

Course Number	EDSS 541
Course Title	Secondary Interdisciplinary Methodology
CRN Number	Section 1CRN #20829 and Section 2 CRN #20830
Days	Mondays
Time	8:30 – 11:00 am & 12:00 – 2:30 pm
Course Location	University Hall 273
Semester / Year	Spring 2016
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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

Possible Work Stoppage: The California Faculty Association is in the midst of a difficult contract dispute with the CSU systemwide administration. In response to the CSU's stance, it is possible that the faculty union will call a strike or other work stoppage this term. I promise to inform the class as soon as possible of any disruption to our class meeting schedule. For further information about the issues involved in the strike, please see the resources at www.calfac.org, including http://www.calfac.org/sites/main/files/file-attachments/faculty_index_final_2.pdf and http://www.calfac.org/sites/main/files/file-attachments/23_reasons_final_2.pdf.

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COURSE DETAILS

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

Course Objectives

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).

This course will prepare credential candidates to design interdisciplinary and integrated curriculum.

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?

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class. For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class.)
- Courses that are entirely on-line must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time (at least 45 hours for each unit of credit) that students will need to devote to each of these.
- Hybrid courses must describe to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.
- *EDSS 541 will have **2 online sessions** where all tasks must be complete to earn session credit.*

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

This course has been CALMed: All readings will be provided electronically to minimize the cost of learning materials for candidates. <http://www.csusm.edu/ids/calm/>

1. Electronic readings will be provided on the EDSS 541 cougar course each week. <http://cc.csusm.edu>
2. Single Subject Website <http://csusmsinglesubjectprogram.weebly.com/> and links provided on website.
3. Taskstream Account <http://www.taskstream.com>

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.

COURSE LEARNING OUTCOMES

Candidates will be able to:

1. Plan and Conduct Lesson Action Research (TPE 2, 5, 6c, 6d, 9, & 10)
2. Develop an Integrated Thematic Unit Plan (TPE 2, 5, 6c, 6d, 9, 10, & 14)
3. Role-Play an Individual Education Plan (IEP) Meeting (TPE 6c & 6d)

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.

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 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. You will be required to formally address the following TPEs in this course:

TPE 2 - Monitoring Student Learning During Instruction

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

TPE 5 - Student Engagement

- Understanding of academic learning goals
- Ensuring active and equitable participation
- Monitoring student progress and extending student thinking

TPE 6c – Developmentally Appropriate Practices in Grades 9-12

- Understanding important characteristics of the learners
- Designing instructional activities
- Providing developmentally appropriate educational experiences

TPE 6d – Developmentally Appropriate Practices for Special Education

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

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

TPE 14 - Educational Technology

- *Addressing the ISTE National Educational Technology Standards for Teachers* www.iste.org
- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital Age Learning Experiences and Assessments
- Model Digital Age Work and Learning
- Promote and Model Digital Citizenship and Responsibility
- Engage in Professional Growth and Leadership

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM Single Subject Credential Program will use the edTPA (Educative Teacher Performance Assessment).

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:
http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

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 also 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.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOS)

The PSLOs & the Course Learning Outcomes are based on the Teacher Performance Expectations, TPEs (p. 4).

GENERAL CONSIDERATIONS

School of Education Attendance Policy

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

This course: Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. **Teacher candidates may have one absence or portion of a class absence (late arrival or early departure) with no penalty. Second absence will result in a decrease of a half-letter grade (5%).** Third absence, tardy, or early departure will result in a Statement of Concern and possible failure of class. Statement of Concern will require the candidate to write an action plan to resolve the issue. **A total of three statements of concern on this and/or other issues combined** warrant exit from the program.

No credit will be given if you miss an in class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled 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. 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.

All University Writing Requirement

Statement on how the All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in the course.

Course Format

This is a hybrid (HY) course with 2 online sessions.

Necessary Technical Competency Required of Students

Candidates are expected to demonstrate competency in the use of word processing, electronic mail, Moodle, use of the Internet, multimedia presentations and social media.

Contact Information for Technical Support Assistance

CSUSM Help Desk, 2nd Floor of Kellogg Library, (760) 750-6505.

Use of Technology

Candidates (Course participants) 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). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. 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 is a part of your professional interactions. If you need to contact the instructor, 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 nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate 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 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 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 sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

There are 3 key assessments for EDSS 541 with 100 points possible. This section contains assignment descriptions and rubrics. See cougar course for additional instructions. ***No late assignments will be accepted.***

Action Research Plan – Week 3	40 points
Integrated Thematic Unit – Week 6	40 points
Individual Education Plan _____ Week 6 & 7	20 points
Total possible FOR EDSS 541	100% = 100 points

See Attendance Policy – You may lose points for absences, tardies or early departures.

