CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION, HEALTH & HUMAN SERVICES

EDSS 541   SECONDARY INTERDISCIPLINARY METHODS   SPRING 2013
SEC 01 CRN: 25770 • SEC 02 CRN: 25773

Monday: 10:00 am – 6:45 pm
UH 373

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Single Subject Website: https://sites.google.com/site/csusmsinglesubjectprogram
EDSS 541 Cougar Course: http://cc.csusm.edu/course/view.php?id=5364#section-0
CSUSM School of Education Website: http://www.csusm.edu/education/

SCHOOL OF EDUCATION MISSION STATEMENT
The mission of the School of Education is to collaboratively transform education. We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative student-centered practices
- Conduct purposeful research
- Serve the School, College, University and Community
- Inspire reflective teaching and learning
 (Adopted by SOE Governance Community, January 2013).

COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES MISSION STATEMENT
The mission of the College of Health and Human Services (CEHHS) is to collaboratively engage with community, regional and global partners to prepare highly skilled and ethical educators, researchers, health care, human services, and movement specialists to transform their work and community environments. The students, staff, and faculty of CEHHS demonstrate commitment to diversity and equity through, curriculum and program development, instructional and assessment strategies, and recruitment and retention practices. We promote student-centered learning, support innovative research/scholarship, and engage in services to improve the quality of life, inclusive of physical, emotional, intellectual, social, and spiritual health. The CEHHS is committed to and supports teaching and learning environments that are accessible and technologically progressive. *(Adopted by CEHHS, January 2013)*

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2. Single Subject Course Work Information & Requirements
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4. EDSS 541 Course Assignment Descriptions, Guidelines & Rubrics
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2. SINGLE SUBJECT COURSE WORK INFORMATION & REQUIREMENTS
Course Prerequisites
Fall Courses: Admission to the Single Subject Program, EDUC 350, EDUC 364, & EDUC 422
Spring Courses: Admission to the Single Subject Program, EDUC 350, EDUC 364, EDUC 422, EDSS 511, EDSS 521, & EDSS 555

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.)*

Teacher Candidate Learning Outcomes
Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations and complete critical assessment tasks - specific assignments for this course. It is the teacher candidates responsibility to understand expectations and complete assignments by stated due dates.

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

Task 1: Principles of Context-Specific and Developmentally Appropriate Pedagogy
• Case Study 1: Developmentally appropriate pedagogy
• Case Study 2: Assessment practices
• Case Study 3: Adaptation of content-specific pedagogy for English Learners, and
• Case Study 4: Adaptation of content-specific pedagogy for students with special needs.

College of Education Attendance Policy
Due to the dynamic and interactive nature of courses in the College 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 COE Governance Community, December, 1997.)*

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 reading responses and key course assignments.

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.

Electronic Communication Protocol
Electronic correspondence (email, tweets, texts…) is a part of your professional interactions. If you need to contact instructor 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. Please be reminded that electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. 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 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. EDSS 541 COURSE INFORMATION & REQUIREMENTS

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

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 Texts
Purchase a "1 to 3-Year Subscription & Archives" to Rethinking Schools Magazine
You can purchase a Student Online Access for 1 year at only $9.95 at
http://www.rethinkingschools.org/ProdDetails.asp?ID=STOLACCESS
A 3-Year Subscription ($34.95) is recommended to provide resources during your first years of teaching.
http://www.rethinkingschools.org/ProdDetails.asp?ID=RTSSUB

Optional Texts
Kaye, Cathryn Berger. (2004 or 2011). *A Complete Guide to Service Learning.* Minneapolis, MN: Free Spirit.
Roberts, P. & Kellough, R. (2004). *A Complete Guide to Integrated Thematic Units.* Upper Saddle River, NJ: Pearson.

Course Requirements
Teacher education is a professional preparation program. It is expected that teacher candidates will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Teacher candidates are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education.

No assignments will be accepted late. Please discuss individual issues with the instructor.

Teacher Performance Expectation (TPE) Competencies
This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate must be able to demonstrate their understanding and ability to

apply each of the TPE's, that is, merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Failure to meet a minimum competence in any of the TPE's by the completion of the program will prevent the acquisition of the Single Subject Credential. A full-text version of the TPE descriptions can be downloaded from the College of Education webpage: www.csusm.edu/COE. This course will emphasize the following TPEs:

TPE 6d – Engaging and Supporting All Learners (ITU Differentiation & IEP)
Candidates for a Single Subject Teaching Credential *know and use principles of universal design to differentiate instruction and develop accommodations and modifications in curriculum, assessment, and instruction* in order to ensure that special populations including students with identified disabilities, students with behavior intervention plans, students learning English, and students considered gifted and talented have access to and actively participate in the general education core curriculum.

