## Flex Course Request

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
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<tbody>
<tr>
<td>College</td>
<td>EHE</td>
</tr>
<tr>
<td>Course Bulletin Listing</td>
<td>EDU T&amp;L - EDUCATION:TEACHING &amp; LEARNING</td>
</tr>
<tr>
<td>Course Prefix</td>
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<tr>
<td>Course Number</td>
<td>727</td>
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<tr>
<td>Course Decimal</td>
<td>10</td>
</tr>
<tr>
<td>Full Course Title</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Level</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Credit Hours</td>
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</tr>
<tr>
<td>Proposed Effective Year</td>
<td>12</td>
</tr>
<tr>
<td>Proposed Effective Term</td>
<td>Winter Quarter</td>
</tr>
<tr>
<td>Previous term(s)</td>
<td></td>
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<tr>
<td>of offering and enrollment</td>
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### Flexibly Scheduled/Off-Campus/Workshop Course Information

**Course Description**

Educators considering the National Board Certification process will benefit from enrolling in this course because it develops the knowledge and skill needed to accomplish certification.

**Offering Pattern**

- [x] This year
- [ ] Every other year
- [ ] GEC Course

**General Course Information Statement**

- [ ] Offered in Distance Learning Format?
- [ ] Service Learning?

**Date Range(s)**

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Complete this section for off-campus courses

Off-campus ZIP code 43220

Explain differences in distribution of contact time with on-campus offerings

Instructor Dr. Adrian Rodgers
Rank Associate Professor

Explain differences in instructor rank/qualifications with on-campus offerings

Explain differences in teaching arrangements from on-campus offerings

Explain how student services will be provided to off-campus students (registration, office hours, academic advising, etc.)

General Information

Expected Section Size 0

State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university
This course is contracted through the School of Teaching and Learning Office of Outreach and Engagement to serve the needs of the Columbus City School Teachers.

Describe any changes in library, equipment, or teaching aids needed

Expected Enrollment for Proposed Offering Term

Please complete and attach the form(s) on the following page before completing the package.

Scheduling Supplement Form

**Course Contact Information**

- **Faculty Name**: Dr. Adrian Rodgers
- **Faculty Email**: rogers.50@osu.edu
- **Contact Name**: Sarah McNeill
- **Contact Dept**: EDUTL
- **Contact Email**: mcneill.27@osu.edu
- **Contact Phone**: 2-2476

Save Validate
Flex Course Request Form

Course Number: 727.10

Level: Undergraduate _____ Graduate _____ Grade Option: Letter _____ S/U _____

Credit Hours: _03_

Proposed Effective Year: _2012_ Proposed Effective Term: _WI/12_ Previous Terms of Offering: _SPR/10_

Flexibly Scheduled / Off-Campus / Workshop Course Information

Course Description:
25 word limit

This course is for teachers considering the National Board Certification process. Educators will benefit from enrolling in course because it develops the knowledge and skills needed to accomplish certification.

Course offered less than term length: _____ Distribution of Class Time: __3 hrs / 10 weeks__ (e.g. 3 hrs / 10 weeks)

Offering Pattern: Distance Learning Format: N (means 100% online) Section Size: 25 Date Range: Winter, 2012

Off-Campus Offering: Y/ Off-Campus ZIP code: __43220__ Off-Campus Location: ___CCS___

Hours Out-of-Class Preparation: ___90___ Total Class Meeting Hours: ___25___ Length of each Class: 2h30m

Advertised Course Title: _NATIONAL BOARD SUPPORT: BECOMING A REFLECTIVE TEACHER THROUGH PREPARING FOR NATIONAL BOARDS_

Faculty Name: Adrian Rodgers _____ Faculty Rank: Assoc Prof_

Faculty Phone: 740.366.9261 Faculty E-mail: rodgers.50@osu.edu

Secondary Instructor: Carole Moyer _____
SI Tel: 436-8452 SI E-mail: CMoyer@columbus.k12.oh.us

Academic Advising Opportunity: ___Before / After class ________ (by appointment, after class, etc.)
Approved by the Graduate Studies Committee Chair: __________________________ Date: __________________

Approved by the School Director: __________________________ Date: __________________
EDUCATION T & L 727:010
PART I – NATIONAL BOARD SUPPORT: BECOMING A REFLECTIVE
TEACHER THROUGH PREPARING FOR NATIONAL BOARDS
Winter 2012