A. ACTION RESEARCH PLAN - 40 points **Due Week 3 - February 8th**

Your action research will be based on how to support argument/justification paragraph writing. You will teach two (2) lessons where students will write an argument/justification paragraph. The topics of the paragraphs are your choice.

Here are some ideas for topics: What was your favorite activity over winter break and why? Can money buy you happiness? Should the Chargers stay in San Diego or move to LA and why? Do you prefer breakfast, lunch or dinner and why? See [301 Prompts for Argument Writing](#) for content specific prompts at:

http://graphics8.nytimes.com/images/blogs/learning/pdf/2015/301_Prompts_for_Argumentative_Writing.pdf

The first lesson will be without supports and the second will be with multiple supports. You will compare/contrast the student performances of the two lessons and survey the students about what supports were helpful and why. The data from the second lesson can be used for your edTPA, but that is your choice.

The Action Research Assignment will be supported by three courses: EDSS 541: Sec Interdisciplinary Methods, EDSS 531: Reflective Practitioner, and your subject area methodology course. You will 1.) Plan the lesson; 2.) Teach the lesson; 3.) Collect evidence of the: lesson plan, student support activities, lesson materials, the scored paragraphs, video of lesson; and 4.) Write a planning, assessment, & instructional commentary. This assignment can help you prepare for edTPA.

The assignment for EDSS 541 is the ACTION RESEARCH PLAN: lesson & supports, the action research plan, and the presentation on April 28th at the SOE Open House 5-6 pm.

1. LESSON & SUPPORTS - 20 points

You will prepare the second lesson with the following:

- a. Central Focus: Enduring Understanding & Essential Questions
- b. Calendar: Standards, Objectives, Assessment & Student Activity(ies)
- c. Lesson Supports:
 - 1.) Accessible Reading Materials: Grade Level Chunked Material, Comprehensible Input, Highlighting Key Ideas, Choice Text, Multi-sensory Material, Art materials, etc.
 - 2.) Vocabulary Development: Words, definitions activity, instructions, and materials - such as 4 Square, Billboard, Inside/Outside Circles, etc.
 - 3.) Group Activity Supports: Group Roles, Cooperative Learning Elements, Tiered Activities, Bloom's Taxonomy, Activity Choice, Multi-sensory, Integration of other subject and/or VAPA, Gradual Release of Responsibility, etc.
 - 4.) Graphic Organizer to draft paragraph: Venn Diagram - Compare/Contrast, T-Chart - Pros/Cons, Template with Sentence Starters, etc.
 - 5.) Rubric: Include rubric and instructions for Expectation Clarification, Peer Review and Self-Assessment

See Argument Paragraph Rubric Template attached in syllabus.

2. ACTION RESEARCH PLAN COMMENTARY - 15 points

For each prompt write a paragraph that addresses the whole class, student with a special need, an English learner and another student of your choice. This would be a total of 4 paragraphs. Writing these paragraphs will prepare you to write your edTPA planning commentary. Include research & theory to support your answers.

- a. What student information informed the lesson design?
- b. How were materials designed for your students?
- c. How did you (plan) teach language and vocabulary? Address language function and demands: vocabulary, symbols, discourse & syntax...
- d. How was graphic organizer designed to set your students up to write the paragraph?
- e. How were activities designed to engage students and prepare them to write?
- f. How was the rubric designed to clarify the expectations? Include what evidence will you look for to know if the student met the objective.

3. ACTION RESEARCH PRESENTATION - 5 points

a. You will work with your subject area team to prepare a poster for presenting at the SOE Open House **April 28th 5-6 pm.**

b. You will need to provide evidence of impact on 6-12 learning - evidence of the students meeting the ELD and Content area standard/objective.

- Research Questions: What learning impacts do differentiation supports have on 9-12 graders ability to write an argument paragraph? Do the students meet the language writing objectives and the content objective with/without paragraph writing supports? What supports did students report as helpful in their writing process?

- Methodology – Action Research

- Data Collection

- Paragraph Writing Supports

- Scored Paragraphs

- Evidence of student meeting: content objective

- Evidence of ELD objective: 6-12 Grade ELD Standard C. Productive 11a. Justify/Argue

- Survey of students to identify what supports were helpful.

