

- **COURSE DESCRIPTION** This course examines the content in the secondary school content curriculum standards and helps students make connections among the higher level courses they have taken in college and the material taught in secondary schools. Students study the content and pedagogy appropriate for teaching high school content curriculum standards. They enhance their familiarity with national standards and the New Jersey Core Curriculum Content Standards and examine standards-based teaching and curricula in light of current education research. Students learn that problem solving is central to all of teaching and learning and that it is to be incorporated as a central theme in their own instructional practices. Students also examine research on how adolescents learn presented content curriculum and learn instructional strategies for teaching coursework to children from diverse cultures and ability levels.
- **COURSE OBJECTIVES** Course objectives are listed below in accordance with New Jersey Professional Teaching Standards and the School of Education's Conceptual Framework. The readings, assignments, and activities in this course are designed to provide students with opportunities to acquire, clarify, add to, and utilize the knowledge, skills, and understandings related to these standards.
- **NJPT Standard 1: Subject Matter Knowledge.** Students in this course shall understand the central concepts, tools of inquiry, structures of the disciplines, especially as they relate to the NJCCCS for secondary grades, and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students. Students who successfully complete this course will be expected to:

Know and understand

- In-depth the subject matter they plan to teach and the relationships between those disciplines (1.1)
- The evolving nature of secondary subject matter disciplines and the need for keeping abreast of new ideas and understandings of the disciplines (1.2)

Value and are committed to

- Appreciating multiple perspectives and conveying to learners how knowledge is developed from the vantage point of the knower (1.5)
- Enthusiasm for the discipline they teach and in making connections to every day life (1.6)

Demonstrate their ability to engage in activities to

- Promote the development of critical and creative thinking, problem-solving and decision making skills by engaging students in formulating

and testing hypotheses according to the methods of inquiry and standards of evidence within the disciplines related to secondary education (1.7)

- Make effective use of multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understanding (1.8)
- Evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts (1.9)

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NJPT Standard 2: Human Growth and Development. Students in this course shall understand how adolescents develop and learn in a variety of school, family and community contexts and understand the importance of providing opportunities that support the intellectual, social, emotional and physical development of youth. Upon successful completion of this course, students will be expected to:

Know and understand how

- adolescents construct knowledge, acquire skills and develop habits of mind (2.1)
- student learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family, and community values (2.2)

Value and be committed to the

- educability of all adolescents (2.4)
- belief that all adolescents bring talents and strengths to learning (2.5)
- appreciation for multiple ways of knowing (2.6)
- diverse talents of all learners and to helping them develop self-confidence and subject matter competence (2.7)
- belief that all adolescents can learn at high levels and achieve success. (2.8)

Demonstrate their ability to engage in activities to

- Utilize learning theories to accommodate differences in student intelligence, perception, cognitive style and achievement levels (2.9)

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NJPT Standard 3: Diverse Learners: Students in this course shall understand the practice of culturally responsive teaching. Upon successful completion of this course, students will be expected to

Know and understand

- a person's world view is profoundly shaped by her or his life experiences, as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age, and special needs (3.1)
- supports for and barriers to culturally responsive teaching in school environments (3.2)
- the negative impact of bias, prejudice, and discrimination on students and society (3.3)

Value and be committed to

- respect for individual differences, and appreciation of the basic worth of each individual and cultural group (3.5)
- the diversity of learning that takes place in the classroom, respect for the talents and perspectives of each student and sensitivity to the community and cultural norms (3.6)

Demonstrate their ability to engage in activities to

- Support learning of students whose first language is not English (3.9)

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NJPT Standard 4: Instructional Planning and Strategies Students in this course shall understand instructional planning based upon knowledge of the developmental progress of adolescents. Upon successful completion of this course, students will be expected to

Know and understand the importance of

- Planning instruction based on students' needs, developmental progress and prior knowledge (4.1)
- Available and appropriate resources and materials for instructional planning (4.2)
- Utilizing techniques for modifying instructional methods, materials and the environment to help all students learn (4.3)
- A variety of instructional approaches and the use of various technologies, to promote thinking and understanding (4.4)

Value and be committed to

- The development of students' critical thinking, independent problem solving and performance capabilities (4.5)

Demonstrate their ability to engage in activities to

- Identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs (4.6)

