

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

EDSS 530 – Spring 2008
SECONDARY SCHOOLING IN THE TWENTY-FIRST CENTURY
University Hall Room 443
Tuesday 5:00 pm – 10:00 pm

Professor: Brian R. Lawler
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Course WebCT: Access from <http://webct6.csusm.edu>
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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 an increased expertise in the following areas of leadership in school reform: knowledge of teacher dispositions; applying action research; applying community, service learning, and parental involvement; integration of cooperative learning; applying problem solving; 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—see description under assignments) 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: 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

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]

Borich, G. D., & Martin, D. B. (2003). *Observation skills for effective teaching* (4th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall. [Note: to be used in conjunction with EDSS 511 and should already be purchased]

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

Additional Readings: recommended but not required

California Task Force. (1994). *Second to none: A vision of the new California high school*.

Lawrence-Lightfoot, S. (1983). *The good high school: Portraits of character and culture*. New York: Basic Books.

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, Va.: Association for Supervision and Curriculum Development.

*Several other readings are required and will be available for download.

Additional Required Materials

TaskStream account [www.taskstream.com]

WebCT access [webct6.csusm.edu]

Electronic or Paper method to submit work during class

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 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 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.

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 Attendance Policy: excessive absences (non-extenuating circumstances) will result in the following grade reductions: 2 absences => one grade lower; 3 => two grades lower; more than 3 => non-passage of course. Please discuss with me any extenuating circumstances that will cause you to miss class *prior* to your 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). The writing requirement for this course will be met through both formal and informal means, to model two aspects of written assessment (formative and summative). These include quickwrites, reading logs, final individual and group reports.

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/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 highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

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.

SB 2042 – Authorization to Teach English Learners Competencies

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

Schedule

Date	Topic / Activity	Assignment to be completed BEFORE Class Session
Session 1 1/22/08	<ol style="list-style-type: none"> 1. Orientation: 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) 	
Session * 1/29/08	Group work on jigsaw task [1+ hrs]	
Session 2 2/05/08	<ol style="list-style-type: none"> 1. Discussion of ideas from secondary reform, from Forward and Ch. 1 of <i>TSS</i>: "Second to None" / "Breaking Ranks," "What Really Matters" and "Circle of Courage"—Video "Second to None" 2. Group presentation <i>Rethinking High Schools</i> Jigsaw (Assignment 9) 3. Questions on Syllabus / Gradesheet 4. Closure / Questions / Quickwrite / Next time 	<ol style="list-style-type: none"> 1. Assignment 9: <i>Rethinking High Schools</i>: Introduction, Ch. 1, Ch. 13 and the assigned chapter you will Jigsaw on <i>Rethinking High Schools</i> (two Reading Logs due: 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 Ch. 1 of <i>TSS</i>. Respond with a reading log to this question: What are some ways I could incorporate the ideas of this chapter (e.g. an action plan) into my own curriculum and teaching strategies: a) Circle of Courage; b) educational reform ideas; c) personal philosophy of teaching; and d) teaching dispositions.
Session 3 2/12/08	<ol style="list-style-type: none"> 1. Introduction to the teacher as a researcher (action research): "Group Ethnographic Study" (see Assignment 4). Presentation & paper is due: Session 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 Ch. 6 in <i>TSS</i> (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 project 6. Closure / Questions / Quickwrite / Next time 	<ol style="list-style-type: none"> 1. Read in <i>TSS</i>: Ch. 6 Cooperative Learning (reading log) 2. Read Ch. 3 pp. 71-77 in <i>TSS</i> on Action Research (reading log)

