

**EDSS 541: Interdisciplinary Secondary Methods (Evening Cohort)
CRN 41603 Section #1 Fall 2006 (2 credits)**

Mission Statement of the College of Education, Cal State San Marcos

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.

Anne René Elsbree, Ph.D.
(760) 750-4384

aelsbree@csusm.edu
University Hall 414

Office Hours: before and after class and by appt.

Class Meets 10 weeks: Thursday 5:00 - 7:50 pm in University Hall 443

Course Description:

This course will prepare credential candidates to design interdisciplinary and integrated curriculum. Credential Candidates will work in interdisciplinary teams to create 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. 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.

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). 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.

In addition to the process of developing an ITU, students will have the opportunity to practice and model the elements of effective 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)*

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.

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*).

For this course 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
- no credit for the intermediate assessment for that days work
- 10 points deducted for each full class absence (or a combination of three (3) late or early departures)
- 1 make up assignment will be accepted for 1 absence – assignment is due 1 week after absence. (See Make Up Assignment in syllabus.)

Email & On-Line Discussion Protocol

Electronic correspondence (e-mail and on-line discussion) is a part of your professional interactions. If you need to contact instructor or other students, 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. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own form of nuances and meanings. 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 e-mail and on-line discussion messages you send, to your colleagues, to faculty members in the College 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 message be misconstrued?
- Does this 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 we send to you, let's talk in person so we can correct any confusion.

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 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

- *Establishing academic learning goals*
- *Connecting academic content to the students backgrounds, needs, and abilities*
- *Selecting strategies/activities/materials/resources*

TPE 10 Instructional Time

- *Appropriately allocating instructional time*
- *Effectively and efficiently managing instructional time*

Required Text: Baldwin, M., Keating, J. & Bachman, K. (2005). Teaching in Secondary Schools. Upper Saddle River, NJ: Pearson/Prentice Hall. (same as used in EDSS 511 & EDSS 530).

Optional Text: Roberts, P. & Kellough, R. (2004). *A Guide for Developing an Interdisciplinary Thematic Unit*, 3rd Edition. Upper Saddle River, New Jersey: Prentice.

Objectives: Upon completion of these aspects of the course, each credential candidate 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 designing models of interdisciplinary thematic units (ITU).

ITU Course Assessments

- 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* 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, attachments #1-6.
- 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 include the following:

- a) clearly defined assignments, timelines and rubrics (as well as models or examples)
- b) individual have assigned tasks via task sheets
- c) formative and summative assessments
- d) individual and group accountability
- e) opportunities for face-to-face interactions to explain various group tasks
- f) ongoing teacher and student evaluation and reflections on group processing skills
- g) audience accountability for content and interaction with group presentations
- h) re-training sessions to develop or reinforce cooperative skills
- i) group awards for exemplary content or process delivery
(Johnson & Johnson, 1994; Keating, 2002)

(See attachment #1 for more detail about assignment requirements.)

ITU Tentative Course Schedule

Session 1: August 24th Interdisciplinary Thematic Units: Form of Social Justice

- Introduction & Snack Sign Up
- Social justice issues in meeting the achievement gap with students
- ITU model is a way to address some of these issues – Dragon Fly Pond Sample
- Overview of syllabus & text
- Some examples of ITUs that address social justice issues
- Select ITU teams & schools that units will be designed for
Get with group. Write names of group members, subjects & location on envelope
Task #1: Brainstorm themes/concepts & topics, rationale, etc.
Group HW: Go to school & find out what teachers are already doing regarding ITU.
What are curricular topics that need to be taught this semester? Research Task #2

Assignment Due next class (Session 2)

Read in TSS: Section One p 164-172

Write down questions.

Complete Activity 7.1 with team

Print and Read Syllabus, Write down questions you have about syllabus/course

Group HW: Go to school, research Task #2 and find out what teachers are already doing regarding ITU. What are curricular topics to be taught this semester?