- Findings: Identify what supports were helpful to students and worth the preparation.

This action research plan is designed to prepare you for the edTPA.

The action research plan addresses TPEs: TPE 6B: Developmentally Appropriate Practices in Grades 4-8, TPE 6C: Developmentally Appropriate Practices in Grades 9-12, TPE 6D: Special Education, TPE 7: Teaching English Learners, TPE 8: Learning about Students, TPE 9: Instructional Planning

B. INTEGRATED THEMATIC UNIT - 40 points Due Week 6 - February 29th

You can work with a colleague to create an ITU that includes two different subject areas. Use this as an opportunity to market your collaboration and instructional design abilities to a future employer.

Your ITU must include the following:

1. Central Focus: Enduring Understanding & Essential Questions (ITU home page)
2. Calendar: Standards, Objectives, Assessments & Student Activities (ITU home page)
3. Two Integrations: Service & Visual & Performing Arts (VAPA) or other Content Area ITU (ITU home page)
4. Rubric: Rubric with plan for self-assessment & peer review (On Calendar Webpage or link)
5. Differentiation: Different Content Levels, Vocab, Graphic Org, Multisensory, & Choice Activity (Separate Webpage w/ link on ITU home page)
6. Six (6) Cooperative Learning Elements Separate Webpage (Link on ITU home page)
7. All Materials needed to teach lesson segment (Separate Webpage)
8. Posted on your Professional Website (Add ITU link to your professional website home page)

The ITU addresses TPEs: TPE 6B: Developmentally Appropriate Practices in Grades 4-8, TPE 6C: Developmentally Appropriate Practices in Grades 9-12, TPE 6D: Special Education, TPE 7: Teaching English Learners, TPE 8: Learning about Students, TPE 9: Instructional Planning

C. Individual Education Plan (SST) Meeting Role-Play - 20 points

This activity will be similar to the process we used for the SST Role Play in EDSS 511 in the Fall. You will participate in a group role-play modeling an effective IEP meeting. Preparation for this assignment will take place in and outside of class. Readings, video examples and assignment instructions are provided on the IEP Meeting Website: <http://iepmeeting.weebly.com/>

There are two parts of this assignment.

1. Video of IEP Meeting Role-Play – Due Week 6 for 10 points
Your group will videotape the role-play, post the video to YouTube, make the video assessable to your peers on the Cougar Course Module with the YouTube link, and post in the YouTube descriptor - a list of best practices modeled in the video.
2. Written Reflection of what you learned about IEP Process – Due Week 7 for 10 points
You will post a reflective response to articulate what you learned, provide evidence of your learning and identify what you still need to learn about IEP meetings. You must participate in the role-play to post a reflection of the role-play. **You must be in class for the role-play sessions to earn credit for this assignment.**

The IEP Role-Play addresses TPE 6D: Special Education.

Final Exam Statement

There will be no final exam for EDSS 541.

Grading Standards – Grading Scale

A = 93-100
A- = 90-92
B+ = 87-89
B = 83-86
B- = 80-82
C+ = 77-79
C = 73-76
C- = 70-72
D = 60-69
F = 0-59

You must repeat the course if you do not earn a C+ or higher.

Policy on Late/Missed Work

It is expected that work will be turned in on time. **No late assignments will be accepted.** *You cannot pass the class if an assignment is missing.*

Student Collaboration Policy

Candidates may collaborate to process how to develop lessons, units and management plans, but individual assignments must be turned in for grades. The IEP Role-Play is a collaborative project, but each candidate writes the reflection portion of the assignment individually.