Candidates can *articulate the rationale for inclusive educational opportunities for all students*. They are familiar with major disability characteristics as well as alternative lifestyles, and the strategies for accommodating those differences in the classroom. They know the eligibility criteria for special services. Candidates are familiar with their legal and ethical responsibility to participate in the Individual Education Program (IEP) process and implement students' IEPs with integrity. They *understand the roles/responsibilities of other members of IEP Teams.* They use pre-referral processes, such as the Student Success Team (formerly Student Study Team) and consultation with general and special education colleagues to minimize referral of students to special education or ELL or other exceptional services when unnecessary. Candidates *collaborate with special educators, ELL specialists, counselors and other specialized support personnel to plan, teach, and assess students with special characteristics for whom they are responsible.* They use natural peer supports (e.g., partner learning, peer tutoring, classroom meetings), collaborative teaching and learning methods, and other appropriate materials and technologies (including assistive technologies) in order to a) *create a caring classroom community in which students respect and value one another's differences, b) develop the social competence of and relationships among class members, and c) meet the educational and social/emotional needs of individual students.*

TPE 10 – Instructional Planning (ITU)
Candidates for a Single Subject Teaching Credential *allocate instructional time to maximize student achievement* in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They *establish procedures for routine tasks and manage transitions to maximize instructional time.* Based on reflection and consultation, they *adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.*

TPE 14 - Educational Technology (ITU & Twenty Percent Project)
Candidates plan and design effective learning environments and experiences supported by technology. Candidates implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Candidates use technology to enhance their productivity and professional practice.

Candidates for the teaching credential meeting the National Educational Technology Standards for Teachers.

   I.   Technology Operations and Concepts --- Candidates *demonstrate a sound understanding of technology operations and concepts.*
   II. Planning and Designing Learning Environments and Experiences.
        Candidates *plan and design effective learning environments and experiences supported by technology.*
   III. Teaching, Learning and the Curriculum --- Candidates *implement curriculum plans, that include methods and strategies for applying technology to maximize student learning.*
   IV. Assessment and Evaluation --- Candidates *apply technology to facilitate a variety of effective assessment and evaluation strategies.*
   V.   Productivity and Professional Practice --- Candidates *use technology to enhance their productivity and professional practice.*

VI. Social, Ethical, Legal and Human Issues --- Candidates *understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.*

Instructor Application of the Policy
For this course attendance is essential. Class activities cannot be replicated. Class sessions will involve discussions or readings, intermediate assessments, and ongoing support for course assignments. A minimum grade of C+ is required in each course with a B (3.0) average to qualify as part of the credential requirement. Absences and late arrivals/early departures will affect the final grade. **If more than three hours is missed, the highest possible grade that can be earned is a "C+".** If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

The following *consequences* will apply for absences:
- Three (3) points will be deducted for each hour absence or portion of an hour absence; this includes tardiness and early departures from class sessions, homeroom and guest speakers.
- No assignments will be accepted late.
- If absent, no credit can be earned for the face-to-face intermediate assessment for that day, i.e. reading responses, role-plays, presentations…
- No make up assignment or extra credit assignments will be accepted.

4. EDSS 541 COURSE ASSIGNMENT DESCRIPTIONS, GUIDELINES & RUBRICS
There are three main assignments for this course: ITU, IEP & Twenty Percent Innovation Project.

A. INTEGRATED THEMATIC UNIT (ITU) = 70 Points
Integrated Thematic Unit/Group Grade (60 Points)
There are 20 separate tasks for the ITU that will be done collaboratively by your ITU team. Each task is worth 3 points each, for a total of 60 points. The ITU Rubric with the 20 Tasks is attached.

1. ITU Theme
2. Website Homepage & Navigational Design
3. Context Info: Community, School & Student Population
4. Unit Rationale
5. Unit Calendar
6. Assessment Plan
7. Cooperative Learning
8. Technology
9. Art
10. Social Justice & Equity
11. Service Learning
12. Description of ELL
13. Differentiation for ELL
14. Description of Student with Special Ed Need
15. Differentiation for Student with Special Ed Need
16. Description of Student of Choice
17. Differentiation for Student of Choice
18. Group Evaluation
19. Peer Evaluation
20. ITU Presentation

Integrated Thematic Unit Lessons - Individual Grade (10 Points)
Each person will create 2 lesson plans for the unit (ITU). These lesson plans will be graded individually. The Lesson Rubric is attached.

B. INDIVIDUAL EDUCATION PLAN (IEP) MEETING = 10 Points
Each candidate will complete online components as well as participate in an Individual Education Plan (IEP) Meeting Role Play. At the conclusion of the role-play, each candidate will complete a Written Reflection describing what was learned about supporting students with special education needs. An Outline for Reflection is provided on Cougar Course Forum.

