### Flex Course Request

<table>
<thead>
<tr>
<th>College</th>
<th>EHE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Bulletin Listing</td>
<td>EDU T&amp;L - EDUCATION:TEACHING &amp; LEARNING</td>
</tr>
<tr>
<td>Course Prefix</td>
<td></td>
</tr>
<tr>
<td>Course Number</td>
<td>727</td>
</tr>
<tr>
<td>Generic course or decimal subdivision?</td>
<td>Yes</td>
</tr>
<tr>
<td>Course Decimal</td>
<td>50</td>
</tr>
<tr>
<td>Full Course Title</td>
<td>Integrated Teaching and Learning</td>
</tr>
<tr>
<td>Level</td>
<td>Graduate</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Proposed Effective Year</td>
<td>12</td>
</tr>
<tr>
<td>Proposed Effective Term</td>
<td>Winter Quarter</td>
</tr>
</tbody>
</table>

**Flexibly Scheduled/Off-Campus/Workshop Course Information**

**Course Description**
This course prepares potential mentors/consulting teachers in their role assisting and assessing teachers through a school district's induction program.

**Offering Pattern**
- ✓ This year
- Every other year

**General Course Information Statement**

**Date Range(s)**
Jan 6th - Mar 9th, 2012
Complete this section for off-campus courses

Off-campus ZIP code: 43229

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

Instructor: Dr. Laurie Katz
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

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Dr. Laurie Katz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Email</td>
<td><a href="mailto:katz.124@osu.edu">katz.124@osu.edu</a></td>
</tr>
<tr>
<td>Contact Name</td>
<td>Sarah McNeill</td>
</tr>
<tr>
<td>Contact Dept</td>
<td>EDUTL</td>
</tr>
<tr>
<td>Contact Email</td>
<td><a href="mailto:mcneill.27@osu.edu">mcneill.27@osu.edu</a></td>
</tr>
<tr>
<td>Contact Phone</td>
<td>2-2476</td>
</tr>
</tbody>
</table>

Save Validate
Flex Course Request Form

College: _EHE_  Course Bulletin Listing: Education Teaching & Learning
Course Number: 727.50  Generic course or decimal subdivision: _Y/N_  Course Decimal: .50

Level: Undergraduate ____  Graduate ____  X____  Grade Option: Letter ____  S/U ____  X____  Credit Hours: _3___

Proposed Effective Year: _2012___  Proposed Effective Term: _WI 2012___  Previous Terms of Offering: ____

Flexibly Scheduled / Off-Campus / Workshop Course Information

Course Description: This course prepares potential mentors/consulting teachers in their role assisting and assessing teachers through a school district’s induction program.

Course offered less than term length: _Y/N_  Distribution of Class Time: 2 classes/week (e.g. 3 hrs/10 weeks)

Offering Pattern: Distance Learning Format: _No_ (means 100% online)  Section Size: _20___  Date Range: _______________

Off-Campus Offering: _Yes_  Off-Campus ZIP code: 43229  Off-Campus Location: Columbus City Schools

Hours Out-of-Class Preparation: 52  Total Class Meeting Hours: 38  Length of each Class: 2 hours

Advertised Course Title: _Supervision Knowledge and Skills for Mentoring P-12 Teachers_

Faculty Name: Laurie Katz, Ed.D.  Faculty Rank: Associate Professor, Co-PI Project ASPIRE

Faculty Phone: 614-292-2111  Faculty E-mail: katz.124@osu.edu

Secondary Instructor: Marguerethe Jaede  Desired Access: ____________________________________________

SI Phone: 614-365-8600  SI E-mail: mjaede@ohioaspire.org

Academic Advising Opportunity: by appointment/after class____ (by appointment, after class, etc.)

