



EDSS 541 Section 1
SECONDARY INTERDISCIPLINARY METHODS
CRN #20791
Mondays
11:00 – 1:30 pm
UH 273
Spring 2015

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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Hours:	After class and by appointment

Integrated Thematic Design Website	https://sites.google.com/site/integratedthematicdesign/
Single Subject Program Website	http://csusmsinglesubjectprogram.weebly.com/
CSUSM School of Education Website	http://www.csusm.edu/education/

School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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1. COURSE DESCRIPTION

EDSS 541: Interdisciplinary Secondary Methods will prepare credential candidates to design interdisciplinary and integrated curriculum for middle and high school students.

Course Prerequisites

Admission to Single Subject Program, EDUC 350, EDUC 364, EDUC 422, EDSS 511, EDSS 521 & EDSS 555

Objectives

This course will prepare credential candidates to design interdisciplinary and integrated curriculum. Credential Candidates will work in interdisciplinary teams to create an Interdisciplinary-Integrated Thematic Unit (ITU). The ITU teams will be organized by actual school sites 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 and the student population.

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).

Enduring Understandings

Credential candidates will understand how:

1. Personal (private) and philosophical/theoretical (public) perspectives impact curriculum development;
2. Structured, process approach for designing interdisciplinary-integrated thematic units;
3. To develop and implement an ITU in a school setting;
4. To practice, integrate and model the elements of effective collaborative, cooperative co-teaching practices.

Essential Questions

1. How can educators effectively collaborate?
2. How can curriculum and instruction be integrated to increase learning for ALL students?
3. What inclusion strategies are most effective in an ITU curriculum?

Required Readings

<http://cc.csusm.edu> <http://www.csusm.edu/ids/calm/>

This course has been CALMed: All readings will be provided electronically to minimize the cost of learning materials for candidates. The readings will be provided through the Cougar Course Moodle.

Recommended/Optional Texts:

Both books are available in Kellogg Library

Kaye, Cathryn Berger. (2004 or 2011). *A Complete Guide to Service Learning*. Minneapolis, MN: Free Spirit.

Roberts, P. & Kellough, R. (2008). *Guide to Interdisciplinary Thematic Units*. Upper Saddle River, NJ: Pearson.

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

2. STUDENT LEARNING OUTCOMES

Teacher candidates are required to meet competency in the Teacher Performance Expectations through a TPE Portfolio, Teacher Performance Assessments, Professional Dispositions Assessments and course assignments: Integrated Thematic Unit, Individual Education Plan and Forum Posts.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Single Subject Credential. This course is designed to help teachers seeking a California teaching 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.

This course will emphasize the following TPEs:

TPE 2 - Monitoring Student Learning During Instruction

1. *Determining student progress toward achieving the state-adopted academic content standards*
2. *Using instructional strategies and techniques to support students' learning*

TPE 5 - Student Engagement

1. *Understanding of academic learning goals*
2. *Ensuring active and equitable participation*
3. *Monitoring student progress and extending student thinking*

TPE 6D - Special Education

1. *Articulating rationale for inclusive education for all students*
2. *Understanding and applying principles of universal design to differentiate instruction*
3. *Developing modifications and adaptations in curriculum assessment and instruction for students with special needs*
4. *Understanding of roles and responsibilities as members of SST & IEP Teams*
5. *Collaborating with others to plan, teach and assess students with special characteristics*

TPE 10 - Instructional Time

1. *Appropriately allocating instructional time*
2. *Effectively and efficiently managing instructional time*

TPE 14 - Educational Technology

Addressing the *ISTE National Educational Technology Standards for Teachers* www.iste.org

1. *Facilitate and Inspire Student Learning and Creativity*
2. *Design and Develop Digital Age Learning Experiences and Assessments*
3. *Model Digital Age Work and Learning*
4. *Promote and Model Digital Citizenship and Responsibility*
5. *Engage in Professional Growth and Leadership*

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, SOE 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 SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

Course Assignments

There are three main assignments for this course:

1. Lesson Action Research
2. Integrated Thematic Unit
3. Individual Education Plan.

Details of the assignments are under the Course Requirements section.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all teacher candidates are expected to attend all classes and participate actively. At a minimum, teacher candidates 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 teacher candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the SOE Governance Community, December, 1997.*)

Instructor Application of the Attendance Policy

This course and teaching in general are participatory; therefore, *your attendance and participation are mandatory.* Students are expected to attend all live sessions during the course and to fully participate in online sessions. There will be 11 sessions face-to-face with 5 sessions online with (week 1, week 5 and week 9.10 & 11). Online assignments must be complete to earn credit for the online sessions.

Absences and late arrivals/early departures will affect the final grade much as it would affect evaluation in the work place. ***One absence, late arrival or early departure is allowed without penalty. Additional full and partial absences will reduce your grade by 5% each.*** For example, if a student is late to one class and she is absent for another class, the student will have 5 points deducted from her overall grade. If another student is absent one day and he is late 2 other days, the student will have his overall grade reduced by 10%.

No assignments will be accepted late. Late assignments and resubmissions will not be accepted and no assignments will be accepted for the day of an absence. No make up assignment or extra credit assignments will be accepted. In the teaching profession, paperwork, reports, etc. due to the state, district, or school office must be submitted by the deadline and in the correct format. This is our expectation as well.

Teacher Candidates with Disabilities Requiring Reasonable Accommodations

Teacher candidates with disabilities who require reasonable accommodations 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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Teacher candidates 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.