C. TWENTY PERCENT INNOVATION PROJECT = 20 Points
Google has a policy of allowing its employees to dedicate 20 percent of their work time to personal projects that they hope will eventually equate to new products/services (how they got Gmail, Google Voice, Google Talk, etc., and how 3M got the sticky note!). The idea is that if you allow your employees to follow their passions, good things will happen. As such, you will dedicate 20% of your time in this class to learn something about education (teaching and learning) using technology. Learning will be documented and assessed in three formats:
Project Pitch: You will present your project ideas in a PITCH, a written pitch posted on blog as well as a 2-minute face-to-face pitch to your colleagues.
Project Blog & ROLE: The majority of the project will be assessed through the documentation of your learning and motivation, using your BLOG and ROLE (Results Oriented Learning Environment).
TED Project Presentation: The final presentation on your progress will be provided in the style of a 3-minute TED (Technology, Entertainment and Design) Talk Presentation. This presentation will be videotaped & attached to blog.

Attendance is mandatory. Due to the dynamic and interactive nature of this course, attendance is required. Lack of attendance or active participation will put a candidate at a disadvantage. Three (3) points will be deducted for each hour absence or portion of an hour absence; this includes tardiness and early departures from class sessions, homeroom and guest speakers.

GRADING STANDARDS
Expectations are high for this course. Teacher candidates will need to complete all expectations to earn a passing grade for each assignment. Supports such as instructions, rubrics, and samples will be provided. This course is based on a possible 100-point scale, with the standard grading scale:

A = 95-100	B+= 86-89	C+= 77-79		
A- = 90-94	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.

Name _____   Date _____

1. TITLE OF THE LESSON	2. CURRICULUM AREA & GRADE LEVEL
3A. ENGLISH LANGUAGE LEARNER INFO 1.) Readiness Level 2.) Learning Profile 3.) Interest	3B. STUDENTS W/ SPECIAL NEEDS INFO 1.) Readiness Level 2.) Learning Profile 3.) Interest

4. RATIONALE
   A. Enduring Understanding
 	
   B. Essential Questions
 	
   C. Reason for Instructional Strategies and Student Activities	

5. CONTENT STANDARD	6. ELD STANDARD
7. OBJECTIVE or LEARNING GOAL	8. ASSESSMENT
9A. DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS	9B. DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS
10. INSTRUCTIONAL STRATEGIES	11. STUDENT ACTIVITIES
12. RESOURCES	
13. REFLECTION	

Single Subject Spring Semester Lesson Design Rubric

Design Component & Criteria	Approaching	Meets (includes the criteria for Approaching)	Exceeds (includes the criteria for Approaching & Meets)
Title, Curriculum Area & Grade Level 5%	Provides a title that is related to the lesson activity	& addresses the unit it belongs to and in what curriculum area and grade	& describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization.
Student Information 10%	Identify the names of the students that need differentiation (both ELL & Students w/ Sp Ed needs)	& describe each of the students readiness level, learning profile and interests	& includes prior successful differentiation strategies for each student.
Rationale 10%	Describes the rationale for teaching this lesson (*big ideas, enduring understandings, essential questions*) …	& addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson…	& explains how the assessment is a valid (authentic) and reliable (consistent) way to assess student learning.
Standards and Objectives 20%	Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria	& each objective is labeled by the type (*cognitive, affective, psychomotor or language*) and the number of the standard it addresses	& identifies which of the six facets of understanding it is designed to address.
Assessment 10%	Provides an assessment for each objective and articulates if it is *diagnostic, formative or summative* assessment	& clearly communicates to students about the expectations (rubric)	& provides a sample of student work.
Differentiation 10%	Describes the differentiation strategy for the ELL and the students with special education needs …	& labels the strategy (*content, process or product*) and the way it addresses the students identity and developmental needs (*readiness, interest or learning profile*)…	& provides how the strategy will be assessed for effectiveness and altered if needed.
Instructional Strategies 15%	Provides an *into*, *through* and a *beyond* activity for lesson…	& describes in detail the steps the teacher will take to implement the lesson and instructional materials (i.e. graphic organizer, ppt, model, rubric)…	& provides a written script for teacher and times for each activity.
Student Activities 15%	Describes what the students will do during the *into*, *through* and *beyond* activity of the lesson…	& each activity is student centered with multiple opportunities for the instructor to check for understanding…	& provides times for each activity.
Resources 5%	All instructional materials needed to implement the lesson are listed.	All instructional materials that are needed to implement the lesson listed and described.	& all materials listed for the unit are listed and provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz...
Reflection 1.In what ways have you differentiated instruction to meet the varying needs of your students including your high achievers? 2.What strengths and possible limitations do you see in your plan? 3.What forms of data/evidence might you collect from this lesson to measure its effectiveness - gauged by actual student learning? 4.What have you learned about yourself, students, your plan topic, and/or planning in general as a result of designing this plan? 5.What do you know now that you didn't know at the start of this lesson or program?	Reflection is provided on the strengths, limitations, assessment and differentiation plan.	The reflection addresses all prompts and identifies what would be done next based on this reflection.	Reflection is complete and a new lesson is provided to address the concerns in the reflection.
Self-Evaluation (10% will be deducted if not included)	Provides a copy of the rubric with the lesson plan…	& highlights or circles the evaluated criteria for each lesson component…	& provides evidence for each criteria marked.