Approved by the Graduate Studies Committee Chair: ___________________________  Date: __________________

Approved by the School Director: ___________________________  Date: __________________
Flex Course Request Form

College: EHE
Course Bulletin Listing: Education Teaching & Learning
Course Number: 727.50
Generic course or decimal subdivision: Y/N
Course Decimal: .50

Level: Undergraduate ___ Graduate___ Grade Option: Letter ___ S/U ___ Credit Hours: ___

Proposed Effective Year: 2012 Proposed Effective Term: WI 2012___ Previous Terms of Offering: ___

Flexibly Scheduled / Off-Campus / Workshop Course Information

Course Description: 25 word limit
This course prepares potential mentors/consulting teachers in their role assisting and assessing teachers through a school district’s induction program.

Course offered less than term length: Y/N Distribution of Class Time: 2 classes/week (e.g. 3 hrs/ 10 weeks)

Offering Pattern: Distance Learning Format: No (means 100% online) Section Size: ___ Date Range: ____________

Off-Campus Offering: Yes Off-Campus ZIP code: 43229 Off-Campus Location: Columbus City Schools

Hours Out-of Class Preparation: 52 Total Class Meeting Hours: 38 Length of each Class: 2 hours

Advertised Course Title: __ Supervision Knowledge and Skills for Mentoring P-12 Teachers

Faculty Name: Laurie Katz, Ed.D. Faculty Rank: Associate Professor, Co-PI Project ASPIRE

Faculty Phone: 614-292-2111 Faculty E-mail: katz.124@osu.edu

Secondary Instructor: Marguerethe Jaede Desired Access: ______________________

SI Phone: 614-365-8600 SI E-mail: mjaede@ohioaspire.org

Academic Advising Opportunity: by appointment/after class ___ (by appointment, after class, etc.)

Approved by the Graduate Studies Committee Chair: ______________________ Date: __________

Approved by the School Director: ______________________ Date: __________
Supervision Knowledge and Skills For Mentoring P-12 Teachers
Winter 2011, Tuesdays & Fridays
School of Teaching & Learning 727.50 (3 credits)

Instructor: Marguerethe Jaede
Northgate
Columbus City Schools

OSU faculty: Laurie Katz
202A Arp Hall
The Ohio State University
Columbus, OH 43210

Office Phone: 614-365-8600
E-mail: mjaede@ohioaspire.org

Co-Facilitator: PAR Consultant (rotating basis)

Rationale for the Course
Recently, the National Education Association and the American Federation of Teachers have endorsed induction programs. In Ohio, state licensure is also now based upon teacher performance, and national initiatives such as the INTASC, Teacher Residency Model, and the National Commission on Teaching for America’s Future (NCTAF) are also supporting the concept of using teacher performance as a measure of teacher quality. States are providing funding opportunities for local districts to develop and implement their own mentoring and assessment program focusing on assisting and/or assessing teacher performance.

Due to the increased focus on formal and informal induction programs and teacher assessment through teacher performance, there is a growing need for professional development opportunities to prepare potential mentors, or consulting teachers, for their role assisting and assessing teachers. This course is designed to help meet this need for the newly hired consulting teachers and other district personnel wishing to understand the assistance and assessment process.

Relationship to Other Courses/Curricula:
This course aligns with the mission of the College of Education and Human Ecology, and current courses offered through the Office of Outreach and Engagement. Courses offered through this office are customized professional development opportunities that are aligned with district-wide efforts at improving teaching and learning in the respective district.

Objectives
1. To engage in ongoing dialogue around the progress of interns and interventions in order to build a shared understanding of expectations, systems of support, and standards.
2. To deepen and refine the ability to engage in productive coaching conversations with interns/interventions.
3. To develop a ‘tool kit’ of observation and assessment tools.
4. To deepen and refine the ability to write PAR progress reports that reflect intern/interventions performance as measured by a common rubric and other observation tools.
The course will be framed around the Ohio Residency and Standards for Teacher Performance. The standards provide the structure for the course, and the opportunities for implementing strategies, which will enhance teacher quality of entry-year teachers.

