



EDSS 541
Interdisciplinary Methods
CRN #27715
Mondays
10:00 am – 12:45 pm
University Hall 444
Spring 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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| Integrated Thematic Design Website: | https://sites.google.com/site/integratedthematicdesign/ |
| Single Subject Program Website: | https://sites.google.com/site/csusmss2013/ |
| CSUSM School of Education Website: | http://www.csusm.edu/education/ |

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
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COURSE DESCRIPTION

Methodology course which provides training in interdisciplinary learning methods. Utilizes pedagogical and practical experiences to train students in a variety of appropriate strategies to utilize with secondary students.

Elsbree EDSS 541: Interdisciplinary Secondary Methods will prepare credential candidates to design interdisciplinary and integrated curriculum for middle and high school students.

Course Prerequisites

Admission to Single Subject Program, EDUC 350, EDUC 364, EDUC 422, EDSS 511, EDSS 521 & EDSS 555

Course Objectives

This course will prepare credential candidates to design interdisciplinary and integrated curriculum. Credential Candidates will work in interdisciplinary teams to create an Interdisciplinary-Integrated Thematic Unit (ITU). The ITU teams will be organized by actual school sites and adapted according to the expertise of the team and culture of the school site. Each team will integrate a common theme and at the same time incorporate individual subject matter, content standards and pedagogical knowledge. In addition, the design of the ITU will take into consideration needs specific to their assigned school site and the student population.

This course will build on knowledge in basic lesson planning (Universal Lesson Plan Design) and incorporate differentiation to meet individual student needs (students learning English, students with special education needs as well as students that are gifted or talented).

Enduring Understandings

Credential candidates will understand how:

1. Personal (private) and philosophical/theoretical (public) perspectives impact curriculum development;
2. Structured, process approach for designing interdisciplinary-integrated thematic units;
3. To develop and implement an ITU in a school setting;
4. To practice, integrate and model the elements of effective collaborative, cooperative co-teaching practices.

Essential Questions

1. How can educators effectively collaborate?
2. How can curriculum and instruction be integrated to increase learning for ALL students?
3. What inclusion strategies are most effective in an ITU curriculum?

Required Texts

1. Purchase a "*1 to 3-Year Subscription & Archives*" to Rethinking Schools Magazine
You can purchase a Student Online Access for 1 year at only \$9.95 at
<http://www.rethinkingschools.org/ProdDetails.asp?ID=STOLACCESS>
A 3-Year Subscription (\$34.95) is recommended to provide resources during your first years of teaching.
<http://www.rethinkingschools.org/ProdDetails.asp?ID=RTSSUB>
2. Taskstream Account

Optional Texts

- Kaye, Cathryn Berger. (2004 or 2011). *A Complete Guide to Service Learning*. Minneapolis, MN: Free Spirit.
- Roberts, P. & Kellough, R. (2004). *A Complete Guide to Integrated Thematic Units*. Upper Saddle River, NJ: Pearson.

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*)

STUDENT LEARNING OUTCOMES

Teacher candidates are required to meet competency in the Teacher Performance Expectations through a TPE Portfolio, Teacher Performance Assessments, Professional Dispositions Assessments and course assignments: Integrated Thematic Unit, Individual Education Plan and Forum Posts.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Single Subject 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. This course will emphasize the following TPEs:

TPE 2 - Monitoring Student Learning During Instruction

1. *Determining student progress toward achieving the state-adopted academic content standards*
2. *Using instructional strategies and techniques to support students' learning*

TPE 5 - Student Engagement

1. *Understanding of academic learning goals*
2. *Ensuring active and equitable participation*
3. *Monitoring student progress and extending student thinking*

TPE 6D - Special Education

1. *Articulating rationale for inclusive education for all students*
2. *Understanding and applying principles of universal design to differentiate instruction*
3. *Developing modifications and adaptations in curriculum assessment and instruction for students with special needs*
4. *Understanding of roles and responsibilities as members of SST & IEP Teams*
5. *Collaborating with others to plan, teach and assess students with special characteristics*

TPE 10 - Instructional Time

1. *Appropriately allocating instructional time*
2. *Effectively and efficiently managing instructional time*

TPE 14 - Educational Technology

Addressing the *ISTE National Educational Technology Standards for Teachers* www.iste.org

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital Age Learning Experiences and Assessments
3. Model Digital Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, 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.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that 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 – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. 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.

Course Assignments

There are three main assignments for this course: Integrated Thematic Unit, Individual Education Plan & Forum Posts. Details of the assignments are under the Course Requirements section.

School of Education Attendance Policy

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

Instructor Application of the Attendance Policy

This course and teaching in general are participatory; therefore, *your attendance and participation are mandatory.* Students are expected to attend all live sessions during the course and to fully participate in online sessions. Absences and late arrivals/early departures will affect the final grade much as it would affect evaluation in the work place. *One absence, late arrival or early departure is allowed without penalty. Additional full and partial absences will reduce your grade by 10% each.* For example, if a student is late to one class and she is absent for another class, the student will have 10 points deducted from her overall grade. If another student is absent one day and he is late 2 other days, the student will have his overall grade reduced by 20%.

No assignments will be accepted late. Late assignments and resubmissions will not be accepted and no assignments will be accepted for the day of an absence. No make-up assignment or extra credit assignments will be accepted. In the teaching profession, paperwork, reports, etc. due to the state, district, or school office must be submitted by the deadline and in the correct format. This is our expectation as well.

Teacher Candidates with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

The writing requirement of 2500 words will be met through the Integrated Thematic Unit, Individual Education Plan Reflections and Forum Posts.

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 written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no 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.