REFLECTION PROMPTS
Add responses after lesson/unit is taught.

- **In what ways have you differentiated instruction to meet the varying needs of your students including your high achievers?**
- **What strengths and possible limitations do you see in your plan?**
- **What forms of data/evidence might you collect from this lesson to measure its effectiveness - gauged by actual student learning?**
- **What have you learned about yourself, students, your plan topic, and/or planning in general as a result of designing this plan?**
- **What do you know now that you didn't know at the start of this lesson, unit or program?**

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EXAMPLE REFLECTION RESPONSES
1. **In what ways have you differentiated instruction to meet the varying needs of your students including your high achievers?**
   a. Vocabulary preview helps EL students as well as other students who struggle with vocabulary to have new words up front as to help their comprehension when reading is done in class.
   b. Connections to prior knowledge helps students see connections to what they already know.
   c. Heterogeneous grouping help EL and struggling students by providing more accessible support from their peers.
   d. Scaffold writing process by allowing discussion and recording of thoughts before individual writing begins.
   e. ELD standards addressed and individual assessments of writing sample provided for John and Elena (i+1). John is assessed at the Early Advanced level and Elena at the Intermediate level.
2. **What strengths and possible limitations do you see in your plan?**
   a. **Strengths**
      i. Variety of activities makes class more engaging and appeals to multiple modalities of learning.
      ii. Group learning addresses another learning modality and allows students to teach and learn from each other.
   b. **Weaknesses**
      i. Time limitations are a definite threat to the success of this lesson. Activities are stacked one on top of the other and there is no room for anything to go longer than expected or for "teachable moments" that may occur.
3. **What forms of data/evidence might you collect from this lesson to measure its effectiveness - gauged by actual student learning?**
   a. Posters will stay on walls as appropriate. Writing sample will be collected. Solved problems could be collected as homework next day.
4. **What have you learned about yourself, students, your plan topic, and/or planning in general as a result of designing this plan?**
   a. It is obvious that fitting all the desired activities into one class period is difficult. This is confirmed by my experiences student teaching. Students are at a variety of different levels and meeting all of their needs is difficult. My natural tendency is to spend as much time on a topic until it is fully understood, but this does not work well with the need to cover a certain amount of material in a given time period. It is also not fair to the high achievers who are tired of reviewing the same thing over and over that they understood the first time.
5. **What do you know now that you didn't know at the start of this lesson, unit or program?**
   a. Thorough lesson planning is time consuming and involves a lot of revision to plan something that will meet all of your students' needs.

