

**EDSS 541: Interdisciplinary Secondary Methods (Full time cohorts)
(2 credits) Spring, 2005**

Faculty: Dr. Joe Keating

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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

Joseph Keating, Ph.D.
Office: UH 309
Phone: (760) 750-4321
Email: jkeating@mailhost1.csusm.edu
Fax: (760) 750-3237

Description:

This Interdisciplinary course will have formal class meetings twice 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) and adapted according to the expertise of the team and culture of the school site. 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 matter 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; 4) apply TPE's to the various processes used. In addition to the process of developing an ITU, students will have the opportunity to practice and model concurrently the collaborative, cooperative practices studied previously.

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. Students successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

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. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Students 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 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students 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.

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 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 and applied to the development of the ITU:

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) Third Edition by Roberts and Kellough (2004).

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 Wednesday for six class sessions.

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 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. 5) final written exam describing how one can implement ITU in a school site. 6) Assigned readings corresponding to the processes used during the development of the ITU.

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 includes 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) re-training sessions to develop or reinforce cooperative skills
- 9) group awards for exemplary content or process delivery

(Assignments and Readings listed in bold with *)

Class 1:

- Overview of syllabus
- Overview of ITU (interdisciplinary thematic unit) plan (Chapter One)
- Overview of curriculum development models (public)/ research findings on ITU
- 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

Assignment Due next class:

Group Task Sheet with task #1 and #2 Completed

(*Read/ Reading logs for Chapter One-Introduction to ITU and Chapter Two)

Class 2: (Read Chapters One (overview) and Two (processes used)

Group Discussion of Chapter One and Chapter Two

Work Independently in groups--tasks due (rough draft):

#3 unit overview part 1: goals, major questions, formative and summative assessments;

#4 unit overall part 2: behavioral objectives (cognitive, psychomotor, affective, word) as well as the type of assessments that would be used for these ITU objectives (summative/formative)

#5 unit overview part 3: scope and sequence (matrix) for the time frame of the ITU

Due next time: Group Task Sheet with task # 3, 4 and 5 complete

Reading Logs Ch 3

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

Group Discussion of Chapter Three

Work Independently in groups—tasks due (rough draft):

#6 activities, teaching strategies, logistics, resources for each discipline including which specific technology applications will be used

#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.) Follow directions from EDSS 555 instructor

Due next time: Group Task Sheet with task #6, 7

Reading Logs Ch. 4

Class 4: (*Read Chapter Four — Assessing and Evaluating ITU's)

Group Discussion of Chapter 4

Work Independently in groups---tasks due (rough draft):

#8 An individual lesson plans (each person must write at least one lesson plan)

#9b (outline of Action Research plan for evaluation of ITU)

#9c final draft of ITU

Due next time: Group Task Sheet with task #8 and #9b

Reading Logs Ch. 5

Class 5: (Read Chapter Five Examples of ITU's)

Group discussion of Chapter Five

#9a overview of oral presentation

#9c share work of draft of final written ITU with another ITU team for feedback (face to face)

any revisions to former sections should be discussed/considered with group

Due next time: Final written ITU, Final Oral Presentation Task #10

Class 6:

#10 Group oral presentation (10 minutes approximate);
collection of final written ITU that includes a self-evaluation of group process skills.
Audience accountability plan
Final written exam of ITU process

Description of course requirements:

Final Grade: based on 100 pts.

1) reading logs/discussion of Chapters 1-5 = 10 pts. TPE 1, 4, 6C, 9

For each week's assigned reading, one of you will take on the role of facilitator. Teams will meet in their groups to discuss the following typed responses and then as a whole class to provide additional input. The facilitator will also be responsible to evaluate the "reading log" and return with a grade (per rubric to be discussed in class and see attachment #1). These typed responses will facilitate small group discussions and are due on the date of the readings.

2) individual formative grade on ITU development (10 tasks@2pts each) = 20 pts. TPE 10, 11 See attached #2 task sheet for description/rubric for each task and attachment #3 for scoring sheet for individual and group grade. These will be evaluated by the instructor after each class for each individual team member.

3) individual summative grade on final presentation and written ITU = 20 + 20 = 40 pts. TPE 1B, 9, 10
See attached outline of tasks and description (attachment #2). All elements should be integrated into final oral and (or) written presentations. It should be apparent who worked on what sections based on task sheet assignments and or final written report (initials??) Examples and non-examples of complete ITU's will be made available and discussed in class. Each student will be evaluated individual based on the quality of his (her) contribution to the overall presentation and written ITU.