ACTION RESEARCH PLAN RUBRIC FOR EDSS 541

Name _____ Subject _____ School _____ Team _____

CRITERIA	EXCEEDS	MEETS	APPROACHING	NOTES
LESSON & SUPPORTS 20 points	<p>Provides a thorough overview of the lesson segment with enduring understanding, essential questions, standards, objective, assessments & student activity.</p> <p>Lesson includes 6+ of the following supports: accessible texts, vocabulary activity, group activity supports, graphic organizer for paragraph & a rubric for peer review and self-assessment.</p>	<p>Provides an overview of the lesson segment with enduring understanding, essential questions, standards, objective, assessments & student activity.</p> <p>Lesson includes 5 of the following supports: accessible texts, vocabulary activity, group activity supports, graphic organizer for paragraph & a rubric for peer review and self-assessment.</p>	<p>Provides a brief overview of the lesson segment with enduring understanding, essential questions, standards, objective, assessments & student activity.</p> <p>Lesson includes the some of the following supports: accessible texts, vocabulary activity, group activity supports, graphic organizer for paragraph & a rubric for peer review and self-assessment.</p>	
PLAN COMMENTARY 15 points	<p>Commentary thoroughly addresses the:</p> <ul style="list-style-type: none"> -Whole class, -Student with a special need, -An English learner and -Another student of your choice. <p>Commentary provides detailed student information that informs differentiation strategies. Each paragraph includes detailed description of:</p> <ul style="list-style-type: none"> -Plan to teach language and content vocabulary, -How the graphic organizer will set students up for success to write the paragraph, -Activities designed to engage students and prepare them to write, -How rubric will be used to clarify expectations, provide a peer review and self-assessment of assignment with feedback for revision prior to the due date. <p>Each paragraph thoroughly includes research & theory to support strategy choices.</p>	<p>Commentary addresses the:</p> <ul style="list-style-type: none"> -Whole class, -Student with a special need, -An English learner and -Another student of your choice. <p>Commentary provides student information that informs differentiation strategies. Each paragraph includes description of:</p> <ul style="list-style-type: none"> -Plan to teach language and content vocabulary, -How the graphic organizer will set students up for success to write the paragraph, -Activities designed to engage students and prepare them to write, -How rubric will be used to clarify expectations, provide a peer review and self-assessment of assignment with feedback for revision prior to the due date. <p>Each paragraph includes research & theory to support strategy choices.</p>	<p>Commentary briefly addresses the:</p> <ul style="list-style-type: none"> -Whole class, -Student with a special need, -An English learner -Another student of your choice. <p>Commentary provides brief student information that informs differentiation strategies. Each paragraph includes brief description of:</p> <ul style="list-style-type: none"> -Plan to teach language and content vocabulary, -How the graphic organizer will set students up for success to write the paragraph, -Activities designed to engage students and prepare them to write, -How rubric will be used to clarify expectations, provide a peer review and self-assessment of assignment with feedback for revision prior to the due date. <p>Each paragraph briefly includes research & theory to support strategy choices.</p>	
PRESENTATION 5 points	<p>Went above and beyond in professionally presenting evidence of the impact of the differentiated paragraph-writing lesson on grades 6-12th grade learning.</p> <p>Presentation thoroughly includes evidence of the students meeting the content and writing objectives.</p>	<p>Presented evidence of the impact of the differentiated paragraph-writing lesson on 6-12th grade learning.</p> <p>Presentation includes evidence of the students meeting the content and writing objectives.</p>	<p>Presented poorly on the evidence of the impact of the differentiated paragraph-writing lesson on 6-12th grade learning.</p> <p>Presentation briefly includes evidence of the students meeting the content and writing objectives.</p>	

2016 ITU RUBRIC

Names: _____ ITU Title: _____ Subjects: _____

CRITERIA	EXCEEDS	MEETS	APPROACHING
CENTAL FOCUS 2 pts	Central Focus thoroughly provides clarity on the enduring understandings and essential questions that relate to both subjects in a meaningful way.	Central Focus provides clarity on the enduring understandings and essential questions that relate to both subjects in a meaningful way.	Central Focus lacks clarity on the enduring understandings and essential questions.
CALENDAR 4 pts	Calendar with standards (ELD & Content), objectives, assessments & student activities includes rubric or links to the rubric	Calendar with standards (ELD & Content), objectives, assessments & student activities	Calendar lacks articulation of standards, objectives, assessments & student activities
INTEGRATIONS 8 pts	Unit integrates service, visual and performing arts and two or more content subjects in a meaningful way.	Unit integrates service & a visual and performing arts or two content subjects in a meaningful way.	Unit integrates service, a visual and performing arts or two content subjects in a meaningful way.
RUBRIC 5 pts	Rubric is provided for ELD and Content Standards with written instructional plan for self-assessment & peer review. Rubric is on the Calendar Webpage of the ITU website.	Rubric is provided for ELD and Content Standards & peer review. Rubric is on the Calendar Webpage of the ITU website.	Rubric is provided for ELD and Content Standards.
DIFFERENTIATION 5 pts	Six or more of the following differentiation strategies are provided with materials for students: Different Content Levels, Vocab, Group Activity Supports, Graphic Org, Multisensory & Choice Activity. Differentiation strategies are linked with the ITU home page.	Five of the following differentiation strategies are provided with materials for students: Different Content Levels, Vocab, Group Activity Supports, Graphic Org, Multisensory & Choice Activity Differentiation strategies are linked with the ITU home page.	Some of the following differentiation strategies are provided with materials for students: Different Content Levels, Vocab, Graphic Org, Multisensory & Choice Activity.
COPPERATIVE LEARNING 6 pts	All six elements of cooperative learning are provided with materials and written instructions are provided on how to use the materials to guide students through each element.	All six elements of cooperative learning are provided for group activity with materials for key elements.	Not all six elements of the cooperative learning elements are provided.
MATERIALS 5 pts	All materials for teaching this unit are provided and accessible on ITU website homepage.	Key materials for teaching this unit are provided and accessible on ITU website.	Not all key materials are provided for teaching this unit on ITU website.
WEBSITE 5 pts	ITU is posted on a website with a commentary provided that explains the research/theory behind the teaching strategies.	ITU is posted on professional website of the authors.	ITU is posted on a website.

