

Education EDSS 530: “Secondary Schooling in the 21st Century” (Three Credits)  
2008 Spring Semester—Full-time cohort

Instructor: Joseph Keating, Ph.D. Professor of Science Education, College of Education  
Class Schedule: All classes meet Monday or Wednesday (depending on which cohort you are in) from 8:00 am to 2:15 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)*

**Course Description:**

**Course Prerequisites:**

Sequence of single subject courses prior to this course and (or) permission of instructor.

**Course Objectives:**

Upon completion of this course the candidate 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, and classroom management;
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.

**Overview of Course :**

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 enter the 21<sup>st</sup> Century. Recent reform documents and the new 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 are aimed at linking theory to practice. Consequently, one of the requirements imbedded in these assignments is the expectation that many of them will be completed through exploration at the school sites. As a result of being a active participant in this course and its themes you should expect an increased expertise in the following areas of leadership in school reform: knowledge of teacher attitudes/ dispositions, applying action research, applying community /service learning/parental involvement, integration of cooperative learning, applying problem solving, effective use of classroom management techniques and beginning processes of curriculum planning.

#### Required Texts:

***Teaching in Secondary Schools (2005).***

*Baldwin, Keating and Bachman.* Pearson/Prentice Hall. (Note: should already be purchased for previous courses)

***Rethinking High School—Best Practice in Teaching, Learning, and Leadership (2001)***

Daniels, Bizar and Zemelman. Heinemann.

***Observation Skills for Effective Teaching (2003).*** Gary Borich, (*Merrill.*) Note: to be used in conjunction with EDSS 511 and **should already be purchased**

[www.taskstream.com](http://www.taskstream.com) (2005) 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.

#### Summary of Assignment Completion expectations:

- **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
- **Graduate Level Professionalism:** Expectations are that assignments will be professionally done (i.e. typed when recommended and at the highest quality level representative of graduate work)
- **Referencing Sources:** Citations should always be used when utilizing information from another source
- **Punctuality and attendance** is essential in that many ideas presented cannot be replicated via alternatives such 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 will automatically result in one

letter grade lower and three missed classes with two letter grades lower. Late arrivals with also are penalized at the discretion of the instructor.

**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 02)*

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1:</b>  <b>LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2:</b>  <b>METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3:</b>  <b>CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
<b>A.</b> The sound systems of language (phonology)	<b>A.</b> Foundations	<b>A.</b> Definitions of culture
<b>B.</b> Word formation (morphology)	<b>B.</b> Organizational models: What works for whom?	<b>B.</b> Perceptions of culture
<b>C.</b> Syntax	<b>C.</b> Instructional strategies	<b>C.</b> Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
<b>D.</b> Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	<b>D.</b> Physical geography and its effects on culture
<b>E.</b> Language in context	<b>A.</b> Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	<b>E.</b> Cultural congruence
<b>F.</b> Written discourse	<b>B.</b> Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
<b>G.</b> Oral discourse	<b>C.</b> Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	<b>A.</b> What teachers should learn about their students
<b>H.</b> Nonverbal communication	<b>D.</b> Working with paraprofessionals	<b>B.</b> How teachers can learn about their students
<b>I.</b> Language Change		<b>C.</b> How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
<b>A.</b> Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	<b>A.</b> Purpose	<b>A.</b> Concepts of cultural contact
<b>B.</b> Psychological factors affecting first- and second-language development	<b>B.</b> Methods	<b>B.</b> Stages of individual cultural contact
<b>C.</b> Socio-cultural factors affecting first- and second-language development	<b>C.</b> State mandates	<b>C.</b> The dynamics of prejudice
<b>D.</b> Pedagogical factors affecting first- and second-language development	<b>D.</b> Limitations of assessment	<b>D.</b> Strategies for conflict resolution
<b>E.</b> Political factors affecting first- and second-language development	<b>E.</b> Technical concepts	<b>IV. Cultural Diversity in U.S. and CA</b>
		<b>A.</b> Historical perspectives
		<b>B.</b> Demography
		<b>C.</b> Migration and immigration

## STUDENT LEARNING OUTCOMES

### 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 a California teaching 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 TPE's are addressed and evaluated directly or indirectly 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

### How to write a TPE response:

- **Responses to TPE's 8 and 11:** It is important to recognize that the TPEs are threaded throughout the credential program, as a whole, and are addressed multiple times in each course. Even though we are referencing and seeking to understand many TPEs in this course, you are specifically responsible for writing a response for TPE 8 and 11 in the Task Stream Electronic Portfolio.

