Early Childhood, Elementary, and Middle Level Education Department
MLE 3150: Interdisciplinary Teaching in the Middle Level School

Instructor: Dr. Jeanne Okrasinski   **Office Hours:** M 2-2:30; T 9:45 – 11:45; W 1 – 2:30
Office: Buzzard 2205   **Phone:** 581-7885
Class Meetings: MW 10-11:40 Buzzard Hall 2439 **Email:** jeokrasinski@eiu.edu

Unit Theme: Educator as Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies, Societies and Technologies

Course Description: Interdisciplinary organization and instruction appropriate for middle-level schools. Emphasis on interdisciplinary approaches and methods that facilitate integrated learning as well as appropriate assessment and evaluation techniques.

Prerequisites & Concurrent Enrollment: MLE 3110 or permission of department chair. Concurrent enrollment with MLE4280 and 4760 is desired.

Course Purpose: This course is designed to provide middle-level teachers with instruction in interdisciplinary teaching, an element of effective middle-level schools.

Course Textbooks:
Roberts, P. L. & Kellough, R.D. (2008). *A guide for developing interdisciplinary thematic unit.* (4th Ed.). Upper Saddle, NJ: Pearson.

Rottier, J. (2001). *Implementing and improving teaming: A handbook for middle level leaders (7th ed.)* Westerville, OH: National
          Middle School Association.

Supplemental Materials: LiveText account required**.**

Teaching Model: The Information-Processing Models
- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.
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Dispositions: Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, and sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment
Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards:
Course requirements and demonstrated competencies are aligned with the following standards:
- Illinois Professional Teaching Standards (IPTS)
- http://www.isbe.il.us/profprep/PDFs/ipts.pdf
- Association for Childhood Education International (ACEI)
- http://www.acei.org/Synopsis.htm
- Illinois Core Language Arts Standards (ICLAS)
- http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
- Illinois Core Technology Standards (ICTS)
- http://www.isbe.net/profprep/CASCDvr?pdfs/24100_coretechnology.pdf

Outcomes specific to MLE 3150:
Students will gain a better understanding and practice:
1. A conceptual understanding of the rationale and practice of interdisciplinary instruction at the middle level.
2. Research in the development of higher order thinking, critical thinking, and creativity such as Fogarty, Bloom and Gardner as they apply to interdisciplinary instruction.
3. Appropriate assessment methods and instruments that comply with current state guidelines and mandates as well as the rationale and development of alternative assessments.
4. Teaming implementation of the middle school along with conflict resolution.
5. Providing for the uniqueness of individuals and foster appreciation for those differences.
6. Modeling and developing in students' intellectual, social, ethical and moral skills and behaviors.
7. Performing successfully within the social and political contexts of diverse schools and communities.
8. Designing an interdisciplinary unit to integrate students, subjects, strategies and societies.
9. The use of technology to design/enhance the development of interdisciplinary curriculum.