4) group summative grade on final presentation and written ITU = 20 pts. 1B, 9, 10
See attached outline of tasks and description (attachment #2). All elements should be integrated into final oral and (or) written presentations. Examples and non-examples of complete ITU's will be made available and discussed in class. Each team will be evaluated as a group based on the quality of the overall presentation and written ITU.

5) final exam on ITU implementation process = 10 pts TPE 9,10
During the last class, the student will produce a one page written overview of the processes needed to provide leadership in the development of ITU's at a school site. This should include all the pre planning, planning and post implementation processes considered critical to the success of implementing ITU's in High Schools. This overview will be evaluated based on a rubric developed from the course activities and discussions used during the course.

6) Attendance Requirements: attendance at all classes is essential to receiving credit for intermediate assessments and involvement in discussions of readings. The following individual penalties will be assessed for absences (half credit for written assignments and no credit for that intermediate assessment for that days work)

Final 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	

Note: copy attachments for use in class

Attachment #1 Reading Log scoring rubric

√+ (full credit +1)	√ (full credit)	√- (half credit)	No Credit
<p>Meets all “check” requirements plus one or both of the following: Provides well-developed comments/ reflections that connect ideas to implications for future teaching Raises provocative questions about ideas in the text and considers possible answers, solutions, or ways of researching and/or how the questions may influence future teaching</p>	<p>Adheres to all of the following: Provides an outline or summary of the text’s main points or at least three key ideas expressed in the text Expresses original comments/ reflections on outline, summary, or each key idea Develops connections to observations, previous student teaching, current work in the program, and/or prior learning Is turned in the day it is due</p>	<p>Falls under one or more of the following: Does not provide an outline or summary of the text’s main points or provides less than three key ideas Provides very skeletal comments/ reflections on outline or summary or does not comment/reflect on each key idea Does not make connections to observations, previous student teaching, current work in the program, and/or prior learning, or connections may be underdeveloped Is turned in late but before or during the following class meeting</p>	<p>Falls under one or both of the following: Is not original Is turned in after the following class meeting</p>

Attachment #2

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 class session.

Each individual in the group will be assessed on each of these formative individual tasks using the following rubric. The average for the team is the team grade:

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, or not clearly written, or does not follow guidelines;

2= the task lacks two of three components;

1= the task lacks elements all three components.

0= no work is handed in for an individual or a group

Note: 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) specific frameworks/standards for each of the disciplines; c) personal philosophy/ perspectives of the team.

Task #3 Unit overview (part 1) that describes the sub-tasks: a) goals; b) major questions for students to consider (each discipline should be in evidence). c) general description of the formative and summative assessments to be used (backward planning model);

Task #4 Unit overview (part 2). objectives (overall) which should include some cognitive, affective, word and psychomotor and their corresponding specific assessments .At least one of each type per discipline should be in evidence.

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

Task #6 a) Brief description of the activities (may be discipline or interdisciplinary specific), b) major teaching strategies used; c) manner in which students are organized in these activities (direct teaching, cooperative learning, dyads, independent study etc; d) specific resources (People, Places and Things) and e) a description of how technology will be integrated in the ITU.

Task #7: Inclusion considerations: what specific teaching strategies , content adaptations and any strategies will you consider so that all students will be involved in the ITU as developed in Tasks #5 and #6. (follow any suggestions or requirements from EDSS 555 instructor)

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 in the matrix.

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

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

Attachment #3 (timeline/task/scoring sheet for ITU formative and summative grade on ITU process)

	Description	Date Due	Assigned to	Grade (0-5 rubric)
1	Idea for ITU Working Theme			
2	Rational / Justification -School & student match -Personal philosophy/perspectives -discipline standards covered			
3	Overview Pt 1 -goals -broad Questions for students -formative and summative assessments			
4	Overview Pt 2 Objectives -Cognitive -Affective -Psychomotor -Word or Language			
5	Overview Pt 3 -Matrix Calendar with timeline			
6	-Activities -description -Teaching Strategies -Organizational Patterns -Specific Resources -technology applications			
7	Inclusive Strategies			
8	Individual Lesson Plans (universal Lesson Plan Model)			
9	Preparation for final Presentation -Outline Draft of oral presentation -Share final written draft with another team (face to face) -Action research design			