Planning for Cross-Disciplinary Instruction: Self-Assessment

	Poor	Fair	Good	Very Good
It includes a rationale to explain the importance and relevance of cross-disciplinary learning.				
It has substance and real connections to students' real lives.				
It develops learning objectives to cover the content of learning; objectives cover not just knowledge but also skills and attitudes.				
It creates meaningful interdisciplinary activities; offers a web or chart to specifically identify where the connections across disciplines would occur in learning.				
It provides procedures for learning that are sequential and clearly described; procedures are aligned with identified learning objectives.				
It develops evaluation questions aligned with learning objectives that are able to assess students' higher-order thinking skills of analysis, synthesis, evaluation, or creativity.				
It includes performance-based activities and rubrics/criteria to define specific standards of quality.				
It selects, evaluates, and designs sufficient, varied, and relevant student resources.				
Overall, I not only commit to my own discipline but also value other disciplines and commit to background research to identify strong disciplinary links.				
Overall, the designed learning experiences are truly meaningful and productive in that they bring together multiple disciplinary perspectives and help students to focus on the investigation of a target theme, issue, or problem through connected cross disciplines.				

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