

EDSS 541: Interdisciplinary Secondary Methods (Part time cohort) Spring 2004

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College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.
(adopted by COE Governance Community October, 1997)

Course Description

The interdisciplinary aspect of the course will have formal class meetings once a week for a total of six 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 consist of a variety of content area expertise to design an ITU specific and appropriate for that school site. Cooperative learning strategies will be modeled, practiced, and evaluated throughout the course. This course will build on your knowledge in basic lesson planning, unit planning within one's discipline and knowledge of subject standards that were developed first semester from coursework and field experiences. Throughout the course, we will seek information and skills to answer three essential questions:

1. What are the curricular theoretical underpinnings for interdisciplinary thematic unit teaching?
2. How does interdisciplinary thematic unit teaching fit/not fit with your knowledge of adolescents and your personal belief system?
3. How do you create a standards-based interdisciplinary thematic unit?

Required Text

Roberts, P. and Kellough, R. (2004). *A Guide for Developing Interdisciplinary Thematic Units, 3rd ed.* Upper Saddle River, NJ: Pearson, Merrill/Prentice Hall.

Teacher Performance Expectation (TPE) Competencies (Interdisciplinary Methods)

This course is designed to help teachers seeking the Single Subjects Credential to develop the skills, knowledge and attitudes necessary to assist schools and district in implementing a effective program 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:

TPE 9	Instructional Planning
TPE 10	Instructional Time
TPE 1B	Subject Specific Pedagogical Skills
TPE 6C	Developmentally appropriate practices in Grades 9-12
TPE 11	Social environment

Attendance: This is six-week course with group interaction and responsibilities each class session. It is essential that you attend and participate in all class sessions.

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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 student have extenuating circumstances, s/he should contact the instructor as soon as possible.

Overall Evaluation/Assessment Scoring Rubric:

A=Exceeds Expectations: The graduate student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

B=Adequately Meets Expectations: The graduate student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

C=Minimal Performance: The graduate student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

Reading Responses

For each week's assigned reading, we will use a form of literature circle roles for the responses. These typed responses will facilitate small group discussions and are due on the date of the readings. Use the following format:

- List at least three questions you would like to discuss with your group.
- Pick at least three of your favorite or most puzzling quotes.
- Make at least three connections with something that has happened in your teaching and/or learning experience.
- Find at least four interesting words or passages that are new or have special meaning to you.
- Create a visual of your favorite part of the reading

Interdisciplinary Thematic Unit

In constructing your unit of study you must demonstrate seven major goals:

1. Knowing the students and community where you will teach the unit
2. Choosing and stating standards, goals, and objectives
3. Examining and choosing appropriate instructional materials
4. Constructing interesting and challenging lessons
5. Integrating different lesson types into a reasonable sequence which comprise a well-organized and purposeful whole
6. Developing a systematic and valid means of student performance assessment
7. Making logical interdisciplinary links

Each lesson should represent a major subtopic of the unit to be taught. Each lesson must be comprehensive in describing everything you believe is necessary for students to understand and learn that particular content (e.g., instructional procedures, homework assignments, etc.). A lesson can require more than one day to complete but it will be counted as one lesson in the unit.

The unit must cover some component of the school's curriculum and address specific state or district standards. National standards can also be used if they are a focus in the school.

Directions: The following components and characteristics should be built into the unit:

1. The situation or context in which you will be teaching this unit should be explained. (course, grade level, ability of students, etc.)

2. Essential question(s) and concepts should be stated such that higher levels of thinking are required of the learners. Then, general goals should be stated for the unit. These can be either in the form of an organized list or in a narrative rationale statement. In any case, they should explain what the unit seeks to achieve, and why it is important. This should include reference to the semester and/or year plan for the course.

3. Learning is different from teaching. Despite courses you may or may not have had about the topic you have selected, you need to research the topic you have selected. You need to know more than the textbook and you need to know more than you will teach. Planning must involve scholarly effort on your part. This should involve not only content but also a search for teaching activities. For this purpose, you are required to read and review articles from professional journals and search professional sites on the Internet that you will use to develop your lessons and unit plan. A bibliography of these sources should be included.