Task 18: Integrated Thematic Unit (ITU) Group Evaluation Rubric

ITU Tasks: Identify leader.	Entrenched in Separate Subjects 0- 0.75 points	Between Two Worlds 1 – 1.75 points	In the Integrated Thematic Matrix 2 - 3 points
1: Theme for ITU Leader:	The theme addressed by each subject separately. No interdependence provided.	Subjects can address the theme individually or can be combined to address theme.	Theme can only be addressed by combining skills and knowledge of different subjects.
2: Website Home Page & Navigational Design Leader:	Each subject is represented visually and textually on a website (blog, wiki, cms…).	Concepts from each subject are represented visually and textually on a website that is easy and accessible for colleagues to access.	Applications of each subject are integrated to answer the essential question represented on a website that is user friendly and accessible for students, parents and colleagues.
3: Context Info: Community, School & Student Population Leader:	General description is provided for the community, school and student population.	Details provided go beyond school's report card data and included visual images, school documents, quotes from school personnel/ students and provide other interesting data that reflects the school culture	Intimate ethnographic details, which go beyond what can be found online in multiple locations, are provided on community, school and student population that reflect the school culture.
4: Unit Rationale: Enduring Understandings, Essential Questions, Rational for Instructional Strategies and Student Activities Leader:	Rationale of the theme includes enduring understandings and essential questions and is aligned with standards, objectives, assessments, instructional strategies and student activities for each subject.	Rationale explains how the instructional strategies and student activities for all subjects are a good match for the theme's enduring understandings and essential questions and are aligned with the standards, objectives and assessments across disciplines.	The rationale is aligned with the standards, objectives, assessments, instruction and student activities across disciplines and nothing can be completed as a stand-alone subject.
5: Unit Calendar: Objectives, Content & ELD Standards, Assessments, Instruction & Student Activities Leader:	Unit calendar addresses the theme and identifies the objective, standards, student activities and assessment for each course on each day.	Unit calendar addresses the theme and identifies the objective, standards, student activities and assessment for each day across content areas and combines curriculum for specific lessons.	The unit calendar provides detail in how the theme integrates the content areas to address the daily objective, standards, student activities and assessments.
6: Assessment Plan: Benchmarks (Diagnostic, Formative & Summative), Expectation Tools (Templates, Graphic Org, Rubrics) & Revision Supports (Self-Assess, Peer Review, Teacher Feedback) Leader:	The assessment plan describes the benchmarks, expectation tools, and revision supports for each subject area objectives.	The assessment plan describes the benchmarks, expectation tools, and revision supports for a cross-disciplined assessment.	The assessment plan describes the benchmarks, expectation tools, and revision supports for multiple integrated thematic assessments.
7: Cooperative Learning Leader:	The 5 elements are clearly used in a cooperative learning activity somewhere in one of the subject areas.	A cooperative learning activity with the 5 elements is used in an interdisciplinary activity: *Positive Interdependence, Individual and Group Accountability, Group Processing, Social Skills* and *Face-to-Face Interaction*	Multiple cooperative learning activities are used in integrated thematic activities.
8: Technology Applications Leader:	Technology is consumed and produced in each subject by students and teachers.	Technology is consumed and produced across subjects to address the theme by students and teachers.	Technology is consumed and produced as a tool by teachers & students to address an essential question using multiple subjects.
9. Art Component Leader:	Art is consumed and produced in each subject.	Art is consumed and produced across subjects to address the theme.	Art is consumed and produced as a tool to address an essential question using multiple subjects.
10: Social Justice & Equity Leader:	Each subject area teaches students about Social Justice & Equity in their context.	Social Justice & Equity are taught by combined subject areas.	An essential question is addressed using multiple subjects to improve Social Justice & Equity in a specific setting.
11: Service Learning: Using all 5 components – investigation, planning/preparation, implementation, reflection and demonstration Leader:	Service Learning is used in each subject.	Service Learning is used across subjects to address the theme.	Service Learning is used as a tool to address an essential question using multiple subjects.
12, 14 & 16: Student Descriptions: The readiness level, interests and learning profiles for the Whole Class, ELL, Student with Special Needs & Other Student of Choice Leader:	A complete description is provided for the whole class and 2 specific students for each subject.	A complete description is provided for the whole class and 2 specific students for each subject as well as combined subject activities.	A complete description is provided for the whole class and 2 specific students for each subject, combined subject activities as well as how one subject may support another subject.
13, 15- & 17: Differentiation Strategies: for an ELL, Student w/ and IEP, & Other Student of Choice based on readiness level, interest & learning profile Leader:	A complete description of strategies are described that can be used to maximize the students' learning for each subject.	A complete description of strategies that can be used to maximize the students' learning for each subject as well as combined subject activities.	A complete description of strategies that can be used to maximize the students' learning for each subject, combined subject activities as well as how one subject may support another subject.
18: Group Evaluation Leader:	The group evaluation is turned in and represents one teacher's evaluation.	The team contributed individually to the group evaluation.	The whole team worked together to complete the self-assessment with evidence.
19: Peer Evaluation	Half of the team provided a peer evaluation.	All of the team members provided a peer evaluation.	All of the team members provided a detail peer evaluation with evidence.
20. ITU Presentation	All team members present.	All team members present and meet presentation goals.	All team members exceed presentation goals.

ITU Peer Review Form

ITU INTRODUCTION
1: Theme for ITU
a. Do the authors describe a theme that can only be addressed by combining skills and knowledge of different subjects?
If yes, provide evidence from the authors' ITU to support your response.
If no, provide feedback to the author to indicate what information is missing/incomplete and provide suggestions on how the authors could make ITU Theme better:

2: Website Home-Page & Navigational Design
a. Did the authors create a welcoming and engaging homepage for their ITU Website?
b. Do the authors integrate the subject areas to address the enduring understandings and to answer the essential question?
Is the website user friendly, so that students, parents and colleagues can easily access information?
If yes, provide evidence from the authors' ITU to support your response.
If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could make this homepage ad the navigational design more intuitive and user friendly:

3: Context Information: Community, School & Student Population
a. Does the website provide intimate ethnographic details about the community, school and student population, which goes beyond what can be found online?
b. Does the context information include visual images, school documents, quotes from school personnel/students and provide other interesting data that reflects the school culture?
If yes, provide evidence from the authors' ITU to support your response.
If no, provide feedback to the authors to indicate what context information is missing and/or incomplete and provide suggestions on how the authors could make the context information more engaging:

ITU OVERVIEW
4: Unit Rationale
a. Did the authors provide an Enduring Understandings, Essential Questions, and Rationale for Instructional Strategies and Student Activities?
b. Is the rationale aligned with the standards, objectives, assessments, instructional strategies and student activities across disciplines to the point that nothing can be completed as a stand-alone subject?
If yes, provide evidence from the authors' ITU to support your response.
If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could make the ITU Rationale better:

5: Unit Calendar: Objectives, Content & ELD Standards, Assessments, Instruction & Student Activities
a. Did the authors provide a detailed unit calendar provides that identifies how the theme integrates the content areas to address the daily objective, standards, student activities and assessments?
If yes, provide evidence from the authors' ITU to support your response.
If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could make the ITU Calendar better:

6: Assessment Plan
a. Does the assessment plan describes the Benchmarks (Diagnostic, Formative & Summative), Expectation Tools (Templates, Graphic Org, Rubrics) & Revision Supports (Self-Assess, Peer Review, Teacher Feedback) for multiple integrated thematic assessments?
If yes, provide evidence from the authors' ITU to support your response.
If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could make the ITU Assessment Plan better:

LESSON ACTIVITIES/PLANS
7: Cooperative Learning
a. Does the unit include multiple cooperative learning activities in integrated thematic activities?

b. Do each of the cooperative learning activities include Positive Interdependence, Individual & Group Accountability, Group Processing, Social Skill Development and Face-to-Face Interactions?
If yes, provide evidence from the authors' ITU to support your response.
If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could make the Cooperative Learning Component of the ITU stronger:

8: Technology Applications
a. How is technology used for consumption – to learn about a specific topic?
b. How is technology produced to construct knowledge?
c. How is technology used as a tool, by teachers & students, to address an essential question using multiple subjects?
If yes, provide evidence from the authors' ITU to support your response.
If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could make the technological consumption and production components of the ITU better:

9: Art Component
a. Do the authors design activities for students to not only consume are, but produce art as a tool to address an essential question using multiple subjects?
b. How is art used as a tool to learn about a topic?
c. How is art used as a way to construct knowledge?
If yes, provide evidence from the authors' ITU to support your response.
If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could make the art consumption and production of the ITU better:

10: Social Justice & Equity
a. Do the authors create an activity to teach students about social justice and equity?
b. Is an essential question addressed using multiple subjects to improve Social Justice & Equity in a specific setting?
If yes, provide evidence from the authors' ITU to support your response.
If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the ITU could teach social justice and equity in more effective ways:

11: Service Learning
a. Do the authors describe the 5 stages of Service Learning – investigation, planning/preparation, implementation, reflection and demonstration?
b. Do the authors design a Service Learning Activity as a tool to address an essential question using multiple subjects?
If yes, provide evidence from the authors' ITU to support your response.
If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could make the Service Learning Component of the ITU stronger:

DIFFERENTIATION
12, 14 &16: Student Descriptions
a. Do the authors describe the readiness level, interests and learning profiles for the Whole Class, ELL, Student with Special Needs (IEP) & Other Student of Choice?
b. Are the differentiation strategies not for individual subject areas, but rather for combined subject activities as well as how one subject may support another subject?
If yes, provide evidence from the authors' ITU to support your response.
If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could provide more detailed descriptions of the students:

13, 15 &17: Differentiation Strategies

a. Do the authors provide differentiation strategies for an ELL, Student w/ and IEP, & Other Student of Choice based on readiness level, interest & learning profile?

b. Do the authors provide complete description of strategies that can be used to maximize the students' learning for each subject, combined subject activities as well as how one subject may support another subject?

If yes, provide evidence from the authors' ITU to support your response.

If no, provide feedback to the authors to indicate what information is missing/incomplete and provide suggestions on how the authors could make the differentiation strategies even stronger:

Task 19: ITU Peer Evaluation   **Your Name** _____

Group Theme _____

Each person in your group completes their own Peer Evaluation Form.
Enter the name of each group member and then rate each member in the following criteria, include yourself. Rate each area from 1- 10, 1 being low and 10 being high. Provide evidence to back up your rating. This is an expandable Word document; take the space you need to complete the form entirely, likely 2-pages.

Group Member Names	Task Contributions: 1. How did this member contribute to the weekly in class work tasks that needed completing? 2. Was the person present for all meetings? 3. Did the person complete the tasks needed for weekly preparation? 4. How did this person assist others and their work?	Collegiality: 1. How did this person conduct him/herself as a collegial contributor to the group project? 2. How did this person handle conflict? 3. How did this person help in seeking resolution for group differences? 4. Would you volunteer to work with this person again?	Academic Tasks: 1. Did this person volunteer for a specified task? 2. Did this person complete the assigned tasks for the presentation? 3. Was this person able to do this with no problem? With creativity? 4. Was the member's work of stellar quality?
(Yourself)	Example: 1. /10 because…		

20% Project Guidelines

Use this guideline to help you choose, plan and implement a successful 20% project.
The focus should be more about following your passion and the process, not worrying about the tangible outcome.
Assessment will be based on the process and self-evaluation.

