (Monday October 8) Practicum in Service Learning—Independent Study no class

#15 (Wednesday October 10) Practicum in Service Learning-Independent Study no class

#16 (Monday October 15)

- 1) **Borich observation study assignment/ discussion**
- 2) **Cooperative Learning Communication Skills Game #3 (Leader of the Pack)**
- 3) Closure/Questions/Quickwrite

Assignment: read pp.59-70 “Classroom management” no log—Readings will be incorporated into Simulations of classroom management

#17 (Wednesday October 17)

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

Assignment: read pp.123-134 (Assessment) One page prompt: Choose one objective from your discipline and write a traditional and authentic assessment for it

#18 (Monday October 22)

- 1) Overview of Assessment
- 2) Subject teams create alternative assessments in groups
- 3) Closure/Questions/Quickwrite

Assignments:

- 1) **Three related Customized text jigsawed articles due**

#19 (Wednesday October 24)

- 1) Jigsaw **discussion of articles from customized text**
- 2) Time for planning of Action research project proposals
- 3) Closure/Questions/Quickwrite

Assignments: Action research proposals due

#20 (Monday October 29)

- 1) **Action research proposals due/ group conference**
- 2) **In class time for planning for service learning presentation**

Assignments: Service Learning presentations and papers due

#21 (Wednesday October 31) Last Class

- 1) Service Learning group presentations and papers due
- 2) Course debriefing
- 3) Closure/Questions/Quickwrite

Overview of Assignments:

- 1) Jigsaw on “The Good High School” (5 pts.)

- 2) Problem Solving:(Gum Drop Towers and Superlinks) (10 pts.)
- 3) Cooperative Learning Simulation Games (three) (12 pts)
- 4) Borich Classroom Observation Journals and Study (10 pts.)
- 5) SDAIE Lesson and Group Presentation (5 pts.)
- 5) Reflective Reading Logs and Prompts (Journals) (11 pts.)
- 6) Quickwrite (5 pts.)
- 7) Service Learning Project (10 pts)
- 8) School Ethnographic Study paper and Group Presentation (10 pts.)
- 9) Action Research Project Proposal (5 pts.)
- 10) Attendance/Participation (20 pts.)
- 11) Directorship (extra credit 5 pts.)

Total = 103 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.

A = 90-100 (97-103 A+)

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

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

D = 60-69

F = < 60