

Course & Section Nos.	EDSS 541
Course Title	Secondary Interdisciplinary Methodology
Class Roster No.	Section 01 crn 20282 Section 02 crn 20283
Course Day(s)	Section 01 Monday 730-1020 Section 02 Monday 1430-1720
Time	Synchronous Zoom Section 01 8:00 – 10:00 am Synchronous Zoom Section 01 2:45 – 4:45 pm
Course Location	Zoom link is provided in cougar course shell
Semester / Year	Spring 2021
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Office Hours	Section 01 Monday 12:30-1:30 pm Section 02 Monday 10:00-10:30 am &/or By Appointment

WELCOME

Welcome to the profession of education. All students have the ability to learn and this credential program will provide you the tools to develop positive relationships with your students and to meet their diverse needs.

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

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

Mission

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

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

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

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

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COURSE DESCRIPTION

Interdisciplinary Methods

Methodology course which provides training in interdisciplinary learning methods. Utilizes pedagogical and practical experiences to prepare teacher candidates in a variety of appropriate strategies to utilize with secondary students.

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

Course Prerequisites

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

Course Objectives

This course will build on knowledge in Universal Design for Learning, Understanding by Design Instruction Planning and Interdisciplinary and Integrated Thematic Design to meet individual student needs (students learning English and students with special education needs including students that are gifted or talented).

Integrated Thematic Unit Objective: After reviewing integrated thematic teaching strategies, teacher candidates will be able to collaborate to create an integrated thematic unit (TPE 4.3) that connects subject matter to real-life contexts (TPE 1.3) that provide K-12 students opportunities to plan and carry out collective action against bias and injustice (TTSJS 20) by using UDL principles (TPE 1.4) and integrating visual and performing arts (TPE 3.3).

Individualized Education Program Meeting Objective: After reading and watching videos about effective practices for IEP meetings as well as attending an IEP meeting for one of the clinical practice students, teacher candidates will be able to write a reflection identifying what they have learned about their role to provide opportunities for students to understand and advocate for strategies that meet their individual learning needs and to assist students with specific learning needs to successfully participate in educational plans (TPE 4.5).

Enduring Understandings

Credential candidates will understand how to:

1. Develop an Integrated Thematic Unit Plan to
 - a. Connect subject matter to real-life contexts (TPE 1.3)
 - b. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) (TPE 1.4)
 - c. Design cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. (TPE 3.3)
 - d. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas (TPE 4.3).
2. Provide opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (TPE 4.5).
3. Practice, integrate and model the elements of effective collaborative, cooperative co-teaching practices.
4. Teach adolescents to cooperatively learn.
5. Teach adolescents how to plan and carry out collective action against bias and injustice in the world. Teaching Tolerance Social Justice Standard 20 https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf

Essential Questions

1. How can curriculum and instruction be integrated to increase learning for ALL students?
2. How can inclusion and universal design for learning strategies be used effectively in an ITU

- curriculum?
3. How can educators effectively collaborate?
 4. How can adolescents cooperatively learn?
 5. How can integrated thematic design be used to teach adolescents how to plan and carry out collective action against bias and injustice in the world?

REQUIRED RESOURCES & MATERIALS

Required Resources & Cougar Course

Electronic readings will be provided on the EDSS 541 cougar course each week. <http://cc.csusm.edu>
This course has been CALMed: All readings will be provided electronically to minimize the cost of materials.
<http://www.csusm.edu/ids/calm/>

COURSE LEARNING OUTCOMES

Teacher candidates will be able to:

1. Develop an Integrated Thematic Unit Plan to
 - a. Connect subject matter to real-life contexts (TPE 1.3)
 - b. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) (TPE 1.4)
 - c. Design cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. (TPE 3.3)
 - d. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas (TPE 4.3).
2. Provide opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (TPE 4.5).
3. Practice, integrate and model the elements of effective collaborative, cooperative co-teaching practices.
4. Teach adolescents to learn and construct meaning collaboratively.
5. Teach adolescents how to plan and carry out collective action against bias and injustice in the world. Teaching Tolerance Social Justice Standard 20
https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf

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 districts 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:

- 1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. *Addressed in ITU.*

1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment. *Addressed in ITU.*

3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. (*See Subject-Specific Pedagogical Skills in Section 2 for reference.*) *Addressed in ITU.*

4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction. *Addressed in ITU.*

4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.) *Addressed in IEP Meeting Reflection.*

Teacher Performance Assessment: CalTPA

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 credential programs will use the CalTPA (California Teacher Performance Assessment).

