Originating Course Information

Offering of Education: Teaching & Learning 5747: Assessment in STEM Education III: Value-Added
Fiscal Unit/Academic Org School of Teaching & Learning - D1275
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Flexibly Scheduled
Term of Offering Summer 2012 - Seven Week Summer Session
Level/Career Graduate
Previous Value Graduate, Undergraduate
Rationale for proposing this offering Our current Master of Education cohort needs the third course in a three course sequence for 3 quarter hours but the sequence is becoming a 2 course sequence of 3 semester hour courses. This one-time course will provide the learning they need to finish their program.

Description for this offering This course is designed for STEM preservice middle and secondary level school teachers to analyze and complete their teacher performance assessment and to learn about the use of value added assessment, and first year teacher issues.

Attachments

• 5447Supplement.doc: One time form supplement
  (One Time Form Supplement. Owner: Post, Paul Erich)

• 5747 Syllabus Summer 2012.docx: Syllabus
  (Syllabus. Owner: Post, Paul Erich)

Comments

• Approved by GSC. (by Mercerhill, Jessica Leigh on 04/11/2012 08:34 AM)

• This will replace the 3 credit hour 5746 currently scheduled for summer. (by Post, Paul Erich on 04/10/2012 12:19 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Post, Paul Erich</td>
<td>04/10/2012 12:19 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>04/11/2012 08:34 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L Blount, Jackie Marie Zircher, Andrew Paul</td>
<td>04/11/2012 08:34 AM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) 35
2. Enrollment Capacity 35
3. Waitlist Capacity
4. Final Exam: Yes ☑ No
   Last Class (Note: per faculty rules, this option is *NOT* available for the Undergraduate career)
   a. Exam Seat Spacing
5. Special Instructions or Additional Information

______________________________
______________________________
______________________________

6. Class Search Title (18 character limit) _AssessSTEM 3_
7. Display in Class Search:
   Yes ☑ No
8. Credit Hours 2
9. Course Components (check all that apply):

   [ ] Clinical  [ ] Field Experience  [ ] Independent Study
   [ ] Laboratory  [ ☑ ] Lecture  [ ] Recitation

10. Graded Component (check one):

    [ ] Clinical  [ ] Field Experience  [ ] Independent Study
    [ ] Laboratory  [ ☑ ] Lecture  [ ] Recitation

11. Campus of Offering (check all that apply):

    [ ☑ ] Columbus  [ ] Marion  [ ] Newark
12. Prerequisites and Exclusions Admission to STEM M.Ed.

13. Permission to Enroll in this course: □ No Consent needed ☑ Department Consent □ Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date June 18 – July 13, 2012

2. Previous quarter(s) of offering and enrollment Summer 2011, 37 students

3. Expected enrollment for proposed quarter of offering 31

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site

6. Will course be taught in distance learning format: □ Yes ☑ No
7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Undergrad Grad 3</td>
<td>Graduate 2</td>
</tr>
<tr>
<td>Class/Lab Contact Time:</td>
<td>42 hours</td>
<td>28 hours</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Admission to STEM major or M Ed</td>
<td>Admission to STEM M Ed</td>
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<tr>
<td>Exclusion or Limiting:</td>
<td></td>
<td></td>
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<tr>
<td>Grade Options (Check one):</td>
<td>✓ Letter □ S/U □ Progress</td>
<td>✓ Letter □ S/U □ Progress</td>
</tr>
<tr>
<td>Number of Hours of out-of-class preparation required: class:</td>
<td>50</td>
<td>Total hours of class meetings: 28</td>
</tr>
</tbody>
</table>

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):

Instructor ____________________________  Rank ____________________________

Qualifications (explain any difference in rank/qualification from on-campus instructors)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Explain differences in teaching arrangements from on-campus offerings

________________________________________________________________________

________________________________________________________________________

Student Services (explain how they will be provided to off-campus students):

