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STEM educators collaborate as an interdisciplinary team to plan, implement, and improve integrated STEM learning experiences.

Munster High School is developing a culture of cooperation and interdisciplinary collaboration. Our educators work across all disciplines in both formal and informal settings on a regular basis. The school's professional development calendar shows our STEM integration meetings which have been implemented to allow carved out time for interdisciplinary team collaboration, innovation, planning, and review. This calendar also serves as a way MHS attempted to address the problem of a lack of collaboration time for teachers and other staff members to learn about new ways their colleagues are integrating technology and argumentative writing in their curriculum. This calendar was created as a response to survey results which demonstrated the staff's belief that the opportunity to be exposed to other teacher's strategies would increase their own effectiveness and result in more student engagement. A shared calendar containing videos of and instructions for teaching strategies presented by staff members is available to all staff members on the school's *Moodle* page. The activities on this calendar cover a broad spectrum for topics including ways to utilize a flipped classroom, integrate argumentative writing across the curriculum, teach students to meet in virtual groups via *Officelive* or *Google Drive*. One of the most important aspects of the calendar is that it provides an opportunity for teachers to learn from other teachers, even if their schedules conflict. Additionally, it has opened the door for collaboration on a small scale by allowing teachers to discuss the use of these strategies via email. Although it is not a perfect solution, it shows the commitment of this staff to work collaboratively and to develop strategies that will encourage collaboration among their students.

Our staff has been working in teams to develop Understanding by Design units (UbD's) for every course in each discipline. This approach has challenged teachers to bring the big picture to each student's classroom experience. By emphasizing the relationships among all disciplines, UbD's have encouraged teachers to actively seek cross discipline interaction, and, as a result, make teachers more prepared to guide students to recognize these relationships in their assignments. The recognition of the real life application of assignments provides students with an understanding of the authenticity and appreciation for the relevance of the curriculum. Two days of professional development were dedicated to this initiative at the beginning of the year, during which time teachers met in multi-disciplinary large groups to discuss and begin developing authentic assessments. The leadership teams at MHS are currently attempting to devise ways for multi-disciplinary collaboration time to be added to the school day on a regular basis.

In a recent faculty survey, the staff indicated its desire to continue in the direction of STEM integration with additional professional development. This is one of our strongest attributes. A motivated educator team which is willing to learn, adapt, adjust, and grow is capable of encouraging and facilitating a rich STEAM education for all students.