CalTPA: To assist with your successful completion of the CalTPA, 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. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the website: <http://www/ctcpa.nesinc.com/Home.aspx>

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).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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 TPEs provided above on p. 2-3.

SCHEDULE/COURSE OUTLINE

This Course Schedule is tentative & may change to respond to student needs. Changes will be posted on Cougar Course.

Session # Date	Topic	Assignments: Readings, Videos, and Homework to do before the class session KEY ASSESSMENT DUE DATES IN RED
Session 1 Jan 25 Synchronous	Understanding By Design of Integrated Thematic Unit (Theme)	<p><i>In preparation for class, select 2-3 of the following readings/viewings to refresh your knowledge "Understanding by Design Framework" (UBD) and "Interdisciplinary Thematic Units" (ITU) Be prepared to describe UBD and ITU in class discussions.</i></p> <p>McTighe, Jay & Wiggins, Grant. (2012). <i>Understanding by Design Framework</i>, http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf</p> <p>Subject Area Enduring Understandings - Big Ideas Google Doc https://docs.google.com/document/d/1iFFPc1A9Su-bbbNj_HFpJIUOhThRRirsrn4wQ5S44/edit</p> <p>Deepening Learning with Understanding by Design (Part 1) https://www.youtube.com/watch?v=N4RbZ2F5K1g</p> <p>Grant Wiggins - Understanding by Design https://www.youtube.com/watch?v=4isSHf3SBuQ</p> <p>McTighe & Associates Consulting Design Tools: Essential Questions by Subject https://jaymctighe.com/resources/#1521225059546-51d65de1-41c2</p> <p>What is Understanding by Design? Interview with Jay McTighe https://www.youtube.com/watch?v=Uc6fytYANZ8</p> <p>McTighe, Jay and Silver, Harvey (2020). Instructional Shifts to Support Deep Learning http://www.ascd.org/publications/educational-leadership/sept20/vol78/num01/Instructional-Shifts-to-Support-Deep-Learning.aspx</p> <p>Introduction to Backward Design https://www.youtube.com/watch?v=dLKq_rCuSkw</p> <p>Review sample ITUs at the bottom of this webpage: https://sites.google.com/site/integratedthematicdesign/</p> <p>Discuss with your cooperating teacher what you might be teaching around March when you will begin solo teaching.</p> <p>Bring to 1st zoom session</p> <p>A. CA Content Standards addressed in March</p> <p>B. Class Profile (Readiness, Interests/Talents, and Needs)</p> <ol style="list-style-type: none"> 1. Asset information on whole class 2. Asset info on 3 focus students (ELLs, Sp Ed, & Other Students of Need) <p>Check with your cooperating teacher on how you can observe an IEP Meeting preferably for a student in your class before week 6. Review the information on http://iepmeeting.weebly.com/</p> <p>IN CLASS: EXPLORE the United Nations Sustainable Development Goals to help you see which goal connects the best with the curriculum you will be teaching in March: https://amrefusa.org/sustainable-development-goals/?qclid=Cj0KCQiA0fr_BRDaARIsAABw4EvF5gwfGlav2v5Hil9ty7xpUJb4uidF5f3jTcwTG8haAsQzV8BI8HlaAklqEALw_wcB</p>
Session 2 Feb 1	Project-Based Learning	<i>In preparation for class:</i>

