

Department of Secondary Education

Master of Science in Education

Knowledge Base of Policies Standards, Theorists, and Theories

Program-Wide

1. **National Board for Professional Teaching Standards** inform the content of our Masters program.
 - National Board for Professional Teaching Standards. (1991). *Toward high and rigorous standards for the teaching profession: Initial policies and perspectives of the National Board for Professional Teaching Standards, 3rd edition*. Detroit, MI: NBPTS.
 - Carnegie Task Force on Teaching as a Profession. (1986). *A nation prepared: Teachers for the 21st century*. Washington, DC: Carnegie Forum on the Education and the Economy.
 - National Commission on Teaching & America's Future. (1996). *What matters most: teaching for America's future*. New York: Author.
2. **Professional Organizations:** The professional standards of the associated national organizations are addressed in content-specific assignments. These organizations are listed at http://ed.fullerton.edu/SecEd/Professional_Resources.htm
3. **Content Standards and Frameworks:** The philosophy of the California Frameworks for K-12 Schools and content identified in California K-12 Content Standards are addressed in content-specific assignments.
4. **Adult Learning Theory:** Our program is structured to take advantage of specific motivations for adult learning, including the need for social relationships (thus we structure our program via cohorts), the need to improve social welfare (thus we emphasize social justice); the need for personal advancement; and the need for cognitive interest (thus we make our courses as interesting as possible and allow candidates to make decisions about specific aspects of their assignments and learning. **Stephen Brookfield** addresses four major research areas in adult learning, including self-directed learning and critical reflection (or transformational learning), in order to explore the claim that adult learning is a discretely separate domain that has little connection to learning in childhood or adolescence. **Patricia Cross** suggests a CAL-Characteristics of Adults as Learners Model as a framework to accommodate current knowledge of what is known about adults as learners.
 - Brookfield, Stephen D. "Adult Learning: An Overview." In *International Encyclopedia of Education*. Ed. A. Tuinjmans. Oxford: Pergamon Press, 1994.
 - Cross, K.P. (1981). *Adults as Learners*. San Francisco: Jossey-Bass.
5. **Online Learning Environments:** Our courses are delivered both face-to-face and WEB-based. **Palloff and Pratt** have developed a practical, hands-on guide to help faculty create virtual classroom environments that facilitate student interaction. Ideas in the text serve as foundational concepts for online instruction by our faculty.
 - Palloff, R. M. & Pratt, K. (1999). *Building Learning Communities in Cyberspace*. San Francisco, CA: Jossey-Bass.

Cognitive flexibility theory focuses on the nature of learning in complex and ill-structured domains.

Rand Spiro and Jehng (1990, p. 165) state: "By cognitive flexibility, we mean the ability to spontaneously restructure one's knowledge, in many ways, in adaptive response to radically changing situational demands...This is a function of both the way knowledge is represented (e.g., along multiple rather than single conceptual dimensions) and the processes that operate on those mental representations (e.g., processes of schema assembly rather than intact schema retrieval)." The theory is largely concerned with transfer of knowledge and skills beyond their initial learning situation. For this reason, emphasis is placed upon the presentation of information from multiple perspectives and use of many case studies that present diverse examples. The theory also asserts that effective learning is context-dependent, so instruction needs to be very specific. In addition, the theory stresses the importance of constructed knowledge; learners must be given an opportunity to develop their own representations of information in order to properly learn. Cognitive flexibility theory is especially formulated to support the use of interactive technology.

- Spiro, R.J., Feltovich, P.J., Jacobson, M.J., & Coulson, R.L. (1992). Cognitive flexibility, constructivism and hypertext: Random access instruction for advanced knowledge acquisition in ill-structured domains. In T. Duffy & D. Jonassen (Eds.), *Constructivism and the Technology of Instruction*. Hillsdale, NJ: Erlbaum.

EDSC 504 Advanced Instructional Proficiency in Secondary Educational Technologies

6. ISTE has identified critical [National Educational Technology Standards](http://cnets.iste.org/) (<http://cnets.iste.org/>) for teachers and students. These standards inform the curriculum, instruction, and assessment for EDSC

504.

7. **Colleen Swain and Tamara Pearson** documents themes found in research regarding the Digital Divide from the perspective of school technology integration for children in the U. S. school systems: frequency of use, the differences in students' educational technology experiences, and teacher professional development. They maintain that teachers can influence access and instructional opportunities that students have with educational technologies and that there are practical steps all educators can take toward decreasing the Digital Divide.
 - Pearson, T. and Swain, C. (2002). *Educators and technology standards: Influencing the Digital Divide*. Journal of Research on Technology in Education, Vol. 34.
8. **John Schacter and Herold Winglinsky** argue that use of technology by teachers and students can positively impact student learning, but that this depends on how it is used. Computers are neither a cure-all for problems facing the schools nor mere fads without impact on student learning. When used properly, computers may serve as important tools for improving student proficiency in and the overall learning environment of the school.
 - **Winglinsky, H. (1998)**. *Does it compute? The Relationship between educational technology and student achievement in mathematics*. Educational Testing Service.
 - **Schacter, J. (1999)**. *The impact of educational technology on student achievement: What research has to say*. Milkin Foundation.