Session 2: August 31st ITU Overview

- Finish Overview of syllabus – Turn in question you have.
- Understand by Design Jigsaw Review
- Go back to Unit on Change -Dragon Fly Pond
Task #3: Overview of Essential Questions – What are the essential questions? What are projects, final assignments (summative assessment) to assess “how students understand” the essential questions? What formative assessments? How will unit focus on social justice, equity & service learning?
Task #4: Overview Objectives & Assessments – Look at your assessments and content standards. What might be some objectives for your content area that will focus on in this unit?
Task #5: Overview Matrix – Remember backward planning model What background knowledge, examples, and experiences will students need in order to successfully demonstrate their understanding in the final project?
- Overview of ITU curriculum development models/ research findings on ITU
- Look at example units
- Discussion in small and large group of private curriculum philosophy –
What are the benefits and drawbacks of teaching this way? Come to a consensus as to the greatest benefit and the most difficult drawback. Report out to large group.
- Select a theme: Discuss Activity 7.1
- Work Independently in groups—Tasks #1 & 2 due tonight (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 (Session 3)

- Group Task Sheet with Task #1 and #2 Completed
- Read in TSS: Section Two p 172-176 Complete Activity 7.2 and 7.3 with team
- Read TSS Chapter 3: Assessment

Session 3: September 7th ITU Objectives and Assessments

- Share in small groups an analogy for writing an ITU. Share with whole group.
- Review completed work (comments, questions, concerns)
- Discuss completed team activity 7.2 and 7.3
- Discussion of formative and summative assessments, writing behavioral objectives (Bloom's Taxonomy) and scope and sequence
- Examples/non-examples of above - Refer back to Change-Dragon Fly Pond ITU
- Work Independently in groups--tasks due by end of class (rough draft):
Task #3 Unit Overview Part 1: goals - enduring understandings, major essential questions, formative and summative assessments;
Task #4 Unit Overview Objectives& Assessments Part 2: behavioral objectives (cognitive, psychomotor, affective, & language) as well as the type of assessments that would be used for these ITU objectives (summative/formative), Describe criteria for assessing objectives.
Task #5 Unit Overview Matrix Part 3: scope & sequence for time frame of the ITU

Assignment Due next class (Session 4):

- Group Task Sheet with Task # 3, 4 and 5 Complete
- Read in TSS: Section three p 175-9 and Instructional Resource G p 315-26

September 14th No Class – Group Work

- Group Task Sheet with Task # 3, 4 and 5 Complete
- Read in TSS: Section three p 175-9 and Instructional Resource G p 315-26

Session 4: September 21st Differentiation Strategies & IEP Meetings

- Discuss your student population & differentiation needed for your students.
- Review Differentiation for Content, Process & Product
- Learn what is involved in and IEP Meeting
- Analyze what differentiation is as part of a model IEP
- Roleplay an IEP meeting

Session 5: September 28th ITU Teaching Strategies & Technology Integration

- Review completed work (comments, questions, concerns)
- Discuss completed readings in Section three and Instructional Resource
- Discussion of effective teaching strategies to consider (use McREL Research Lab findings). Technology applications and inclusive education considerations with examples/non-examples of each
- Work Independently in groups—tasks due (rough draft):
 Task #6 Unit Activities - teaching strategies, logistics, resources for each discipline including which specific technology applications will be used, social justice and equity focus, and service learning component
 Task #7 Inclusion/Differentiation Strategies - justification/explanation of how these strategies will be supportive of principle of inclusive education including linguistically, culturally and ability diverse students (address content process and product based on students readiness levels, interests and learning profiles).

Assignment Due next class (Session 6)

- Group Task Sheet with Task #6 & 7 Complete

Session 6: October 5th Team Building Activities

- Participate in activities in teams
- Incorporate team building activities into your unit – address these in objectives – Task #4, Unit Activities – Task #6, each lesson Task #8 & presentation Task #9-10

Assignment Due next class (Session 7)

- Bring lesson plans to next class.

October 12th No Class – Group Work

- Work on lesson plans
- Differentiate to meet your 5 students' needs

Assignment Due next class (Session 7)

- Bring lesson plans to next class.

