INSTRUCTOR: David Jelinek  
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(916) 278-4491

OFFICE HOURS: Eureka 411  
Tue –Wed –Thur: 1 to 2 PM

TIME and LOCATION:  
June 11 to 28  
Tue-Wed-Thurs: 2 to 6:30 PM  
Academic Information Resource Center (ARC) Room 3006  
Some components will be online: http://www.csus.edu/indiv/j/jelinekd

CATALOG DESCRIPTION:  
This seminar focuses on analyzing various teaching strategies to identify teacher competencies and learning outcomes. Each strategy will be examined for its relationship to National Board Standards.

PROGRAM OUTCOME:  
Combined with the other core courses of the CSUS masters program and the series of electives, this course is designed to provide practicing teachers with the strategies necessary to successfully pursue National Board Certification.

STUDENT LEARNING OUTCOMES:  
Candidates will:  
• Learn and apply the “backward” unit designing process in making instructional decisions  
• Identify the “big ideas” in and across disciplines.  
• Master a range of assessment options, and have an understanding of the advantages of each method.  
• Design learning sequences with clearly articulated goals based on the teacher’s knowledge of his or her students’ abilities and interests, state and national standards, and the resources available.  
• Demonstrate a working understanding of a variety of differentiated teaching strategies and models of instruction  
• Relate evidence from their units and assignments to the 5 NBPTS Core Propositions.

TEXT:  
• Teaching the Science Class You Never Had, by David Jelinek. Applicable chapters related to this class are included electronically at no extra charge 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 McGraw-Hill in 2008. All legal copyright issues apply.)

ACADEMIC REQUIREMENTS:  
Accepted to the CSUS Teacher Education Graduate Cohort for National Board Certification

PARTICIPATION:  
• This is an activity-based class, which means you will need to attend all class sessions  
• You should expect to spend the same amount of time to complete assignments outside of class as you will in-class, which is 4 1/2 hours per class session plus at least that amount again to complete assignments.
COURSE ASSESSMENT:

Assignments 1. Reading preparation & participation in class activities, including online component (25% of course grade)
- Students are expected to complete all assignments and reading material for each class session
- Grading will be based on attendance, class participation, and in-class assignments.
- There is a make-up limit of one (1) in-class assignment, which must be completed within 1 day of the original class session.
- Daily participation is mandatory. Missing 1 class session drops overall grade by 10%; missing 2 days drops overall grade by 20%. Missing more than 2 class session causes withdrawal from class.
- Excused absences are allowed only in extreme cases, and according to university policy.

2. Unit Plan (50% of course grade)
All students will be required to design a unit that incorporates knowledge of students, content in a specific domain, an assessment plan, and an instructional blueprint that incorporates logically sequenced lessons and activities.

3. Reflective Analysis and/or PowerPoint Presentation (25% of course grade)
Use a specific model of instruction to analyze and detail the major components of the unit and lesson plans (including models of instruction and differentiation strategies) and relating these to key elements of the five core propositions. If all assignments are submitted on time throughout the course, student will just need to do the PowerPoint. If assignments are not submitted on time, then a 3 to 5 page, single-spaced paper will be required in addition to the PowerPoint. Detailed instructions and a rubric will be provided.

Criteria See attached rubrics.

Grading Scale

90 to 100 = A 60-69 = D
80-89 = B  Below 60 = F
70-79 = C

UNIVERSITY POLICIES:

Plagiarism - Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and results in failing the class and possible removal from the program. Consult the university policy manual for full details.

Incomplete - An incomplete (I) may be given to a student who did not complete a portion of the work or final examination due to circumstances beyond the student's control. The incomplete contract must be signed by the student and the instructor. The work must be completed in 30 days or the incomplete will revert to the grade that the student would have earned. This grade and the date the work is due will be specified on the incomplete contract.
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<th>Week # and Date</th>
<th>Objectives or essential questions</th>
<th>Assignments</th>
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| June 12:        | Course introduction, expectations for projects and participation, and overview of unit designing process. *Student Learning Profiles* | For tomorrow:  
- Read UbD, p.1-21  
- Read Jelinek, Ch 5, p. 1-3; Ch 1, then Ch 5, p.3-6  
- Be familiar with Student Learning Profiles prompts and be prepared to discuss these relative to your most recent class of students. |
| June 13:        | What are my students’ learning profiles? What are the gaps that need to be addressed? | For tomorrow:  
- Read UbD, p.35-81  
- Read Jelinek, Ch 5, p 6-10  
- Bring draft of Stage 1, Student Learning Profiles  
- Be prepared to discuss *What is Understanding? And What are Big Ideas?* |
| June 14:        | What are the big ideas that guide my subject area? | Due today:  
- Turn in Stage 1  
For Monday:  
- Read UbD, p. 146-171  
- Read Jelinek,Ch 4; ch 5, p.10-13  
- Bring drafts of Stages 2 & 3 |
| June 19:        | What is assessment *for* learning? What is assessment *of* learning? What are the different kinds of assessment and how do I use them? | Due today:  
- Turn in Stages 2 & 3  
For tomorrow:  
- Read Jelinek, Ch 3; Ch 5, p. 13-21  
- Read UbD, p. 105-125  
- Be prepared to discuss the “5 Es” & implications for differentiating instruction  
- Be prepared to discuss each of the prompts related to the instructional blueprint |
| June 20:        | How do I differentiate instruction for all learners? | For tomorrow:  
- Turn in rough draft of Stage 4  
- Turn in “Discrepant Event” lesson plan  
- Read NBPTS Core Propositions  
- Be prepared to discuss refinements to the unit plan in light of core propositions |
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| June 21:       | How do the unit design components relate to the NBPTS Core Propositions? | For today:  
  • Turn in rough draft of Stage 4 & “Discrepant Event” lesson plan  
For Monday:  
  • Read Ch 6, Models of Instruction  
  • Turn in full unit plan with 3 accompanying lesson plans |
|                |                                  | For today:  
  • Be prepared to focus on one of the models of instruction in depth and relate how this addresses key elements of the core propositions  
  • Last chance to submit re-writes of any drafts  
For tomorrow:  
  • Q & A  
  • One-on-one assistance with re-writes & final reflection/PowerPoint |
| June 26:       | Which model of instruction is best? How do I tie everything together from the unit and lesson plans, differentiated strategies and models of instruction, to demonstrate competence in the core propositions? | For today:  
  • One-on-one assistance with re-writes & final reflection/PowerPoint  
For tomorrow  
  • Submit your final reflective analysis and present PowerPoint detailing the major components of the unit and lesson plans (including models of instruction and differentiation strategies) and relating these to key elements of the five core propositions. |
| June 27:       | Catch-up day                     | For today:  
  • One-on-one assistance with re-writes & final reflection/PowerPoint  
For tomorrow  
  • Submit your final reflective analysis and present PowerPoint detailing the major components of the unit and lesson plans (including models of instruction and differentiation strategies) and relating these to key elements of the five core propositions. |
| June 28:       | Wrap up, evaluation and final presentations |  
  • Submit your final reflective analysis and present PowerPoint detailing the major components of the unit and lesson plans (including models of instruction and differentiation strategies) and relating these to key elements of the five core propositions. |

Note: This schedule is tentative and is subject to change. Changes will be announced in class or via email.