<p>Synchronous</p>	<p>Enduring Understandings & Essential Questions</p> <p>Guest Speaker: Dr. Jenny Pieratt</p> <p>Peer Review on Theme, Enduring Understandings & Essential Questions</p>	<p>1. View Dr. Jenny Pieratt's PBL to Move Us Forward Video https://youtu.be/bLSHCBellrs and here are some of her publications and resources: https://craftedcurriculum.com/crafted-field-research-and-publications/ and come prepared to ask questions of the guest speaker.</p> <p>2. Select 1-2 of the following readings/viewings and be prepared to describe the pros and cons of Project-Based Learning.</p> <p>Sir Ken Robinson - Changing Education Paradigms https://www.youtube.com/watch?v=zDZFcDGpL4U</p> <p>Using PBL to Boost Online Engagement https://www.edutopia.org/article/using-pbl-boost-online-engagement</p> <p>Doing a Project Vs. Project Based Learning https://www.pblworks.org/doing-project-vs-project-based-learning</p> <p>Problem-Based Learning Vs. Project Based Learning https://www.edutopia.org/blog/pbl-vs-pbl-vs-xbl-john-larmer</p> <p>Five Keys to Rigorous Project Based Learning https://www.youtube.com/watch?v=hnzCGNnU_WM</p> <p>Edutopia's PBL articles https://www.edutopia.org/project-based-learning</p> <p>Check with your cooperating teacher on how you can attend an IEP Meeting preferably for a student in your class before week 6. Review the info on http://iepmeeting.weebly.com/</p> <p>Due: ITU Theme, Enduring Understanding and Essential Questions. Submit your information in this Google survey prior to class 2. During class, work with other groups to receive feedback. Each member in group uploads a word document into cougar courses Tuesday, February 2nd 5pm with the following information:</p> <p><i>Date</i> <i>All Group Member Names</i> <i>Theme</i> <i>Essential Question(s)</i> <i>Enduring Understanding</i></p> <p>Note: You will keep adding to this word document in subsequent submissions. In other words, you will keep submitting this same document with the added components.</p>
<p>Session 3 Feb 8 Synchronous</p>	<p>ITU Calendar: Standards, Objectives, & Assessment Description & Rubric</p> <p>Peer Review on Assessment, Standard, & Objective</p> <p>Group Process #1: What is working well, what are your challenges, what are your plans for improvement?</p>	<p>Select 2-3 to READ/VIEW before class and be prepared to describe how social justice, creativity, and arts can enhance your ITU.</p> <p>Integrated Thematic Design Website https://sites.google.com/site/integratedthematicdesign/</p> <p>Teaching Tolerance Social Justice Standards https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf</p> <p>Institute for Arts Integration and Steam https://educationcloset.com/7-12-arts-integration-lessons/</p> <p>California Visual and Performing Arts Standards https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp</p> <p>https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf</p> <p>Do Schools Kill Creativity? Sir Ken Robinson https://www.youtube.com/watch?v=iG9CE55wbtY&list=PL70DEC2B0568B5469&index=1</p> <p>Lesson Instructions Weebly - How to write objectives from standards https://lessoninstructions.weebly.com/standardsobjectives.html</p> <p>Check with your cooperating teacher on how you can attend an IEP Meeting preferably for a student in your class before week 6. Review the information on http://iepmeeting.weebly.com/</p> <p>Due: Standards & Objectives and Final Assessment Product and Rubric</p>

