EDTE 226
Strategies for Teachers

Master of Arts in Curriculum & Instruction with an emphasis in Professional Development

Dr. David Jelinek
EDTE 226 C & I
Agenda – June 24, 2009
7:30pm – 9:00pm

1. Course Overview, Syllabus & Assignment Details
2. Preview of SacCT
3. C & I Unit Overview
4. Prep for tomorrow
Course Overview

The course is divided into 5 modules:

- **Module 1** consists of the face-to-face sessions (June 24-26).

- **Modules 2 & 3** cover the next 5 weeks (June 28-July 25) and include the bulk of your online interaction with fellow classmates & instructor.

- **Modules 4 & 5** cover independent/small group work to prepare for the face-to-face wrap-up session on August 21st).
You should expect to spend the same amount of online time you would spend in the face-to-face class, which is 7-8 hours per module plus at least that amount again to complete assignments.

This does not mean you’ll have to spend 7-8 straight hours online. But it does mean that you should allot that amount of time during each module to work through the materials, read what is assigned, respond to online discussion prompts, and participate in other online activities as instructed.
Your online “classroom”

- Your online classroom is SacCT.
- Within each module you will find a place to post questions, respond to prompts, participate in small and whole group discussions, work on assignments, submit work, and get feedback.
- You will use SacCT email to electronically submit assignments. Each assignment is different, but in general you’ll usually submit your assignment as a Microsoft WORD attachment.
Textbooks

- *Teaching the Science Class You Never Had*, by David Jelinek, Ph.D., is available electronically with the understanding that you will only download and print one copy for yourself.
  - This is the PDF version of the textbook that will be published by Allyn & Bacon in 2010. All legal copyright issues apply.
  - The link to this textbook is provided on the course website and requires a password (which I will provide)
- **Cost for both texts is $57** payable to David Jelinek
Getting into SacCT

- SacLink account is needed. If you do not have this go to go to http://www.csus.edu/webct/student/ and click on the “SacLink Account” link.

- Other SacCT info and tutorials are also available at this link.

- You can access SacCT from www.csus.edu/indiv/j/jelinekd
David Jelinek, Ph.D.

COURSES
EDTE 226 Online C & I
EDTE 226 Folsom NB Cohort(Summer 09)
EDTE 116 Psychology of Instruction
EDTE 373B FACT Support
EDTE 227 Folsom NB Cohort

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Welcome to SacCT (WebCT) at Sacramento State

Announcements

Spring 2009 Term
A frequent request by the students is to hide old courses from their MyWebCT course list; consequently, on June 30th, we will be hiding the Spring 2009 term from the student's view.

Campus Pack
Our pilot program with Learning Objects ends on June 19th, Friday. Pilot instructors have been notified individually by email, including how to provide feedback.

Students: Add Photo in Roster
Want to make it easier for your instructors and your classmates to put your name with your face? You can now add a picture to your profile in SacCT. If your instructor has made the Roster tool available in your course, you’ll be able to see other students’ pictures as well. To add a photo to your profile, log in to SacCT and follow the steps below:

1. Click on My Settings.
2. Click Edit Profile.
3. Under the photo box, click Browse and select a
Module 1 (Face-to-Face: June 24, 25, 26)

Click on the Learning Module link to access the instructions and related materials. Also be sure to consult the course syllabus schedule for reading and assignment requirements.
Welcome to the first Learning Module for EDTE 226, Online C & J Cohort. The course is divided into 5 modules:

Module 1 consists of the face-to-face sessions (June 24, 25 & 26).

Modules 2 & 3 are online and require participation in small and large group discussion forums. Module 3 ends on and July 25th.

Modules 4 & 5 involve independent activities, culminating in PowerPoint presentation each of you will make on August 21st.

Each Learning Module follows the same format: When you click on the module you will find the step-by-step instructions for the module. Related documents and links can all be found in the Table of Contents on your left. OK, let's get started...

Thursday:

Step 1: On Wednesday evening you viewed a PowerPoint presentation to the course and unit designing process. To view the PowerPoint (in PDF format) click on the link in the Table of Contents that says "226 Overview of Unit Designing Process". Once you have tried this to make sure it works, go onto Step 2.

Step 2: Note the icons on the upper right side of this window. The first icon looks like a push pin. The beauty of these icons is they allow you to navigate to almost everything needed without ever having to exit the module. For example, the first icon brings you to discussion forums for the module, the second icon brings you to chat rooms, the third icon provides a printable view, the fourth icon allows you to bookmark any page you are viewing, and the fifth icon opens up a separate "notes" page for you to jot down whatever you want (visible only to you). Notice the arrows on the far right allow you to retrace where you've been or to move forward.

Try the different icons. The print icon can be particularly useful for pages like these instructions. In fact, I recommend you print out the instructions at the beginning of each module.

Step 3: Just as there is much more to a classroom session than a lecture, so there will be much more to your online sessions. Think of SacCT as the place where small and whole group discussions occur, where you can work on...
What this class is about . . .

1. Creating a dynamic unit using backwards designing principles
2. Integrating differentiation strategies supported by best practices and sound research
3. Creating a professional development plan to “teach” these processes to others
How do we get from here ... to here?

Teaching content that matters
By Designing Units that "Uncover" Student Thinking
Unit Design -- A Dynamic Process

Big Ideas
- Content
- Inquiry
- Nature of the Field

Enduring Outcomes
- Analytical
- Creative
- Practical

Instructional Blueprint
- Differentiation
- Sequence & Flow
- Essential Questions
- Reflection

Evidence of Enduring Outcomes
- Evaluation Criteria
- Multiple Methods
Unit Planning Template

- A tool for organizing the Unit Plan Effectively
- Template walks you through designing with “un-coverage” in mind
- Just a guide
Big Ideas

Genuine, un-obvious understandings that require inquiry and student “construction” to uncover their meaning.
Enduring Outcomes
What students will retain and walk away with by the time they move onto the next unit

ANALYTICAL

CREATIVE

PRACTICAL
Evidence of Enduring Outcomes

Enduring Outcomes Statements

Evidence to show that the outcomes have been achieved
What Essential Question raises more questions – provoking and sustaining engaged inquiry?

What Essential Question is arguable – and important to argue about?

What Essential Question lies at the heart of the subject and helps provide purpose for learning?

What Essential Question raises important conceptual or philosophical issues?
# Instructional Blueprint

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Instructional Strategies/Tasks to Support Differentiation (Include a balance of <em>analytical</em>, <em>creative</em>, and <em>practical</em> activities)</th>
<th>Assessments</th>
</tr>
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<tbody>
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<td>1</td>
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<td>15</td>
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<td><em>Add as many rows as you have lessons.</em></td>
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</tbody>
</table>
Attachments

1. Context that addresses who you are teaching
2. Standards this unit addresses
3. Sample assessment with evaluative criteria
4. Individual reflection and Professional Development Plan
For tomorrow. . .

1. Read Jelinek Ch 1 and become familiar with the distinguishing features of Sternberg’s “Successful Intelligence” framework
2. Read Jelinek Ch 5, (Stage 1)
3. Relate the individual student profiles to your own students
4. Become familiar with the components of “classroom community profile”
5. Decide on unit content area and locate related resources
6. Download and save the Unit Design Template from the course website.