EDSC 506 Graduate Studies in Secondary School Writing

9. **Stephen Krashen** summarizes the most recent and valuable research on how good writing takes place. He identifies the kind of teaching which has been proven to help produce confident and creative writers. The importance of the relationship between reading and writing is carefully traced as well. The insights in this monograph are powerful basics for writers and for those seeking success in teaching language arts at all levels.
 - Krashen, S. (1984). *Writing: Research, theory, and applications*. New York: Pergamon Group.
10. **Lester Faigley** claims that no development has been more important to the recognition of writing as an important area of research than the emphasis on writing as a process. Regardless of which of the many conceptions of process writing teachers want to align themselves with, Faigley argues that each of these theoretical positions has given teachers of writing pedagogy for resisting a narrow definition of writing based largely on "correct" grammar and usage. One place where we see an example of an integrated, holistic approach to language instruction can be found in the middle school classroom of one well known practitioner: **Nancy Atwell**. Her workshop approach provides an approach to language instruction that integrates much of what has been learned about writing and writing instruction over the course of the last half century.
 - Faigley, L. (1986). Competing theories of process. *College English*, 48, 527-542.
 - Atwell, N. (1987). *In the middle: New understandings about writing, reading, and learning*. Portsmouth, NH: Heineman.
 - Atwell, N. (1998). *In the middle: Writing, reading, and learning with adolescents*. Portsmouth, NH: Heineman.

EDSC 522 Family, Community, and Professional Partnerships

11. **Joyce Epstein** uses six types of involvement that helps educators develop more comprehensive programs of school-family-community partnerships. Each type of involvement includes many different practices of partnership. Each type has particular changes that must be met in order to involve all families, and each type requires redefinitions of some basic principles of involvement. Finally, each type leads to different results for students, families, and teachers.
 - Epstein, J. (*School, Family, and Community Partnerships: Preparing Educators and Improving Schools*).
12. **James Comer**, perhaps, is best known for the founding of the Comer School Development Program in 1968, which promotes the collaboration of parents, educators, and community to improve social, emotional, and academic outcomes for children that, in turn, helps them achieve greater school success. His concept of teamwork has improved the educational environment in more than 500 schools throughout America.
 - Comer, J. (*Leave No Child Behind: Preparing Today's Youth for Tomorrow's World*. Published by Yale University Press, New Haven, CT).

EDSC 524 Assessing Student Learning

13. **Albert Oosterhof** is a foremost expert in the area of classroom applications of educational measurement. His work informs teachers in fundamental concepts of measurement such as validity,

reliability, and criterion-referenced and norm-referenced interpretations. He distinguished between the perspectives of measurement, evaluation, and testing, as well as formative and summative evaluation. His text provides concrete practical applications in the areas of test construction, performance-based assessment, statistical procedures, standardized test score interpretation, and grading practices.

- Osterhof, A. (2001). *Classroom applications of educational measurement* (3rd Ed.). Upper Saddle River, NJ: Prentice Hall.
14. **Robert Linn** and **Normun Gronlund** have also been established leaders in the field of educational assessment for several decades. Their texts provide a backdrop for assessment in the context of content standards, mandated testing, accountability, and reforms such as "No Child Left Behind."
 - Linn, R.L., & Gronlund, N.E. (2005). *Measurement and assessment in teaching* (9th ed.). Upper Saddle River, NJ: Merrill.
 15. **Marzano** and his colleagues provide a unique framework for the assessment of student learning outcomes. Their dimensions of learning model emphasizes the acquisition of deeper meaning and the active construction of knowledge. Their text provides many practical examples of classroom-based assessments for use by teachers in a variety of settings.
 - Marzano, R.J., Pickering, D., & McTighe, J. (1994) *Assessing student outcomes; Performance assessment using the dimensions of learning model*. Alexandria, VA: Association for Supervision and Curriculum Development.

EDSC 535 Survey of Educational Research

16. **Glaser** and **Strauss** refined the method of comparative analysis, in which data pieces are constantly compared to each other, categories are coded, and theory emerges. Their seminal work, *The discovery of grounded theory: Strategies for qualitative research*, offered the definitive structure for qualitative studies intended to generate theory from data.
 - Glaser, B. & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine Publishing Company.
17. **Creswell** has advanced a framework for the three traditions of human and social sciences research: qualitative, quantitative, and mixed methodology. He has outlined key elements of each method along with guidelines for research implementation, data analysis, and results reporting/emergent theory development. Creswell has also addressed preliminary research considerations as well as research design.
 - Creswell, J. W. (1988). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks: Sage.
 - Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks: Sage.

