

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

EDSS 530 – Spring 2010
SECONDARY SCHOOLING IN THE TWENTY-FIRST CENTURY
University Hall Room 443
Tuesday 5:00 pm – 9:00 pm

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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 on-going 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 textbook, with its overarching theme called the "Circle of Courage," provide the framework for the course. This theme is explored using the basic tenet that good teachers and teaching result from the intersection of three key components: strong content knowledge, pedagogical skills, and appropriate teacher dispositions (attitudes). The intersection of these three components is explored through course topics that integrate theory, research, and applications to school field experiences. Assignments connected to these topics 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 exploration at the school sites*. As a result of being an active participant in this course and its themes, you should expect increased expertise in the following areas of leadership in school reform: knowledge of teacher dispositions; application of action research; strategies to involve parents and community via service learning; integration of cooperative learning; design of problem-solving driven learning; effective use of classroom management techniques; and beginning processes of curriculum planning.

Prerequisites

Admission to the Single Subject Credential Program, appropriate sequence of single subject courses prior to this course, and (or) permission of instructor.

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. Specific strategies related to inclusive education: problem solving / creative thinking, cooperative learning, and classroom management;
4. Research in teaching and learning, in particular action research;

5. Observation and reflection as an integral part of practice; and
6. Characteristics and practices of the reformed, 21st Century high school.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Single Subject Credential. This course is designed to help teachers seeking the California Single Subject 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.

More specifically, 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 must be able to demonstrate their understanding and ability to apply each of the TPE's that merge theory to practice in order to realize a comprehensive and extensive educational program to meet the needs of 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.

The following TPEs are given primary emphases:

- TPE 8 Learning About Students
- TPE 11 Social Environment

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: <http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

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. Students successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 2002*)

Course Requirements

Required Texts

Baldwin, M. D., Keating, J. F., & Bachman, K. J. (2006). *Teaching in secondary schools: Meeting the challenges of today's adolescents*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. [Note: should already be purchased for previous courses]

Cohen, E. G. (1994). *Designing groupwork: Strategies for the heterogeneous classroom*. New York: Teachers College Press.

Daniels, H., Zemelman, S., & Bizar, M. (2001). *Rethinking high school: Best practice in teaching, learning, and leadership*. Portsmouth, NH: Heinemann.

*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. *Personal Blog: Written Reflections, Ideas, and Questions:* [15 pts.]

On a regular basis, students will respond to either a prompt or produce a less directed reflection on reading assignments and/or classroom activities. Some of these may be more formal in nature, and others a sort of free write. (many of the topics will be found on the class blog!)

There will also be some quickwrites—an effective, authentic evaluation method for the teacher and the student to determine what has and what has not been learned. Quickwrites will be used during or 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; and possibly 3) general comments (i.e. a mechanism to ask for assistance, or thank the teacher). The instructor can use the student responses to this Quickwrite in lesson planning as a basis to review the previous class, answer common questions (in class) or specific questions to the individual student (on the paper).

The medium for these quickwrites will be a personal blog created and maintained for the EDSS 530 class.

2. *Online Jigsaw on Text Rethinking High Schools (Daniels, et al, 2001):* [15 pts.]

All students will read the texts' introduction and final overview chapters, plus one assigned. Students will gather with others that have read the assigned chapter as an expert group. This expert group will develop a digital presentation of that chapter for their classmates in order to “teach” and assess classmates' understanding of the information and educational concepts found in the assigned chapter.

The purpose of this assignment is to: a) explore moving standard Jigsaw techniques into an online medium; b) demonstrate/model a method of making students responsible for learning and teaching concepts to fellow classmates; and c) experience a model to overview large amounts of information in a relatively short time frame.

3. *School Ethnographic Study:* [40 pts.]

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 (possibly including: interviews, observations, documents, surveys, video/still photography, etc.). Using this information, they will analyze and determine the culture of this school. In particular, students will work to know the school in the ways three distinct groups experience it: faculty and staff, the high school students, and members of the broader community.

The group will develop an ethnographic overview of that school site for other members of the class. This ethnography will be presented via the CSUSM Educators Ning network, drawing upon modern, multi-media authoring tools. This presentation has the multiple purpose of: jigsawing information about areas schools and introducing the student to the process and value of ethnographic and action research. Further details for this project will be provided in class.

4. *Problem Solving:* [10 pts.]