**Anticipated Weekly Schedule**

<table>
<thead>
<tr>
<th>Session 1 PD</th>
<th>Establishing Group Norms and Objectives</th>
<th>Bring</th>
</tr>
</thead>
</table>
| January 6    | • Discuss and establish group norms  
               • Discuss and establish objectives for the course |       |

<table>
<thead>
<tr>
<th>Session 2 PLC</th>
<th>Facilitation of Professional Learning Community for CCS Novice/Intern Teachers</th>
<th>Bring</th>
</tr>
</thead>
</table>
| January 10    | • Discuss and establish objectives for the Professional Learning Community (PLC)  
               • Engage in World Cafe Protocol to elicit insights on areas in need of support |       |
|               | ppt. slide intro                                                                  | World Cafe Host materials |

| Session 3 PLC - Prep | Preparation for Novice/Intern PLC  
                       | January 17 and January 24 | Bring |
|----------------------|-----------------------------|--------------------------|
| January 13           | • Analyze trends of coaching conversations and observation scripting to develop content for Intern/Novice PLC  
                       • Based on analysis, refine content for whole group portion of PLC and create content-specific reflective questions to guide small group PLC | Reflection of coaching conversations & observation trends |

<table>
<thead>
<tr>
<th>Session 4 PLC</th>
<th>Facilitation of Professional Learning Community for CCS Novice/Intern Teachers</th>
<th>Bring</th>
</tr>
</thead>
</table>
| January 17    | • Whole Group: Building Relationships & Creating a Learning Environment  
               • OH Resident Educator/Support Personnel Year-Long Plans  
               • Small Group PLC: content & trend driven discussion | Guided questions based on trends for PLC |

<table>
<thead>
<tr>
<th>Session 5 PD</th>
<th>Recognizing the Importance of Cultural Identity Models of Scripting and Observing</th>
<th>Bring</th>
</tr>
</thead>
</table>
| January 20   | • Discuss coaching conversation skills in mentoring relationships. Focus: Trust/Rapport  
               • Recognizing the importance of cultural identity in building rapport between mentor and teacher | Bring models of scripting and observation tools |
### Session 6 PLC
**Facilitation of Professional Learning Community for CCS Novice/Intern Teachers**
- Whole Group: Procedures & Protocols
- Small Group PLC:

**January 24**
- Guided questions based on trends for PLC

### Session 7 PLC - Prep
**Preparation for Novice/Intern PLC**
- Analyze trends of coaching conversations and observation scripting to develop content for Intern/Novice PLC
- Based on analysis, refine content for whole group portion of PLC and create content-specific reflective questions to guide small group PLC

**January 27**
- Bring

### Session 8 PLC
**Facilitation of Professional Learning Community for CCS Novice/Intern Teachers**
- Whole Group: Rigor & Relevance
- Small Group PLC:

**January 31**
- Guided questions based on trends for PLC

### Session 9 PD
**Understanding the Ohio Resident Education Induction Model**
- Elements of effective PAR Panel Reports
- Discuss coaching conversation skills in mentoring relationships. Focus: Listening Set Asides
- Review the OH RE-1 Induction Model
- Identifying elements of quality reports

**February 3**
- Bring OH RE-1 handbook
- Bring 1 exemplary PAR report

### Session 10 PLC
**Facilitation of Professional Learning Community for CCS Novice/Intern Teachers**
- Whole Group: Navigating CCS
- Small Group PLC:

**February 7**
- Guided questions based on trends for PLC

### Session 11 PLC - Prep
**Preparation for Novice/Intern PLC**
- Analyze trends of coaching conversations and observation scripting to develop content for Intern/Novice PLC

**February 10**
- Bring

**February 14 and February 21**
<table>
<thead>
<tr>
<th>Session 12 PLC</th>
<th>Facilitation of Professional Learning Community for CCS Novice/Intern Teachers</th>
<th>Bring</th>
</tr>
</thead>
</table>
| February 14    | • Whole Group: Formative Assessments  
                 • Small Group PLC:                                                                 | Guided questions based on trends for PLC |