Plagiarism:

As an educator, it is expected that each teacher candidate 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.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). *The Integrated Thematic Unit requires educators and students to use technology for consumption and production. Technology is a tool for learning not a learning outcome.* Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence (email, tweets, texts...) is a part of your professional interactions. If you need to contact faculty or other teacher candidates, 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. If you do not hear from me in 48 hours, please contact me again. Please be reminded that electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates more than the sender originally intended. With that said, please be mindful of all electronic 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 electronic message be misconstrued?
- Does this electronic 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 I send to you, let's talk in person so we can correct any confusion.

COURSE REQUIREMENTS: ASSIGNMENT DESCRIPTIONS, GUIDELINES & RUBRICS

There are three main assignments for this course: Integrated Thematic Unit, Individual Education Plan & Forum Posts. In addition to assignments, *attendance is mandatory*. Points will be deducted for absences, late arrivals and early departure.

A. INTEGRATED THEMATIC UNIT (ITU)

Total of 70 Points

ITU - Group Grade

Due Session 7

48 Points

There are 16 separate components/tasks for the ITU worth 3 points each. The ITU Rubric is attached.

1. ITU Theme & Website Navigational Design
2. Student, Parent and Educator Friendly Website
3. Unit Rationale
4. Unit Calendar
5. Assessment Plan
6. Cooperative Learning
7. Technology
8. Art
9. Social Justice & Equity
10. Service Learning
11. Differentiation for ELL
12. Differentiation for Students with Special Needs
13. Interest Differentiation
14. Learning Profile Differentiation
15. Group Evaluation
16. Peer Evaluation

ITU Peer Review - Individual Grade

Due Session 6

2 Points

Peer Review 2 or more ITUs by posting responses on ITU Peer Review Forum.

ITU Lessons - Individual Grade

Each person will be graded individually on 2 lesson plans for the ITU. The lesson rubric is attached. **Due Session 7** **10 Points**

Integrated Thematic Unit Presentation

The presentation rubric is attached. **Due Session 8** **10 points**

B. INDIVIDUAL EDUCATION PLAN (IEP) MEETING

Total of 20 Points

Attend IEP Mtg & Post Reflection to Forum **Due Session 10** **5 points**

IEP Meeting Role Play **Due Session 11** **10 points**

Post IEP Reflection for TPE 6D **Due Session 13** **5 points**

C. FORUM POSTS

Total of 10 points

Update Professional Website & Post on Forum **Due Session 1** **5 points**

Post a Response to MA Poster Presentations **Due Session 15** **5 points**

D. ATTENDANCE/PARTICIPATION

This course and teaching in general are participatory; therefore, ***your attendance and participation are mandatory.*** Students are expected to attend all live sessions during the course and to fully participate in online sessions. Absences and late arrivals/early departures will affect the final grade much as it would affect evaluation in the work place. ***One absence, late arrival or early departure is allowed without penalty. Additional full and partial absences will reduce your grade by 10% each. No late assignments.***

Total Points Possible

100 Points

This course is based on a possible 100-points, with the standard grading scale:

| | | |
|-----------|------------|------------------|
| | A = 93-100 | A- = 90-92 |
| B+= 87-89 | B = 83-86 | B- = 80-82 |
| C+= 77-79 | C = 73-76 | C- = 70-72 |
| | D = 60-69 | F = 59 or lower. |

If you do not earn a C+ or higher in this course, you must repeat course to earn your credential.

NAME _____

DATE _____

SINGLE SUBJECT DAILY LESSON DESIGN SCROLL FORMAT

FOR RESOURCES ON HOW TO COMPLETE THIS FORM, SEE <https://sites.google.com/site/lessondesignresources/home>

TITLE OF LESSON

CURRICULUM AREA & GRADE LEVEL

DATE OF LESSON

CA CONTENT STANDARD(S)

CA ELD STANDARD(S)

BIG IDEA ADDRESSED/ENDURING UNDERSTANDING: Why this material is important to teach; how it fits in with the unit or theme

ESSENTIAL QUESTIONS

OBJECTIVE(S) OR LEARNING GOAL(S) - *choose one*

- Cognitive
- Affective
- Psychomotor
- Language Development

ASSESSMENT(S) - *choose one*

- Diagnostic - entry level
- Formative - progress-monitoring
- Summative - evaluative

PREDICTION OF LIKELY DIFFICULTIES STUDENTS MAY ENCOUNTER WITH THIS MATERIAL - *possible misconceptions or assumptions*

INSTRUCTIONAL STRATEGIES: *What the teacher does*

STUDENT ACTIVITIES: *What the students do*

INFO ABOUT ENGLISH LANGUAGE LEARNERS

- Readiness level
- Learning profile: strengths and challenges
- Interests—academic and/or personal

DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS - *choose area(s) as necessary based on information above*

- Content - **what** material - *including key vocabulary - is learned*
- Process - **how** the material is learned
- Product - *how the learning is **demonstrated***

INFO ABOUT STUDENTS W/ SPECIAL NEEDS

- Readiness level
- Learning profile: strengths and challenges
- Interests—academic and/or personal

DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS - *choose area(s) as necessary based on information above*

- Content - **what** material - *including key vocabulary - is learned*
- Process - **how** the material is learned
- Product - *how the learning is **demonstrated***

RESOURCES: *Attach materials needed to implement the lesson - e.g., power point presentation, text, graphic organize*

REFLECTION: *Questions to consider after the lesson*

What went well? Why? What evidence do I have that shows the extent to which the lesson was effective? What problems do students still have? How will I deal with the students whose understanding of the material is weak? How will I remediate? What changes will I make to enhance learning the next time I teach this lesson? Why?