Concept	Inquiring Mind	Authentic Learner	Almost a Googler!
Plan ● **Brainstorm** ● **Peer recommend-ation**	● project remains an good idea with future potential ● project reinforces prior knowledge/ learning ● brainstorm and peer input only when prompted	● project has potential for some growth ● project can lead to real learning ● some evidence of brainstorming and peer support	● project has the capacity for authentic personal and/or professional growth ● project reflects the potential for deep learning ● Project has documented evidence of brainstorming & peer review/ recommendation
Collaborate ● **Peer feedback & support** ● **Frequency**	● peer feedback only evidence after prompting ● Responds to peer feedback orally ● collaborates face-to-face in irregular intervals	● peer feedback on Blog or in Edmodo Group ● response to feedback and reciprocal support of peers ● evidence of collaboration	● Rich peer feedback on Blog or in Edmodo Group ● responds to feedback in a meaningful way and reciprocates with peers ● evidence of weekly collaboration throughout the duration of the project
Research ● **Social bookmarking &/or content curation**	● provides research only when prompted ● research completed offline ● research remains independent	● research is broad but lacks focus on project topic ● research is found on blog ● research is shared with peers	● research has a strong connection to topic ● research (social bookmarks or curated content) is integrated on blog and connected to learning outcomes ● research is shared with peers and PLN

Blog/Reflect
● **Blog**
● **Web tools**
  ○ **Storify**
  ○ **twitter**
  ○ **screenr**
	● 20% project blog is maintained only when prompted
	● Blog contains reference to web tools used for research
	● blog remains independent to the blogs of collaborative peers/Group
	● reflection on blog (research findings, personal reflections, video, expanding on peer comments) only when prompted
	● Project results are discussed on blog
		● sporadically Maintains a 20% project blog
		● Blog contains some connection to web tools used for research & video evidence, if applicable.
		● blog contains links to the blogs of collaborative peers/Group
		● reflection on blog (research findings, personal reflections, video, expanding on peer comments)
		● TED Talk is presented to class
			● Maintains an active 20% project blog (at least 1 novel post per week)
			● Blog contains connections to web tools used for research & video evidence, if applicable.
			● blog contains links to the blogs of collaborative peers/Group
			● frequent, rich reflection on blog (research findings, personal reflections, video, expanding on peer comments)
			● REcording of TED talk is embedded on blog

Share
● **Peer-2-peer / pln**
  ○ **blogger**
  ○ **twitter**
● **F2F - Class**
	● project (blog, research, and reflections) is shared to peers (edmodo, twitter) and PLN (specific hashtags/ educational/ professional organizations only when prompted
	● project results are shared with peers
		● project (blog, research, and reflections) is sporadically shared to peers (edmodo, twitter) and PLN (specific hashtags/ educational/ professional organizations
		● Project results are shared with the class at the end of the semester
			● project (blog, research, and reflections) is actively shared to peers (edmodo, twitter) and PLN (specific hashtags/ educational/ professional organizations
			● Project results are shared with the class throughout the duration of the project and as a 3-5 min TED talk at the end of the semester (recorded)

5. EDSS 541 COURSE CALENDAR
This is a tentative calendar. The schedule may change to meet student needs.
See the EDSS 541 Cougar Course modules for details of weekly assignments.

Session # & Date **TOPIC** (TPEs addressed in session) Objective(s) with the condition, ***verb** and criteria.*
1.   Jan 21 Online **COMMUNITY BUILDING** (TPE 6D & 10) - After reading Teaching as Political Act, candidates will be able to ***recognize the connections*** *with publishers and standardized assessments.* - After reviewing community building activities and tools, candidates will be able to ***write a lesson plan to build community with your students and post the lesson on the Lesson Plan Forum.*** (Essential Question 2*.* How can curriculum and instruction be integrated to increase learning for ALL students?) - After reviewing 3 colleagues' lesson plans, candidates will be able to ***provide a constructive comment*** *(identify what you appreciate in the lesson, ask a question about the lesson or make a suggestion to improve the lesson).* (Essential Question 1. How can educators effectively collaborate?)
2. Jan 28 **SOCIAL JUSTICE & ART** (ITU Tasks 9 & 10 and TPE 6D & 10) - After reviewing different SJ&E Art Projects, candidates will be able to ***write a lesson or activity*** *that teaches SJ&E that integrates art as consumption or production that teaches empathy and responsibility.* (Essential Question 2*.* How can curriculum and instruction be integrated to increase learning for ALL students?)
3. Feb 4 Co-Taught Session **20% INNOVATION PROJECT INTRODUCTION** (TPE 14) - After reading Daniel Pink and looking at different innovators, candidates will be able to ***identify*** *what the Current Age require of its citizens and how is this reflected in their teaching.* (EDSS 530: Essential Question # 2) - After reviewing the provided materials and participating in class activities, candidates will be able to **identify** what they will do for the **20% Innovation Project** by beginning their *project pitch assignment*.
4. Feb 11 **COOPERATIVE LEARNING** (ITU Task 7 TPE 6D & 10) - After reviewing Cooperative Learning Website, candidates will be able to ***write a lesson or activity*** *using the 5 elements of Cooperative Learning.* (Essential Question 2*.* How can curriculum and instruction be integrated to increase learning for ALL students?)