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it relates to the TPE, to analyze artifacts (assignments) and explain how they are evidence of your learning, and to reflect on the significance of your learning (the "so what") and where you need to go next related to the TPE. A four-paragraph structure will help you develop your response:

- 1<sup>st</sup> paragraph: Introduction to your response that uses the words of the TPE. **DO NOT** restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE.
- 2<sup>nd</sup> paragraph: Explain how one attached artifact is evidence of your learning related to the TPE. The key here is "evidence." How does this artifact prove that you have learned something specific related to this TPE?
- 3<sup>rd</sup> paragraph: Explain how another attached artifact is evidence of your learning related to the TPE.
- 4<sup>th</sup> paragraph: Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the "so what?" of your learning.

Please be succinct in your writing; more is NOT better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts.

When you submit each TPE response, you will receive feedback from the instructor that asks for revision or says that you are done. You will not get full credit for this assignment if you are asked to revise and you do not. Please continue to check your TaskStream portfolio until the instructor says you are done with each TPE response for the course. More details about using TaskStream will be given in class and can be found on WebCT.

### **COE 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.

**Students with Disabilities Requiring Reasonable Accommodations.** Students are approved for services through the Disabled Student Services Office (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, for 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.

### **All University Writing Requirement**

This course will require a number of written assignments both formal and informal to model two aspects of written assessment (formative and summative). These include for quickwrites, reading

logs, final individual and group reports . This will more than satisfy the minimum university requirement of 2500 words per course.

## **Course Topic/Activity Schedule/Calendar and Related Assignments:**

### **Week #1 Class #1-2 (January 23/28) Topics/Activities:**

Orientation:

- 1) Graphic Organizer overview of the course (Six strands of Reform)
- 2) Introduction to Cooperative Learning through Communication Skills Games #1 (Verbal/Non-Verbal Communication: Teaching Language protocols);
- 3) Introduction to Inquiry/Problem Solving through Problem Solving Skills Game #1 (Gum Drop Towers: Generic Problem Solving Model);
- 4) Syllabus/text/assignments/gradesheet considerations
- 5) Teacher Dispositions (revisit)
- 6) Directorships (revisit)

### **Assignments due for next class (Feb 4/6: Class #3-4): Note: No Class for Wednesday January 30th**

- 1) Assignment #9: Rethinking High Schools: Start Reading introduction, Ch 1 and Ch 13 and after it is assigned the chapter you will Jigsaw on “Rethinking High Schools (Best Practices High School = BPHS)” (two Reading Logs due: i.e. one for the two introductory chapters and one for the jigsawed chapter). Meet with assigned expert group prior to class to prepare 5-7 minute overview presentation and one page handout/summary of your assigned chapter for classmates.
- 2) Read syllabus: note questions, clarifications
- 3) Read the Forward (Circle of Courage) and Chapter 1 of TSS: Respond with a reading log to this question: What are some ways I could incorporate the ideas of this chapter (action plan) into my own curriculum and teaching strategies: 1) circle of courage; 2) Educational reform ideas; 3) personal philosophy of teaching and 4) teaching dispositions.

### **Week #2 (February 4/6: Class #3-4): Topics/ Activities/Review**

- 1) Discussion of ideas from Secondary Reform from Forward and Chapter 1 of TSS: “Second to None”/“Breaking Ranks” and “What really Matters” and “Circle of Courage”—Video “Second to None”
- 2) Group presentation” Rethinking High Schools (BPHS)” Jigsaw Activity #9
- 3) Questions on Syllabus/Gradesheet
- 4) Closure/Questions Quickwrite/ Next time

### **Assignments due next time (February 11/13):**

- 1) Read in TSS: Chapter 6 Cooperative Learning (reading log)
- 2) Read Ch 3 pp 71-77 in TSS on Action Research (reading log)

### **Week #3 (February 11/13: Class #5-6)**

- 1) Introduction to the teacher as a researcher (action research): “Group Ethnographic Study” (see assignment # 4): presentation/paper due: Week # 6
- 2) Discussion of reading logs from Ch 3 on Action research
- 3) Cooperative Learning Communication Skills Game #2 Epstein’s Five Stage Rocket (cooperative learning social protocols)
- 4) Discussion/questions from Chapter 6 in TSS ( introduce top ten strategies for effective implementation and increasing achievement through Cooperative

Learning). By subject matter teams in class :Plan a short lesson that incorporates many of these top ten cooperative learning strategies.

