

**Education EDSS 530: “Secondary Schooling in the 21st Century” (Three Credits)—
2001 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 Friday and Saturday 5:00-8:00 and 8:30-3:30 respectively (May 11-12 Orientation/Introduction); May 18-19, June 8-9 and June 22-23

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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 21st 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 expertise in leadership of school reform: action research, service learning, cooperative learning, assessment, problem solving and curriculum planning.

Required Texts:

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

Second To None: A Vision of the New California School (California Task Force) (1994). **High**

The Good High School--Portraits of Character and Culture (Harper) Sarah Lawrence Lightfoot (1983).

Borich (1998)

Service Learning for High School Teachers Customized Text. Joseph

Keating (1998)

Additional Readings: (see customized text)

Objectives: upon completion of this course the student will be able to demonstrate knowledge, understanding, appreciation and practical skills for applying.....

1. characteristics and practice of the reformed 21st Century high school teacher;
2. interdisciplinary teaching;
3. service learning;
4. multiple strategies for inclusive education: problem solving/creative thinking, cooperative learning, classroom management and authentic assessments;
5. action research;
6. Observation/reflection as an integral part of practice.

Course Schedule and Related Readings:

Expectations are that assignments will be completed when due for both group and individual efforts.

Session Tentative Topic Readings and *Assignments Due (in Bold)

#1-4 (May 11, Friday and May 12, Saturday)

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

Assignments:

- 1) **Read introduction, final overview and assigned chapter of “The Good High School” for Jigsaw: Reflective Reading Log**
- 2) **Read “Second to None” : Reflective Reading Log**
- 3) **Read Cooperative Learning pp. 299-329 article in Customized Text: Reflective Reading 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 (May 19, Friday)

- 1) Second to None—Discussion/Video
- 2) **The Good High School Jigsaw Discussion**
- 3) **Discussion of Prompts on Spirituality and Reflective Practice**
- 4) Closure/Questions Quickwrite

Assignment: 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 (May 20, 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 Epsteins Five Stage Rocket

- 4) Introduction to Problem Solving #2: Superlinks
- 5) Closure/Questions/Quickwrite

Assignments:

- 1) **Read Borich Chapter One and Two: Reflective Reading Logs**
- 2) **Ethnographic Group Study of School Site: oral and written report**
- 3) **Read article on Service Learning in Customized text “Incorporating Service Learning into a High School...”(Keating) p35 (Reflective Reading Log)**
- 4) **Read pp.173-191 (Introduction to Problem Solving Model) Prompt: Write out a brief one paragraph description of a problem to use within your discipline as an assignment**

#9 (June 10, Friday)

- 1) Service Learning and Action Research Project Overview/ explanation/customized text examples (Lesson Planning overview)
- 2) In-Class time to conference with each group on ideas
- 2) Ethnographic Group Study of School Site Presentation
- 3) Borich Ch 1-2 Discussion
- 4) Discussion of Problem Solving Prompt
- 5) Closure/Questions/Quickwrite

Assignments: Read Borich Chapter Three and Four: Reading Logs

#10,11,12 (June 11, 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) Student Presentation in class of SDAIE Lessons (Lesson Planning review)
- 4) Cooperative Learning Communication Skills Game #3 (Leader of the Pack)
- 5) Closure/Questions/Quickwrite

Assignments:

- 1) **Observational Group Research Assignment (Borich from Chapters 3,4)**
- 2) **Assigned Journal articles in Customized Text (5 minute group creative presentation)**
- 3) **Final Service-Learning and Action Research Paper and Presentation (Overview Service Learning Customized Text)**

#13 (June 23, Friday)

- 1) Cooperative Learning Model overview (review)
- 2) Classroom Management overview-- models/simulations(lesson planning for first class)
- 3) Preparation time for presentation (service learning/action research)
- 4) Closure/Questions/Quickwrite

#14,15,16 (June 24, Saturday)

- 1) Overview of Classroom Assessment (teams create assessment by subject)
- 2) Observational Group Research Assignment Presentation
- 3) Jigsaw Discussion of Journal articles from Customized Text

- 4) Presentation of Service-Learning/Action Research Project
- 5) Debrief Course

Overview of Assignments:

- Specific details of each assignment are included 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 all assignments will be professionally done (i.e. typed and at the quality level 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

- 1) **Jigsaw on “The Good High School”** (5 pts.)
- 2) **Problem Solving: (Gum Drop Towers and Superlinks)** (10 pts.)
- 3) **SDAIE Lesson and Group Presentation** (5 pts.)
- 4) **School Ethnographic Study Group Presentation** (10 pts.)
- 5) **Cooperative Learning Simulation Games** (10 pts)
- 6) **Reflective Reading Logs (Journals)** (15 pts.)
- 7) **Service Learning/Action Research Project Proposal, Paper** (20pts.)
- 8) **Attendance/Participation** (15 pts.)
- 9) **Borich Classroom Observation Journals** (10 pts.)
- 10) **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