

**EDSS 541: Interdisciplinary Secondary Methods (Day and Evening cohorts)
(2.0 credits) Spring, 2010**

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Mission:

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*).

Description:

This Interdisciplinary course will have one formal class meetings once a week for a total of eight class sessions (the final two class sessions will deal with issues, laws and teacher obligations with special needs students). The primary purpose of this first part of the course is to gain an understanding of the process of designing and implementing an Interdisciplinary Thematic Unit (ITU). The ITU student teams will be organized by actual school sites and adapted according to the expertise of the team and culture of the school site. These teams will integrate a common theme and at the same time incorporate individual subject matter teachers content standards and pedagogical knowledge. In addition, the design of the ITU will take into consideration needs specific to that school site as well as design curriculum appropriate the closing the achievement gap (in general of for a specific population of students). This course will build on the knowledge that you have developed already in basic lesson planning (Universal Lesson Plan Design), unit planning and the knowledge of subject matter standards that were developed first semester from coursework and field experience. In order to facilitate the production of an ITU four major concepts/skills will be developed: 1) a personal (private) and philosophical/theoretical (public) perspective on curriculum development; 2) a structured, seamless, process approach for designing interdisciplinary thematic units; 3) application of appropriate logistics to accomplish and implement an ITU in a school setting such as effective collaborative, cooperative practices and integration of community service/action plans. 4) Strategies for the inclusion of all students in this process.

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).*

Additional Specific Attendance Requirements for this class: attendance at all classes is essential to receive credit for formative assessments and involvement in all classroom discussions. This is a team effort and any member absent from class or other team meetings places that team at a disadvantage in producing a professional curriculum product. Consequently, the following individual deductions will be assessed for absences: if completed in a timely fashion only half credit maximum will be given for any written assignments or formative tasks due that day.

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.

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, COE 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 COE website provided at the website provided: <http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

Required Text:

Teaching in Secondary Schools. Baldwin, Keating, Bachman, Pearson/Prentice Hall (same as used in EDSS 530). Selected sections.

Optional Text: *A Guide for Developing an Interdisciplinary Thematic Unit* (Merrill Press) Third Edition by Roberts and Kellough (2004)

Objectives: Upon completion of these aspects of the 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 that includes elements of community action and social justice in order to include all students;
- 4) research support for the various models of interdisciplinary teaching;
- 5) application of cooperative learning skills and training methods that are applicable for teachers designing and implementing interdisciplinary curricula with their own students;
- 6) design processes and protocols used in the development of universal lesson plans and unit plans as a foundation for the designing models of interdisciplinary, thematic units (ITU).
- 7) a basic understanding of the issues involved in the achievement gap and curricular strategies to close that gap including effective classroom management and cooperative learning.
- 8) use of action research as an evaluative process for the ITU.

Course Overview and Expectations:

This course will be held for eight class sessions. The **primary aspect of the course is to learn how to design and implement an ITU**. Assessments that will determine the quality of learning and understanding related to development of ITU's will be completed for each individual as well as for the teams and includes these elements:

- 1) Your team should appoint a group leader who will be responsible for submitting their groups completed intermediate (formative) tasks on time each week.
- 2) You will receive a *formative (intermediate) assessment* based on a rubric for each of these tasks (10 in all) (see task completion schedule) as well as an individual grade for the summative assessments.
- 3) The individual and the team will receive a *summative (final) assessment* based on a rubric for the final presentation and written report for your Interdisciplinary Thematic Unit (ITU) plan.
- 4) An average of the individual grades and team grade will determine one's final grade in the course.
- 5) Additional elements of one's individual grade include : a) final written exam describing how you would implement the process of training other teachers to implement an ITU at a school site;

b) Assigned readings/reading logs from text corresponding to the processes used during the development of the ITU.

In addition, a **secondary aspect of the course is the modeling of best practices for cooperative learning** (that will assist an individual in the development of an ITU) . These are those elements previously studied that are considered critical for optimum and successful cooperative learning. They will be used as part of the team logistics in development of the ITU. These include the following (Johnson and Johnson,1994; Keating, 2002):

- 1) clearly defined assignments, timelines and rubrics
- 2) examples/non-examples or models of final products to share as well as the processes on how to get there
- 3) individual roles/accountability via assigned task sheets
- 4) formative and summative assessments
- 5) individual and group accountability
- 6) opportunities for face-to-face interactions to clarify, problem solve and explain various group tasks
- 7) ongoing teacher and student evaluation and reflections on group processing skills
- 8) audience accountability for content and interaction with group presentations
- 9) training sessions to develop and (or) reinforce cooperative group skills such as communication, group protocols and leadership.
- 10) group awards/recognition for exemplary content or process delivery