- 5) Planning time for Ethnographic Study group presentation
- 6) Closure/Questions/Quickwrite/ Next time

**Assignments due next time (February 18/20):**

- 1) In TSS Read Ch 4 pp.86-99 (Introduction to divergent questioning techniques and the Inquiry Problem Solving Model). Respond to this prompt: Outline a specific idea/activity/lesson/assessment that incorporates problem solving/critical thinking in your subject area
- 2) Plan a half day school site visit for your team ethnographic study

**Week #4 (February 18/20 # 7-8)**

- 1) Inquiry / Problem Solving/ Model to Solve Problems Example #2 Superlinks
- 2) Integrating Problem Solving into a Discipline area: In subject matter groups discuss the lesson you personally have prepared and select one from your team to enhance and present to the whole class. This 5-7 minute presentation should include as a minimum: an overview/description of the logistics of an activity/lesson plan that integrates using both strategies of problem solving (inquiry) and cooperative learning that you could apply within your own discipline. The lesson idea should include an objective/standard(s), activity, logistics, and assessment. Assignment #11
- 3) Closure/Questions/Quickwrite
- 4) Off campus School site visit for Ethnography study (11:00 am-?)

**Assignments due next time (February 25/27):**

- 1) Read Borich Chapter on Classroom Management: Response: Discuss two major issues you had in classroom management during student teaching and recommendations from Borich which may have assisted.
- 2) Read Ch 10 in TSS on incorporating community resources (reading log): 1) How would you integrate some ideas from this chapter such as service learning/internships to connect with the community; 2) What involvement did you see with parents during ST? How would you involve parents?

**Week #5 (February 25/27 #9-10) Topics/Activities/Review**

- 1) Discussion/Questions on Borich reading on Classroom Management and overview of Borich observational study assignment #8 (due Week #7)
- 2) Introduction to using community resources in classroom/Discussion of Ch 10 Community Resources: Service Learning, School- to- Career/ Parental involvement and evaluation of this process (Action Research)
- 3) Service Learning Project Overview/ explanation Assignment #6 Due: Week # 8
- 4) In class time to meet/plan and prepare for Assignment #8 (Borich Observational Study) and Assignment # 6 Service-Learning/Action Research
- 5) Closure/Questions/Quickwrite

**Assignments due next time March 3/5):**

- 1) Start gathering data in subject matter teams for Borich observational study on Classroom Management

- 2) Complete final paper and prepare for 10 minute Ethnographic Study presentation
- 3) Plan half day off campus School site visit for Borich Observational Study

**Week #6 (March 3/5 #11-12): Topics/Activities/Review**

- 1) Ethnography presentation and written report (10 minutes max.)
- 2) Cooperative Learning Communication Skills Game #3 (Leader of the Pack):
- 3) Summary/ Review/Questions on Cooperative Learning
- 4) Closure/Questions/Quickwrite
- 5) Off campus School site visit for Borich Observational study (11:30 am-?)

**Assignments due next time (March 10/12):**

- 1) Borich observational study oral and written summary presentations due (10 minutes)
- 2) Read in TSS Ch 9 Classroom Management (Reading log)

**Week #7 (March 10/12 #13-14) Topics/Activities/Review**

- 1) Borich Observational Group Study Presentation/ written report due (10 minutes)
- 2) Introduction to Classroom Management Discussion of Ch 9 Part 1:
  - a) Overview of models
  - b) Compassionate discipline model (Level 1-3)
- 3) Student teams are assigned to prepare and present simulations of common discipline problems per text. ( in class)
- 4) Classroom Management: Ch 9 Part 2—Bullying and other severe discipline issues (Levels 4-5)
- 5) Closure/Questions/Quickwrite

**Assignments due next time (March 17/19):**

- 1) Group presentation and written report of Assignment #6 Service-learning/ action research project proposal (10 min. per site)
- 2) Final Exam (revisit original graphic organizer and connect to TPE #8/11/ bring to class: Graphic Organizer and TPE #8 and 11)

