

IND-1389: Team Planning and Interdisciplinary Collaboration

Independent Study Online Workshop Syllabus

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Number of Graduate-level Units: 1-6 units
Target Audience: K – 14th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

Earn professional development units for team planning and interdisciplinary collaboration. Teachers can earn graduate-level, non-degree, professional development credits from 1-9 units. To receive professional development credits, you will post artifacts as evidence and a log of hours to the Fresno Pacific University learning management system (LMS) for evaluation. Hours can be counted for all work completed to support your classroom, team, grade-level and multi-grade level approach to the delivery of instruction. For this course, you must document 15 hours of work and post supporting evidence for each 1 unit of credit. Hours must be from work completed during non-contract hours (unless your school/district allows contract hours to be counted).

This is an online course and can be started at any time. Team Planning and Interdisciplinary Collaboration is designed to build a thoughtful multi-dimensional approach to classroom teaching. Educators tend to work best when engaged, encouraged and inspired. Sharing, vetting and building are keys to planning. Team planning and collaboration provide educators with much-needed face-to-face interaction as well as professional insights into best practices a) Embedded professional development, b) Improved school culture, c) Increased time and efficiency, d) Better use of data to guide decision-making, e) Shared sense of responsibility, and f) Creative inspiration. Interdisciplinary approach allows teachers to problem-solve together. Integrated lessons and thematic units allow cross-teaching so topics become more “sticky.” Create, synthesize and evaluate professional development through the use of collaboration, digital and social media tools. Self-directed learning is critical to our professional development.

Self-Directed Learning

Self-directed learning is critical to our professional development. This course empowers educators to take charge of their own learning. This means that an educator will approach professional development as a targeted series of iterations based on interests and self-directed learning.

Accreditation by Western Association of Schools and Colleges (WASC)

Fresno Pacific University is accredited by the Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges and authorized to offer professional development coursework through Continuing Education.

1000-level Credit Courses and Course Hours

These professional development courses, workshops and conferences are graduate-level, non-degree professional development semester units of credit. One unit of professional development credit is associated with a minimum of 15 hours of guided instruction, research, and learning activities where students conduct research, learn new skills or technology tools, create lesson plans, develop learning activities, etc. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. Students have up to 6 months from the registration date to complete a course.

Required Course Materials

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than 1-6 weeks for each 1-6-unit workshop (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
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CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given inquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course students will be able to:		National Standards Addressed*	CE-SLO Addressed**
C-SLO 1	Develop effective plans and teaching materials for students including Learning styles, multiple intelligences, social and emotional needs to identify learning strategies that will facilitate academic productivity	NBPTS 1, 2, 3, 5	CE 4, 6
C-SLO 2	Evaluate various educational platforms, teaching methods, instructional materials, motivational strategies and how to apply them to academic, emotional and developmental success.	NBPTS 1, 3, 4, 5	CE 4
C-SLO 3	Raise self-esteem including self-acceptance, self-confidence, unconditional self-worth while building meaningful self-motivated and collaborative learning experiences.	NBPTS 3, 4, 5	CE 3
C-SLO 4	Research, collaborate, explore, test, reflect and continuously improve educational plans to match academic, developmental, emotionally sensitive, culturally aware, radically sensitive and career-oriented goals.	NBPTS 1, 3, 4, 5	CE 1, 3, 5, 6
C-SLO 5	Continual development and Improvement in career, personal development, self-management, health awareness, including stress, time, money, and energy	NBPTS 4, 5	CE 3, 4

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Student Learning Outcomes**

Examples of Evidence to Be Posted to Canvas

- Photos or screenshots of the activity created or modified for remote learning
- Videos of the activity created or modified for remote learning
- PowerPoint or Google Slide presentations created or modified for remote learning
- Lesson or unit plans created or modified for remote learning
- Synopsis of the activity created or modified for remote learning
- Reflection of the activity created or modified for remote learning

Example of Activities, Evidence, and Hours for 1 Professional Development Unit

Date	Activities	Evidence of Prof Dev	Hours
Aug 2020	Learned Schoology	Screenshot of Schoology	5.0
Sept 2020	Modified Lesson Plan	PowerPoint Slide Deck	1.5
Sept 2020	Learned Basic of Zoom	Paragraph Reflection	2.0
Oct 2020	Watched YouTube Tutorial on Kahoot!	Link to Kahoot! Tutorial	0.5
Nov 2020	Created Math Games on Hundredaire	Link to Hundredaire Lesson	1.0
Jan 2021	Created a Bitmoji Classroom	Video of Bitmoji Classroom	3.5
Jan 2021	Watched Webinar on Adding Tech to Class	Link to Webinar	1.0
Feb 2021	Read Article on Remote Learning Lessons	Paragraph Synopsis	0.5

TOTAL HOURS

15.0

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Welcome Module	<ul style="list-style-type: none"> • Welcome Video • Course Syllabus 	
Module 1 - 1st Unit / 15 hours	<ul style="list-style-type: none"> • VIDEO: Review Best Practices Teaming, Planning, Cross-curricular Development • New Skills / Classroom Teaming and Collaboration Evidence – 1st Unit of Credit (1-15 hours of documented work) 	Credit
Module 2 - 2nd Unit / 15 hours	<ul style="list-style-type: none"> • New Skills / Classroom Teaming and Collaboration Evidence – 2nd Unit of Credit (16-30 hours of documented work) 	Credit
Module 3 - 3rd Unit / 15 hours	<ul style="list-style-type: none"> • New Skills / Classroom Teaming and Collaboration Evidence – 3rd Unit of Credit (31-45 hours of documented work) 	Credit
Module 4 - 4th Unit / 15 hours	<ul style="list-style-type: none"> • New Skills / Classroom Teaming and Collaboration Evidence – 4th Unit of Credit (46-60 hours of documented work) 	Credit
Module 5 - 5th Unit / 15 hours	<ul style="list-style-type: none"> • New Skills / Classroom Teaming and Collaboration Evidence – 5th Unit of Credit (61-75 hours of documented work) 	Credit
Module 6 - 6th Unit / 15 hours	<ul style="list-style-type: none"> • New Skills / Classroom Teaming and Collaboration Evidence – 5th Unit of Credit (76-90 hours of documented work) 	Credit
Course Wrap-up	<ul style="list-style-type: none"> • Evaluation / Grade Request / Transcript Request 	

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- All assignments must be completed to receive credit and are expected to reflect the quality that teacher-training institutions require of professional educators.
- The instructor will evaluate the participants understanding of course objectives through evaluation of final projects (evidence of professional development) posted to Moodle.
- A grade of **Credit/No Credit (CR or NC)** will be issued for all coursework. Credit is equivalent to a B grade or better.
- A score of 80% - 100% will equal a final grade of Credit (CR). A score below 80% will result in a final grade of No Credit (NC). Coursework falling below 80% will be returned with further instructions.

Grading Rubrics

Grade	Percent	Description	Rubric
Credit	80-100%	Acceptable	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
No Credit	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of policies and procedures may be found at <https://ce.fresno.edu/workshop-policies-and-procedures/>

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.

FPU-SLO 5	Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.