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 a competitive / non-competitive structure that can be effectively applied to a high school classroom. These problem-solving simulations, designed to motivate curriculum and possibly instruct, will be tied to Inquiry-Based learning (Keating, Baldwin & Bachman, 2006).

These initial simulations will conclude with teams of discipline-specific groups designing their own example of a problem-solving task through which to teach subject-specific content. These tasks will

be couched in the framework for a lesson plan that incorporates elements of open-ended problem solving, including inquiry, questioning, critical thinking, higher-order thinking etc.

5. *Applying the Compassionate Discipline Model: [10 pts.]*

5A. Observation of Classroom Management Skills. 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 of the interdisciplinary methods course. In this assignment the student will complete one classroom observation and data collection, focused on classroom management techniques. From this minimum of one observation, the student will list the effective and less effective strategies observed. These individual observations will be discussed in subject matter teams and a summary/overview presented by each subject matter team in class.

5B. Demonstration: Cross-disciplinary teams will consider a scenario (from Ch. 9 of *TSS*) illustrative of common classroom management issues in secondary schools. Teams will conduct research to develop strategies to respond to the scenario posed, including both proactive and reactive actions. Drawing on research findings, the strategies particular to the scenario considered, as well as the Compassionate Discipline Model, students will develop an online resource to be shared with classmates offering a range of classroom management strategies.

6. *Final Summative Course Exam: [10 pts.]*

Using an authentic assessment technique (Graphic Organizer) the students will complete a summative understanding of what they learned and can apply from this course. There will be two parts to the exam. First will be a group collaboration to extend the original Graphic Organizer presented to launch the course. The second will be a personal action plan to implement best practices associated with school reform for the 21st century.

The products will be posted online as a conclusion to the blog created on the first day of class. The emphasis to this exam will be to demonstrate personalized knowing of the key elements and themes of the information and concepts explored during the course.

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.

College of Education Attendance Policy

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

Inform the instructor *prior* to an absence.

All-University Writing Requirement

All CSU students must demonstrate competency in writing skills as a requirement for graduation. At California State University San Marcos, students complete the graduation writing assessment through the All-University Writing Requirement. This requirement mandates that every course at the University must have a writing component of at least 2,500 words (approximately 10 pages). This course will require a number of formal and informal written assignments, to model both formative and summative options for assessment. These include quick-writes, reading logs, as well as individual and group reports. The sum of these writing activities will more than satisfy the minimum university requirement.

Students with Disabilities Requiring Reasonable Accommodations

Students 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 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students 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.

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 student 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

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet and Web 2.0 tools, 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 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 message be misconstrued?
- Does this message represent my most professional and courteous self?
- Am I sending this electronic message to avoid a face-to-face conversation?
- Can this message be more concisely and/or precisely stated?

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. For more guidance see Core Rules of Netiquette at <http://www.albion.com/netiquette/corerules.html>.

Tentative Schedule

Due to the dynamic nature of pedagogical styles, this is the tentative schedule for the course. There is a possibility that the schedule will be changed due to the needs of the class. Professor will update the expectation of the class weekly on the class blog. Students are required to read the blog weekly to ensure the topic and assignment for each week is clearly understood.

Date	Topic	Assignment to be completed BEFORE Class Session
Week 1 Monday 01/18/10	< No class meeting – Holiday >	
Week 2 Tuesday 01/26/10	Today's Secondary Schools Introduction to "Best Practices High School" Cooperative Learning 2. <i>Rethinking HS work time</i>	1. RR1
Week 3 Tuesday 02/02/10	"Best Practices High School" A School as a Micro-Culture 4. <i>Digital Ethnography work time</i>	1. RR2 2. <i>Rethinking HS</i> chapter
Week 4 Tuesday 02/09/10	< No class meeting – Furlough >	1. RR3
Week 5 Tuesday 02/16/10	Action Research Cooperative Learning Problem Solving 3. <i>Problem Solving work time</i>	1. RR4
Week 6 Tuesday 02/23/10	Cooperative Learning Community Resources – Service Learning 4. <i>Digital Ethnography work time</i>	1. RR5 3. <i>Digital Ethnography</i>
Week 7 Tuesday 03/02/10	Classroom Management Social Justice and Grassroots change 5. <i>Classroom Management work time</i>	1. RR6 4. <i>Problem Solving</i>
Week 8 Tuesday 03/09/10	Assessment Data to target instruction HS for the 21 st Century-Renewed Frameworks 6. Final Exam	1. RR7 5. Classroom Management