NAME _____

DATE _____

SINGLE SUBJECT DAILY LESSON DESIGN BOX FORMAT

FOR RESOURCES ON HOW TO COMPLETE THIS FORM, SEE <https://sites.google.com/site/lessondesignresources/home>

| | | | | | |
|--|--|-------------------------------|--|----------------|--|
| TITLE OF LESSON | | CURRICULUM AREA & GRADE LEVEL | | DATE OF LESSON | |
| CA CONTENT STANDARD(S) | | | CA ELD STANDARD(S) | | |
| BIG IDEA ADDRESSED/ENDURING UNDERSTANDING: Why this material is important to teach; how it fits in with the unit or theme | | | ESSENTIAL QUESTIONS | | |
| OBJECTIVE(S) OR LEARNING GOAL(S) - <i>choose one</i> <ul style="list-style-type: none"> • Cognitive • Affective • Psychomotor • Language Development | | | ASSESSMENT(S) - <i>choose one</i> <ul style="list-style-type: none"> • Diagnostic - entry level • Formative - progress-monitoring • Summative - evaluative | | |
| PREDICTION OF LIKELY DIFFICULTIES STUDENTS MAY ENCOUNTER WITH THIS MATERIAL - <i>possible misconceptions or assumptions</i> | | | | | |
| INSTRUCTIONAL STRATEGIES: <i>What the teacher does</i> | | | STUDENT ACTIVITIES: <i>What the students do</i> | | |
| INFO ABOUT ENGLISH LANGUAGE LEARNERS <ul style="list-style-type: none"> • Readiness level • Learning profile: strengths and challenges • Interests—academic and/or personal | | | INFO ABOUT STUDENTS W/ SPECIAL NEEDS <ul style="list-style-type: none"> • Readiness level • Learning profile: strengths and challenges • Interests—academic and/or personal | | |
| DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS <i>choose area(s) as necessary based on information above</i> <ul style="list-style-type: none"> • Content - what material - including key vocabulary - is learned • Process - how the material is learned • Product - how the learning is demonstrated | | | DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS <i>choose area(s) as necessary based on information above</i> <ul style="list-style-type: none"> • Content - what material - including key vocabulary - is learned • Process - how the material is learned • Product - how the learning is demonstrated | | |
| RESOURCES: <i>Attach materials needed to implement the lesson - e.g., power point presentation, text, graphic organize</i> | | | REFLECTION: <i>Questions to consider after the lesson</i> What went well? Why? What evidence do I have that shows the extent to which the lesson was effective? What problems do students still have? How will I deal with the students whose understanding of the material is weak? How will I remediate? What changes will I make to enhance learning the next time I teach this lesson? Why? | | |

Single Subject Lesson Design Rubric

Name _____ Lesson Title _____ Date _____
 See Lesson Design Resources Website for more details: <https://sites.google.com/site/lessondesignresources/>

| Design Component & Criteria | Approaching | Meets (includes the criteria for Approaching) | Exceeds (includes the criteria for Approaching & Meets) |
|--|--|--|--|
| Title, Curriculum Area & Grade Level 5% | Provides a title that is related to the lesson activity | & addresses the unit it belongs to and in what curriculum area and grade | & describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization. |
| Rationale: Big Ideas & Essential Questions 10% | Describes the rationale for teaching this lesson (<i>big ideas, enduring understandings, essential questions</i>) ... | & addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson... | & explains how the assessment is a valid (authentic) and reliable (consistent) way to assess student learning. |
| Standards, Objectives & Assessments 25% | Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria and is assessed | & each objective is labeled by the type (<i>cognitive, affective, psychomotor or language</i>), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative) | & expectations are clearly communicated to students via rubric, model or sample student work. |
| Prediction of Likely Difficulties 5% | Possible misconceptions or assumptions are identified | & the misconception or assumptions are identified as being in the content, process or product of the lesson | & the instructional strategies, student activities &/or the differentiation strategies work to avoid these misconceptions or assumptions. |
| Instructional Strategies 15% | Provides an <i>into, through</i> and a <i>beyond</i> activity for lesson... | & describes in detail the steps the teacher will take to implement the lesson and instructional materials (i.e. graphic organizer, ppt, model, rubric)... | & provides a written script for teacher and times for each activity. |
| Student Activities 10% | Describes what the students will do during the <i>into, through</i> and <i>beyond</i> activity of the lesson... | & each activity is student centered with multiple opportunities for the instructor to check for understanding... | & provides criteria for the student activities and times for each activity. |
| Student Information 10% | Identify the names of the students that need differentiation (both ELL & Students w/ Sp Ed needs) | & describe each of the students readiness level, learning profile and interests | & includes prior successful differentiation strategies for each student. |
| Differentiation 10% | Describes the differentiation strategy for the ELL and the students with special education needs ... | & labels the strategy (<i>content, process or product</i>) and the way it addresses the students identity and developmental needs (<i>readiness, interest or learning profile</i>)... | & provides how the strategy will be assessed for effectiveness and altered if needed. |
| Resources 5% | All instructional materials needed to implement the lesson are listed. | All instructional materials that are needed to implement the lesson are listed and described. | & all materials listed for the unit are listed and provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz... |
| Reflection 5% | Reflection is provided on the strengths, limitations, assessment and differentiation plan. | The reflection addresses all prompts and identifies what would be done next based on this reflection. | Reflection is complete and a new lesson is provided to address the concerns in the reflection. |
| Self-Evaluation (10% will be deducted if not included) | Provides a copy of the rubric with the lesson plan... | & highlights or circles the evaluated criteria for each lesson component... | & provides evidence for each criteria marked. |

REFLECTION PROMPTS

Address these prompts if you have taught the lesson or unit.

- **What went well? Why? What evidence do you have that shows the extent to which the lesson was effective?**
- **What problems do students still have? How will you deal with the students whose understanding of the material is weak? How will you remediate?**
- **What changes will you make to enhance learning the next time you teach this lesson? Why?**

Address these prompts if you have not taught lesson or unit.

