Key Licensure Assessment #6: Interdisciplinary Unit Plan
Middle Childhood Education: EDUC 561
Overview
Advanced Teacher Preparation Program
Educator Preparation Unit
Muskingum University

1. Description of the Assessment and Its Use in the Program

The Association of Middle Level Education (AMLE) statement of beliefs in This We Believe (2003)* includes the following description of the type of curriculum which should be provided by successful schools for young adolescents:

“Curriculum that is relevant, challenging, integrative, and exploratory: An effective curriculum is based on criteria of high quality and includes learning activities that create opportunities for students to pose and answer questions that are important to them. Such a curriculum provides direction for what young adolescents should know and be able to do and helps them achieve the attitudes and behaviors needed for a full, productive, and satisfying life.”*

In order to determine if middle childhood education candidates are prepared to create such a curriculum, Key Licensure Assessment #6: Interdisciplinary Unit Plan is administered during EDUC 561: Professional Practices in Middle Schools I. The assessment allows the candidate to demonstrate his/her ability to work in a team to plan an interdisciplinary unit. Likewise, the assessment gives attention to flexible scheduling so as to allow candidates to experience the give and take necessary to meet the needs for planning the instructional time for all disciplines involved in an interdisciplinary unit. The Interdisciplinary Unit Plan is evaluated by the course instructor.

* http://nmsa.org/AboutNMSA/ThisWeBelieve/The14Characteristics/tabid/1274/Default.aspx

To be admitted into clinical practice at Gateway 2, a candidate must complete Key Licensure Assessments #6 and #7 (Interdisciplinary Unit Plan and Middle Childhood Practices Portfolio) with at least 80% of the elements of the AMLE standards across the two assessments rated at meets element and no element rated unacceptable.

2. Description of How the Assessment Specifically Aligns with the Association of Middle Level Education (AMLE) Standards (2001)

The following elements of the AMLE standards are evaluated through this key licensure assessment.

<table>
<thead>
<tr>
<th>Element 1K2: Understand the range of individual differences of all young adolescents and the implications of these differences for teaching and learning</th>
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<tbody>
<tr>
<td>Element 1K3: Knows a variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents</td>
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<tr>
<td>Element 1K4: Understand the implications of young adolescent development for school organization and components of successful middle level programs and schools</td>
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<tr>
<td>Element 1K6: Understand the interrelationships among the characteristics and needs of all young adolescents</td>
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| Element 2K4: | Knows best practices for the education of young adolescents in a variety of school organizational settings |
| Element 2K6: | Understands that flexible scheduling provides the context for teachers to meet the needs of all young adolescents |
| Element 3K1: | Understands that middle level curriculum should be relevant, challenging, integrative, and exploratory |
| Element 3K2: | Understands the interdisciplinary nature of knowledge and how to make connections among subject areas when planning curriculum |
| Element 3K3: | Possesses a depth and breadth of content knowledge |
| Element 3K4: | Is knowledgeable about local, state, and national middle level curriculum and of ways to assess the student knowledge reflected in those standards |
| Element 3K5: | Is fluent in the integration of technology in curriculum planning |
| Element 3K6: | Knows how to incorporate all young adolescents’ ideas, interests, and experiences into curriculum |
| Element 3K7: | Understands multiple assessment strategies that effectively measure student mastery of the curriculum |
| Element 3K8: | Understands the integrated role that technology plays in a variety of student assessment measures |
| Element 3K10: | Knows how to assess and select curriculum materials that are academically challenging and personally motivating to young adolescents |
| Element 3K11: | Understands the key concepts within the critical knowledge base and knows how to design assessments that target them |
| Element 3D1: | Values the need for being knowledgeable and current in curriculum areas taught |
| Element 3D2: | Views all areas of knowledge and skills as important |
| Element 3D3: | Values the importance of ongoing curriculum assessment and revision |
| Element 3D4: | Realizes the importance of connecting curriculum and assessment to the needs, interests, and experiences of all young adolescents |
| Element 3D5: | Are committed to implementing an integrated curriculum that accommodates and supports the learning of all young adolescents |
| Element 4K2: | Knows how to use content knowledge to make interdisciplinary connections |
| Element 4K4: | Understands how to integrate state-of-the-art technologies and literacy skills into their teaching fields |
| Element 5K2: | Knows a wide variety of teaching, learning, and assessment strategies, and when to implement them |
| Element 5K3: | Knows that teaching higher order thinking skills is an integral part of instruction and assessment |
| Element 5K4: | Knows how to select and develop formal, informal, and performance assessments based on their relative advantages and limitations |
| Element 5K7: | Understands how to motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources |
| Element 6K7: | Knows about the resources available within communities that can support students, teachers, and schools |
3. **Assessment Instrument**