5. Feb 18   Co-Taught Session

ASESSMENT & 20% PROJECT PITCH (TPE 6D, 10 & 14)
- After reviewing readings and videos, candidates will be able to *analyze student work, and reflect on their teaching.* (Essential Question 2*.* How can curriculum and instruction be integrated to increase learning for ALL students?)
- After investigation an innovation and resources, candidates will be able to *make a pitch* for their 20% *Project.*

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6. Feb 25

SERVICE LEARNING (ITU Task 11 and TPE 6D & 10)
- After reviewing the Service Learning Readings and Resources, candidates will be able to *design a service learning activity* with 5 stages: investigation, preparation/planning, action, reflection and demonstration. (Essential Question 2*.* How can curriculum and instruction be integrated to increase learning for ALL students?)

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7. Mar 4 Online Session

ITU PEER REVIEW (ITU Tasks 1-18 and TPE 6D, 10 & 14)
- After working with your ITU team, candidates will be able to *peer review a colleagues ITU and provide constructive criticism.* (Essential Question 1. How can educators effectively collaborate?)

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8. Mar 11   TPA Task 3 Due

ITU WORKSHOP (ITU Tasks 1-20 and TPE 6D, 10 & 14)
- After reviewing peer feedback, candidates will be able to work with their teams to *complete their ITU and ITU website.* (Essential Question 2*.* How can curriculum and instruction be integrated to increase learning for ALL students?)

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9. Mar 18   Co-Taught Session (TPE 6D, 10 & 14)

ITU POSTER SESSION & INNOVATIONS WORKSHOP
- After collaboration review and reflection, candidates will *bring a* paper *copy of Task 18 & 19.* (Essential Question 1. How can educators effectively collaborate?)
- After completing the ITU with teammates, candidates will be able to *present their ITU to their colleagues.* (Essential Question 2*.* How can curriculum and instruction be integrated to increase learning for ALL students?)
- After choosing their 20% Project and resources, candidates will *make progress on their project.*

10-12. Mar 25, Apr 1 & Apr 8   Online Sessions (TPE 6D, 10 & 14)

After reviewing course resources, candidates will be able to:
1. *Market themselves at the CSUSM Teaching Job Fair, Wed Mar 27 9am-12pm*
2. *Complete their 20% Innovation Project*
3. *Complete TPA Task 4*
4. *Attend an IEP Meeting*
5. *Collect work for a student with an IEP*
6. *Read about and prepare for the IEP Role Play*

13. Apr 15 <mark>TPA Task 4 Due</mark> (TPE 6D, 10 & 14)

IEP MEETING
- After reading about, attending and preparing for an IEP meeting, candidates will be able to *role-play an IEP Meeting.* (Essential Question 3. What inclusion strategies are most effective in an ITU curriculum?)

14. Apr 22 **Co-Taught Session** (TPE 14)

20% PROJECT TED PRESENTATONS
After completing the 20% Project and reviewing the TED style presentation, candidates will be able to **present their 20% Project and reflect** on how they present themselves as a professional educator (EDSS 531: Essential Question #5).
& Complete Course Evaluations

15. Apr 29

TPE 6D REFLECTION (TPE 6D)
Online Session
- After learning about an IEP Meeting, candidates will be able to *write a TPE 6d Reflection using an artifact of what they learned and post on Cougar Course IEP Forum.* (Essential Question 3. What inclusion strategies are most effective in an ITU curriculum?)

16. May 6 **Final F2F Co-Taught Session** (TPE 6D, 10 & 14)

REFLECTION/ACTION PLAN
1. Potluck
2. Job Search
3. Surveys – Univ Sup Evals & Program Quality
4. Gallery Walk
5. Setting Goals

Black - Regular F2F Session   **Blue – ITU Presentation Session**
Green – 20% Innovation Project Session   **Black w/ Yellow Highlight – TPA Due Dates**
Red - Team Taught Session   **Orange – Online Sessions**