

Education EDSS 530: “Secondary Schooling in the 21st Century” (Three Credits)—2003  
Summer Session—Part-time cohort

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

Class Schedule: All classes meet Thursday and Saturday 5:00-8:30 and 8:30-3:30 respectively (May 29 and May 31 Orientation/Introduction); June 12 and June 14, June 19 and June 21 and three Tuesday evenings (5:30-8:30) in September (9<sup>th</sup>, 16<sup>th</sup> and 23<sup>rd</sup>).

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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)*

Description:

The purpose of this course is to give the future high school teacher the opportunity to explore models and strategies of cutting edge reform as high schools enter the 21<sup>st</sup> Century. Recent reform documents provide the framework for the six course themes, which emerge and are used as the focus of the course. The themes include the following: “ The Teacher as...1) a reflective educator; 2) an analyzer of information; 3) a community member; 4) an expert in interpersonal communication skills; 5) a researcher and problem solver and 6) an interdisciplinary curriculum leader.

These themes are explored through the integration of theory, research and application to school 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 a minimum of 15 hours will be allotted for exploration at the school sites. Participants in this course should expect increased expertise in the following areas of leadership in school reform: teacher dispositions, action research, community /service learning, cooperative learning, problem solving, classroom management and curriculum planning.

Required Texts:

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

*Rethinking High School—Best Practice in Teaching, Learning, and Leadership* (2001) Daniels, Bizar and Zemelman. Heinemann. (not Available via bookstore—locate on Amazon.com or equivalent)

*Aiming High* (2001). Task Force. California Department of Education.

*Observation Skills for Effective Teaching* (2000) Gary Borich , (*Merrill*) to be used in EDSS 511 also

**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.

**Objectives:** upon completion of this course the 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 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, classroom management and SDAIE;
4. research in teaching and learning: action research;
5. observation/reflection as an integral part of practice.

**Teacher Performance Expectation (TPE) Competencies:**

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 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. The following TPE's are addressed and evaluated directly or indirectly in this course:

**Primary Emphasis**

TPE 1B Specific Pedagogical skills for Subject Matter  
TPE 2 Monitoring students during instruction  
TPE 7 Teaching English Language Learners  
TPE 11 Social Environment

**Secondary Emphasis:**

TPE 5 Student Engagement  
TPE 8 Learning about students  
TPE 12 Professional, Legal and ethical obligations

**Course Schedule and Related Readings:**

Assignments will be completed when due for both group and individual efforts.

**Session            Tentative Topic            Readings and Assignments Due**

#1-4 (May 29, Thursday May 31, Saturday)

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

**Assignments due next time:**

- 1) Read introduction, final overview and assigned chapter of Jigsaw on “Rethinking High Schools (Best Practices)” Reflective Reading Log
- 2) Read “Dispositional Skills of High School Teachers” see syllabus : Prompt: Rate yourself and justify for each of the dispositions
- 3) Read Cooperative Learning pp. 299-329 article in Customized Text: Prompt: What do you see as strengths and challenges to cooperative learning? (no log)
- 4) Read “Dine Philosophy of Learning” p199 (Benally): Prompt: How can (should) spirituality be part of your teaching? (no log)
- 5) Read “Synthesis of research...reflective thinking” p3 Prompt: How would you integrate reflection into your practice? (no log)

#5 (June 12, Thursday)

- 1) Second to None—Discussion/Video
- 2) “Rethinking High Schools (Best Practices)” Jigsaw Discussion
- 3) Discussion of Prompts on Spirituality, Reflective Practice, Cooperative Learning and their relationship to dispositional skills of teachers
- 4) Closure/Questions Quickwrite

**Assignments due next time:**

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

#6, #7, #8 (June 14, Saturday)

- 1) Introduction to the “Teacher as a Researcher”: School Culture/ Ethnographic Study Assignment Overview/explanation
- 2) Introduction to Classroom Observations (Borich)
- 3) Cooperative Learning Communication Skills Game #2 Epstein’s Five Stage Rocket
- 4) Introduction to Inquiry / Problem Solving #2: Superlinks
- 5) Closure/Questions/Quickwrite

**Assignments due next time:**

- 1) Read Borich Chapter One and Two: Reflective Reading Logs
- 2) Read article on Service Learning in Customized text “Incorporating Service Learning into a High School...”(Keating) p35 (Reflective Reading Log)
- 3) Read pp.173-191 (Introduction to Problem Solving Model) Prompt: Write out a brief one paragraph description of an activity that involves problem solving that you could use within your discipline.