Interdisciplinary Unit Plan Assignment Guidelines

*As you complete the following, refer to the scoring guide for Key Licensure Assessment #6 to ensure that you include all expectations for this assessment.*

**Purpose of the Assessment:** This assessment is designed to provide documentation of each teacher candidate’s knowledge, skills, and dispositions in working as a team member. Each team will be assessed on its knowledge, skills, and dispositions related to creating curriculum which is relevant, challenging, integrative, and exploratory. Each individual member will be assessed on his/her knowledge of lesson planning.

**Directions:** You will work with a team of middle childhood teacher candidates representing various content areas to develop a set of interdisciplinary lessons which reflect understanding of this complex process. The lessons should: include teaching/learning strategies which meet the unique needs of young adolescents, demonstrate understanding of the importance of flexible scheduling, demonstrate understanding of the interdisciplinary nature of knowledge, demonstrate understanding of the integration of technology into lessons, reflect an understanding of the role of motivation for young adolescents, and an understanding of assessment.

**Steps:**

1. Teams are formed with the goal of creating a 5-10 day interdisciplinary unit.

2. Team members read and discuss information about interdisciplinary units from such sources as:
   - NMSA (2003). *This we believe: Successful schools for young adolescents.* Westerville, OH: NMSA.

3. Team members are required to create the following team products:
   - a theme statement
   - a rationale for the selection of the theme (student interests, motivation, young adolescent development should be included as well as academic standards)
   - a graphic organizer to demonstrate the interdisciplinary connections
   - a list of resources including: teacher references, student reference materials, audio visual materials, field trip possibilities, resources people from the community who could make presentations, technology connections
   - a chart demonstrating the use of flexible scheduling

4. In addition to the team products, each individual team member will create five lesson plans which will be assessed using the lesson plan rubric.

5. Class time will be allotted for team work sessions, but individual work will also be required.

6. On the due date, each team will make a presentation of their product.
7. On the due date, each team member will complete an evaluation other team members’ cooperative work including: interpersonal skills, quality producer, participation, and commitment. In addition, each team member will complete a self evaluation of those same qualities.

In addition, the following tasks are to be completed:

**GROUP PRESENTATION** (last class period)

Theme statement
Web to demonstrate interdisciplinary connections
Rationale for theme selection
Resources related to the lessons

- Teacher reference
- Student reference
- Audio-visual materials
- Field trip possibilities
- Resource people who could make presentations
- Evidence that flexible time was negotiated

Group evaluation score (average of group members evaluation)

**LESSON PLANS**

Develop **FIVE** lesson plans using the following lesson plan format. All lessons are to relate to the chosen theme for the interdisciplinary unit.

**Lesson Plan Format**

I. **Learning Goals**

(a) Ohio Academic Content Standard(s): 

(b) Benchmark(s): 

(c) Indicator(s): 

(d) What should students know and be able to do *at the end of this lesson*?

II. **Student Background Knowledge and Experience**

(a) What prior knowledge and skills do students need in order to be successful in reaching the goals of this lesson?

(b) How do you know if students have the knowledge and skills they need in order to be successful?
(c) How will you use or accommodate the diverse experiences that your students bring to class (gender, race/ethnicity, English language proficiency, economic status, exceptionalities, skill level, learning styles)?

III. Instructional Procedures

(a) Content summary, including concepts and essential understandings

(b) Teaching methods

(c) Student grouping

IV. Resources and Materials

V. Instructional Activities (note lesson sequence, including important questions to ask students)

(a) Time Allotted

(b) Opening

(c) Main Activities

(d) Closing

VI. Assessment/Evaluation

(a) Identify how you will know if each student has met the learning goals.

(b) Attach assessments and assessment criteria.