		<p>During class work with other groups to receive feedback. Each member in group uploads a word document into cougar courses by Tuesday, February 9th 5pm with:</p> <p><i>Date</i> <i>All Group Member Names</i> <i>Theme</i> <i>Essential Question(s)</i> <i>Enduring Understanding</i> <i>Standards (Content, ELD, Social Justice, & Arts)</i> <i>Objectives (Identify which standards each objective addresses)</i> <i>Assessment Product & Rubric</i></p>
<p>Session 4 Feb 15 Synchronous</p>	<p>Universal Design for Learning - Student Activities & Materials</p> <p>& Guest Speaker</p>	<p>Select 2-3 to READ/VIEW before class and be prepared to describe your ITU UDL strategies for Engagement, Representation, and Action/Expression.</p> <p>How to UDL Engagement Video https://youtu.be/KjfUKIHb9QA</p> <p>How to UDL Representation Video https://youtu.be/4vt7LwLB1Vg</p> <p>How to UDL Action & Expression Video https://youtu.be/okN5L87ZIZM</p> <p>Introduction to Assistive Technology http://iris.peabody.vanderbilt.edu/module/at/</p> <p>Bookshare: Assistive Technology Tool http://iris.peabody.vanderbilt.edu/module/bs/</p> <p>Cult of Pedagogy on Inclusion - Representation & Action/Expression https://www.cultofpedagogy.com/inclusive/</p> <p>Cult of Pedagogy on Graphic Organizers - Representation & Action/Expression https://www.cultofpedagogy.com/graphic-organizer/</p> <p>Cult Pedagogy on How to Use Block Scheduling - Engagement & Action/Expression https://www.cultofpedagogy.com/block-scheduling/</p> <p>Autism Internet Modules https://autisminternetmodules.org/</p> <p>READ Universal Design for Learning http://udlguidelines.cast.org/</p> <p>CAST: UDL at a Glance Video https://youtu.be/U1B6yQXsr0c</p> <p>Check with your cooperating teacher on how you can attend an IEP Meeting preferably for a student in your class before week 6. Review the information on http://iepmeeting.weebly.com/</p> <p>Due: Draft of Calendar with student activities and materials & Curriculum Integration Description and Rationale (2-3 paragraphs) You will share this draft with other teams for feedback.</p>
<p>Session 5 Feb 22 Synchronous</p>	<p>Inclusive Practices & Rationale</p>	<p>Select 2 resources on this webpage to read/watch before class and be prepared to rationalize.</p> <p>Cult of Pedagogy on Project Based Learning https://www.cultofpedagogy.com/project-based-learning/</p> <p>Check with your cooperating teacher on how you can attend an IEP Meeting preferably for a student in your class before week 6. Review the information on http://iepmeeting.weebly.com/</p> <p>Due: Curriculum Integration Description & Rationale provide links for materials</p>
<p>Session 6 March 1 Synchronous</p>	<p>Preparation for Presentations</p> <p>Group Process #2</p>	<p>Observe an IEP Meeting by March 1. Contact instructor asap if you need assistance.</p> <p>Group Process: What is working well? challenges? plans for improvement?</p> <p>Due: Final Calendar with student activities/materials for 3-5 hours.</p>

Session 7 March 8 Synchronous	ITU Presentations	ITU Presentations Bring all materials to present.
Session 8 March 15 Synchronous	Self Assessment	Post Complete Individual assessment on their group process Group Process: What is working well, what were your challenges, what did you do to make improvements?
Session 9 March 22	SPRING BREAK	CSUSM SPRING BREAK - NO CLASS 😊
Session 10 March 29 Asynchronous	Various School Spring Breaks	ASYNCHRONOUS CLASS READ/VIEW: IEP Webpages Information: http://iepmeeting.weebly.com/ Attend IEP Meeting & write IEP Reflection
Session 11 April 5 Asynchronous	Various School Spring Breaks	ASYNCHRONOUS CLASS READ/VIEW: IEP Webpages Information: http://iepmeeting.weebly.com/ Attend IEP Meeting & write IEP Reflection
Session 12 April 12 Asynchronous	IEP Meeting Reflection	ASYNCHRONOUS SESSION Due: IEP Meeting Observation Reflection (1-3 pages)
Session 13 April 19 Asynchronous	CalTPA	Self-Asses TPA based on CalTPA rubric & Identify what needs to be revised and how
Session 14 April 26 Asynchronous	CalTPA	Finish & Upload CalTPA
Session 15 May 3	Course Grade & Online Course Evaluation	Check on grade posted on cougar course. If there is a discrepancy contact instructor. Instructor will be available by zoom during regular class hour Complete Course Evaluation online.
Session 16 May 10 Synchronous	Joint Session - Reflection	Zoom Reflection Session - Details to be announced

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

There are 8 key assignments 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.***

Course Assignments

A. INTEGRATED THEMATIC UNIT (ITU) - 85 points Assignments 1-7 Due Week 2-8

One of the best practices you can incorporate into your teaching repertoire is collaborating with other teachers in your content area, and especially outside of your content area. We all come to the table with different strengths and through collaboration, you strengthen your lessons and units, and invariably make the content more accessible and engaging to all of your students.

For the Integrated Thematic Unit, you may work with *1-3 colleagues* assigned to your class section. The unit needs to be at *least one week (3-5 days) in length* and can be as long as you want.