- **In what ways have you differentiated instruction to meet the varying needs of your students including your high achievers?**
- **What strengths and possible limitations do you see in your plan?**
- **What forms of data/evidence might you collect from this lesson to measure its effectiveness - gauged by actual student learning?**
- **What have you learned about yourself, students, your plan topic, and/or planning in general as a result of designing this plan?**
- **What do you know now that you didn't know at the start of this lesson, unit or program?**

EXAMPLE REFLECTION RESPONSES

- 1. In what ways have you differentiated instruction to meet the varying needs of your students including your high achievers?**
 - a. Vocabulary preview helps EL students as well as other students who struggle with vocabulary to have new words up front as to help their comprehension when reading is done in class.
 - b. Connections to prior knowledge helps students see connections to what they already know.
 - c. Heterogeneous grouping help EL and struggling students by providing more accessible support from their peers.
 - d. Scaffold writing process by allowing discussion and recording of thoughts before individual writing begins.
 - e. ELD standards addressed and individual assessments of writing sample provided for John and Elena (i+1). John is assessed at the Early Advanced level and Elena at the Intermediate level.
- 2. What strengths and possible limitations do you see in your plan?**
 - a. Strengths
 - i. Variety of activities makes class more engaging and appeals to multiple modalities of learning.
 - ii. Group learning addresses another learning modality and allows students to teach and learn from each other.
 - b. Weaknesses
 - i. Time limitations are a definite threat to the success of this lesson. Activities are stacked one on top of the other and there is no room for anything to go longer than expected or for "teachable moments" that may occur.
- 3. What forms of data/evidence might you collect from this lesson to measure its effectiveness - gauged by actual student learning?**

Posters will stay on walls as appropriate. Writing sample will be collected. Solved problems could be collected as homework next day.
- 4. What have you learned about yourself, students, your plan topic, and/or planning in general as a result of designing this plan?**

It is obvious that fitting all the desired activities into one class period is difficult. This is confirmed by my experiences student teaching. Students are at a variety of different levels and meeting all of their needs is difficult. My natural tendency is to spend as much time on a topic until it is fully understood, but this does not work well with the need to cover a certain amount of material in a given time period. It is also not fair to the high achievers who are tired of reviewing the same thing over and over that they understood the first time.
- 5. What do you know now that you didn't know at the start of this lesson, unit or program?**

Thorough lesson planning is time consuming and involves a lot of revision to plan something that will meet all of your students' needs.

Task 15. Integrated Thematic Unit (ITU) Group Evaluation Rubric = 48 points possible