EDSC 536 Curriculum Theory and Development

18. **John Dewey** said that "the educator's part in the enterprise of education is to furnish the environment which stimulates responses and directs the learner's course. All that the educator can do is modify stimuli so that response will as surely as is possible result in the formation of desirable intellectual and emotional dispositions." He rejected authoritarian teaching methods, regarding education in a democracy as a tool to enable the citizen to integrate his or her culture and vocation usefully.
 - Dewey, J. (1902). *The Child and the Curriculum*. University of Chicago: Chicago, IL.
 - Dewey, J. (1915). *School and Society*. University of Chicago: Chicago, IL.
19. **Herbert Kliebard** theorized that there is a "the struggle for the American curriculum" in the 1900s due to Progressivism. This "struggle" continues today as competitive groups struggle for time and content in the K-12 curriculum. Kliebard's conceptualization is an effective metaphor for understanding how curriculum is a negotiation of Progressivism consistently challenged traditional ideals concerning the foundations upon which students' education in schools was based. His theory has proven timeless for both its evenness of research and its portrayal of the theories and of the people--including women and minorities--which helped shape American education.
 - Kliebard, H. (1987). *The Struggle for the American Curriculum, 1893-1958*. Routledge: New York.

EDSC 540 Graduate Studies in Teaching English Learners

20. **Stephen Krashen** is widely known theory of second-language acquisition has had a huge impact on all areas of second-language research and teaching since the 1970s. This book reviews the fundamentals of second-language acquisition theory and more recent studies supporting the original research. It also offers counterarguments to criticisms and explores new areas that have promise for progress in both theory and application.
 - Krashen, S. (2003). *Explorations in Language Acquisition and Use*. NH: Heinemann.

21. **Cummins has been published many books and articles on** research and theory relating to instruction and assessment of language minority students. This book focuses on issues of language learning and teaching. It also highlights the ways in which power relations in the wider society affect patterns of teacher-student interaction in the classroom. Effective instruction will inevitably challenge patterns of coercive power relations in both school and society.
- Cummins, J. (2001). *Language, Power, and Pedagogy: Bilingual Children in the Crossfire*. NY: Multilingual Matters Limited.
22. **Other language learning approach/methods** such as “Cognitive Academic Language Learning Approach” (developed by **Chamot and O’Malley**), “Sheltered Instruction Observation Protocol (developed by **Jana Echevarria**), “Assessing Integrated Language and Content Instruction (Short)” and other teaching strategies are explored in the course to provide our pre-service and in-service teachers a guide to adapting instruction for English Learners.
- Short, D. (1993). Assessing Integrated Language and Content Instruction. *TESOL Quarterly* 27:4 (pp. 627-656).
 - Echevarria, J., Vogt, M. & Short, D. (2000). *Making content comprehensible for English language learners: The SIOP model* (2nd ed.). Allyn & Bacon: Boston.
 - Diaz-Rico, L. & Weed, K. (2005). *The crosscultural, language and academic development handbook: A complete K-12 reference guide* (3rd ed.). Allyn & Bacon: Boston.

EDSC 550 Instructional Strategies

23. **Robert J. Marzano, Debra J. Pickering, Jane E. Pollack** present nine categories of instructional strategies that have a strong effect on increasing student achievement: identifying similarities and differences; setting objectives and providing feedback, generating and testing hypotheses; using questions, cues, and advance organizers; cooperative learning; summarizing and notetaking; reinforcing effort and providing recognition; homework and practice; and nonlinguistic representations.
- Marzano, R., Pickering, D., and Pollack, J. (2001). *Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement*. Washington, D.C.: Association of Supervision and Curriculum Development.
24. **Grant Wiggins and Jay McTighe** theorize backward design as a process for effective curriculum planning. They maintain that in order to develop student understanding and engage and focus student inquiry, teachers should build their units around the questions that gave rise to the content knowledge. Good projects are designed by starting with the goals, determining what students need to know, and then defining how to assess understanding. Wiggins and McTighe also identify ways to assess student projects and performances (Wiggins, 1998).
- Wiggins, G. and McTighe, J. (2000). *Understanding by Design*. New York: Prentice-Hall.
25. **Benjamin Bloom** theorized a six-level description of thinking, which was recently revised by **Lorin Anderson**. Their list of cognitive processes is organized from the most simple to the most complex.
- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition*, New York: Longman.
 - Bloom, B. S. & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners. Handbook 1: Cognitive domain*. New York, Longmans.

EDSC 591 Professional Seminar in Secondary Teaching

26. **Frank Crowther, Stephen S. Kaagan, Margaret Ferguson, and Leonne Hann** approach the looming vacuum in school leadership from a uniquely proactive perspective. They have not only outlined a solid framework for thinking about parallel leadership, but have created a variety of experiential learning activities to use as a process for developing shared meaning and energy within the learning community as well.
- Crowther, F., Kaagan, S., Ferguson, M., and Hann, L. (2002). *Developing teacher leaders: How teacher leadership enhances school success*. Corwin Press: Thousand Oaks, CA.