TPEs ADDRESSED BY ASSIGNMENT

California Teacher Performance Expectations

1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. (See *Subject-Specific Pedagogical Skills in Section 2 for reference.*)

4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

STANDARDS FOR STUDENT ITU

Teaching Tolerance Social Justice Standard #20

TTSJS 20. Students will plan and carry out *collective action* against bias and injustice in the world and will evaluate what strategies are most effective. https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf

United Nations Sustainable Development Goals

Choose 1 of the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. <https://sdgs.un.org/goals>

California Visual and Performing Arts Standards Choose one of the visual and/or performing arts standards to integrate and address in the ITU. <https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>

Objective: After reviewing integrated thematic teaching strategies, teacher candidates will be able to collaborate to create an integrated thematic unit (TPE 4.3) that connects subject matter to real-life contexts (TPE 1.3) that provide K-12 students opportunities to plan and carry out collective action against bias and injustice (TTSJS 20) by using UDL principles (TPE 1.4) and integrating visual and performing arts (TPE 3.3).

Learning Activities and Materials

See Calendar for activities related to: Integrated Thematic Design, UDL - Universal Design for Learning Guidelines, UBD – Backward Planning, Project-based Learning, Teaching Tolerance Social Justice Standards and United Nations Sustainable Development Goals.

Group Process: Collaboration is an important learning and workplace skill. Strategies will be modeled on how to develop skills to self-monitor and work productively with others. Participants will participate in three group process discussions in class to address these prompts: What is working well, what are your challenges, what are your plans for improvement?

Assessment: Submit ITU assignments on cougar courses. ITU must include all components:

1. Enduring Understanding(s)
2. Essential Question(s)
3. Standards
4. Objectives
5. Assessment Product Description
6. Assessment Rubric
7. Calendar with links to materials (ppts, graphic organizers, final product instruction, rubric, etc.)
8. Curriculum Integration Description, Inclusive Practices, & Rationale
9. Individual Video Presentation
10. Individual Self-Assessment

See ITU Rubric for details on page 10-11.

ITU RUBRIC 85 Points Possible

Addresses TPEs 1.3, 1.4, 3.3, and 4.3

ENDURING UNDERSTANDING 5 points Week 2

1. BIG IDEA: Un-obvious & important inference
2. MORAL OF STORY: Make sense of facts, skills & ideas
3. REQUIRES UNCOVERAGE: not obvious to a novice

ESSENTIAL QUESTIONS 5 points Week 2

1. AN OPEN-ENDED ANSWER - not true false, yes/no, or a set answer
2. ARGUABLE - multiple right answers
3. AT HEART OF SUBJECT
4. RECUR, so you can ask as a closure to every lesson
5. RAISE MORE QUESTIONS – Makes you say “Hmm!”
6. PROVIDE ORGANIZING PURPOSE OF LEARNING
7. OVERARCHING Questions
8. Uses words from enduring understandings
9. 1-2 questions only that apply to all lessons and activities

FINAL ASSESSMENT PRODUCT & RUBRIC 10 points Week 3

1. Instructions or Directions for the final product or solution
2. Final Product clearly answers the essential question(s)
3. Final Product rubric articulates the content objectives and content standards
4. Final product rubric articulates the language objectives and ELD standards
5. Final Product Rubric is written in student friendly language
6. Peer Assessment is built into the unit
7. Self-Assessment is built into the unit
8. Includes social transformation action

STANDARDS & OBJECTIVES 5 points Week 3

1. CA content standards (3-4) are aligned with unit student learning and the enduring understandings <https://www.cde.ca.gov/be/st/ss/>
2. Content objectives are aligned with 3-4 primary CA content standards - uses words from standard
3. CA ELD standards are aligned with how the students are learning and enduring understanding <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>
4. Language objectives are aligned with the CA ELD standards - uses words from the ELD standard
5. Teaching Tolerance Social Justice Standards are aligned with what the students will do and *must include an action standard* <https://www.tolerance.org/frameworks/social-justice-standards>
6. If chosen for integration United Nations Sustainable Development Goals are aligned with what the students do <https://sdgs.un.org/goals>
7. CA Visual & Performing Arts Standards <https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>

CALENDAR 30 points Week 4 Draft & Week 6 Final

TPE 1.4

1. 3-5 days sequence of student activities to complete final product
2. Identify/Label 3-5 days of student activities: discrepant event, notice/wonder activity, brainstorm activity, small group discussion, etc.
3. Links to teaching materials for the 3-5 days: examples of final product, graphic organizers, template, readings, videos, rubric, etc.
4. List the standard(s), objective(s), and the assessment(s) for 3-5 days
5. Format of calendar can be a calendar, website, google document, padlet, etc.