| ITU Tasks: Identify leader. | Entrenched in Separate Subjects 0- 0.75 points | Between Two Worlds 1 – 1.75 points | In the Integrated Thematic Matrix 2 - 3 points |
|--|---|--|--|
| 1. ITU Theme & Website Design Leader: | The theme is addressed by each subject separately. No interdependence provided. Each subject is represented visually and textually on a website (blog, wiki, cms...). | Subjects can address the theme individually or combined. Concepts from each subject are represented visually and textually on a website that is easy to navigate. | Theme can only be addressed by combining skills and knowledge of different subjects. Applications of each subject are integrated to answer the essential question represented on a website that is easy to navigate. |
| 2. Student, Parent & Educator Friendly Website Leader: | The home page welcomes students, parents and educators to the website and provides information on how to use the website. The website provides students, parents & educators key information about the ITU with links to assignment resources for each subject. | The home page welcomes students, parents and educators to the website and provides information on how to use the website. The <i>multiple page website</i> provides students, parents & educators key information about the ITU with links to assignment <i>instructions, readings, resource websites, graphic organizers, and rubrics for the student activities and assessments across disciplines.</i> | The detailed multiple page website provides students, parents & educators key information about the ITU with links to assignment instructions, readings, resource websites, graphic organizers, and rubrics for the student activities and assessments across disciplines <i>and the website can be cloned/adapted by other instructors with a few easy steps provided on the website.</i> |
| 3. Unit Rationale: Enduring Understandings, Essential Questions, Rational for Instructional Strategies and Student Activities Leader: | Rationale of the theme includes enduring understandings and essential questions and is aligned with standards, objectives, assessments, instructional strategies and student activities for each subject. | Rationale explains how the instructional strategies and student activities for all subjects are a good match for the theme's enduring understandings and essential questions and are aligned with the standards, objectives and assessments across disciplines. | The rationale is aligned with the standards, objectives, assessments, instruction and student activities across disciplines and nothing can be completed as a stand-alone subject. |
| 4. Unit Calendar: Objectives, Content & ELD Standards, Assessments, Instruction & Student Activities Leader: | Unit calendar addresses the theme and identifies the objectives, standards, student activities and assessment for each course on each day. | Unit calendar addresses the theme and identifies the objectives, standards, student activities and assessment for each day across content areas and combines curriculum for specific lessons. | The unit calendar provides detail in how the theme integrates the content areas to address the daily objectives, standards, student activities and assessments. |
| 5. Assessment Plan: Benchmarks (Diagnostic, Formative & Summative), Expectation Tools (Templates, Graphic Org, Rubrics) & Revision Supports (Self-Assess, Peer Review, Teacher Feedback) Leader: | The assessment plan describes the benchmarks, expectation tools, and revision supports for each subject area objectives. | The interdisciplinary assessment plan provides a Diagnostic, Formative & Summative Assessments along with Assignment Templates, Graphic Organizers, Rubrics & a plan for revision including Self-Assessments, Peer Review, and Teacher Feedback. | The integrated thematic assessment plan provides Diagnostic, Formative & Summative Assessments along with Assignment Templates, Graphic Organizers, Rubrics & a plan for revision including Self-Assessments, Peer Review, Teacher Feedback, and Student Samples for the Benchmarks. |
| 6. Cooperative Learning Leader: | Cooperative learning activities are provided in each of the subject areas with the 5 elements: <i>Positive Interdependence, Individual and Group Accountability, Group Processing, Social Skills and Face-to-Face Interaction</i> | An interdisciplinary cooperative learning activity is provided with the 5 elements: <i>Positive Interdependence, Individual and Group Accountability, Group Processing, Social Skills and Face-to-Face Interaction</i> | Multiple cooperative learning activities are used in integrated thematic activities that include the 5 elements: <i>Positive Interdependence, Individual and Group Accountability, Group Processing, Social Skills and Face-to-Face Interaction</i> |
| 7. Technology Applications Leader: | Technology is consumed and produced in each subject by students and teachers. | Technology is consumed and produced across subjects to address the theme by students and teachers. | Technology is consumed and produced as a tool by teachers & students to address an essential question using the integrated theme. |
| 8. Art Component Leader: | Art is consumed and produced in each subject. | Art is consumed and produced across subjects to address the interdisciplinary or integrated theme. | Art is consumed and produced as a tool to address an integrated thematic essential question. |
| 9. Social Justice & Equity Leader: | Each subject area teaches students about Social Justice & Equity in their context. | Social Justice & Equity are taught by combined interdisciplinary activities. | An integrated thematic essential question is answered to improve Social Justice & Equity in a specific setting. |
| 10. Service Learning: Leader: | Service Learning is used in each subject using all 6 components – investigation, planning/preparation, implementation, reflection and demonstration. | Service Learning is used across subjects to address the theme using all 6 components – investigation, planning/preparation, implementation, reflection and demonstration. | Service Learning is used as a tool to address an essential question using multiple subjects using all 6 components – investigation, planning/preparation, implementation, reflection and demonstration. |
| 11. English Language Differentiation Strategies for each student activity/assignment Leader: | The differentiation strategies support the <i>Emerging, Expanding and Bridging</i> English Language Development levels with strategies for students to <i>access content, process the separate content and show evidence of learning.</i> | For some ELD levels, the interdisciplinary differentiation strategies support student activities and assignments to use language to gain and exchange information and ideas in the 3 communicative modes (<i>collaborative, interpretive and productive</i>) and to apply knowledge of language to academic tasks via 3 cross-mode language processes (<i>structuring cohesive texts, expanding and enriching ideas and connection and condensing ideas</i>) using various linguistic resources. | At each ELD level, the integrated thematic differentiation strategies support students to use language to gain and exchange information and ideas in the 3 communicative modes (<i>collaborative, interpretive and productive</i>) and to apply knowledge of language to academic tasks via 3 cross-mode language processes (<i>structuring cohesive texts, expanding and enriching ideas and connection and condensing ideas</i>) using various linguistic resources. |
| 12. Special Education Differentiation Strategies for each student activity/assignment Leader: | For each subject the content, process and product differentiation strategies are described to maximize the learning for each student with special needs (All IDEA Categories). | The differentiation strategies address the interdisciplinary content, process and product to maximize the learning for each student with special needs (All IDEA Categories). | The differentiation strategies address integrated thematic content, process and product to maximize the learning for each student with special needs (All IDEA Categories). |
| 13. Interest Based Differentiation Strategies for each student activity/assignment Leader: | For each subject activity/assignment students are provided options for either accessing the content, processing the content or showing what they learned based on their interests. | For each interdisciplinary/integrated thematic activity/assignment students are provided options for accessing the content, processing the content and/or showing what they learned based on their interests. | For each integrated thematic activity/assignment students are provided options for accessing the content, processing the content and showing what they learned based on their interests. |
| 14. Learning Profile Based Differentiation Strategies for each student activity/assignment Leader: | For each subject activity/assignment students are provided options for accessing the content, processing the content or showing what they learned based on their learning profile. | For each interdisciplinary/integrated thematic activity/assignment students are provided options for accessing the content, processing the content and/or showing what they learned based on their learning profile. | For each integrated thematic activity/assignment students are provided options for accessing the content, processing the content and showing what they learned based on their learning profile. |
| 15. Group Evaluation (this rubric) | The group evaluation is turned in and represents one teacher's evaluation. | The team contributed individually to the group evaluation. | The whole team worked together to complete the self-assessment with evidence identified for each score. |
| 16. Peer Evaluation | Half of the team provided a peer evaluation. | All of the team members provided a peer evaluation. | All of the team members provided a detail peer evaluation with evidence. |

Post your responses to the following prompts on ITU Peer Review Forum

ITU INTRODUCTION

1: ITU Theme for ITU & Website Navigational Design

- a. Do the authors describe a theme that can only be addressed by combining skills and knowledge of different subjects?
- b. Do the authors integrate the subject areas to address the enduring understandings and to answer the essential question?
- c. Is the website user friendly, so that students, parents and educators can easily access information?

If yes, provide evidence from the authors' ITU to support your response.

If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could make the theme and the website's navigational design more intuitive and user friendly:

2: Student, Parent & Educator Friendly Website

- a. Does the website welcome/engage students, parents & educators and provide information for each?
- b. Does the website provide key information about the ITU with links to assignment instructions, readings, resource websites, graphic organizers, and rubrics for the students activities and assessments across disciplines?
- c. Can the website be cloned/adapted by other educators with a few easy steps provided by the authors on the website?

If yes, provide evidence from the authors' ITU to support your response.

If no, provide feedback to the authors to indicate what could make this website easier for students, parents and educators to locate information about the ITU, the student activities, and assignment requirements:

ITU OVERVIEW

3: Unit Rationale

- a. Did the authors provide an Enduring Understandings, Essential Questions, and Rationale for Instructional Strategies and Student Activities?
- b. Is the rationale aligned with the standards, objectives, assessments, instructional strategies and student activities across disciplines to the point that nothing can be completed as a stand-alone subject?

If yes, provide evidence from the authors' ITU to support your response.

If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could make the ITU Rationale better:

4: Unit Calendar: Objectives, Content & ELD Standards, Assessments, Instruction & Student Activities

- a. Did the authors provide a detailed unit calendar provides that identifies how the theme integrates the content areas to address the daily objective, standards, student activities and assessments?