Session 7: October 19th Differentiation Strategies in Lesson Planning

- Describe your 5 students that you will target for differentiation (Beginner, Intermediate, & Advanced ELL, Student with IEP, & Student with a 504 Plan) Describe each student's readiness level in subject area, interests, & learning profile
- Describe your lessons to each other and brainstorm differentiation
- Report out to group – brainstorm examples as whole class
- For each lesson plan differentiate Content, Process & Product based on 5 student's readiness level, interest &/or learning profile

Assignment Due next class (Session 8)
Group Task Sheet with Task #8 Complete

Session 8: October 26th Individual Lesson Plans in ITU

- Review completed work (comments, questions, concerns)
- Discussion of individual lesson plan (use universal design model), action research model to evaluate and face to face model
- Work on Individual Lesson Plans
- Sequence the Lessons into Unit
- Review Interdisciplinary Approaches to the Lessons
- Review Differentiation Plans for each Lesson
- Review Objectives and Assessments for each plan
- Make sure each lesson leads to the formative and summative ITU Assessment Plan
- Use the rubric to assess the ITU and Individual Lesson Plans

Assignment Due next class (Session 10)

- Written ITU & Oral Presentation Draft Task #10

Session 9: November 2nd Action Research: Tool for Unit Review & Revision

- What is expected in the oral presentation?
 - 10 minute maximum presentation
 - address in concise manner Tasks #1-8
 - provide a handout
- Work Independently in groups---tasks due (rough draft):
 - Task # 8 Individual lesson plans (each person must write at least one lesson plan)
 - Task # 9b (outline of Action Research plan for evaluation of ITU)
 - Task # 9c final draft of ITU 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
 - Task # 9a overview of oral presentation

Assignment Due next class (Session 10)

- Final written ITU, Final Oral Presentation Task #10, Final exam

November 9th No Class – Group Work

Meet with group and prepare for presentation.

Revise Lessons & ITU according to feedback you received from peers in Session 9.

Session 10: November 16th ITU Presentations

- #10 Group Oral Presentation (10 minutes approximate)
- Collection of final written ITU that includes a self-evaluation of group process skills. Self-evaluation is a narrative reflection on your:

- Process
 - Individual contribution
 - Successes, struggles and
 - How you will implement ITUs in your future teaching.
 - Audience Rubric & Accountability Plan
 - Instructor evaluations
 - Final written exam of ITU process related to TPEs 9 and 10
- Work with your group to write, proof, and upload your TPE's
Use TPE Writing ppt as a guide for writing your narrative for TPE 9 & 10.

TPE 9 Instructional Planning

- *Establishing academic learning goals*
- *Connecting academic content to the students backgrounds, needs, and abilities*
- *Selecting strategies/activities/materials/resources*

TPE 10 Instructional Time

- *Appropriately allocating instructional time*
- *Effectively and efficiently managing instructional time*

Attachment #1: Assignment Sheet (Print two copies and bring to class - 1 for you and 1 for instructor.)

Name: _____ Subject Area) _____

Phone # _____ e-mail _____

1) Readings/ Activities/Discussion of Chapters 7 **10 pts.** _____

Expectation is that each team will meet in the week prior to due date to collaborate on activities, questions, concerns, etc. from readings. 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. Instructors will check notes etc. for completion each week. Non-completion of these tasks will result in appropriate individual or team deduction.

2) Individual Formative Grade on ITU Development **10 tasks @ 2pts each = 20 pts.** _____

See attached #3 task sheet for description/rubric for each task and attachment #4 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 Presentation, Lesson Plan & ITU **5 + 10 + 15 = 40 pts.** _____

See attached outline of tasks and description (attachment #3). 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 based on the quality of his/her individual contribution to the overall presentation and written ITU.

4) Group Summative Grade on Final Presentation and Written ITU **5 + 15 = 20pts.** _____

See attached outline of tasks and description (attachment #3), lesson rubric, unit rubric & presentation rubric. 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/TPE 9 & 10 **10 pts.** _____

During the last class, the student will produce a one-page written description 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/implementation, and post-implementation processes considered critical to the success of implementing ITU's in High Schools. This one-page description will be used as a piece of evidence for TPE #9 and 10 on Taskstream.

