

Course & Section Nos.	EDSS 530 Section 2
Course Title	Schools for the 21st Century
Class Roster No.	20286
Course Day(s)	Mondays
Time	10:30-1:20
Course Location	Zoom
Semester / Year	Spring 2021
Instructor	Anthony Matranga, Ph.D.
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Office	Zoom
Office Hours	By appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

Focuses on the concept of the newly evolving model of the secondary school in the 21st Century. Explores issues of professional perspectives, conduct, and obligations; school climate; special needs and equity for students; and interdisciplinary teaming and interpersonal communication skills. In addition, this course will focus on evaluating, designing, implementing, and assessing effective technology implementation in secondary classroom settings. This will include specific focus on strategies for online teaching and learning.

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, EDUC 422, EDSS 511, EDSS 521, & EDSS 555 and completion of CP I.

Course Objectives

Upon completion of this course, the teacher candidate will be able to

1. Use research-based frameworks to evaluate effective use of technology for student-centered teaching and learning
2. Use social constructivist theories of learning to inform the design of technology enhanced lessons
3. Design and implement disciplinary and cross-disciplinary lessons that use technology to transform students' learning process
4. Implement effective online asynchronous collaborative learning with discussion forums

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

All readings will be provided by your instructor.

Cougar Courses

All course texts, materials, activities and assignments will be shared via cougar courses.

COURSE LEARNING OUTCOMES

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) 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. You will be required to formally address the following TPEs in this course. Course assignments note if the TPE is introduced, practiced, and/or assessed. TPEs in detail: <http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf>

1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security

3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

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. Candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2020-21 academic year the CSUSM credential programs will use the CalTPA (California Teacher Performance Assessment).

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

The PSLOs and the Course Learning Outcomes (p. 5) are based on the Teacher Performance Expectations:

TPE 1. Engaging and Supporting All Students in Learning

TPE 2. Creating and Maintaining Effective Environments for Student Learning TPE 3. Understanding and Organizing Subject Matter for Student Learning

TPE 4. Planning Instruction and Designing Learning Experiences for All Students TPE 5. Assessing Student Learning

TPE 6. Developing as a Professional Educator

TPEs in detail: <http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf>

SCHEDULE/COURSE OUTLINE

The following table outlines the course schedule, including topics, assignments, and due dates. Please note that due to the non-linear nature of learning, the course schedule is subject to change.

Date	Topic	Assignment	Due Date
Session 1 1/25/2021	Course introduction Community building		
Session 2 2/1/2021	Frameworks for teaching and learning with technology Learning theory	Readings: -McCulluch et al. (2018) -Read Sawyer (2006) Watch: SAMR video Discussion forum post: 1 noticing and 1 wondering for each article/video	Discussion forum post 1/31/2021
Session 3 2/8/2021	Critiquing technology use for teaching and learning Generating a technology tools archive	Discussion forum post: Document a critique of your own and/or your CT's use of technology.	Discussion forum post 2/7/2021
Session 4 2/15/2021	Online asynchronous teaching strategies (with discussion forums)	Readings: -Duval, Matranga, and Silverman (2020). -Collins and Bielaczyc (1999) Discussion forum post: 2 noticings and 2 wonderings from the reading. A short reflection about your use of discussion forums and asynchronous teaching strategies.	Discussion forum post
Session 5 2/22/2021	Problems of practice Tech lesson brainstorming	Watch a video on problems of practice Discussion forum post: Describe 2 problems of practice you are currently encountering. Contribute to the community archive of technology tools	Discussion forum post and tech archive 2/21/2021
Session 6 3/1/2021	Tech lesson presentation (combined with Dr. Nank)	Prepare google slides presentation of your initial tech lesson ideas.	Google slides 3/1/2021
Session 7 3/8/2021	Tech lesson workshop		Website 3/8/2021
Session 8 3/15/2021	Creating our own framework for designing tech infused lessons	Website (re)design Finalize tech lesson	Tech lesson 3/14/2021
Session 9-13 (Asynchronous)	Tech lesson implementation and reflection	Teach your technology lesson. Reflect on your lesson. Develop and post your reflection and analysis.	Tech lesson reflection 4/26/2021
Session 14 5/3/2021	Tech lesson debrief	Review and comment on your peers' videos	
Session 15 5/10/2021	Course wrap up and moving forward		

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

EDSS 530 includes four primary assignments: Technology use reflection and analysis, Technology review, Technology Lesson Plan and Reflection, and teacher website. Each of these assignments are explained in the following. There will also be weekly discussion forum posts.

Course Assignments

Technology Critique (Due 2/7): The purpose of this assignment is to support teacher candidates in developing a critical perspective of how technology is used to support teaching and learning in secondary

settings. Teacher candidates will review three research-based frameworks, identify 2-3 technologies they have used or they have observed others use to teach disciplinary content, and critique the use of the technology's effectiveness for supporting learning. This critique will be documented in a discussion forum.

Community Technology archive (Due 2/21): The purpose of this assignment is to develop a community archive of standards-aligned instructional technologies, including assistive technology, that can be used to effectively facilitate students' equitable access to the curriculum. Teacher candidates will review technology tools, use research-based frameworks to evaluate the tools potential to enhance student learning, and then document the tool and its potential use in a community google sheet.

