Key Licensure Assessment #6: Interdisciplinary Unit Plan  
Middle Childhood Education: EDUC 312  
Overview  
Undergraduate Initial 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 312: Developmentally Responsive Middle Schools. 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](http://nmsa.org/AboutNMSA/ThisWeBelieve/The14Characteristics/tabid/1274/Default.aspx)

To be admitted into student teaching 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.

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<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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<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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<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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<td>Element 1K6: Understand the interrelationships among the characteristics and needs of all young adolescents</td>
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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 Allocated

(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.