

Newburgh Teacher Center

In-service Course Proposal

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Return by March 2, 2009 for SUMMER 2009

Title:	Interdisciplinary Instructional Planning with CRISS		
Curriculum Area:	ELA and Content Area of Teacher Participant		
Learning Standards:	ELA Standards 1, 2, 3, 4 and Content Area of Teacher Participant		
Presenter(s):	Pamela Krizek	Email:	pkrizek@newburgh.k12.ny.us or pamelakrizek@hotmail.com
Dates:	Summer 2009		
Time:	TBD – by surveys after teacher sign-up to best accommodate teachers who signed up		
Location:	TBD		
Credit(s):	1		
Hours:	15		
Target Audience:	Teachers of intermediate and secondary grade levels		
Course Description:	<p>Through explicit, direct instruction and excerpts from Jay McTighe's, <u>Understanding by Design</u>, teachers will understand the backwards design model of lesson planning with its components. Teachers will be guided through a process of interdisciplinary lesson planning, utilizing the ELA and content area Curriculum Maps relative to each teacher's discipline. Teachers will access NY Learns for the retrieval of Curriculum Maps (Standards and Performance Indicators), lesson plan ideas and the development of Teacher Portfolios. Through this process, assessments will be created that will be helpful in determining whether students have gained understanding and are able to apply and transfer skills and knowledge. CRISS strategies will be woven throughout the sessions with the expectation of transferring them into lesson plans. How to implement and manage flexible groups, teacher conferences, and student portfolios will also be part of this course. Excerpts from <u>Why Writing Matters</u>, (National Writing Project), and other research-based documents will be interwoven during sessions as they apply. Lessons will be scaffolded and tailored to participating teachers.</p>		
Course Requirements:	<p>Teachers will be expected to create and turn in interdisciplinary lessons utilizing District Curriculum ELA and Content Area Maps (on NY Learns) with a backwards design approach, with anticipated Fall implementation. Within the lessons, formative assessments will be generated and CRISS will be integrated. Lesson planning will begin in class, but will continue outside of class. Teachers will need to bring content materials to class each session. Teachers will need to know their teacher ID and password for NY Learns and will be utilizing NY Learns. Teachers will be expected to be active participants, respecting colleagues during discussions. During sessions, meta-cognition will be incorporated; there will be pre- and post- assessments and formal 3*2*1 exits, as teachers reflect on their learning. There will be opportunities to work in various groups, with partners, and alone. There will be opportunities to conference 1-1 with the presenter. Teacher and student portfolios will also be created and a management system devised.</p>		
Maximum	Each Session – 16 Teachers		

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Credit and permission granted by Jay McTighe – UbD

Name of In-service Proposal: Interdisciplinary Instructional Planning with CRISS

Name of Instructor(s): Pamela Krizek, *NECSD Literacy Specialist, HVWP Writing Consultant*

Desired Results

Goal(s): Teachers will integrate instructional strategies and targeted reading and writing tasks within content lessons. Using backwards design lesson planning, teachers will integrate CRISS (Creating Independence through Student-owned Strategies) and utilize NY Learns, choosing specific ELA NYS Performance Indicators to integrate with their content area (from District Curriculum Maps), saving lessons in personalized NY Learns Portfolios. Teachers will create assessments that will provide ongoing feedback to determine if students are achieving targeted goals. Teachers will maximize their instructional time as students become more involved as active participants, and flexible grouping becomes the norm. Lessons will be developed for Fall implementation.

Understanding(s):

- Understanding by Design
- Integration of ELA Curriculum and CRISS
- CRISS Principles and Strategies
- Utilizing NY Learns
- NY Learns Teacher Portfolios
- Conferencing with students
- Formative Assessments
- Flexible Grouping
- Student Portfolios
- Meta-cognition

Essential Question(s):

- How will backwards design planning maximize instructional time?
- How will I integrate and assess ELA tasks, especially reading and writing?
- How will CRISS produce higher student participation and achievement?
- How will NY Learns lessen teacher preparation time and assist with targeted instructional planning?
- How will I manage flexible grouping and conferencing with students?
- How will I create assessments that will inform me about my students' understanding and learning (with the ability to apply and transfer)?
- How will I manage Student Portfolios? Why are they necessary?
- How does meta-cognition aid in student understanding, retention, goal setting and self empowerment? How does meta-cognition assist teachers with lesson planning and instruction?

Knowledge/Skills: Designing interdisciplinary lessons using a backwards design format, understanding and utilizing the NYS Core Curriculum Documents (Standards and Performance Indicators) through NY Learns, utilizing the NY Learns website, understanding and applying CRISS principles and strategies, time-on-task, flexible grouping and how to create groups, formative assessments, how to conference with students, creating student portfolios, the importance of meta-cognition and daily teacher and student reflection and feedback.

Assessment Evidence

Direct Evidence: Informal observations, discussions (1-1, group), teacher writing, interdisciplinary lessons created by each teacher, teacher and student portfolios, pre-/post- assessments, formal reflections (3*2*1)

Learning Plan

Learning Activities: Teachers will create interdisciplinary lessons with CRISS in class, continuing with planning outside of class, lessons will be shared with and formally presented to colleagues, creation of student and teacher portfolios with management systems, flexible grouping, discussions, and explicit direct instruction.