Registration ____________________________

Office Hours ____________________________

Academic Advising ______________________

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

________________________________________________________________________

2. Expected enrollment for proposed quarter of offering:

________________________________________________________________________
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   [ ] Clinical
   [ ] Field Experience
   [ ] Independent Study
   [ ] Lab
   [✓] Lecture
   [ ] Recitation
   [ ] Seminar
   [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   [ ] Clinic Field Experience
   [ ] Computer taught
   [ ] Distance Learning
   [✓] Flexibly Scheduled
   [ ] In Person
   [ ] Video Taught

3. Meeting Pattern
   [✓] MON [ ] TUE [✓] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: _9:00 AM____  5. Meeting end time: _Noon______

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name.n</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irving.8</td>
<td>Primary</td>
<td>Instructor</td>
<td>Yes</td>
</tr>
<tr>
<td>GTA</td>
<td>Instructor</td>
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</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [✓] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Should be 274 and 286 Arps</td>
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<td>2</td>
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<td>4</td>
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<td>5</td>
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</tbody>
</table>

9. Notes: ______________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):
   - [] Clinical
   - [] Field Experience
   - [] Independent Study
   - [] Lab
   - [] Lecture
   - [] Recitation
   - [] Seminar
   - [] Workshop

2. Instruction Mode. (Choose only ONE):
   - [] Clinic Field Experience
   - [] Computer taught
   - [] Distance Learning
   - [] Flexibly Scheduled
   - [] In Person
   - [] Video Taught

3. Meeting Pattern
   - [] MON
   - [] TUE
   - [] WED
   - [] THR
   - [] FRI
   - [] SAT
   - [] SUN

4. Meeting start time: ___________
5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
<td></td>
<td>Yes</td>
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</tbody>
</table>

7. Central classroom pool facility or department room:  [ ] Pool  [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
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</table>

9. Notes: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print  [ ] Before  [ ] After
1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________
5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
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<tbody>
<tr>
<td>Primary</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
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<tbody>
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<td>5</td>
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</tbody>
</table>

9. Notes: ______________________________________________________________
    ____________________________________________________________________
    ____________________________________________________________________
    ____________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 3
Instructors: Karen E. Irving, PhD
Office: Arps 285A
Phone: 614-292-1229
E-mail: Irving.8@osu.edu
Office Hours: By appointment

Course Number: EDU T&L 5747
Course Title: Assessment in STEM Education III: Value-Added
Course Description:

This course is designed for preservice/inservice middle and secondary level school teachers to analyze and complete their teacher performance assessment using data collected during their student teaching experience in a grade 7 – 12 classroom. The assessment focuses on planning for student learning, engaging students in learning, assessing student learning, and an overall reflection summary. The emphasis is on the application of the knowledge, skills, and processes necessary for mathematics, science, and technology teachers to engage in the development and implementation of instructional strategies and materials and the documentation of the effects (achievement gains and/or attitudinal changes) related to their teaching methods, activities, and/or materials in their classrooms. In addition, students in this course will learn about the use of value added assessment as a means of quantifying teacher classroom effectiveness and read and reflect on issues and challenges related to their first year of teaching.

This course reflects the College of Education and Human Ecology Mission: The mission of the College of Education and Human Ecology is to develop a tradition of excellence in promoting outstanding teaching, research, and service that significantly and positively impacts individuals, families, schools, and consumers within our global communities. The mission simultaneously embraces the land-grant mission of The Ohio State University as expressed in its Academic, Diversity, and Outreach plans.

The primary goal of this course is to engage preservice/inservice teachers in the assessment of the effects of their teaching on their students’ achievement and attitudes related to mathematics, science, and/or technology education.

Credit Hours: 2 semester hours

Course Objectives/Learning Outcomes:

1. Each preservice/inservice teacher will complete Teacher Performance Assessment project to document the context of their teaching, their planning and rationale for planning choices, video and commentary on actual teaching segments, assessment of student learning using student work samples from all students in the class with special emphasis on selected target students, and overall reflection on the successes and challenges.