6) Attendance Requirements **(# of Absence X 10 points + Make Up Assignment)** _____

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
- no credit for the intermediate assessment for that days work
- 10 points deducted for each full class absence (or a combination of three (3) late or early departures)
- 1 make up assignment will be accepted for 1 absence – assignment is due 1 week after absence. (See Make Up Assignment in syllabus, attachment #6.)

Total

Final Grading Scale There are 100 points possible.

A = 93-100	B+ = 88-89	C+ = 78-79	D = 60-69
A- = 90-92	B = 83-87	C = 73-77	F = 0-59
	B- = 80-82	C- = 70-72	

Attachment #2: 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 #3: 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 as well as the final draft for the ITU. (Hand written drafts are fine.)

Each task will be graded in the following fashion:

- 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

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

Task #2 Rationale/Justification Describe a) school site, community, student population (race, gender, free/reduced lunch, ELL, Special Education) & 5 students who need differentiation and b) specific frameworks/standards for each of the disciplines; c) personal philosophy/ perspectives of the team.

Task #3 Unit Overview Enduring Understandings, Essential Questions, & Assessments (Part 1)

Describe a) goals (enduring understandings); b) essential 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 Objectives & Assessments (Part 2) Must include cognitive, affective, psychomotor, and language objectives for each subject matter and corresponding assessments for each objective. Describe the criteria that will be used for assessing each objectives.

Task #5 Unit Overview Matrix (Part 3) Include a content matrix calendar that includes a timeline for the scope and sequence of the ITU.

Task #6 Unit Activities Describe the following:

- a) student-centered 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
- f) social justice and equity addressed in content, process & product (remember "Focus on")
- g) service learning component

Task #7 Inclusion/Differentiation Strategies Describe differentiation strategies that will be used to meet individual student needs, specifically identify content, process and product differentiation and how they meet the students readiness, interest or learning profile. Follow any suggestions or requirements from EDSS 555 & 511 instructors.

Task #8 Individual Universal Design Lesson Plans Each member of the group will create a lesson for the unit and will provide a brief description of the context of this lesson plan in the matrix. Follow Single Subject Program Lesson Format.

Task #9 Presentation Plan Provide a) 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, b) oral group presentation and c) self-evaluation of group cooperative process skills (using action research model) – Narrate reflection on your process, your individual contribution, successes, struggles, and how you will implement ITUs in your teaching.

Attachment #4 ITU Timeline/Task/Scoring Sheet

	Description	Date Due	Assigned to	Grade (0-5 rubric)
1	Idea for ITU Working Theme			
2	Rational / Justification -School & Student Info -Personal/Team philosophy -Discipline standards covered			
3	Overview Part 1: Goals -Enduring Understanding -Essential Questions for students -Formative & Summative Assessments			
4	Overview Part 2: Objectives & Assessments -Cognitive -Affective -Psychomotor -Word or Language			
5	Overview Part 3: Matrix -Content Matrix with Timeline			
6	Unit Activities -Description -Teaching Strategies -Organizational Patterns -Specific Resources -Technology Applications -Social Justice & Equity Focus -Service Learning			
7	Inclusion Strategies -Content, Process & Product -Readiness, Interest & Learning Profile			
8	Individual Universal Lesson Plans -Integrate All Subject Matters -Objectives & Assessments -Differentiation -Into, Through & Beyond			
9	Final Presentation Plan -Outline draft of oral presentation -Share final written draft with another team (face to face) -Action research design			

Note: Copy Attachments #1-6 for use in class.