SCHEDULE/COURSE OUTLINE

This is a Course Schedule is tentative and it may be changed to respond to student needs.

Changes will be posted on the Single Subject Program Calendar: <https://docs.google.com/document/d/1nyBhTyz1CBRd34F-t5te3iA6McXkjZ7CW6RBFo6UG0/edit?usp=sharing> and/or Cougar Courses.

Date	Topic	Assignments: Reading & Ticket Out the Door KEY ASSESSMENT DUE DATES
Session 1 Jan 25	Class Introduction	Read: Integrated Thematic Design Website, Service Learning Readings, Action Research Reading on cougar course Ticket: Action Research Paragraph Topic/Prompt & ITU Theme
Session 2 Feb 1	Action Research (Plan) Workshop 1	Read: Secondary Differentiation Website http://secondarydifferentiation.weebly.com Ticket: Lesson Support Draft
Session 3 Feb 8	ITU Workshop	Read: Integrated Thematic Design Website https://sites.google.com/site/integratedthematicdesign/ Ticket: List of what to revise for ITU Action Research Plan Due
Session 4 Feb 15 Online	Cooperative Learning	Read: Cooperative Learning Resources Website https://sites.google.com/site/cooperativelarningresources/ Ticket: 1. Post Activity Instructions, Group Roles and Materials; 2. Post feedback to 2 colleagues; 3. Revise your work based on the feedback you receive and respond to those who provided feedback to you.
Session 5 Feb 22	Action Research Workshop 2 & 2:45-5 pm Principals' Panel	Read: Review differentiation ideas on http://secondarydifferentiation.weebly.com Ticket: Revised Action Plan for implementation
Session 6 Feb 29	IEP Role-Play	Read: IEP Webpage: http://iepmeeting.weebly.com/ Ticket: Post IEP Role-Play Video Link and Best Practices Modeled in Video IEP Role Play Video Link & List of IEP Best Practice Modeled in Video ITU Due
Session 7 March 7 Online	IEP Role-Play Reflection Meet w/ Jeff & Karen instead	Read/Watch: IEP Meeting Role Play Videos posted on cougar course Ticket: Watch peers videos and complete your IEP Role-Play Reflection IEP Reflection Due
Session 8 March 14	edTPA & Interview Preparation	Read: Interview Prep Article & Questions posted on cougar course Ticket: edTPA Plan
Session 9/10 March 21/28	SPRING BREAK	NO CLASSES – Prep for edTPA
Session 11/12 April 4/11	Optional edTPA Workshops	Optional Sessions – Prep for edTPA
Session 13 April 18	Carlsbad GSA	Carlsbad Gay Straight Alliance at Carlsbad High School Rm 7102 - TBD Before attending the session read the following articles: Rethinking Sexism, Gender, and Sexuality, Rethinking Schools, 30(2) Winter 2015/16, http://www.rethinkingschools.org/ProdDetails.asp?ID=RTSVOL30N2 1. We Begin to Know Each Other, by Malya Jackson 2. Elbow Is Not a Sexy Word: Approaches to sex education, by Jody Sokolower 3. Activism Is Good Teaching: Reclaiming the profession, by Katherine Crawford-Garrett, Michelle Perez, Rebecca M. Sánchez, Amanda Short, & Kersti Tyson
Session 14 April 25	Action Research Presentation Preparation	Open House Poster Presentation Preparation Attend Open House April 28th 5-6 pm – MA Overview 6-7 pm
Session 15 May 2	Emotional Literacy & Project AWARE	Reggie Washington – Guest Speaker
Session 16 May 9	Joint Session - Reflection	