Date	Topic / Activity	Assignment to be completed BEFORE Class Session
Session 4 2/19/08	<ol style="list-style-type: none"> 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 / Next Time 4. Plan off-campus school site visit for Ethnography study 	<ol style="list-style-type: none"> 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
Session *	School Site Visit (2+ hrs)	
Session 5 2/26/08	<ol style="list-style-type: none"> 1. Discussion / Questions on Borich reading on Classroom Management and overview of Borich Observational Study (Assignment 8, due Session #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: Session #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 / Next Time 	<ol style="list-style-type: none"> 1. Read Borich chapter on Classroom Management. Reading log prompt: 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. Respond in reading log: a) How would you integrate some ideas from this chapter such as service learning / internships to connect with the community; b) What involvement did you see with parents during ST? How would you involve parents?
Session 6 3/04/08	<ol style="list-style-type: none"> 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 / Next Time 5. Plan off-campus school site visit for Borich Observational study 	<ol style="list-style-type: none"> 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 a half-day off campus school site visit for Borich Observational Study
Session *	School Site Visit (2+ hrs)	
Session 7 3/11/08	<ol style="list-style-type: none"> 1. Borich Observational group study presentation & written report due (10 minutes) 2. Introduction to Classroom Management & Discussion of Ch. 9 Part 1: <ol style="list-style-type: none"> 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 / Next Time 	<ol style="list-style-type: none"> 1. Borich observational study oral and written summary presentations due (10 minutes) 2. Read in TSS Ch. 9 Classroom Management (Reading log)

Date	Topic / Activity	Assignment to be completed BEFORE Class Session
Session 8 3/18/08	<ol style="list-style-type: none"> 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 13) 	<ol style="list-style-type: none"> 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 TPEs #8 & #11; bring to class: Graphic Organizer and statement of TPE #8 & #11

*This schedule is a *CLOSE APPROXIMATION*. Given the nature of this course, we will likely be altering the schedule in order to accommodate student interest, observe and teach in classrooms, and take advantage of professional development opportunities.

Assignment Overview

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 & 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 (Baldwin, Keating & Bachman, 2003; Roberts & Kellough, 2000).

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 (Dewey, 1910; Stone, 2002; McEwan, 2002).

Scoring Criteria. Each of these seven attributes will be scored on a 4-point rubric and then averaged. 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 & Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating & 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.

- **General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.
- **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.
- **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.

- **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.
- **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.
- **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.
- **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, Baldwin & Bachman, 2006 – on Inquiry-Based 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 4. School Ethnographic Study. Description details will be provided in class.

7. *Attendance & Participation:*

See Teacher dispositions and attendance expectations: note syllabus above regarding 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 4. School Ethnographic Study and 6. Service-learning/Action Research Project. 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 Rethinking High Schools (Daniels, et al, 2001):*

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: a) model Jigsaw 1 and 2; 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.

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: a) what they learned in class that day; b) what questions they need answered; and c) 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. *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 Assignment 1, the teacher dispositional assignment.

13. *Final Summative Course Exam:*

Using an authentic assessment technique (Graphic Organizer) the students will complete a summative understanding of what they learned and can apply from this course.

Point Values of Assignments – see also Assignment 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 <i>2 pts each</i>	18 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	5 pts.
11. Problem Solving Team Lesson Presentation	5 pts.
12. Directorship	<i>bonus 5 pts.</i>
13. Final Exam	10 pts.
 <i>Total Possible</i>	 <i>143 pts.</i>

Assignment Grade Sheet				
Course Title: Schooling for the 21st Century	Student Name:			
	Maximum Points	Points Earned	Due Date	Initials
1. Teacher Dispositional Skills dyad narrative addressing action plan	5			
2. Problem Solving <i>10 points possible</i>				
Gum Drop Towers	5			
Superlinks	5			
3. Cooperative Learning Sim. <i>10 points possible</i>				
Verbal/Non-verbal	4			
Epstein's Five Stage	4			
Leader of the pack	2			
4. School Ethnographic Study	10			
5. Reflective Reading Logs <i>18 points possible</i>				
<i>Rethinking</i> Ch 1, 13	2			
<i>Rethinking</i> Ch X	2			
TSS Ch 1 – Reform	2			
TSS Ch 3 – Action Research	2			
TSS Ch 6 – Cooperative Learning	2			
TSS Ch 4 – Problem Solving	2			
Borich Chapter – Classroom Management	2			
TSS Ch 10 – Communication	2			
TSS Ch 9 – Classroom Management	2			
Other <i>2 points extra credit</i>				
6. Service Learning / Action Research	10			
7. Attendance & Participation <i>5 points per class</i>	45			
8. Observation Studies (Borich)	10			
9. Rethinking High Schools Presentation	5			
10. Quickwrites	5			
11. Problem Solving Team Lesson Presentation	5			
12. Directorships <i>5 points extra credit</i>				
13. Final Exam	10			
Total Points / Grade	143			