If yes, provide evidence from the authors' ITU to support your response.

If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could make the ITU Calendar better:

5: Assessment Plan

- a. Does the assessment plan describe/provide the Assessment Benchmarks in the form of Diagnostic Assessment, Formative Assessment & Summative Assessment?
- b. Do the multiple integrated thematic assessments provide Expectation Tools, such as Sample Student Work, Templates, Graphic Organizers, Checklist, and Rubrics? &
- c. Do the multiple integrated thematic assessments include Revision Supports, such as a plan for Self-Assessment, Peer Review, and Teacher Feedback?

If yes, provide evidence from the authors' ITU to support your response.

If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could make the ITU Assessment Plan better:

LESSON ACTIVITIES/PLANS

6: Cooperative Learning

- Does the unit include multiple cooperative learning activities in integrated thematic activities?
- Do each of the cooperative learning activities include Positive Interdependence, Individual & Group Accountability, Group Processing, Social Skill Development and Face-to-Face Interactions?

If yes, provide evidence from the authors' ITU to support your response.

If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could make the Cooperative Learning Component of the ITU stronger:

7: Technology Applications

- How is technology used for consumption – to learn about a specific topic/content?
- How is technology used to process the content?
- How is technology produced to construct knowledge?
- How is technology used to address an essential question using multiple subjects?

If yes, provide evidence from the authors' ITU to support your response.

If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could make the technological consumption and production components of the ITU better:

8: Art Component

- Do the authors design activities for students to not only consume art, but produce art as a tool to address an essential question using multiple subjects?
- How is art used as a tool to learn about a topic/content?
- How is art used to process the content?
- How is art produced to construct knowledge?

If yes, provide evidence from the authors' ITU to support your response.

If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could make the art consumption and production of the ITU better:

9: Social Justice & Equity

- Do the authors create an activity to teach students about social justice and equity?
- Is a cross-discipline essential question address Social Justice & Equity?
- Do students engage in a Social Justice Action with the intention to create equity?

If yes, provide evidence from the authors' ITU to support your response.

If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the ITU could teach social justice and equity in more effective ways:

10: Service Learning

- Do the authors describe the 5 stages of Service Learning – investigation, planning/preparation, implementation, reflection and demonstration?
- Do the authors design a Service Learning Activity as a tool to address an essential question using multiple subjects?
- Does the Service Learning Activity create or lead towards equity and social justice?

If yes, provide evidence from the authors' ITU to support your response.

If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could make the Service Learning Component of the ITU stronger:

DIFFERENTIATION

12, 13, 14, & 15: Differentiation Strategies

- Do the authors provide ELD differentiation strategies for content, process and product based on the three ELD Levels: Emerging, Expanding and Bridging?
- Do the authors provide detail about the 3 communicative modes (*collaborative, interpretive and productive*) and the 3 cross-mode language processes (*structuring cohesive texts, expanding and enriching ideas and connection and condensing ideas*)?
- Do the authors provide Special Ed differentiation strategies for content, process and product based on all the IDEA categories?
- Do the authors provide differentiation strategies for content, process and product based on student interests?
- Do the authors provide differentiation strategies for content, process and product based on student learning profiles?

- f. Do the authors provide complete description of strategies that can be used to maximize the students' learning for each subject or cross-discipline activities?
- g. Are scaffolding resources (sample assignments, graphic organizers, checklists, rubrics...) provided for content, process and product differentiation?

If yes, provide evidence from the authors' ITU to support your response.

If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could make the differentiation strategies even stronger:

Task 16: ITU Peer Evaluation

Your Name _____

Group Theme _____

Each person in your group completes their own Peer Evaluation Form.
 Enter the name of each group member and then rate each member in the following criteria, include yourself. Rate each area from 1- 10, 1 being low and 10 being high. Provide evidence to back up your rating. This is an expandable Word document; take the space you need to complete the form entirely, likely 2-pages.

| Group Member Names | Task Contributions 1. How did this member contribute to the weekly in class work tasks that needed completing? 2. Was the person present for all meetings? 3. Did the person complete the tasks needed for weekly preparation? 4. How did this person assist others and their work? | Collegiality 1. How did this person conduct him/herself as a collegial contributor to the group project? 2. How did this person handle conflict? 3. How did this person help in seeking resolution for group differences? 4. Would you volunteer to work with this person again? | Academic Tasks 1. Did this person volunteer for a specified task? 2. Did this person complete the assigned tasks for the presentation? 3. Was this person able to do this with no problem? With creativity? 4. Was the member's work of stellar quality? |
|---------------------------|--|---|---|
| (Yourself) | Example: 1. <u> </u> /10 because... | | |
| | | | |
| | | | |
| | | | |

COURSE SCHEDULE

This schedule is tentative and may change to meet student needs.
See the EDSS 541 Cougar Course modules for details of weekly assignments.

SESSION #. DATE – TOPIC, TPEs, Essential Questions & Homework List
Green Font – Face-to-Face Session **Orange Font – Online Sessions**

1. JAN 20TH ONLINE SESSION #1 - COMMUNITY BUILDING: THROUGH WEBSITES

TPEs 12: Professional, Legal and Ethical Obligations & 14: Ed Technology

Essential Question 2. How can curriculum & instruction be integrated to increase learning for ALL students?

Homework Due Jan 26 for 5 points

1. Preview the **EDSS 541 Cougar Course & Integrated Thematic Design Website**.
2. Update your **professional website** to include: Contact info, Info About You, and samples of your teaching, such as Philosophy of Education, Management Plan, Sample Lessons, Unit Plans, Differentiation Strategies ... Think of the your audience for your website as potential employers, administrators, educators, students and parents.
3. Post your website url on this Week's **Professional Website Forum**.
4. Review **your school site** and **your subject area colleagues' professional websites**. Post what you like about their website and provide suggestions for improvement.