**Week #8 (March 17/19) Topics/Activities/Review**

- 1) Group presentation and written report on service-learning/ action research project proposal (10 min. per subject area)
- 2) Final grade sheet completion
- 3) Instructor evaluations
- 4) Course final exam (Assignment #14) on TPE #8 and #11 (preparation for completion on TaskStream due by March 28th)

**Brief Synopsis of each assignment:**

**#1 Teacher Dispositions (formative evaluating will be discussed in class):**

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 (In TSS, Keating, Baldwin and Bachman on Inquiry Bases learning), which will ask the student teams to design their own example of a problem solving assignment within 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 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 this teaching strategy 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 lens 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 one of the lenses (Classroom Management) discussed in Borich . 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 the 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/ model a method of making students responsible for learning and teaching concepts to fellow classmates; 3) a model to overview 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 Problem Solving/Creative Curriculum:** Students will have practice with two simulations of a problem solving model i.e. Gumdrop towers and Superlinks. Using this as a model they will design and share examples of lesson plans that incorporate elements of open ended problem solving (critical thinking, higher order thinking etc.) in their own subject areas and present them in class.

**#12 Reflections on TPE #8 and #11 in TaskStream (Final Culminating assessment)** Students will respond to the teacher performance expectations of Learning About students and the 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 (see description of expectations under TPE's earlier in syllabus).

**#13 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).

**#14 Final Summative Exam of the course:** Using an authentic assessment technique (Graphic Organizer) the students will complete a summative understanding of what they learned and can apply from this course. This response can be used in support of TPE's #8 and #11

### **Point Values of Assignments (see also grade sheet)**

- 1) Teacher Dispositional Skills Formative Assessment (Instructor, Student and Peer input) (5 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 (10 pts.)
- 5) Reflective Reading Logs and Prompts 2pts each (20 pts.)
- 6) Service Learning/Action Research Project oral presentation and written report (10 pts.)
- 7) Attendance/Participation (45 pts.)
- 8) Borich Observational Research Classroom Assignment (10 pts.)
- 9) Jigsaw on "Rethinking High Schools (Best Practices)" (5 pts.)
- 10) Quickwrites (5pts.)
- 11) Problem Solving Team Lesson Presentation (5pts)
- 12) TPE Responses for #8 and #11 in TaskStream (5 pts)
- 13) Directorship (extra credit 5 pts.)
- 14) Final Exam (10 pts)

Total = 150 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 = < 60

**Assignment  
Grade Sheet**

**Name of Student**

**Course Title:** Sch. of 21st Century    **Maximum Points**    **Grade**    **Due Date**    **Initial**

<b>#1 Teacher Dispositional Skills</b> (dyad narrative addressing action plan)	5		
<b>#2 Problem Solving</b>	Total=10		
Gum Drop Towers	5		
Superlinks	5		
<b>#3 Cooperative Learning Sim.</b>	Total =(10)		
Verbal/Non-verbal	4		
Epstein's Five Stage	4		
Leader of the pack	2		
<b>#4 School Ethnography Study</b>	10		
<b>#5 Reflective Readings</b>	10@ 2 pt=20		
Rethinking Ch1/13	2		
Rethinking Ch X	2		
Borich Chapter on CM	2		
Other (extra credit)	2		
TSS Ch1 (reform)	2		
TSS Ch 4 (Prob. Solving	2		
TSS Ch10 (Comm.)	2		
TSS Ch 3 (A.R.)	2		
TSS Ch 6 (Coop.)	2		
TSS Ch 9 (C. M.)	2		
<b>#6 Service Learning/Act Res</b>	total 10		
<b>#7 Attendance</b> (3pts per class)	total 48		
<b>#8 Observation Studies (Borich)</b>	total(10)		
<b>#9 Rethinking HS (Daniels) Presentation</b>	5		
<b>#10 Quickwrites</b>	5		
<b>#11 Group Problem Solving Lesson Presentation</b>	5		
<b>#12 TPE Final Reflections (#8,11)</b>	5		
<b>#13 Extra Credit (directorships)</b>	5		
	10		
<b>#14 Final Exam</b>			
<b>Total Points/Grade</b>	<b>X/150</b>		