#9 (June 19, Thursday)

- 1) Service Learning, School- to- Career/ Parental involvement and evaluation of this process: Action Research: Project Overview/ explanation/customized text examples (Lesson Planning overview)
- 2) Borich Ch 1-2 Discussion
- 3) Discussion of Problem Solving Prompt
- 4) Research findings from best practices (strategies)
- 5) Closure/Questions/Quickwrite

**Assignments due next time:**

- 1) Read Borich Chapter Three and Four: Reading Logs
- 2) Ethnographic Group Study of School Site: oral and written report due

#10,11,12 (June 21, Saturday)

- 1) Discussion of Borich in Chapter 3 and 4 (Observational Group Research Assignment)
- 2) Introduction to Specifically Designed Academic Instruction in English (SDAIE)— Modeling/Discussion/Prep for Lesson
- 3) Cooperative Learning Communication Skills Game #3 (Leader of the Pack)
- 4) Ethnographic study presentations
- 5) Closure/Questions/Quickwrite

**Assignments due next time::** (For Fall Classes)

- 1) Observational Group Research Assignment (Borich from Chapters 3, 4 and Jigsaw of one of these Lens Chapters: Lesson Clarity, Classroom Management, Task Orientation, Student Engagement and Student Success)
- 2) Jigsaw of assigned Journal articles in Customized Text (written reflective journal)
- 3) Service-Learning and Action Research Written report and Oral Presentation

#13 (September 9, Tuesday 5:30-8:30)

- 1) Classroom Management overview-- models/simulations
- 2) Proposed lesson planning activities for first days of class
- 3) Class time to for expert group to prepare for jigsaw presentation of journal articles
- 4) Closure/Questions/Quickwrite

**Assignments due next time:**

- 1) Observational Group Research Assignment (Borich)
- 2) Jigsaw of assigned Journal articles in Customized Text

#14 (September 16, Tuesday 5:30-8:30)

- 1) Observational Group Research Assignment Presentation (Borich)
- 2) Preparation time for presentation (service learning/action research)
- 3) Jigsaw of assigned Journal articles from Customized Text (group presentation)
- 3) Closure/Questions/Quickwrite

**Assignments due next time:**

- 1) Presentation of Service-Learning/Action Research Project

#15 (September 23, Tuesday 5:30-8:30)

- 1) Cooperative Learning Model overview (review)
- 2) Presentation of Service-Learning/Action Research Project
- 3) Debrief Course

**Overview of Assignments:**

- 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
- Expectations are that assignments will be professionally done (i.e. typed and at the highest quality level representative of graduate work)
- Citations should always be used when utilizing information from another source
- punctuality and attendance is essential and missed assignments and classes will be excused only for highly unusual circumstances. Any assignments that could be made up from missed days (not all could since they are group and interactive) will only count a maximum of 1/2 the possible maximum value since discussion/reflection of these assignments in class is an essential part of the process.

### **Brief Synopsis of each assignment:**

#### **#1 Teacher Dispositions:**

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 (Keating, A Problem Solving Model, Customized text) will ask the student to design his or her own problem solving assignment for his or her 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 in teacher lead research including the Borich Observational Study and the Action Research 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 both the logs and the prompts---the purpose of which is to model evaluation techniques that can be applied to one's own student journals.

**#6 Service Learning/Action Research Project oral presentation and written report:** In teams 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 service-learning 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 and implementation curriculum plan for service learning and an action research proposal ( introduced in Assignment #4 Ethnographic Study) that could be used to evaluate the effectiveness of the curriculum plan if implemented. Description details will be provided in class.

**#7 Attendance/Participation:** see Teacher dispositions and attendance expectations

**#8 Borich Classroom Observation 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. They will work in teams that focus on one lens to gather, analyze and synthesize data gained from these classroom observations and present their findings in both an oral and written format. Each of five teams will present findings from five of the eight lenses discussed in Borich (in EDSS 531 the other three will be explored). 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 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) overviewing 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 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).

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

- 1) Teacher Dispositional Skills (Instructor, Student and Peer input) (10 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 (Journals) (20 pts.)
- 6) Service Learning/Action Research Project oral presentation and written report (15 pts.)
- 7) Attendance/Participation (15 pts.)
- 8) Borich Classroom Observation Assignment (10 pts.)



- 9) Jigsaw on “Rethinking High Schools (Best Practices)” (5 pts.)
- 10) Quickwrites (5pts.)
- 11) Directorship (extra credit 5 pts.)

Total = 100 pts. Possible

Grading Scale: students must maintain a B average in the credential program and obtain a grade of no lower than C+ in any individual course in order to receive credit for that course.

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

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

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

D = 60-69

F = < 60