Course Schedule

Class 1: January 21 (Evening) January 26 (Day)

- Overview of syllabus/questions
- Social justice issues in meeting the achievement gap with students (PowerPoint Presentation)
- Some examples of ITU's that address social justice issues
- Selection of ITU teams
- Group research activity to brainstorm possible strategies to use to reduce achievement gap by addressing a social justice issue (presentation next week)
- Cooperative Learning Simulation #1 "Verbal/Non-Verbal Communication" (establish communication protocols):

Assignments Due next class:

- Read and 1) **prepare a reading log** in TSS: Chapter 7 Interdisciplinary Thematic Units: Section One pp 164-172 and 2) **Complete/write out Activity 7.1 as a team** (presentation to class)
- Team presentation of action plan to address a specific social justice issue
- At assigned team site research what teaching is presently being done using the ITU model for each department represented (report due to class on next class)

Class 2: January 28/February 2

- Presentation of action plans that address team selected social justice issue

- Overview of ITU curriculum development models (public) and research findings on ITU
- Continuum of possible ITU models
- Discussion in small and large group of private curriculum philosophy
- Discuss reading and group assignment Activity 7.1
- Report what interdisciplinary teaching is currently implemented at site
- Cooperative Learning Game #2 Epstein's Five Stage Rocket (Establishing Group protocols)/Top Ten List for Cooperative Learning
- Work Independently in groups developing tasks #1, #2 and #3 as outlined below:
(Examples/non-examples):

#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

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

Assignment Due next class:

- Group Task Sheet with task #1, #2 and #3 Completed and due electronically by ____
- Read and **prepare individual reading log** in TSS: Section Two pp 172-176 and Complete activity 7.2 (writing as least three essential questions each) and 7.3 (possible scope and sequence for individual discipline) **and discuss with the team how these ideas can be integrated into the theme for the unit**

Class 3: February 4/February 9

- Guest Speaker (February 9th day cohort): Dr. Mark Baldwin (Dean of the College of Education and former Co-Coordinator of Single Subject Program) "The Benefits and Challenges to implementing Integrated Curriculum in California" (Based on a research report he played a leadership role in formulating : "Teaching and California's Future")
- Review completed work (comments, questions, concerns)
- Discuss reading log completed and team/individual written activity 7.2 and 7.3
- Discussion of tasks: format/purpose for writing different types of behavioral objectives and development of a scope and sequence
- Examples/non-examples of above
- Work Independently in groups developing tasks, #4, #5 and #6 as outlined below:
#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
#6 teaching strategies, logistics, and resources for each discipline including which specific technology applications might be used

Assignment Due next class:

- Task Sheet with tasks # 4, 5 and 6 complete by _____
- Read and **prepare individual reading log** in TSS: Section Three pp 176-178 and the prompt below for pp 315-326 Resource G (example of ITU) respond to this prompt: What do you see as the strengths and challenges of this ITU? How would you improve on it?

- **Class 4: February 11/February 16**

- Guest Speaker (February 11th evening cohort): Dr. Mark Baldwin (Dean of the College of Education and former Co-Coordinator of Single Subject Program) “The Benefits and Challenges to implementing Integrated Curriculum in California” (Based on a research report he played a leadership role in formulating : “Teaching and California’s Future”)
- Review completed work (comments, questions, concerns)
- Discuss completed readings/prompts in Section three and Instructional Resource G
- Discussion of individual lesson plan (use universal design model), action research model to evaluate and face to face model
- Discussion/consideration of best practices/ effective teaching strategies to consider (use McREL Research Lab findings); technology applications and considerations for inclusion of all students with examples/non-examples of each
- Work Independently in groups developing tasks #7 and #8 as outlined below :
#7 justification/explanation what adaptations/considerations might be have to be used to include all students in the ITU process (and activities). The team should consider a wide range of challenges.
#8 an individual lesson plan (each person must write at least one lesson plan that seamlessly meshes with the others on the team in the context of the ITU)
(Examples/non-examples of above)

Assignment Due next class :

- Group Task Sheet with task # 7 and #8 complete by _____
- 1) View one of the Annenberg Film clips showing a ITU model such as a) Connecting with the Arts Grades 6-8 : Integrating Arts with other subject areas @ learner.org/onesheet/series198.html; b) Journey North Grades K-12 a Web based Interdisciplinary unit with Technology, math, social studies, literature integrated into inquiry based Science @ learner.org/onesheet/series127.html
- 2) As a group formulate a brief written response to the prompt: What the strengths and challenges to this ITU approach? How would you improve it?