4. Individual lessons should contain:

a. Specific **objectives** of the lesson. These should be related logically to the goals. Cognitive objectives should be stated for each lesson. High level and low level cognitive objectives should be distributed throughout the unit. Affective objectives could also be included. Lessons do not have to contain each type of objective.

b. The **materials** to be used in the lesson should be clearly explained. References to texts, pages, etc. are needed, as are descriptions of film segments, simulations, visuals, manipulatives and statistical data. Long articles, chapters, etc. should be avoided. However, copies of less familiar and/or difficult to obtain materials should be provided.

c. The **teaching procedures** and **student activities** in which students will be engaged should be explained thoroughly and in such detail that another teacher could take your plan and teach the lesson effectively.

d. Each lesson should be interesting, challenging, and congruent with the goals of the unit. Attempts at building in springboard elements in at least some of the lessons should be evident. There should be a variety of content, teaching activities, materials and student assignments in your unit plan.

e. In the unit there should be clear examples of concept teaching, inquiry, value analysis, and skill instruction. These lesson formats provide an avenue by which to construct different ways students can learn the content you want to teach. State and national standards can be met if you design lessons that ask students to vary how they think and learn and hold them accountable in your assessment plan.

f. Reading and writing assignments should be found throughout the unit. The use of reading, writing, and technology throughout the unit should be used to support the content learning. They should not be extraneous assignments.

g. A range of materials should be used. Avoid lengthy reading assignments, especially of difficult materials. Avoid college text materials as readings. This is a common mistake of beginning teachers. Include materials, which provide for a variety of student activity/learning. Include teaching ideas from different sources and courses. You also need to include relevant fiction and nonfiction literature.

h. A student performance assessment plan must be included in the unit plan. This should consist of the following: a brief description of formative and summative data collection, rubrics, skills checklists, tests, etc.

5. Next, write a narrative describing how you went about developing your unit. How did you select your topic? What problems did you encounter initially? How did you start? What kind of assistance did you need? What kind of information did you lack? What was easy for you? What was the most difficult for you? What do you know about planning that you did not know before? What questions, problems remain for you? Reflect about the assignment as substantively as you can. Include weekly log entries on your planning process.

Thematic Unit Criteria Rubric

Group Members: _____ Unit Title _____

A. Statement of standards, goals, objectives	Excellent	Acceptable	Needs improvement
1. Importance of goals/rationale			
2. Specificity of Standards and Objectives			
3. Congruence of standards, goals, and objectives			
4. Levels of objectives (Bloom’s taxonomy)			
B. Materials			
1. Imagination			
2. Range and variety			
C. Teaching procedures and Student Activities			
1. Imagination/variety of activities (multiple Intelligences)			
2. Logic of sequence/organization			
3. Specific Questions related to lesson.			
D. Assessment Plan			
1. congruence of items with objectives, standards			
2. Variety and quality of assessment tools, e.g. test questions, rubrics, skills checklists, observations, performance assessment, etc.			
E. Other			
1. Directions/requirements completed			
2. Examples of concept, inquiry, value analysis, skill instruction			
3. Variety of writing and reading assignments			
4. Narrative statement regarding how you developed your unit plan			
F. Presentation of the plan			
1. Word processed, correct grammar, spelling, syntax			

Comments:

ITU Team Intermediate (Formative) Task Completion Sheet

Include in the team folder evidence 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 during the formative phase). Each individual in the group will be assessed on each of these formative individual tasks using the following rubric:

- 4: The task is completed, extremely well written, and follows all guidelines.
- 3: The task is completed, well written, follows all guidelines,
- 2: The task is either incomplete, not clearly written, or does not follow guidelines.
- 1: The task lacks two of the elements above
- 0: The task lacks all three of the elements above

A similar rubric will assess the summative products (oral and written presentations of ITU).

Task #1. Ideas for Interdisciplinary Thematic Unit (ITU) Include overall, unifying concept and possible content topics from standards and/or school curriculum

Task #2. Rationale/Justification based on a) school site and target students; b) frameworks/standards for each of the disciplines; c) personal perspectives and belief systems of the team.

