

**TEACHING & LEARNING IN SECONDARY SCHOOLS
EDSS 521a - Summer 2001**

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.

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appointment)

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Class Times:
Fridays: 5:30 pm – 9:30 pm
Saturdays : 8:30 am – 3:30 pm

COURSE DESCRIPTION

This is the first of a two-part course and is intended to begin the preparation of secondary teachers. Students will be exposed to and have experiences with the research, theory, and practice which form the foundation of the profession. The two-course sequence will focus on facilitating students to improve knowledge and develop skills in six fundamental areas of the teaching profession. These are:

1. PURPOSE FOR TEACHING

Student teachers will develop and refine their own philosophy of teaching grounded in theory, research, and practice.

2. REFLECTIVE PRACTITIONERS

Student teachers will become active learners who continuously research, assess, apply and refine knowledge throughout their careers.

3. PROFESSIONAL KNOWLEDGE

Student teachers will increase their understanding of the principles of learning, curriculum, instruction and assessment as well as demonstrate application of this knowledge in the effective development of learning opportunities for all students.

4. STUDENT FOCUS

Student teachers will work equitably and effectively with all students by respecting the diversity of ethnicity, race, gender and distinctive characteristics of each individual.

5. TEACHING AS A PROFESSION

Student teachers will exhibit appreciation and practice of the principles, ethics and responsibilities of the profession.

6. COLLABORATIVE RELATIONSHIPS

Student teachers will practice collaboration and create partnerships with colleagues, students, parents, businesses and community agencies.

EDSS 521a will serve as an introduction to the purposes and philosophies of teaching, the current context of schooling, democratic practices, learning theories, creating positive class environments, instructional planning and an overview of reflective practice.

Please Note: Each course in the Single Subject Part Time Program requires 15 hours of observation/participation in secondary schools.

REQUIRED TEXTS: [Used in both 521a & 521b]

Callahan, J.F., Clark, L.H., & Kellough, R.D. (1998). Teaching in the Middle and Secondary Schools (6th ed.). Englewood Cliffs, New Jersey: Prentice-Hall.

Kohl, Herbert (1994). I Won't Learn From You. New York, New York: New Press

Rethinking Schools (1994). Rethinking Our Classrooms.

Various handouts as provided by the instructor.

ASSIGNMENTS AND GRADING

All assignments should be typed and reflective of graduate level work. No late work will be accepted without prior approval. Assignments will be discussed in more detail in class.

College of Education Attendance Policy

Due to the participatory nature of this course, all students are expected to attend all classes and participate actively. Absences and late arrivals will affect the final grade. 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. Should you have extenuating circumstances, please contact us.

ATTENDANCE AND PARTICIPATION (10%)

The course is designed to be participatory in nature, therefore your attendance and participation are important. Absences must be made up and may affect the final grade. Students are expected to be on time and prepared for class. Any student missing more than two classes will not receive credit for the course.

READING LOGS (20%)

Students will be assigned homework from the texts or related readings. Students should be prepared to present their responses to the readings in the form of a double entry reading response log at the next class meeting. The log may be typed or hand written (printed). The format to be used for the log will be explained in class.

JOURNALS / OBSERVATION REPORTS (30%)

Reflective journal entries (format for the journals will be provided) will be generated which focus on two specific elements of classroom life and student behavior: Class Management, Learning Climate. The instructor will provide a more detailed explanation of the assignment. Please note, this is a similar assignment as given in EDSS 530.

CLASS ENVIRONMENT PLAN (20%)

Students will provide an overview of their proposed classroom set-up, procedures, and methods of establishing a positive learning community.

UNIT / LESSON PLAN (20%)

Students will begin development of lesson and unit plans from their content area. These will include goals, instructional and assessment strategies.

GRADING SCALE

A	100-93 %	C+	79-78 %
A-	92-90 %	C	77-73 %
B+	89-88 %	C-	72-70 %
B	87-83 %	Below 70 % N/P	
B-	82-80 %		

TENTATIVE CALENDAR

DATE	TOPIC	ASSIGNED READING [Completed Prior to Class]
Session 1	THE BIG PICTURE	*****
June 15th	Introduction: Purpose and Philosophy of Teaching	"Big Four"
	Perceptions of Teaching & Schools Reflective Practice	Callahan: Mod. 1 [4-17, 20-23] Rethinking p. 4-5 "Habits of Reflection"
June 16th	Democracy and Diversity in Education	Rethinking p. 19-20, 30-33, 24-28, 142-145, 129 (Tracking) "Creating Classrooms for Equity and Social Justice"
Session 2	LEARNING THEORIES	*****
June 29th	Learning Theories	Kohl: Ch. 4 [103-126] Callahan: Mod. 2 [41-60]
June 30th	Learning Theories Continued: Behaviorism, Humanism, Cognitive Development, Constructivism	Handouts on Learning Theories and Constructivism

Session 3 CLASS ENVIRONMENTS

July 13th Class Environment

Callahan: Mod 5: All
Rethinking: 50-55
"Evoking Spirit in Public Education"
Borich Ch. 6 Due Today

July 14th Introduction to Planning for Instruction
State Standards Reviewed
State Frameworks Reviewed
Begin Unit Planning

State Frameworks for your discipline
State Standards for your discipline [On the web]

Session 4 PLANNING FOR INSTRUCTION

August 3rd Preparing Lesson and Unit Plans from Frameworks & Standards

Callahan: Mod. 3 [81-87, 109-123]
Rethinking p. 68-124 (Select two strategies – you will be developing a lesson from each)
Class Environment Plan Due Today

August 4th Student Centered Instruction (SDAIE Reviewed)

Teacher Centered Strategies (SDAIE Reviewed)

Callahan: Mod. 6 [235-241] Review strategies from p. 253-279

Callahan: Mod. 7 [281-295] Review strategies from p. 298-334
Borich: Ch. 7 Due Today
Unit and Lesson Plans Due Today