- Plan instruction based on knowledge of classroom, school and community culture (4.7)
- Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts (4.8)
- Identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their own interests and inquiries and help students connect their learning to personal goals (4.9)
- Plan and develop effective lessons by organizing instructional activities and materials incorporating a wide range of community technology resources to promote achievement of lesson objectives (4.10)
- Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice (4.11)

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NJPT Standard 5: Assessment: Students in this course shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students. Upon successful completion of this course, students will be expected to

Know and understand the importance of

- Characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development (5.1)

Value and be committed to

- The belief that students' strengths are the basis for growth and their errors are opportunities for learning (5.3)

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NJPT Standard 6: Learning Environment: Students in this course shall understand individual and group motivation and behavior and shall (understand the importance of creating) a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Upon successful completion of this course, students will be expected to

Know and understand

- how the classroom environment influences learning and promotes positive behavior for all students (6.2)

Value and be committed to

- the role of students in promoting each other's learning and recognize the importance of peer relationships in creating a climate of learning (6.4)
- taking responsibility for establishing a positive climate in the classroom and participation in maintaining such a climate (6.5)

Demonstrate their ability to engage in activities to

- Use instructional time effectively (6.11)

• **NJPT Standard 8: Communication:** Students in this course shall use knowledge of effective verbal, nonverbal, and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive techniques. Upon successful completion of this course, students will be expected to

Know and understand

- The power of communication in the teaching and learning process (8.1)

Value and be committed to

- Appreciate the cultural dimension of communication, responding appropriately and seeking to foster culturally sensitive communication by and among all of their own students (8.2)
- Being a thoughtful listener (8.3)

Demonstrate their ability to engage in activities to

- Communicate clearly in English, using precise language and appropriate oral and written expressions (8.4)
- Use effective verbal and nonverbal techniques which foster individual and collective inquiry (8.6)
- Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking (8.7)
- Communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences (8.8)

• **COURSE OUTCOMES** Upon completion of this class, the learner is expected to be able to:

- Discuss how educational research supports the topics of this course.
- Explain the emerging societal and economic trends affecting education, their implications for teaching and learning, and possible responses schools can make, citing a synthesis of research collected from the World

Wide Web as well as from the course text, assigned articles, and class discussions.

- Discuss each of the key elements of 21st century learning: emphasis on core subjects, emphasis on learning skills, use of 21st century tools to develop learning skills, teaching and learning in a 21st century context with 21st century content, and assessment that measures 21st century skills.
- Explain the ways in which authentic learning, traditional and performance assessments are effective instructional tools for creating standards-based lessons that use a 21st century context to teach 21st century content and skills.
- Use Bloom's Taxonomy and the Questions for Life to create lessons for 21st century thinking skills such as higher order thinking, self-direction, productive thinking, analysis, planning, problem-solving, idea generation, and evaluation.
- Plan, create, implement, and evaluate a classroom lesson that uses authentic learning and performance assessment to teach standards-based content as well as essential life skills.
- Reflect upon the ways personal beliefs affect practice, adjust accordingly, and actively seek out opportunities to grow professionally using the knowledge and skills of this course.
- Explain the theory of self-efficacy as a reflection of a person's self-image and beliefs about ability.
- Distinguish between self-limiting vs. mastery-oriented learning behaviors.
- Implement a lesson design template that addresses manageable and reasonable interventions based on diverse student learning readiness and interests.
- Discuss the basic elements of cooperative learning theory (positive interdependence, individual accountability, face-to-face interaction, equal participation, and debriefing).
- Identify and explain the elements of the ROPE model for creating positive interdependence (resource interdependence, obligation interdependence, product interdependence, and environmental interdependence).
- Explain the purpose of "cooperative starters" and the decisions involved in creating them: the cognitive process (perception, induction, analysis, comparison, idea-generation, prediction) and content for which they will be used, the group configuration, the timing, and the ways resources will be limited.
- Create, implement, and evaluate cooperative starters.
- Identify, explain, and use the steps of the 3-D cooperative learning lesson schematic (Direct, Do, Debrief).
- Explain how teachers can incorporate positive interdependence into the 3-D lesson activities using each of the ROPE elements: resource interdependence (through limiting materials and tools, and jigsawing), obligation interdependence (through group rewards, group grades), product interdependence (through group products), and environmental

interdependence (through the classroom arrangement, teaching students interpersonal skills, and group identity).

