

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

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Class Meetings: MW 10-11:40

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:

Wood, K. E. (2005). *Interdisciplinary instruction: A practical guide for elementary and middle school teachers*. Columbus, OH: Merrill Prentice Hall.

Rottier, J. (2001). *Implementing and improving teaming: A handbook for middle level leaders*. 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.

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
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	Percentage of grade
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. 60 points	60 points On going for the semester	12%
Differentiation of Curriculum Research	Group presentation on curriculum integration methods based on Robin Fogarty's models of integration. Lesson Planning; MI Activity; Cooperative learning and Blooms.	50 pts 11/06 30 pts 8/26 20 pts on going	20%
Technology	Locate 5 web sites that correlate with your IDU and implement them into your interdisciplinary unit. They may be student sites or resource sites for you. Tell how you will use each site and give its web location. Power Point, Inspiration Webbing	5 pts 11/9 20 pts 12/9	5%
Advanced Teaming Activities at the middle level	Team planning for both MLE3150 and MLE4760.	45 pts on going	9%
Diverse Assessment Strategies	Develop rubrics for the content areas in groups. Use of rubrics are required in the IDU	5 pts 9/3	1%
Exams	Exams will be given over information discussed in class, videos and journal articles. 60 pts	See schedule	12%
Interdisciplinary Unit	Develop a two week interdisciplinary unit with two or three other students which could be used in a middle	125 pts 12/9	25%

	<p>school classroom. Present the unit to the 3150 class. A rubric and criteria will be passed out. This typed unit should have the following components:</p> <ol style="list-style-type: none"> 1. A designed front page with name of thematic unit and members of the team. 2. Second page with thematic rationale, table of contents or course outline, course rubric for assessments in the different course areas, and grading scale 3. Illinois State Goals 4. Unit (personal) goals 5. Daily lesson plans including activities used in the unit which address different learning styles along with cooperative learning groups. 6. Assessment tools using a variety of traditional and alternative assessment strategies. (3 minimum for each subject area) with answer keys and rubrics where appropriate. 7. Power Point presentation of unit With Inspirations Webbing 125 points 		
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 pts See schedule 50 pts 9/16	16%

Total 500 points

This is subject to change by the instructor.

Grading Scale: A =100- 93%, B = 92-84%, C =83-76%, D =75-70% , F=69% 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

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.

Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations,
please contact the Office of Disability Services at 581-6583.

Schedule:

- Aug. 24 Syllabus, schedule; lesson plan orientation; expectations of class grading; attendance policy. Write a one day lesson plan using EIU format; Print out Syllabus and schedule; Permission to Student Teach
- Aug. 26 **Lesson plan due.** State Goals, Problems of the Middle School Child (CD Don't laugh at Me) and Through the Cracks; Read Chapters 1-5 in Implementing and Improving Teaming, Discuss Journal articles; **Turn in Department Permission to Student Teach**; Internet Assignment due
- Aug. 31 Team Concept, Effectiveness of the middle school. In groups discuss the characteristics of teaming in your practicum experience and compare and contrast these characteristics of the text. Team activities Read Chapters 6-7
- Sept. 2 Discussion of roles of team members in a middle school. Read Chapter 9-12 Team problems; conflict resolution; Scenarios for group work. "What really makes a team work?"
- Sept. 7 **Holiday**
- Sept. 9 Howard Gardner's Multiple Intelligences discussion and video; group work by subjects; Brainstorm activities that would meet the different styles of learning as defined by Gardner.
- Sept. 14 MI Activity and notes
- Sept. 16 Magazine Articles Reviews Due** (include the article) Use appropriate review critique.
- Sept. 21 Alternative Assessment Strategies Discussion; Bloom's Taxonomy; Video: Alternative Assessment
- Sept. 23 Group work on rubric development (Possible computer lab.) Review for test.
- Sept. 28 Test** over Teaming and Gardner's MI and Alternative Assessment
- Sept. 30 Bring Portfolios to class.** Read Chapter 1 & 2 in Interdisciplinary Instruction; Rationale of Interdisciplinary teaching; Video: Curriculum Innovations
- Oct. 5-30 Practicum**
- Nov. 2 Discussion of Practicum/ **Reminder to work on Portfolios/Submit to Livetext**
- Nov. 4 Technology Assignment/Work Day
- Nov. 9 Practicum Notebooks Due along with Livetext.** Characteristics of a Good IDU; Portfolios due this week; Sign up on schedule on office door; Discuss possible topics for IDU.
- Nov. 11 Discussion of Fogarty: Assign models to teams
- Nov. 16 Group presentations:** fragmented, connected, nested, sequence, shared, webbed, threaded, integrate, immersed, networked; Discussion; Read Chap. 4 & 6 in Interdisciplinary Instruction
- Nov. 18 Discussion criteria of IDU and rubric; Discussion of possible topics for IDU's subject to instructor's approval
- Nov. 23-27 **Thanksgiving Holiday**
- Nov. 30 Review for Test; Class work day/ Assessment in class (Possible computer day.)
- Dec. 2 **Exam over IDU's.** Team workday
- Dec. 7 Computer day; Rm. 2445 Computer Lab (Inspirations and Power Point)
- Dec. 9 Presentations; Take Home Final**
- Dec. 15 Final Exams** due at 10:15 in the classroom/Pick up Units

This schedule is subject to change by the instructor.