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

Spring: 2009  
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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:  

Supplemental Materials: LiveText account required.

Teaching Model: The Information-Processing Family Models  

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)  

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.

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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.

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<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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<tr>
<td>Participation</td>
<td>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.</td>
<td>IPTS 9, 10, 11, ACEI 5.1, ICTS 1A,F, 2A,B,C,D,E,F,G,H Dispositions: EC, PEP, PTSL, SDE, IWS</td>
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<tr>
<td>Differentiation of Curriculum Research</td>
<td>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.</td>
<td>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</td>
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<tr>
<td>Technology</td>
<td>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.</td>
<td>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,1J,L, 8A,B,C,D,E L.A. 1, 2, 3 Dispositions: EC, PEP, PTSL, IWS</td>
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<tr>
<td>Advance Teaming activities at the middle level</td>
<td>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.</td>
<td>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</td>
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<tr>
<td>Diverse Assessment Strategies</td>
<td>Students will compare appropriate assessments methods and instruments that comply with current state guidelines as well as the rationale and development of alternative assessments.</td>
<td>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</td>
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<tr>
<td>Exams</td>
<td>Three Exams over materials discussed in this class, viewed from videos and information from article reviews</td>
<td>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,</td>
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### 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.

**Dispositions:**
EC, PEP

### 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.

**Dispositions:**
EC, PTSL, IWS

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<tr>
<th>Course Requirements</th>
<th>Brief Instructions</th>
<th>Percentage of grade</th>
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<tbody>
<tr>
<td>Participation</td>
<td>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</td>
<td>12%</td>
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<tr>
<td>Differentiation of Curriculum Research</td>
<td>Group presentation on curriculum integration methods based on Robin Fogarty’s models of integration. 50 points MI Activity; Cooperative learning and Blooms. 47 points</td>
<td>20%</td>
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<td>Technology</td>
<td>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 25 points</td>
<td>5%</td>
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<tr>
<td>Advanced Teaming Activities at the middle level</td>
<td>Team planning for both MLE3150 and MLE4760. 48 points</td>
<td>9%</td>
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<td>Diverse Assessment Strategies</td>
<td>Develop rubrics for the content areas in groups. Use of rubrics are required in the IDU 5 pts</td>
<td>1%</td>
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<tr>
<td>Exams</td>
<td>Exams will be given over information discussed in class, videos and journal articles. 60 pts</td>
<td>12%</td>
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Interdisciplinary Unit: 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 3150 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 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. 80 points

Optional assignments: Additional Assignments as developed by the instructor

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, Gordon F.
Johnson, David & Johnson, Roger
Gardner, Howard
Rottier, Jerry

Revised November 2008
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


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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.

Revised November 2008
Schedule:
Jan. 13 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
Jan. 15 **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; establish teams rules, roles etc.
Jan. 20 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. Read Chapters 6-7
Jan. 22 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?”
Jan. 27 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.
Jan. 29 MI Activity and notes; Review for test
**Feb. 3** **Test** over Teaming and Gardner’s MI; Practicum assignment
Feb. 5 Alternative Assessment Strategies Discussion; Bloom’s Taxonomy; Video: Alternative Assessment ;
Feb. 10 Group Work for Bloom’s and Alternative assessment by concentration
Feb. 12 Computer Lab if possible for rubric work by teams
Feb. 17 Read Chapter 1& 2 in *Interdisciplinary Instruction*; Rationale of Interdisciplinary teaching; Video: Curriculum Innovations.
Feb. 19 Characteristics of a Good IDU; Discuss possible topics for IDU.
Feb. 24 Discussion of Fogarty: Assign models to teams
Feb. 26 Group presentations: fragmented, connected, nested, sequence, shared, webbed, threaded, integrate, immersed, networked; Discussion; Read Chap. 4 & 6 in *Interdisciplinary Instruction*
March 3 **Magazine Articles Reviews Due** (include the article) Use appropriate review critique. Article reviews presented in class; review for test
March 5 **Exam;** Group work on IDU’s
March 10 Groups work on IDU
March 12 Groups work on IDU; Need to show outline for all classes to instructor
**March 16-20 Spring Break**
**March 23-April 17 Practicum**
April 21 Work day; show progress to instructor
April 23 Computer Day
April 28 Computer Day
April 30 **Unit Presentations**
May 7 **Final Exams due at 9:30 in the classroom/Pick up Units**