- Generalize this course content to reflect how the multicultural and diverse populations within classrooms have their needs met via the application of the skills, strategies, and knowledge of this course.

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REQUIRED COURSE MATERIALS (Available online and keyed to each module): Partnership for 21st Century Skills (2005). *Learning for the 21st century: A report and mile guide for 21st century skills*.
www.21STCENTURYSKILLS.org.

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COURSE OUTLINE AND REQUIREMENTS

• **Module 1**

Topic: Research on Current Trends and Issues Related to Secondary Education

- Constructivism
- Learner Centered Approach
- Universal Design for Learning
- Backward Design
- High School Reform movements
- "Learning for the 21st Century" Report

Activities

- WebQuest Presentation on Trends and Issues related to Secondary Education
- Discussion Forum

• **Module 2**

Topic: Teaching Critical Thinking and Problem Solving in the Secondary Content Area

- Questions for Life
- Direct Application to the Classroom Content Area Curriculum

Assignment

- Content area specific unit plan with focus on development of Questions for Life
- Discussion Forum

• **Module 3**

Topic: Teaching Critical Thinking and Problem Solving in the Secondary Content Area

- Questions for Life
- Direct Application to the Classroom Content Area Curriculum
- Development of Questions for Life Use by Students

Assignment

- Develop a plan for teaching Questions for Life to students in your content based in relation to current trends
- Discussion Forum
- **Module 4**

Topic: Teaming and Collaborative Skills

- Beginning with the Cooperative Student
- Teaching Interpersonal Skills
- Facilitation Skills

Assignment:

- Research approaches to manage tasks and increase efforts such as Multiple Intelligences, Learning Styles, Tiering, Homework Options. Create a lesson plan that will address one or more of these strategies. Use the lesson plan in your classroom and reflect on the benefits and drawbacks of your plan.
- Discussion Forum
- **Module 5** Break Week
- **Module 6**

Topic: Increasing Student Effort for Increased Student Learning

- Effort x Ability = SUCCESS Management
- Reflection on Ability
- Master Oriented vs Self- Limiting Learner
- Designing Motivational Support Structures

Assignment:

- Develop a personal belief statement of ability. Analyze and reflect on the personal belief types of several students within your current classroom. Address motivational issues by developing a plan for each belief type.
- Discussion Forum
- **Module 7**

Topic: Teaching Collaboration and Teamwork

- 3-D (Direct-Do-Debrief) Lesson Design using Positive Interdependence in the Content Area
- Use of lesson starters to increase student motivation
- Creating Positive Interdependence

Assignment:

- Develop a lesson plan for your content area using starters. Reflect on the use of these starters in your classroom this week.
- Discussion Forum

- **Module 8**

Topic: Creating Manageable Tasks for Learners

- Task Analysis
- Differentiated Instruction

Assignment:

- Select a struggling student and create a plan for managing a task and increasing effort.
- Discussion Forum

- **Module 9**

Topic: Successful Strategies for the Secondary Learner

- Course Synthesis
- Course Project Reflections

Assignment:

- Final Presentations of WebQuests from Week 1
- Assignment: View all presentations. Reflect on your current feelings related to the trends and controversies presented.
- Discussion Forum

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COURSE EVALUATION Grade Scale (in earned points):

- 560 – 504 A
- 503 – 448 B
- 447 – 392 C
- below 391 F

Important Grading Notes:

- Any assignment which is submitted to the instructor after the session at which it is due, will be assessed a two-point late penalty per each day

(including Saturdays and Sundays) it is late unless the lateness is due to a documented legitimate reason. If turning in an assignment after the class session at which it was due, make sure that you either give the assignment directly to the instructor OR ask a dept. secretary to take the assignment and indicate the date and time it is received.

- Students with Academically Challenging Conditions: If you are aware that you possess a condition which would necessitate special accommodations and/or assistance to facilitate your potential learning in this class, you must notify the instructor during the first 1-2 class sessions. You may be asked to provide supporting documentation to assist the instructor in her efforts to create appropriate learning experiences for you.
- Students in this course are subject to the TCNJ codes of ethics as presented in the Graduate Bulletin.