

**EDSS 541: Interdisciplinary Secondary Methods
(2 credits)**

Faculty: Interdisciplinary Methods: Dr. Joe Keating

The Mission of the College of Education Community is to transform public education by preparing thoughtful educators and advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning and service. We value diversity, collaboration, professionalism and shared governance.

Joseph Keating, Ph.D.

Office: UH 309

Phone: (760) 750-4321

Email: jkeating@mailhost1.csusm.edu

Fax: (760)750-3237

Description:

The Interdisciplinary aspect of the course will have formal class meetings once a week (or every other week for the part time cohort) for a total of five classes to complete the design of an Interdisciplinary Thematic Unit (ITU). The ITU student teams will be organized by actual school sites (full time) or theoretical sites (part time). These teams will incorporate individual members content and pedagogical knowledge of their own subject matter to design an ITU specific and appropriate for that school site. This course will build on your knowledge in basic lesson planning (Universal Lesson Plan Design), unit planning within one's discipline and knowledge of subject standards that were developed first semester from coursework and field experiences. In order to facilitate the production of an ITU three major concepts/skills will be developed: 1) a personal (private) and philosophical/theoretical (public) perspective on curriculum development; 2) a structured, process approach for designing interdisciplinary thematic units; 3) application of appropriate logistics to accomplish and implement an ITU in a school setting.

Teacher Performance Expectation (TPE) Competencies (Interdisciplinary Methods):

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an 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. The following TPE's are addressed in this course:

Primary Emphasis

TPE 9 Instructional Planning

TPE 10 Instructional Time

Secondary Emphasis:

TPE 1B Subject Specific Pedagogical Skills

TPE 4 Making content assessable

TPE 6C Developmentally appropriate practices in Grades 9-12

TPE 11 Social environment

Required Text:

A Guide for Developing an Interdisciplinary Thematic Unit (Merrill Press) Second Edition by Roberts and Kellough (1999).

Objectives: Upon completion of these two aspects of this course, each student will be able to demonstrate knowledge, understanding, appreciation and applications for.....

- 1) the basic frameworks from each major (minor) discipline;

- 2) the basic history, philosophy and strategies utilized in one's major (minor) discipline;
- 3) curriculum development from a personal and public perspective;
- 4) application of cooperative learning skills and training methods that are applicable for teachers designing and implementing interdisciplinary curricula;
- 5) design processes used in the development of universal lesson plans and unit plans as a foundation for the design of an interdisciplinary, thematic unit (ITU).

Course Schedule/Overview:

This course will be held Monday from 9-11:15 for the **Inland** and from 12:30-2:45 (**Coastal**) and on Tuesday from 6-8:00 per the schedule for the (**Part-time**).

Assessments: 1) Your team should appoint a **group leader** who will be responsible for submitting their groups completed intermediate tasks on time each week. 2) You will receive a *formative (intermediate) assessment* for each of these per your task completion schedule. Your group will also receive a *summative (final) assessment* based on the final presentation and written report on your Interdisciplinary Thematic Unit (ITU) plan. 3) **Individual** as well as **group grades** will be used for both formative and summative assessments. 4) A **scoring rubric** will be used as part of the formative and summative assessments to assign both individual and group grades. See task sheets for details.

In addition, in order to model best practices for cooperative learning, all those elements considered critical for optimum and successful cooperative learning will be in place as part of the logistics of the assignment. These include the following (Johnson and Johnson, 1994, Keating, 2002:

- 1) clearly defined assignments, timelines and rubrics (as well as models or examples)
- 2) individual have assigned tasks via task sheets
- 3) formative and summative assessments
- 4) individual and group accountability
- 5) opportunities for face-to-face interactions to explain various group tasks
- 6) ongoing teacher and student evaluation and reflections on group processing skills
- 7) audience accountability for content and interaction with group presentations
- 8) pre-training sessions to develop or reinforce cooperative skills
- 9) group awards for exemplary content or process delivery

As an individual you will also be responsible to complete the assigned readings and reading logs from the text (as a basis for class discussions). In order to evaluate your understanding and ability to apply this process, you will be given a final written exam related to the process of designing ITU's.

(Assignments and Readings listed in bold with *)

Class 1: January 27th :(*Read Chapter One-Introduction to ITU)

- Overview of syllabus
- Overview of ITU (interdisciplinary thematic unit) plan (Chapter One)
- Overview of curriculum development models (public)
- Discussion in small and large group of private curriculum philosophy
- Work Independently in groups—**tasks due (rough draft):**
 - #1 Brainstorm Theme/location/grade level/time frame
 - #2 rationale/justification : should be 1) specific for site as well as 2) inclusion of specific standards that are addressed for each of the disciplines applied and infuse 3) private, personal curriculum philosophy
 - **Due: Group Task Sheet with task #1 and #2 Completed**

Class 2: February 3: (*Read Chapter Two-- Initiating ITU's))

- Group Discussion of Chapter Two
- Work Independently in groups--**tasks due (rough draft):**
 - #3 unit overview part 1: see task sheet for description;