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

Task #4. Unit overview (part 2) 3-5 overall objectives with corresponding assessments for each content area. You may find and teach many more objectives as you devise more and more daily lesson plans later. However, based on what you know about your students and the curriculum for which you are responsible for teaching, identify 3-5 important objectives in each content area that you will teach and reinforce throughout the unit. The objectives should include a range of cognitive, affective and psychomotor. Some of the objectives may overlap content areas.

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

Task #6. 1) Identify 1) activities (may be discipline or interdisciplinary specific), 2) primary teaching strategies, 3) organizational patterns, and 4) specific resources e.g. people, places, things, and 5) integrated technology that supports instruction and learning

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 lesson plan, using the attached format (same as EDSS 555), 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-assessment of group cooperative process skills). Reference which, where, and how TPE's are addressed throughout the unit.

GENERAL LESSON PLAN FORMAT

CONSIDERATIONS BEFORE THE LESSON

A. Facts about the Learners

1. Who are my students and how do they learn?
2. What forms of communication do my students use?

B. Content/Context

1. What is my content area(s) or discipline(s)/grade level?
2. At what point in the sequence of the unit is this lesson (beginning, middle, end)?
3. How will the content of the lesson connect to the content of the preceding and subsequent lessons?
4. Which state academic standards for students will I address?
5. What are my learning goals/objectives (cognitive, affective, psychomotor, and language)?
6. How will I access prior knowledge and skills before entry into the lesson?

C. Product/Assessments

1. In what varied authentic ways will students demonstrate accomplishment of the objectives?
2. What criteria will I use to judge students' success for each objective?

D. Management/Discipline Considerations

1. What materials and resources are needed?
2. How will technology enhance learning in meaningful ways?
3. How will I handle the room arrangement?
4. How will I handle student grouping?
5. How will I handle transitions and misbehavior?

OPENING THE LESSON (INTO)

A. Anticipatory Set

1. How will I motivate and focus students?
2. What activities will I use to tap into prior learning and knowledge and engage ALL students?

PROCESS/STEPS OF INSTRUCTION AND ASSESSMENT (THROUGH)

A. Teacher Input

1. How will I describe and model skills?
2. How will I provide examples and non-examples, demonstrations, or experiential activities?
3. How will I teach to the objectives?
4. How will I actively involve all students?

B. Guided Practice/Progress Monitoring

1. How will students practice alone, with a partner, or in cooperative groups?
2. How will I check for students' understanding and use formative assessment tools?

C. Independent Practice/Summative Assessment

1. How will this occur?

D. Closure

1. How will I have students summarize and make meaning of their learning?

AFTER THE LESSON (BEYOND)

A. Transfer

1. How will I structure opportunities for students to continue practice and transfer learning?

B. Reflection

1. What went well with the lesson and was it relevant and worthwhile for the students?
2. What evidence do I have that the lesson was effective for student learning?
3. Based on what happened today, what will I do tomorrow?
4. What changes will I make to enhance learning the next time I teach this lesson? Why?

Calendar

Date	Topic/Activities	Readings and assignments due
Class #1 Session 1 1/22/04	Course overview Teaching for Understanding Discussion of personal curriculum philosophy Form groups and begin work on ITU	
Session 2 1/29/04	Discussion of reading Review of standards, objectives, Bloom's Taxonomy, Gardner's Multiple Intelligences Groups work on Tasks 3, 4, 5	Ch. 1, 2 reading response Group Task Sheet #1 and #2 completed Bring the state or district standards for your content area
Session 3 2/5/04	Discussion of reading Assessment Groups work on tasks 6, 7	Ch. 3, 4 reading response Group Task Sheet #3, #4, #5
Session 4 2/12/04	Discussion of reading Groups work on tasks #8, #9a, #9b	Ch. 4 Group Task Sheet # 6, #7
Session 5 2/19/04	Discussion of reading Gallery walk and writing to answer course essential questions	Ch. 5 Group Task Sheet #8, #9a, #9b
Session 6 2/26/04	Group presentations of thematic units	Completed group task sheet Completed Thematic Unit