Course Requirements	Demonstrated Competencies	Aligned Standards
Participation	Performance includes presence and contribution during class meetings. Focus is on responsible, enthusiastic, and effective communication. Daily attendance is expected in order to participate in class activities.	IPTS 9, 10, 11 ACEI 5.1 ICTS 1A,F, 2A,B,C,D,E,F,G,H Dispositions: EC, PEP, PTSL, SDE, IWS
Differentiation of Curriculum Research	Students will research different methods of integration by utilizing concepts from Robin Fogarty, Howard Gardner, Bloom, Johnson and Johnson as strategies for methods of integration.	IPTS 1, 2, 3 ACEI 1,2.8, 3.2 ICTS 2A, B, F L.A. 1B,1C, 1G, 2B, 2E Dispositions: PTSL, SDE, IWS
Technology	Performance includes knowledge, use, and application of technology tools in teaching, research, planning, communication, and presentation. Focus is on increasing student technology skills and enabling students to utilize technology products of the classroom and to post online. Students will utilize word processing, power point and Inspiration webbing.	IPTS 12 ACEI 5.3, 5.4 ICTS 1A,C,F 2A,B,C,D,E,F,G,H 3A,B,C,D,E,F,4A, 5A,B,E,H, 7A,B,I,J,L, 8A,B,C,D,E L.A. 1, 2, 3 Dispositions: EC, PEP, PTSL, IWS
Advance Teaming activities at the middle level	Students will practice teaming strategies with an emphasis on conflict resolution and performance levels of teams according to various reading sources. Students will also participate in teams set up in class for planning.	IPTS 9A, D, E, H, I, J, Q, 10D, 11 ACEI 2A, 5.1 ICTS 1A,B,F L.A. 1C, F, 2A, B, E, F, H Dispositions: EC, PEP, IWS
Diverse Assessment Strategies	Students will compare appropriate assessments methods and instruments that comply with current state guidelines as well as the rationale and development of alternative assessments.	IPTS 8A, B, D, F, G, H, I, J, K, M, P ACEI 1, 2.8, 3.1, 4 L.A. 3C, D, E, F, G ICTS 1A,F, 2A,B,C,D,E,F,G,H Dispositions: PTSL, SDE, IWS
Exams	Three Exams over materials discussed in this class, viewed from videos and information from article reviews	IPTS 1, 2, 3, 4, 5, 6, 7, 8, 9 ACEI 1, 2.8, 3.1, 3.2, 3.3, 3.4, 4, 5.4 ICTS 3A, 3F, 6A, 6B, 6C,6D L.A. 1B, 1C, 2A, 2B, 2C,2D,2E,2F, 2H, 3B,3C, 3D, 3G Dispositions: EC, PEP
Interdisciplinary Unit	A conceptual understanding of the rationale and practice of interdisciplinary instruction at the middle level will be developed through a team implementation of an interdisciplinary unit. The IDU will address issues of implementing diverse strategies such as learning styles, higher order thinking skills, inclusion strategies and the role of alternative assessment.	IPTS 1, 2, 3, 4, 5, 6, 7, 8, 9 ACEI 1, 2.8, 3.1, 3.2, 3.3, 3.4, 4, 5.4 ICTS 3A, 3F, 6A, 6B, 6C,6D L.A. 1B, 1C, 2A, 2B, 2C,2D,2E,2F, 2H, 3B,3C, 3D, 3G Dispositions: EC, PEP, PTSL, SDE, IWS

Revised Spring, 2009/November 2009/May 2010

Article /Video Reviews	Various videos will be provided that discuss real world applications of advanced teaching strategies for differentiation in classroom settings. Additionally students will research and review professional journal articles on interdisciplinary teaching and teaming.	IPTS 1, 2, 3, 4, 5, 6, 7, 8, 9 ACEI 1, 2.8, 3.1, 3.2, 3.3, 3.4, 4, 5.4 ICTS 3A, 3F, 6A, 6B, 6C,6D L.A. 1B, 1C, 2A, 2B, 2C,2D,2E,2F, 2H, 3B,3C, 3D, 3G Dispositions: EC, PTSL, IWS

Course Requirements	Brief Instructions	Points/Due Dates
Participation	Performance includes presence and contribution during class meetings. Focus is on responsible, enthusiastic, and effective communication. Daily attendance is expected in order to participate in class activities. Numerous strategies will be introduced and practiced in class such as multiple intelligences, and cooperative learning.	25
Differentiation of Curriculum Research	Group presentation on curriculum integration methods based on Robin Fogarty's models of integration.	20
Advanced Teaming Activities at the middle level	Team planning.	20
Exams	Exams will be given over information discussed in class, videos and journal articles.	80 (35, 35, 10)

Interdisciplinary Unit
 	
• Technology
• Diverse Assessment Strategies
	Develop a two week interdisciplinary unit with two or three other students which could be used in a middle school classroom. Present the unit to the class. A rubric and criteria will be passed out. This typed unit should have the following components:
	1. A designed front page with name of thematic unit and members of the team.
	2. Second page Table of Contents
	3. First section will include:
	   Thematic rationale,
	   Content web,
	   ILS/CC Standards
	   Lesson Plan chart with MI/Bloom placement
	   Unit Objectives and Essential Question
	   Unit Culminating Assessment (with appropriate rubrics)
	   5 web sites that correlate with your IDU
	4. Third Section will include
	   Daily lesson plans including activities used in the unit
	5. Fourth Section will include
	   An outline of the assessments conducted within the unit lesson plans which demonstrate traditional and alternative strategies.
	   Rubrics, direction sheets and other material should be included with the appropriate lesson in section 3.
	6. Fifth Section will include
	   A copy of the presentation of the unit, when applicable
		Rationale – 10 pt
		Web – 5 pts
		LP Chart – 10 pts
		Unit Obj and Standards – 10 pts
		Culminating Assessment – 15 pts
		LP – 60 pts
		Assess outline – 5 pts
		Presentation – 20 pts
		
		135 pts total

Articles/Video Reviews	Various videos will be provided that discuss real world applications of advanced teaching strategies for differentiation in classroom settings. Additionally students will research and review professional journal articles on interdisciplinary teaching and teaming.	30 (20, 5, 5)
Reading Partners	Students will be paired with a reading buddy at Mattoon Middle School.	40

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This is subject to change by the instructor.