- #4 the overall behavioral objectives (cognitive, psychomotor, affective) as well as the type of assessments that would be used for these ITU objectives (summative/formative)
- #5 scope and sequence (matrix) for the time frame of the ITU

Due: Group Task Sheet with task # 3, 4 and 5
Reading Logs Ch 1-2

Class 3: February 10: (*Read Chapter Three-- Developing Objectives)

- Group Discussion of Chapter Three
- Work Independently in groups—**tasks due (rough draft):**
 - #6 activities, logistics, resources for each discipline including specific technology applications
 - #7 justification/explanation of how these strategies will be supportive of principle of inclusive education including linguistically and culturally diverse students (**specific attention to SDAIE but also other special needs such as physical challenged etc.**)

Due: Group Task Sheet with task #6, 7
Reading Logs Ch. 3

Class 4: February 17 (*Read Chapters Four and Five— Assessing and Evaluating and Examples of ITU's)

- Group Discussion of Chapter 4 and 5
- Work Independently in groups---**tasks due (rough draft):**
 - #8 individual discipline lesson plans (each person must write at least one lesson plan)
 - #9a overview of presentation including # 9b (outline of Action Research plan for evaluation of ITU and #9c (if time permits)) share work of draft of final written ITU with another ITU team for feedback
 - any revisions to former sections should be discussed/considered with group

Due: Group Task Sheet with task #8 and #9a and #9b
Reading Logs Ch. 4-5

Class 5: February 24th

- #10 Group oral presentation;
- collection of final written ITU that includes a self-evaluation of group process skills (about 15 minutes will be allotted for each teams' presentation).
- Audience accountability plan (discussion of instructor with students)
- Final written exam of ITU process

Due: Group Task Sheet with task #10 (please give me a personal copy before your presentation begins)

Final Grade: based on 100 pts.

- 1) **reading logs/discussion of Chapters 1-5 = 10 pts. TPE 1, 4, 6C, 9**
- 2) **final exam on ITU implementation process = 10 pts TPE 9,10**
- 3) **individual formative grade on ITU development (10 tasks@2pts each) = 20 pts. TPE 10, 11**
- 4) **individual summative grade on final presentation and written ITU = 20 + 20 = 40 pts. TPE 1B, 9, 10**
- 5) **group summative grade on final presentation and written ITU = 20 pts. 1B, 9, 10**

Assessments/ Requirements: (attendance at all classes is essential to receiving intermediate assessments, involvement in discussions of readings and appropriate penalties will be assessed for unexcused absences (half credit for written assignments and no credit for that intermediate assessment for that days work)

Grading:

There are 100 points possible. The final grading scale is:

A = 93-100	C+ = 78-79
A- = 90-92	C- = 73-77
B+ = 88-89	D = 60-69
B = 83-87	F = 0-59
B- = 80-82	

ITU Team Intermediate (Formative) Task Completion Sheet

Include in the team folder as attachments for each task: 1) who worked on each task(s) and what role they played and 2) a completed draft copy of that task for the ITU(hand written is fine). One or more tasks will be completed and evaluated by instructors per week.

Each individual in the group will be assessed on each of these formative individual tasks using the following rubric: 5= the task is completed, exceptional well written and follows all guidelines; 4=the task is completed, well written and follows all guidelines; 3= the task either is incomplete, not clear written, or does not follow guidelines; 1= the task lacks two of three components; 0= the task lacks elements all three components. A similar rubric will be used to assess the summative products (oral and written presentations of ITU)

Group Names/Site Location/Subject matter addressed:

Task #1 Ideas for Interdisciplinary Thematic Unit (ITU)---*include a working theme for the unit

Task #2 Rationale/Justification based on: a) school site and student targets and b) frameworks/standards for each of the disciplines; c) personal perspectives of the team.

Task #3 Unit overview (part 1) that describes the sub-tasks: 1) goals; 2)standards to be addressed; 3) major questions for students to consider. 4) general formative and summative assessment to be used;

Task #4 Unit overview (part 2). 5) objectives (overall) which should include some cognitive, affective and psychomotor and their corresponding specific assessments

Task #5 Unit overview (part 3). 6) A content matrix calendar that includes a timeline for the scope and sequence of the ITU.

Task #6 1) Activities (may be discipline or interdisciplinary specific), 2) major teaching strategies 3) organizational patterns and 4) specific resources (People, Places and Things) including what technology applications will be used

Task #7: General teaching strategies and additional considerations needed for inclusion of all students in the proposed support systems developed in Tasks #5 and #6.

Task #8: An individual Universal Design lesson plan from each member of the group with a brief description of the context of this lesson plan.

Task #9: A) Draft overview of proposed oral presentation; B) share work of draft of final written ITU with another ITU team for feedback. C) Draft proposal for an action research design that will evaluate the implementation of your ITU

Task #10: Final ITU written report and oral group presentation (including a self evaluation of group cooperative process skills)

