

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: UH 444 (Inland AM)
ACD 406 (Coastal PM)
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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)

(see attached for CLAD competency matrix)

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 leader.

These themes will be explored through the integration of theory, research and application to school site experience. 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 and interdisciplinary 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 practice of the reformed 21st Century high school teacher;
2. interdisciplinary teaching;
3. service learning;
4. multiple strategies for teaching diverse learners (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 28th and Tuesday August 29th: 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 30th)

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**
- 2) **Read “Second to None”: Reading Log**
- 3) **Read “Dine Philosophy of Learning” p199 (Benally): Reading log**
- 4) **Read “Synthesis of research...reflective thinking” p3 Reading Log**

#4 (Monday September 4) NO CLASS

Independent Study (Readings)

#5 (Wednesday September 6)

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

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

#6 (Monday September 11)

- 1) Introduction to the “Teacher as a Researcher”: School Culture/ Ethnographic Study Assignment Overview/explanation
- 2) Introduction to Classroom Observations (Borich)
- 3) Closure/Questions/Quickwrite

Assignments:

- 1) **Read Borich Chapter One: Reading Log**
- 2) **Ethnographic Group Study of School Site: oral and written report (due September 25)**
- 3) **Read pp.173-191 (Introduction to Problem Solving Model) (no log)**

#7 (Wednesday September 13)

- 1) Overview of “Teacher as a Problem Solver”
- 2) **Problem Solving Activity #2: Superlinks**
- 3) Odyssey of the Mind International Problem Solving 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: Reading Log**

#8 (Monday September 18)

- 1) Discussion of Borich in Chapter 2
- 2) Discussion of cooperative learning model (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 P199-- (choose total of four—at least one from each category)-- ongoing due—Oct 25)**

#9 (Wednesday September 20)

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

Assignment: Ethnographic oral and written report due next class

#10 (Monday Sept. 25)

- 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 (Reading Log)**
- 2) **Read Borich Ch 4 (Reading log)**

#11 (Wednesday Sept.27)

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

Assignment: read pp.103- (SDAIE) (no log)

#12 (Monday October 2)

- 1) Lesson Planning overview
- 2) Teaching second language learners (SDAIE)
- 3) Closure/Questions/Quickwrite

Assignments: Plan and present short group lesson in SDAIE format

#13 (Wednesday Oct.4)

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

Assignments

- 1) **Borich observational study**

#14 (Monday October 9) Practicum in Service Learning—Independent Study

#15 (Wednesday October 11) Practicum in Service Learning-Independent Study

#16 (Monday October 16)

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

Assignment: read pp.59- (Classroom management)(no log)

#17 (Wednesday October 18)

- 1) Overview of classroom management techniques
- 2) Simulations of classroom management
- 3) Closure/Questions/Quickwrite

Assignment: read pp.123- (Assessment)(no log)

#18 (Monday October 23)

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

Assignments:

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

#19 (Wednesday October 25)

- 1) **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 30)

- 1) **Action research proposals due/ group conference**

Assignments: Service Learning presentations and papers due

#21 (Wednesday November 1)

- 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) (5 pts.)
3. SDAIE Lesson and Group Presentation (5 pts.)
4. School Ethnographic Study paper and Group Presentation (10 pts.)
5. Cooperative Learning Simulation Games (10 pts)
6. Reflective Reading Logs (Journals) (15 pts.)
7. Service Learning Project (10 pts)
8. Action Research Project Proposal (5 pts.)
9. Attendance/Participation (20 pts.)
10. Borich Classroom Observation Journals (10 pts.)
11. Quickwrite (5 pts.)
12. Directorship (extra credit 5 pts.)

Total = 100 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 (97-100 A+)

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

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

D = 60-69

F = < 60