Attachment 5: Lesson & Unit Plan Scoring Guide

Name _____ Unit Title _____

*As you work do a self-assessment using the guide below and identify what you need to do to improve.
Self-assess and turn in this guide with your final project.*

A. Specific Lesson Plan = 10 points	Excellent	Acceptable	Needs Improvement
1. Clarity & Alignment between student needs, objectives (cognitive, affective, psychomotor & language), standards & assessments (formative & summative)			
2. Quality of “Through” Section of Lesson Plan Specificity of lesson steps (timing, transitions, questions) Quality of learning experiences overall (congruence with objectives, instructional variety, higher thought processes, skills and content, etc.)			
3. Quality of “Into,” “Closure” & “Beyond” experiences			
4. Assessment – congruence of assessment with objective			
5. Evidence of differentiation including SDAIE strategies & adaptations for students with special ed. needs. Differentiate for content, process, & product with students’ readiness, interest & learning profile in mind.			
B. Students, Rationale & Objectives = 3 points	Excellent	Acceptable	Needs Improvement
1. Description of school site, community & students			
2. Clarity and sense of purpose in the rationale (enduring understandings, and essential questions).			
3. Range & levels of standards & objectives (cognitive, affective, psychomotor & language) Use Bloom’s Taxonomy. Congruence of student needs, standards and objectives to the enduring understandings/essential questions.			
C. Unit Assessments = 3 points	Excellent	Acceptable	Needs Improvement
1. Relationship between the summative assessment(s) and the enduring understandings			
2. Congruence of assessments with the objectives			
3. Variety and quality of assessment tools (including a range of strategies for diagnostic, formative, summative assessments and opportunities for student self-assessment)			
D. Learning Experiences = 3 points	Excellent	Acceptable	Needs Improvement
1. Sense of purpose, interest, & background established in the “Into”			
2. Logic of sequence/organization of into, through matrix & beyond			
3. Sense of purpose, application, and/or transition established in the unit’s “Beyond”			
4. Quality and variety of learning experiences overall: reading, writing, listening, speaking, technology, social justice & service			
5. Evidence of differentiated instruction (content, process & product) related to facts about your learners (readiness, interests, & learning profile)			
E. Materials = 1 point	Excellent	Acceptable	Needs Improvement
1. Imagination/Creativity			
2. Range and Variety			
F. Unit Reflection = 1 point	Excellent	Acceptable	Needs Improvement
Quality and Coverage; addresses the range of questions posed Write the questions you would address for reflection on unit.			
G. Presentation of the Plan = 1 point	Excellent	Acceptable	Needs Improvement
1. Professionalism: correct grammar, spelling, syntax			
2. Facility with TaskStream application			

Overall Lesson and Unit Score	
Self-Assessment = _____ / 25 pts possible	Instructor-Assessment = _____ / 25 pts

Attachment 6: Teachers in the Movies
Make Up/Extra Credit Option = 10 points

Teachers, in the movies, are depicted in many different ways, some of which are accurate, most of which are less than accurate. However, we can certainly learn some lessons from those teachers. Article about teacher representations in films by James Trier available on WebCT. Read it for background information.

In this assignment, you will choose a movie about teachers, rent it for the weekend, answer the following guide questions. You may have seen the movie, but will likely need to see it again, since you are looking at it through specific “teacher eyes”.

Movie Suggestions (but others are also an option):

Finding Forester	Mr. Holland’s Opus	Dangerous Minds
Stand and Deliver	Dead Poet’s Society	Lean on Me
This is my Father	To Sir with Love	Waterland
School of Rock	Teachers	Conrack

Questions Before Viewing

1. Have you seen this movie? If so, what scene do you remember most? Why?
2. Why did you choose this movie?

Questions During Viewing

1. Who is the primary teacher in the movie? Is s/he a protagonist or antagonist? Choose 3 adjectives to describe him/her.
2. Describe the students in 3 sentences or less.
In your opinion, what do these students need most?
3. What is the primary conflict in the movie? Who is the source of the conflict?
4. Describe an effective management strategy a teacher uses.
(It may or may not be the primary character.)
5. Describe an ineffective management strategy a teacher uses.
(It may or may not be the primary character.)
6. Describe an effective teaching strategy a teacher uses.
7. Describe an ineffective teaching strategy a teacher uses.

Questions After Viewing

1. Write down one quote that makes an important point to you.
2. Would you want to be in this teacher’s classroom? Why/ why not?
3. In your opinion, is this an accurate depiction of what teaching is really like?
4. If the media were the primary vehicle by which the general public gets its information, what would their opinion be of teachers as a result of watching this movie? How might it be an accurate opinion? How might it be a dangerous opinion?