CURRICULUM INTEGRATION DESCRIPTION AND RATIONALE (2-3 paragraphs) 15 points Week 5

TPE 1.3, 3.3 & 4.3

1. Provides Theory and Research to justify the teaching strategies, learning activities, universal design (engagement, representation & action/expression) enduring understandings, and objectives
2. Project Based Learning in Real Life Context
3. Active learning experiences to engage student interest, support student motivation and allow students to extend their learning outside the classroom
4. Teaching Tolerance Social Justice Standard Action #20 and addresses anti-racist or anti-oppressive matters
5. Technology Integration for Curriculum
6. Visual and performing arts in a meaningful way with art consumptions and art production – knowledge construction
7. Choose one of the following:
 - a. Service Learning <https://www.cde.ca.gov/re/pr/servicelearning.asp>
 - b. United Nations Sustainable Development Goals <https://sdgs.un.org/goals>
 - c. Social-emotional learning literacy into the instruction <https://www.cde.ca.gov/ci/se/index.asp>
8. Provide links to materials mentioned in the rationale.

PRESENTATION 5 points Week 7

TPE 1.3 & 1.4

1. Individually create a video to overview your ITU (2 minutes or less) & post on cougar course
2. Identify audience (students, parents, or prospective employers)

SELF-ASSESSMENT 10 points Week 8

TPE 1.3 & 1.4

1. Group Process - Participates in 3 group process discussion during class
Collaboration is an important learning and workplace skill. We will model some strategies to help you learn to collaborate with peers as well as help your students self-monitor and work productively with others. Week 3, week 6 and week 8, you will discuss your group process. We will address these prompts during class: What is working well, what are your challenges, what are your plans for improvement?
2. Submit group process reflection for each group discussion
3. Individually submits a reflection on how the group collaborated to design the ITU& Video Presentation (2-3 paragraphs)

ITU CHECKLIST

1. Enduring Understanding(s)
2. Essential Question(s)
3. Standards
4. Objectives
5. Assessment Product Description
6. Assessment Rubric
7. Calendar with links to materials (ppts, graphic organizers, final product instruction, rubric, etc.)
8. Curriculum Integration Description, Inclusive Practices, & Rationale
9. Individual Video Presentation
10. Individual Self-Assessment

B. INDIVIDUALIZED EDUCATION PROGRAM (SST) MEETING OBSERVATION REFLECTION- 15 points
Assignment 8 Due Week 12: April 12

California Teacher Performance Expectation 4.5

Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and ADA 504 plans).

Objective: After reading and watching videos about effective practices for IEP meetings as well as attending an IEP meeting for one of the clinical practice students, teacher candidates will be able to write a reflection identifying what they have learned about their role to provide opportunities for students to understand and advocate for strategies that meet their individual learning needs and to assist students with specific learning needs to successfully participate in educational plans.

Assessment: Written reflection scored by IEP Meeting Reflection Rubric.

Learning Activities: Read/Explore IEP Meeting, Attend IEP Meeting, and IEP Meeting Reflection

Part 1. READ & EXPLORE IEP MEETING WEBPAGE <https://iepmeeting.weebly.com/iep-mtg.html>

Part 2. ATTEND IEP MEETING

Attend (observe and/or participate) in an IEP meeting for one of your students in clinical practice. Take note at the meeting of how educators provide opportunities for the students to understand and advocate for strategies that meet their learning needs. Reflect on what you have learned based on the CA TPE 4.5

California Teacher Performance Expectation 4.5

Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and ADA 504 plans).