Grading Scale based on points earned:

 A: 350 – 325 B: 324 – 294   C: 293 – 266   D: 265 – 245   F: 244 and below

COURSE OUTLINE

Week 1:   Review expectations, syllabus, lesson plans, adolescents, middle school concept, etc

Week 2 & 3:   Advance teaming concepts including roles of team members and conflict resolution

Week 4 & 5:   Howard Gardner's Multiple Intelligences and higher order thinking skills model

Week 6 & 7:   Alternative assessments appropriate for the middle level student

Week 8:   Cooperative learning groups according to Johnson & Johnson and the Rationale for Interdisciplinary Units

Week 9 & 10:   Curriculum innovations

Week 11 & 12: Fogarty's Methods of Integration/Blooms
Week 13 :   Rationale and Characteristics of IDU
Week 14 & 15:   Development of an interdisciplinary unit with a team concept and utilizing all of the components discussed. Utilizing technology in the IDU

Key Researchers for Middle Level Teaching:
Beane, James A.
Fogarty, Robin
Lounsbury, John. H
Vars, Gordan F.
Johnson, David & Johnson, Roger
Gardner, Howard
Rottier, Jerry
Wood, Karlyn
Kellough, Richard & Kellough, Noreen

Suggested Journals for Article Reviews

Middle Ground Middle School Journal
Educational Leadership Social Education American Education
Elementary School Journal Phi Delta Kappan Schools in the Middle
Journal of Staff Development Childhood Education Learning
The Reading Teacher Educational Forum The Clearing House
Journal of Teacher Education The Social Studies Teacher
Social Studies & The Young Learner Theory and Research in Social Education

Academic Integrity

"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

MLE 3150 References

Beane, James A. (1994). *A middle school curriculum--from rhetoric to reality.* Columbus, OH: National Middle School Association.

Bloom, B. (1984). The search for methods of group instruction as effective as one-to-one tutoring. *Educational Leadership*, 41, 4-17.

Brophy, J. & Good, T. (1986). Teacher behavior and student achievement. In Wittrock M.*, Handbook of research on teaching*. 3rd (ed.). New York: MacMillan.

Dunn, R. (1991). Rita Dunn answers question on learning styles. *Educational Leadership*, 48, 15-19.

Fogarty, R. (1991). *How to integrate the curricula*. Palatine, IL: Skylight Publishing, Inc.

Fogarty, R. & Bellanca, J. (2003). *Blueprints for achievement in the cooperative classroom.* 3rd (ed.), Glenview, Il.: Pearson/Skylight.

Gardner, H. (2006) *Multiple intelligences: New horizons.* Cambridge, MA.: Basic Books.

George, P., Stevenson, C., Thomason, J., & Beane, J. (1992). *The middle school--and beyond*. Alexandria, VA: Association for Supervision and Curriculum Development,

Johnson, D. & Johnson, R. (1999). *Learning together and alone: Cooperative, competitive and individualistic learning.* 5th (ed.), Boston: Allyn and Bacon.

Kellough, R. & Kellough, N. (2008). *Teaching young adolescents: Methods and resources for middle grade teaching. 5th (ed.),* Columbus, OH: Pearson/Merrill Prentice Hall

Kohlberg, L. (1981). *The philosophy of moral development: Moral stages and the idea of justice*. San Francisco: Harper & Row.

Lockart, G. (1996). *Grouping practices and their effects on middle level gifted students*. Ann Arbor, MI. UMI Dissertation Services.

Piaget, J. (1977). *The essential Piaget*. New York: Basic Books.

Roberts, P. & Kellough, R. (2004). *A guide for developing interdisciplinary units.* 3rd (ed.), Columbus, OH: Pearson/Merrill Prentice Hall.

Rottier, J. (1996). *Implementing and improving teaming: A handbook for middle level educators*. Westerville, OH: NMSA.

Slavin, R.E. (1991). Ability grouping cooperative learning and the gifted. *Journal for the Education of the Gifted*, 14, 3-6.

Slavin, R.E. (1991). Synthesis of research on cooperative learning. *Educational Leadership*, 47, 52-55**.**

Vars, G. (1993). *Interdisciplinary teaching*. Westerville, OH: NMSA.

Wood, K. E. (2001). *Interdisciplinary instruction: A practical guide for elementary and middle school teachers.* Columbus, OH: Merrill Prentice Hall.