Technology Lesson Plan and Reflection (Lesson plan due 3/15; Reflection due 4/26): The purpose of this assignment is to support teacher candidates in designing and implementing disciplinary and interdisciplinary lessons that use technology to transform students' learning process. Teacher candidates will identify a problem of practice and design with a group a lesson that uses technology to overcome that problem of practice. This assignment also includes:

- Implementing the lesson at the teacher candidates' clinical practice
- Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards
- Modeling and supporting students developing digital literacy
- Collecting samples of student work from the lesson
- Reflecting on how the technology transforming students' learning process
- Developing a screencast video that documents the teacher candidates' reflection on the lesson

Teacher Website (Due 3/14): You will design and/or (re)design your teacher website so that it can be used to effectively communicate your teacher identity to educational stakeholders such as parents, students, and school administrators. This will include developing a page that archives your work from EDSS 530, a page to communicate your philosophy of teaching, and a blog to document and share your reflections with peers. Teacher candidates will also include a page on the website that discusses issues related to digital literacy, digital citizenship, copyright law, fair use guidelines, and creative commons license.

Discussion Forum Posts: Teacher candidates will document their learning process in discussion forum posts. Discussion forum posts will be submitted to the appropriate forum in cougar courses and will be due Sunday night before synchronous meetings. Details for each discussion forum post will be provided in cougar courses.

Course Requirements for Participation:

Due to the collaborative and interactive nature of learning, teacher candidates are expected to actively participate in asynchronous and synchronous learning activities. In asynchronous activities, participation will be assessed via submissions to discussion forum activities (see assignments above for more details). In synchronous activities, teacher candidates are expected to make sense of peers' ideas, ask clarifying questions, openly disagree and share different perspectives, and share noticings and wonderings with the class. Teacher candidates will not receive a grade for their participation in synchronous activities, however all teacher candidates are highly encouraged to participate verbally in these discussions.

Grading Standards

It is expected that work will be turned in on time and course expectations will be met. Please discuss individual issues with the instructor promptly if extraordinary circumstances prohibit you from turning in assignments on time, going to the school sites, or participate in course activities. **Points will be deducted if assignments are submitted late (10% penalty per day late) except for the field notes assignment. If you submit your field notes past 48hours mark, you will receive no credit.**

94 – 100 A
87 – 89 B+

90 – 93 A-
84 – 86 B

80 – 83 B-
74 – 76 C
60 – 69 D

77 – 79 C+
70 – 73 C-
Below 60 F

- You are responsible to track your grades and progress in the course by logging in Cougar Course.

Assignment	Points
Discussion Forum Posts	40
Technology critique	20
Community technology archive	20
Technology lesson plan, narrative, and reflection	
• Lesson plan	40
• Narrative	35
• Reflection	25
Website	20
Total	200

Final Exam Statement

There is no final exam for this class.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

This Course Attendance Policy

Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. **Teacher candidates may have one absence with no penalty. Second absence will result in a decrease of half-letter grade (5%). Third absence will result in a decrease of a letter grade (10%) or more,** a Statement of Concern and possible failure of class.

First tardy or early departure will receive a warning. Second tardy or early departure will receive a warning. **Third tardy or early departure will result in a decrease of a half-letter grade (5%) and a Statement of Concern.**

Statement of Concern will require the candidate to write an action plan to resolve the issue. A total of three Statements of Concern on this and/or other issues combined warrant exit from the program.

No credit will be given if you miss an in-class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

Policy on Late/Missed Work

The grade of assignments submitted after a due date will be deducted by 10% for each day it is late.

Student Collaboration Policy

Due to the collaborative nature of learning, many EDSS 530 course assignments include collaboration with peers. Therefore, students are expected to work together synchronously and asynchronously with peers on assignments. In addition, students are expected to make themselves available for small group meetings outside of the scheduled synchronous collaboration time for this class.

GENERAL CONSIDERATIONS

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.
- The combination of synchronous meeting time, asynchronous collaboration time, and individual activities outside of class (e.g., reading, lesson planning, writing, and reflecting) totals to at least the minimum of 45 hours per unit of credit.

All University Writing Requirement

The 2,500-word writing requirement for 3-unit courses will be met in the following way: (1) seven discussion forums posts of 250 words each (1,750 words total); (2) one lesson plan and associated written narrative of 500 words; and (3) one written reflection of 500 words.

Course Format

This online course includes asynchronous and synchronous activities. The synchronous meeting times will be help on Mondays from 10:30-1:20. The asynchronous learning activities will be posted to cougar courses on Monday afternoons and will be due the following Sunday night at 11:59 PM.

Necessary Technical Competency Required of Students

Candidates are expected to demonstrate competency in the use of word processing, electronic mail, Moodle, use of the Internet, multimedia presentations and social media.

Contact Information for Technical Support Assistance

CSUSM Help Desk, 2nd Floor of Kellogg Library, (760) 750-4790. techsupport@csusm.edu

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 School 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.

Recording

To ensure the free and open discussion of ideas, students may not record class/program activities without the advance written permission of the instructor and all participants. If you are interested in recording a class session as a tool for understanding the content, please make an appointment with the instructor for alternative supports.

*****COVID-19 Statement*****

The single subject credential program is being offered amid a global pandemic, which means you will be juggling this course alongside your other responsibilities, such as other courses, work, family obligations, economic disruptions, and perhaps even COVID-19 sick friends and family. The single subject team

understands these are disruptive, unprecedented times, and have collaborated to offer a program that accounts for and accommodates those disruptions.

Please contact me, other instructors, or Julie Rich our coordinator if you need assistance, clarification, and/or support on course concepts, expectations, or assignments. Together, we will get through this tough time. We want our program to be a place where we can come each week to learn from each other and find some sense of normalcy and humanity despite all that is going on. We look forward to working with and learning from all of you.

Here are some resources:

CSUSM Student Crisis Resource List <https://www.csusm.edu/counseling/counselingmarketing/crisislist.pdf>

CSUSM Establishing Student Expectations in Virtual Learning Environments

https://www.canva.com/design/DAEC6sp2jJc/lzHlDbV2kg10cPx7CV__kQ/view?utm_content=DAEC6sp2jJc&utm_campaign=designshare&utm_medium=link&utm_source=viewer#1