Part 3. WRITE REFLECTION

Write a reflection that draws on specific examples that addresses the following:

1. Where does the meeting you attended fit into the MTSS structure?
2. Who attended the meetings and what were their roles? Were all of the participants valued and included in the process?
3. What kind of assessment data was presented during your observations? How did the team use this assessment data to establish learning goals, as well as plan, differentiate, design accommodations, and/or modify instructions for the student?
4. Where in these meetings did you see opportunities for students to understand and advocate for strategies that meet their individual learning needs?
5. If the student attended the meeting(s), how did they participate? Describe where in the meeting there were opportunities for the student to advocate for themselves? If they did not attend, where in the meeting did you see opportunities for the student to advocate had they been there?
6. What occurred that you were not anticipating?
7. What were you expecting to occur that did not?
8. What do you think the meeting ultimately accomplished?
9. In what ways do you believe the student, family, and school personnel benefited from the meetings?
10. Given what occurred, how might you support the student in your classroom by providing opportunities for the student to understand and advocate for strategies that meet their individual learning needs?
11. What questions do you have? And what do you still need to learn about IEP meetings and supporting students with IEPs?

IEP Meeting Reflection Rubric 15 points **Due Week 12 April 12**
 TPE 4.5 (Introduced, Practiced, and Assessed); TPE 5.8 (Introduced and Practiced)

	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
MTSS Structure 2 points		<p>Candidate clearly explains how the IEP meetings is situated within MTSS</p> <p>Candidate draws on MTSS language in their explanation</p>	
Participants 2 points		<p>Candidate clearly outlines who attended the meetings and what their roles were</p> <p>Candidate uses specific examples to explain the extent to which they believe participants in the meetings were valued in the process</p>	
Assessment data 2 points		<p>Candidate uses specific examples from the meetings to clearly describe how assessment data was used to make decisions around establishing learning goals, planning, differentiation, accommodations/modifications</p>	
Opportunities for students 2 points		<p>Candidates uses specific examples to clearly describe opportunities for students within the meetings to understand and advocate for strategies meeting their individual learning needs</p> <p>If student attended the meeting, draws on examples to clearly describe their participation and opportunities to advocate for themselves</p> <p>If the student did not attend the meetings, candidate clearly describes where they saw opportunities for the student to advocate for themselves</p>	
Reflecting on what occurred 2 points		<p>Candidate uses specific examples from the meetings to clearly describe what occurred that they were not anticipating and what they were expecting that did not occur</p>	
Meeting goals 2 points		<p>Candidate draws on specific examples to describe what they believe the meetings accomplished</p> <p>Candidate draws on specific examples to describe how they believe the student, family, and school personnel benefited from the meetings</p>	
Supporting students 2 points		<p>Candidate clearly describes how they might support the student in their classroom, including how they might help them understand and advocate for their individual learning needs</p>	
Questions - Learning 1 point		<p>Candidate outlines at least two questions related to their experiences in the IEP meetings and what they still need to learn about IEP Meetings</p>	

Grading Standards

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 earn a C- or lower.

Final Exam Statement

There will be no final exam for EDSS 541.

School of Education/Course 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.

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.

GENERAL CONSIDERATIONS

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 4200 and 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, or by email at dss@csusm.edu. 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- This is a *Hybrid* course with a 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 135 hours of learning (45 hours per unit of credit). Students are expected to spend a minimum of three hours for in-class and six hours outside of the classroom engaged in learning each week. Candidates are encouraged to do the course assignments during their preparation periods at their school site.
- *EDSS 541 will have 2 online sessions where all tasks must be complete to earn session credit.*

All University Writing Requirement

As per the All-University Writing Requirement this course requires 2500 words of written work in the format of action research, unit plan, and reflections.

Course Format

This is a *Hybrid* course. See details above in credit hour policy statement.

Necessary Technical Competency Required of Students

Each teacher candidate is required to bring a digital learning device to class to participate in activities.

Contact Information for Technical Support Assistance

The Student Technology Help Desk (STH) supports students with a variety of issues. STH Desk is located outside Kellogg Library room 2000 and online at: <http://www.csusm.edu/sth/support/index.html>

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 emails in a timely manner. Please be reminded that email 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 lowercase) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all email 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.

ASSIGNMENT RUBRICS

See the pages 10-11 for Integrated Thematic Unit (ITU) Rubric & Checklist.

See page 13 for Individualized Education Program Meeting Observation Reflection Rubric.