<table>
<thead>
<tr>
<th>Session 13 PD</th>
<th>Coaching &amp; Preparing PAR Panel Reports</th>
<th>Bring</th>
</tr>
</thead>
</table>
| February 17    | • Discuss coaching conversation skills in mentoring relationships. Focus: Coaching Response Behaviors - Pause/Paraphrase  
                 • Review drafts of PAR Panel and Interim reports  
                 • Role play of PAR Panel reporting                     | Bring draft of 1 PAR Panel report  
                                                                 Case study of 1 intern/intervention that includes use of 2 observation tools |

<table>
<thead>
<tr>
<th>Session 14 PLC</th>
<th>Facilitation of Professional Learning Community for CCS Novice/Intern Teachers</th>
<th>Bring</th>
</tr>
</thead>
</table>
| February 21    | • Whole Group: Eliciting High Level Thinking from your Students  
                 • Small Group PLC:                                                                 | Guided questions based on trends for PLC |

| Session 15 PLC - Prep | Preparation for Novice/Intern PLC  
                        February 28 and March 6 | Bring |
|------------------------|-------------------------------|-------|
| February 24            | • Analyze trends of coaching conversations and observation scripting to develop content for Intern/Novice PLC  
                          • Based on analysis, refine content for whole group portion of PLC and create content-specific reflective questions to guide small group PLC | |

<table>
<thead>
<tr>
<th>Session 16 PLC</th>
<th>Facilitation of Professional Learning Community for CCS Novice/Intern Teachers</th>
<th>Bring</th>
</tr>
</thead>
</table>
| February 28    | • Whole Group: Data-Driven Instruction  
                 • Small Group PLC:                                                                 | Guided questions based on trends for PLC |

<table>
<thead>
<tr>
<th>Session 17 PD</th>
<th>Coaching conversations with struggling interns/interventions</th>
<th>Bring</th>
</tr>
</thead>
</table>
**March 2**  
- Discuss coaching conversation skills in mentoring relationships. Focus: Data-Driven conversations  
- Explicit communication about performance  
- Delivering ‘difficult information’  
- Ensuring that the intern/intervention understands know where they stand  
| Case study of 1 struggling intern/intervention |

**Session 2 PLC**  
**Facilitation of Professional Learning Community for CCS Novice/Intern Teachers**  
**March 6**  
- Whole Group: SAIL... what is it?  
- Small Group PLC:  
| Guided questions based on trends for PLC |

**Session 18 PLC - Prep**  
**Preparation for Novice/Intern PLC March 13 and March 20**  
**March 9**  
- Analyze trends of coaching conversations and observation scripting to develop content for Intern/Novice PLC  
- Based on analysis, refine content for whole group portion of PLC and create content-specific reflective questions to guide small group PLC  
| 1) |

**Assignments:**

1) **Participation**  
PAR consultants will engage in weekly role playing conversations to build a mentoring toolbox and hone coaching skills. Each session will include large and small group dialogue as it relates to specific aspects of PAR work (e.g., observation/scripting, reports). Embedded in each session will also be an opportunity for PAR consultants to engage in individualized professional development tailored to their professional needs (e.g., Lead Teacher, Master Teachers endorsements).

2) **Weekly Reflection**  
Each week, PAR consultants will complete a written reflection regarding their work with their mentors and/or their professional growth.

3) **Mentoring Artifact**  
PAR consultants will share artifacts such as observations notes, draft reports, and oral histories of their mentoring conversations to be used as the topic of dialogue to refine coaching skills and build a community of shared learning and reflective practice.