Adrian Rodgers
The Ohio State University
Phone: 740-366-9261
rogers.50@osu.edu

Carole Moyer, NBCT
Early Childhood Coordinator
Columbus Public Schools
Phone: 614-436-8452
cmoyer@columbus.k12.oh.us

Description/Rationale
This course has been developed for teachers who are seriously considering beginning the
National Board Teacher Certification process during the following academic year. The
National Board for Professional Teaching Standards has established high and rigorous
standards for what accomplished teachers should know and be able to do. These
standards plus research describing what constitutes an accomplished teacher are used to
form the basic structure of this course. Those educators who plan to engage in the
national certification process will benefit from enrolling in this professional development
course. Knowledge and skills needed to accomplish this certification are stressed.

Relationship to Other Courses/Curricula
No known relationship

Knowledge, Skills, and Dispositions
As a result of this course, professional educators will demonstrate the following
behaviors:

1) Renewed commitment to students and their learning.
2) Ability to think and write systematically about their practice.
3) Skills which will enable them to learn from their teaching experiences.
4) Skills which will enable them to engage in professional dialogue
5) Ability to look closely and analytically at videotapes and artifacts of instruction

Off-Campus Field Experiences:
Collaboration between OSU and school partners – this course is a part of the Outreach
and Engagement agreement between the College of Education and the Columbus Public
Schools.

Diversity
The National Board Standards encourage teachers from all ethnic and political
perspectives to pursue certification and encourages them to work to help their students
understand and use democratic principles of freedom, justice and equity. Teachers are
couraged to design activities and raise questions that require students to think about
ethical issues and conflicts from a variety of perspectives.
Technology
Students will be prepared to use video photography to document their teaching performance, and they will be prepared to gather resources on several websites to enhance their teaching portfolio.

Topical Outline: This class will consist of ten, three-hour meetings. Topics addressed in each session are listed below:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Informational Presentation About the National Board for Professional Teaching Standards</td>
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<tr>
<td>Week 2</td>
<td>Educating Urban Children: Our Beliefs, Fears and Challenges</td>
</tr>
<tr>
<td>Week 3</td>
<td>Informal Student Assessment - Analysis and Reflection of Student Artifacts</td>
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<tr>
<td>Week 4</td>
<td>Readin’ &amp; Writin’ – Tools of the Scholar – understanding the difference between the three kinds of writing required by the National Board (descriptive, analytical and reflective). Practice writing in each genre.</td>
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<tr>
<td>Week 5</td>
<td>Conversations about integrative classroom lessons – the importance of Brain-friendly teaching</td>
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<tr>
<td>Week 6</td>
<td>Videotaping our practice and the power of reflective teaching</td>
</tr>
<tr>
<td>Week 7</td>
<td>Teaching beyond the teaching day – the power of extra-collegial activities and family/community engagement.</td>
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<tr>
<td>Week 8</td>
<td>Surveying a typical generalist NB Portfolio: What is required.</td>
</tr>
<tr>
<td>Week 9</td>
<td>A close look at an Entry 4 NB Portfolio. Understanding how to read portfolio requirements and answer specific portfolio questions.</td>
</tr>
<tr>
<td>Week 10</td>
<td>Sharing Entry 4 outlines. Reflecting on our own teaching through personal classroom videos.</td>
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Course Requirements/Evaluation
This course is graded on a Satisfactory/Unsatisfactory or S/U basis. The following breakdown of percentages and requirements guide student evaluation in this course.

- 20% Attendance and participation in class.
  - Teachers are expected to attend all sessions and fully participate in reflective conversations.

- 40% Weekly Readings and Responsive Journal Entries.
  - Teachers are expected to read a significant amount of text each week and respond to guideline questions with a journal entry meeting criteria described in the guideline questions. Journal entries must be word processed and a minimum of 1 1/2 pages.

- 40% Classroom-based assignment.
  - Teachers must submit and share a 20-minute videotape of their classroom teaching along with a five-page reflective paper that reviews the videotape. Guidelines described by the National Board for Professional Teaching Standards will be used to critique the reflective paper.

- Grading will be Satisfactory/Unsatisfactory - S/U.
  - An overall total of 80% will be necessary to receive a grade of Satisfactory (S).

Texts/Reading List

Texts


Bibliography


Statement of Student Rights:

Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.