All University Writing Requirement

The writing requirement of 2500 words will be met through the Integrated Thematic Unit, Individual Education Plan Reflections and Forum Posts.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Teacher candidates are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each teacher candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). *The Integrated Thematic Unit requires educators and students to use technology for consumption and production. Technology is a tool for learning not a learning outcome.* Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence (email, tweets, texts...) is a part of your professional interactions. If you need to contact faculty or other teacher candidates, 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. If you do not hear from me in 48 hours, please contact me again. Please be reminded that electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. For instance, an electronic message 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 electronic messages you send, to your colleagues, to faculty members in the School 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 electronic message be misconstrued?
- Does this electronic 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 I send to you, let's talk in person so we can correct any confusion.

3. COURSE REQUIREMENTS: ASSIGNMENT DESCRIPTIONS

A. LESSON ACTION RESEARCH

Total of 20 Points

Due Week 4 (lesson plan), Week 5 (peer review) & Week 7 (final) for 20 points

To help you prepare for TPA Task 3, you will conduct action research on a lesson.

- 1.) Design a lesson that includes one (1) of the following:
 - a) Anti-Bias Framework (standards) to teach social justice & equity
 - b) Student Art Production
 - c) Service Learning
 - d) Cooperative Learning – with all 6 elements
- 2.) Lesson is universally designed for learning and differentiated for five specific students:
 - a.) an English learner; b.) a student with special need; c.) a low level performing student; d.) middle level performing student; e.) a high level performing student
- 3.) Design different level content, vocabulary support, graphic organizer & rubric for the lesson
- 4.) Teach the lesson
- 5.) Collect student work from the lesson
- 6.) Analyze the student work from the lesson to determine if the students met the objective and to determine next steps for instruction
- 7.) Write reflection on the lesson

B. INTEGRATED THEMATIC UNIT (ITU)

Total of 60 Points

Due Week 6 (peer review), Week 7-8 (ITU website), & April 30th ITU presentation)

- 1.) **Home-Page to ITU Website** **Week 7-8** ***6 points***
 - a. Integrated Theme
 - b. Visual Theme Representation
 - c. Student, Parent and Colleague Friendly
 - d. Enduring Understandings
 - e. Essential Questions
 - f. Overview of Student Activities
- 2.) **Unit Calendar - Separate Web Page** ***8 points***
 - a. Objectives
 - b. Standards/Framework
 - c. Student Activity
 - d. Assessment

- 3.) Student Activities - Separate Web Page** *16 points*
- a. Social Justice & Equity (Anti-Bias Framework, content, process & product)
 - b. VAPA: Visual and Performing Arts (content-art consumption, process & art production)
 - c. Service Learning (investigations, planning, implementation, reflection & demonstration)
 - d. Cooperative Learning (PIGSFaceS: Positive interdependence, Individual/group accountability, Group processing, Social skills, FACE-to-face interaction, & Specific task)

4.) Universal Design for Learning Supports - Separate Web Page *18 points*

- a. Different Level Content
- b. Vocabulary Development
- c. Graphic Organizer (Beyond Vocabulary)
- d. Multiple Intelligence Activities
- e. Choice Assignment (Task Menu)
- f. Rubric(s)

5.) ITU Peer Review **Week 6** *10 points*

6.) Integrated Thematic Unit Presentation **April 30th** *2 points*

C. INDIVIDUAL EDUCATION PLAN (IEP) MEETING ***Total of 20 Points***

1.) Attend IEP Mtg & Post Reflection **Week 8** *5 points*

2.) IEP Meeting Role Play **Week 9** *10 points*

3.) Post IEP Reflection for TPE 6D **Week 12** *5 points*

D. ATTENDANCE/PARTICIPATION

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Total Points Possible **100 Points**

This course is based on a possible 100-points, with the standard grading scale:

A = 93-100	B+= 87-89	C+= 77-79		
A- = 90-92	B = 83-86	C = 73-76	D = 60-69	F = 59 or lower.
	B- = 80-82	C- = 70-72		

If you do not earn a C+ or higher in this course, you must repeat course to earn your credential.

4. COURSE SCHEDULE

This schedule is tentative and may change to meet student needs.
See the EDSS 541 Cougar Course modules for details of weekly topics and assignments.
Green Font indicates online session & Red font indicates an assignment due date

Week 1 - Jan 19: Teaching Tolerance's Anti-Bias Framework - Online

Week 2 - Jan 26: Introduction to Integrated Thematic Design

Week 3 - Feb 2: Art Integration

Week 4 - Feb 9: Service Learning

Lesson Plan Draft Due

Week 5 - Feb 16: Cooperative Learning - Online

Action Research Draft Due for Peer Review

Week 6 - Feb 23: ITU Peer Review

ITU Draft Due for Peer Review

Week 7 - Mar 2: ITU Workshop

Action Research Due Monday

ITU Due Wednesday – March 4th

Week 8 - Mar 9: TPA Task 3 Workshop

Attend IEP Meeting & Reflections

Week 9 - Mar 16: IEP Role Play

IEP Role Play Video

Week 10, 11 & 12 - Mar 23, 30 & April 6: IEP Reflection - Online

TPE 6D Reflection

Week 13 - April 13: TPA 4 Workshop

Week 14 - April 20: Carlsbad GSA

Week 15 - April 27: Poster Presentation Preparation

Poster Session April 30th 5-7 pm

Week 16 - May 4: Reflection