**Assessment Criteria:**
Course participants are expected to complete the assignments in a manner that demonstrates mastery of the concepts addressed in each week's coursework. This course is offered as a Satisfactory,
Unsatisfactory option. In order to receive a satisfactory grade for this course, all assignments must be demonstrated at a mastery level.
Please submit assignments to: Marguerethe Jaede – mjaede@ohioaspire.org
Please use the following in the email’s subject line – first name_last name_Journal Entry #

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
</tr>
<tr>
<td>E</td>
<td>59% or less</td>
</tr>
</tbody>
</table>

Determination of Final Grade:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Reflection</td>
<td>50%</td>
</tr>
<tr>
<td>Mentoring Artifacts</td>
<td>30%</td>
</tr>
</tbody>
</table>

Texts/Reading List/Bibliography: Include titles, authors, and publication dates.


Purcell-Gates, V. (2002). “...As soon as she opened her mouth!” : Issues of language, literacy, and power. Chapter 8 in Lisa Delpit (Editor). *The skin that we speak: Thoughts on language and culture in the classroom*. pp. 123-141.


Columbus Education Association, (n.d.b). *Peer assistance and review*. Columbus Public Schools. Columbus, OH: CEA.


**ODS Statement** — (Example statement) Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/). Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Academic Misconduct** — The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info_for_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).
Grievances and Solving Problems -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

Statement on Diversity – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Off-Campus Field Experiences: The course is designed to be offered in the Columbus Public Schools, as a part of the College of Education’s Outreach and Engagement program, as aligned with the Academic Plan, October, 2000.

Diversity: The course offers participants an opportunity to acquire and apply knowledge, skills and disposition to help all students learn. Specifically, the course content and discussions address various teaching and learning styles, multicultural education, and teaching students in an urban context.

Technology: Course participants will be using computer resources. They all have access to a computer in their office in the Columbus Public Schools. An e-mail account will be generated upon enrollment in courses at The Ohio State University, and will be utilized for communication and sharing information with class participants.
# Rubric for Weekly Journal Assignments

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>5 Excellent Work</th>
<th>4 Good Work</th>
<th>3 Passing Work</th>
<th>2 or less (Unsatisfactory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer of Knowledge</td>
<td>The weekly assignment demonstrates that the author fully understands the significance of the topic.</td>
<td>The assignment demonstrates that the author, for the most part, understands the significance of the topic.</td>
<td>The assignment demonstrates that the author, to a certain extent, understands the significance of the topic.</td>
<td>The assignment demonstrates that the author does not understand the significance of the topic.</td>
</tr>
<tr>
<td>Depth of Discussion (Content)</td>
<td>In-depth discussion &amp; elaboration in 550-700 word assignment, which establishes a strong relationship between the topic and goals of the session/course.</td>
<td>Discussion and elaboration in assignment minimally connects the concepts and the particular topic and its application in practice.</td>
<td>Brief discussion and elaboration in assignment minimally connects the concepts and the particular topic and its application in practice.</td>
<td>Cursory discussion and elaboration in assignment minimally connects the concepts and the particular topic and its application in practice.</td>
</tr>
<tr>
<td>Cohesiveness</td>
<td>Ties together information from class with application in the classroom.</td>
<td>For the most part, ties together information with only some disjointedness. Author’s writing does not demonstrate an understanding of the relationship of the topic to the classroom.</td>
<td>Sometimes ties together information. Assignment does not flow. Disjointedness is apparent. Author’s writing does not demonstrate an understanding of the relationship of the topic to the classroom.</td>
<td>Does not tie together information. Assignment does not flow. Author does not demonstrate an understanding of the topic.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Spelling, punctuation, capitalization and sentence structure are correct.</td>
<td>Spelling, punctuation, capitalization and sentence structure contain minor mistakes.</td>
<td>Spelling, punctuation, capitalization and sentence structure contain noticeable mistakes.</td>
<td>Many errors in spelling, punctuation, capitalization and sentence structure.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Word processed, 12 point font, double spaced, and 550 to 700 words</td>
<td>Minor errors in presentation.</td>
<td>Major errors in presentation.</td>
<td>Does not meet presentation criteria.</td>
</tr>
</tbody>
</table>