2. JAN 27TH FACE-TO-FACE SESSION #1 (F2F): INTRODUCTION TO ITUS

TPEs 5: Student Engagement, 9: Instructional Planning, & 15: Social Justice

Essential Question 1. How can educators effectively collaborate?

Homework Due Jan 27th

1. Read information on every page of the **Integrated Thematic Design Website** at <https://sites.google.com/site/integratedthematicdesign/>
 - a. Analyze the **Sample ITU Websites** on the homepage
 - b. Watch the **Videos**
 - c. Answer the Social Justice Essential Questions in preparation of ITU team formation
2. Read the **ITU Overview PPT** posted on cougar course.
3. Form an **ITU Team**
4. Choose **ITU Theme**
5. Post Team Member Names, Theme and ITU Website url to **ITU Website Forum** by Mon Jan 27

3. FEB 3RD F2F #2 - SOCIAL JUSTICE & ART LEARNING

TPEs 5: Student Engagement, 9: Instructional Planning, 10: Instructional Time, & 15: Social Justice

Essential Question 2. How can curriculum and instruction be integrated to increase learning for ALL students?

Homework Due Feb 3rd

1. Read:
 - a. The **definition of Teaching Social Justice** and **essential questions** to guide how to integrate social justice in an ITU at <https://sites.google.com/site/integratedthematicdesign/educ-530>
 - b. Duncan-Andrade, J. M. R. (2005). **Developing social justice educators**. *Educational Leadership*, 62(6), 70-73. Retrieved from <http://coe.winthrop.edu/millerk/social%20justice%20educators.pdf> or http://cci.sfsu.edu/files/Developing%20Soc%20Just%20Educ_0.pdf or <http://www.ascd.org/publications/educational-leadership/mar05/vol62/num06/Developing-Social-Justice-Educators.aspx>
 - c. **Art as a tool for learning** and **essential questions** for integrating art in an ITU at <https://sites.google.com/site/integratedthematicdesign/edss-555>
 - d. Review **visual art that addresses social justice**:
 - 1.) Hello Neighbor Project <http://helloneighborproject.org/>
 - 2.) Oxford Project <http://welcomebooks.com/oxfordproject/index.html>
 - 3.) Candy Chang's Social Change Projects <http://candychang.com/projects/>
 - 4.) Invisible People <http://neilshigley.com/>
2. Design a **lesson that teaches social justice and equity that integrates art as consumption & production**. Complete the graphic organizer.
3. Post Social Justice & Art Activity on **Social Justice & Art Learning Activity Forum**.
4. Check out **other Social Justice & Art Learning Activities**.

4. FEB 10TH F2F #3 - SERVICE LEARNING

TPEs 5: Student Engagement, 9: Instructional Planning, 10: Instructional Time, 15: Social Justice

Essential Question 2. How can curriculum and instruction be integrated to increase learning for ALL students?

Homework Due Feb 10

1. Read **Service Learning Essential Questions, Definitions, & Examples** at

<https://sites.google.com/site/integratedthematicdesign/methods-fall>

a. **Service Learning: The Time is Now**, by Cathryn Berger Kaye in Association of Middle Level Education <http://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMid/888/ArticleID/212/Service-Learning-The-Time-Is-Now.aspx>

b. **Essential Elements of Service Learning**

Cathryn Berger Kaye, 2004, The Complete Guide to Service Learning, Minneapolis, MN: Free Spirit.

http://www.freespirit.com/files/OTHER/The_Essential_Elements_of_Service_Learning.pdf

c. **Stages of Service Learning** from Generation On <http://www.generationon.org/educators/lessons-resources/iparde>

d. **Planning for Service Learning Example: Hunger & Homelessness** from Cathryn Berger Kaye's **Service Learning Guide**

http://www.freespirit.com/files/OTHER/Planning_for_Service_Learning_Grade_7_Example.pdf

e. **It's a Mailbox ... It's a birdhouse... No, wait it's a library**, by Erika Janik, On Wisconsin Mag, Winter 2012. <http://onwisconsin.uwalumni.com/features/its-a-mailbox-its-a-bird-house-no-wait-its-a-library/>

f. **Pietra Rivoli's** book **The Travels of a T-Shirt in the Global Economy** exposes the injustices that are involved in the multiple lives of a cotton t-shirt. Curriculum is available to supplement the book: **Discussion questions**, **T-Shirt Travel Documentary**, & **Track a T-Shirt Interactive Website**. One university set out to make a difference by ensuring that their **university t-shirts provided a living wage** for factory workers in the Dominican Republic, **A Thread of Hope**. <http://onwisconsin.uwalumni.com/features/a-thread-of-hope/>

g. **Free the Slaves**, a non-profit organization dedicated to ending slavery, reports how **slavery is a part of every mall**, from cocoa to clothing, cars and cell phones. <https://freetheslaves.net/SSLPage.aspx>

2. **Design a service learning activity** with 6 stages: investigation, preparation/planning, action, reflection, demonstration and evaluation. Complete the Service Learning Graphic Organizer.

3. What **graphic organizers** will you use to guide student learning?

4. Post service learning activity on **Service Learning Forum**.

5. **Read other service learning activities** for ideas.

5. FEB 17TH F2F #4 – COOPERATIVE LEARNING

TPEs 5: Student Engagement, 9: Instructional Planning, 10: Instructional Time, 15: Social Justice

Essential Question 2. How can curriculum and instruction be integrated to increase learning for ALL students?

Homework Due Feb 17

1. **Review Cooperative Learning Readings and Resources**

<https://sites.google.com/site/cooperativelearningresources/home>

2. **Design a cooperative learning activity** with all 5 components: PIGS-Face. Complete the graphic organizer.