Class 5: February 18/February 23

- Review completed work (comments, questions, concerns)
- Discuss Strengths and Challenges of Annenberg ITU model
- Discussion of action research model (#9a) that can be used to evaluate ITU
- Face to face feedback with group sharing of ITU (use with checklist) (#9b)
- Work Independently in groups developing tasks #9 a, b, c as outlined below:
(Examples/non-examples of above)
9a outline of Action Research plan for evaluation of ITU
#9b final draft of ITU share work of ITU with another ITU team for feedback (face to face) any revisions to former sections should be discussed/considered with group
#9c overview of oral presentation for final class (draft outline)

Assignment Due next class :

- Group Task sheet with task #9 a, b, c by _____
- Final ITU document and oral presentation #10
- Final Exam

Class 6: February 25/March 2

- Final written ITU Task #10
- Final Oral Presentation Task #10 (approximately 10-15 minutes)
- Audience evaluation/feedback sheet
- Instructor awards/commendations
- Final written exam

Class 7 and Class 8: (Dr. Leslie Mauerman) March 4 and March 11 (Evening) and March 9 (AM) and March 10 (PM)(Daytime) Details TBA

Description and grading of course requirements:

Final Grade: based on 215 pts maximum.

1) a) Team Readings/prompts/ activities/discussion of Chapter 7 and Annenberg ITU's=Four activities @10 pts = 40 pts.

The readings reinforce and elaborate on the process of designing an ITU. Expectation is that each team will meet in the week prior to due date to collaborate on activities/questions/concerns etc. from readings that require a group response. Some require individual responses. Both of these should be done in written form as evidence of this activity. For each week's assigned reading and or activity we will have a class discussion related to the teams responses.

2) individual formative grade on ITU development (10 tasks@5pts each) = 50 pts. See attached #2 task sheet for description/rubric for each task and attachment #3 for scoring sheet for individual and group grade. The instructor will evaluate these after each class for each individual team member.

3) individual summative grade on final presentation and written ITU = 20 (final oral presentation) + 20 (final written document) = 40 pts.

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) Each student will be evaluated individually 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 (10 +10) = 20 pts.

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) individual evaluation of groups effectiveness in using cooperative learning processes in development of the ITU= 5 pts

6) final exam on ITU implementation process= 20 pts

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.

7) Attendance (8 classes @ 5 pts each =40 pts

Final Grading:

There are 205 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 B- = 80-82	F = 0-59

Note: Please copy attachments #1-3 below for use in class

Attachment #1 Reading Log scoring rubric

√+ (full credit +1) 6 pts	√ (full credit) 5 pts	√- (half credit) 3 pts	No Credit 0 pts
<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) Rubric and 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, exceptionally 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 many components i.e. two of three components;

1= the task lacks most elements of all three or more 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 (including strategies to address achievement gap) 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) essential questions for students to consider and be able to answer at the completion of ITU. c) General description of the types formative and summative assessments to be used (backward planning model);

Task #4 Unit overview (part 2). (Overall) objectives which should include some cognitive, affective, word and psychomotor. 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 Brief description of some of the major activities (may be discipline or interdisciplinary specific) that includes at least a) major teaching strategies used; b) manner in which students are organized (organizational patterns) in these activities (direct teaching, cooperative learning, dyads, independent study etc); c) specific resources used (People, Places and Things) and d) type of technology requirements/ applications; e) how community service learning/action plans are integrated into the unit.

Task #7: Inclusion considerations (elaborates on Task 2a: 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 proposal for an action research design that will evaluate the implementation of your ITU (remember to triangulate) B) share work of draft of final written ITU with another ITU team for feedback using checklist handout (face to face). C) Draft overview of proposed oral presentation;

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 all	Grade (0-5 rubric)
1	Idea for ITU Working Theme			
2	Rational / Justification -School & student match (including strategies to address achievement gap) -Personal philosophy/perspectives -Discipline standards covered			
3	Overview Pt 1 -Goals -Essential Questions for students to be able to answer -formative and summative assessments			
4	Overview Pt 2 Overall Objectives -Cognitive -Affective -Psychomotor -Word or Language			
5	Overview Pt 3 -Matrix Calendar with timeline			
6	Major Activities -description -teaching Strategies -organizational Patterns -specific resources needed -technology applications used -service learning/action plans			
7	Inclusive Strategies (elaborates on task #2a i.e. achievement gap issues)			

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			
10	Final Oral and Written presentation			