3. Post cooperative learning activity on **Cooperative Learning Forum**

4. Read **other cooperative learning activities** for ideas

Extra Activity - Attend National Association for Bilingual Education (NABE) Conference, San Diego Convention Center Feb 12-15 <http://www.nabe.org/>

6. FEB 24TH F2F #5 – ITU PEER REVIEW

All TPEs

Essential Question 1. How can educators effectively collaborate?

Essential Question 2. How can curriculum & instruction be integrated to increase learning for ALL students?

Essential Question 3. What inclusion strategies are most effective in an ITU curriculum?

Homework Due Feb 23rd

1. Post ITU url for Peer Review by **Sunday, Feb 23rd**

2. Post **2 Peer Reviews** for **2 points total** by **Feb 26th**

7. MAR 3RD F2F #6 ITU WORKSHOP

All TPEs

Essential Question 1. How can educators effectively collaborate?

Essential Question 2. How can curriculum & instruction be integrated to increase learning for ALL students?

Essential Question 3. What inclusion strategies are most effective in an ITU curriculum?

Homework

1. Post **2 Peer Reviews** for **2 points total by February 26th**
2. Read the **Peer Reviews for your ITU**
3. In class **ITU Workshop** - Collaborate with your team to complete your ITU and post the url on this weeks forum by **Monday March 4th for 48 points for the group ITU and 10 points for individual lessons**

8. MAR 10TH F2F #7 - ITU POSTER SESSION

All TPEs

Essential Question 1. How can educators effectively collaborate?

Essential Question 2. How can curriculum & instruction be integrated to increase learning for ALL students?

Essential Question 3. What inclusion strategies are most effective in an ITU curriculum?

Homework **Due March 10**

1. **Prepare all materials** for ITU Presentation
2. **Present ITU** with ITU team. See ITU Presentation Rubric for guidance.

9. MAR 17TH NO CLASS OR ASSIGNMENT FOR EDSS 541

Instead meet with Julie & Jeff.

TPA Task 3 Due

Extra Activity – Attend ASCD: Association for Supervision and Curriculum Conference, Los Angeles March 15-17 <http://www.ascd.org/conferences.aspx>

10. MAR 24TH ONLINE SESSION #2 - INTRODUCTION TO IEP

TPEs 6D: Special Education, 8: Learning about Students, &10: Instructional Time

Essential Question 1. How can educators effectively collaborate?

Homework **Due March 30 for 5 points**

1. **Read** about an IEP Meeting <https://sites.google.com/site/learnaboutiepmeeting/>
2. **Watch mock IEP Meeting** Videos <https://sites.google.com/site/learnaboutiepmeeting/meeting>
3. **Attend** a real IEP Meeting
4. Post Reflection to **Introduction to IEP Forum** **Due March 30 for 5 points**
5. **Prepare for the IEP Role Play**

11. MAR 31ST F2F #8 - IEP ROLE PLAY

TPEs 6D: Special Education, 8: Learning about Students, &10: Instructional Time

Essential Question 1. How can educators effectively collaborate?

In Class **Due Mon March 31st for 10 points**

1. Identify the **part of the IEP Meeting** you will role play.
2. Review **best practices** for your part of the meeting.
3. Review the **videos** of that part of the meeting.
4. Review what you know about **Alex (TPA 1)**.
5. **Videotape** a role play IEP meeting for Alex (TPA 1).
6. Post your video on **You Tube**
7. In the **descriptor** under the You Tube video screen identify the following:
 - a. the **name** of the part of the IEP Meeting being Role Played: Meeting Intro, Review of Assessment, Review of Previous IEP, Development of IEP, Modification & Services, Meeting Closure
 - b. Actors and Videographer **Credits**
 - c. the **best practices modeled** in video (Written & Spoken List).
8. Post your You Tube url to **IEP Role Play Video Forum** **5 points**
9. Complete the group processing and post to **Video Group Processing Forum** **5 points**
10. EDSS 541 Course **Evaluations**

12. APR 7TH NO CLASS – SEE WEEK 13 FOR ASSIGNMENT

13. APR 14TH ONLINE SESSION #3 – IEP REFLECTION

TPEs 6D: Special Education, 8: Learning about Students, 9: Instructional Planning, 10: Instructional Time
Essential Questions 1. How can educators effectively collaborate? 2. How can curriculum & instruction be integrated to increase learning for ALL students? 3. What inclusion strategies are most effective in an ITU curriculum?

Homework Due April 14 for 5 points

1. Watch the **IEP Role Play Videos**
2. Write a **Reflection for TPE 6D: Special Education** and post in two places:
 - a. TPE Portfolio on **Taskstream** under TPE 6D
 - b. IEP Role Play Reflection **Forum**

14. APR 21ST NO EDSS 541 SESSION – INSTEAD ATTEND SESSION WITH JULIE & JEFF

TPA Task 4 Due

15. APR 28TH NO CLASS MEETING MONDAY APRIL 28TH, INSTEAD ATTEND:

MA POSTER SESSION APRIL 29TH 5:30 – 6:30 PM KELLOGG 5400 FOR F2F #9

All TPEs

Essential Question 1. How can educators effectively collaborate?

Essential Question 2. How can curriculum & instruction be integrated to increase learning for ALL students?

Essential Question 3. What inclusion strategies are most effective in an ITU curriculum?

Homework Due April 30th for 5 points

1. Attend and network with credential graduates at **MA Poster Session**
2. Post a Response to Posters on **MA Poster Session Forum Due April 30th for 5 points**

16. MAY 5TH FINAL SESSION F2F #10 PROGRAM REFLECTION

All TPEs

Essential Question 1. How can educators effectively collaborate?

Essential Question 2. How can curriculum & instruction be integrated to increase learning for ALL students?

Essential Question 3. What inclusion strategies are most effective in an ITU curriculum?

REFLECTION/ACTION PLAN

1. Program Evaluations
2. Gallery Walk
3. Goal Setting