2. Each preservice/inservice teacher will reflect upon their field experiences and student-teaching experience using prior conceptions and K-12 student interests as a way to maximize learning and connect field experiences to course instruction.

3. Each preservice/inservice teacher will evaluate the alignment of science/mathematics/technology education goals, instruction, and expected student outcomes.
4. Each preservice/inservice teacher will read and reflect on value added assessment and first year of teaching issues and challenges.

**NCATE Standards**

**Science, Mathematics, & Technology Education**

*Science*

5e Each preservice/inservice teacher will use prior conceptions and grade 7-12 student interests to promote learning.

8a Each preservice/inservice teacher will align science/mathematics/technology education goals, instruction, and outcomes.

8b Each preservice/inservice teacher will know and use a variety of contemporary science/mathematics/technology education assessment strategies to determine grade 7-12 student needs and levels of learning and development.

8c Each preservice/inservice teacher will use assessment appropriately to determine, guide, and change science/mathematics/technology education instruction.

10c Each preservice/inservice teacher will engage in reflective practices and make continuous efforts to improve their practice.

*Mathematics*

3.4 Each preservice/inservice teacher will analyze and evaluate the mathematical/science/technology education thinking and strategies of others.

7.5 Each preservice/inservice teacher will use various assessments.

8.1 Each preservice/inservice teacher will select, use, and determine the suitability of the wide variety of available mathematics/science/technology education curricula and teaching materials for all students including those with special needs such as the gifted, challenged, and speakers of other languages.

8.3 Each preservice/inservice teacher will use multiple strategies, including listening to and understanding the ways students think about mathematics/science/technology education, to assess students’ mathematical/science/technology education knowledge.

8.7 Each preservice/inservice teacher will use knowledge of different types of instructional strategies in planning mathematics/science/technology education lessons.

8.8 Each preservice/inservice teacher will demonstrate the ability to lead classes in mathematical/science/technology education problem solving, development of in-depth conceptual understanding, and to help students develop and test generalizations.
8.9 Each preservice/inservice teacher will develop lessons that use technology’s potential for building understanding of mathematical/science concepts and developing important mathematical/science ideas.

**Assessment of NCATE Standards**

**Science**

Evidence of effective preparation related to NSTA Standards 5e, 8a, 8b, 8c, and 10c requires completion the Teacher Performance Assessment report. Preservice/inservice teachers must achieve at a satisfactory level for this assignment that is assessed using a rubric.

**Mathematics**

Evidence of effective preparation related to NCTM Standards 3.4, 7.5, 8.1, 8.3, 8.7, 8.8, and 8.9 requires completion of the Teacher Performance Assessment report. Preservice /inservice teachers must achieve at a satisfactory level for this assignment that is assessed using a rubric.

**Ohio Value-Added Progress Dimension**

Evidence of effective preparation related to Ohio Value-Added Progress requires completion of the assessment of achievement progress for the preservice/inservice teacher’s grade 7 – 12 school students as a part of the Teacher Performance Assessment report. The preservice/inservice teacher’s students must demonstrate a satisfactory level of achievement for this assignment as assessed using a rubric.

**Required Text and Course Materials:**

**Course Packets** from Grade A Notes at 22 E. 17th Ave., Columbus, OH 43201 (Phone: 299-9999)


Selected readings and resources related for this class will be available on the Carmen website.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>A   93-100%</th>
<th>B+ 87-89</th>
<th>C+ 77-79</th>
<th>D+ 67-69</th>
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</thead>
<tbody>
<tr>
<td>A- 90-92</td>
<td>B 83-86</td>
<td>C 73-76</td>
<td>D 60-66</td>
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<tr>
<td>B- 80-82</td>
<td>C- 70-72</td>
<td>E 59% or less</td>
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1 Included in course packet.
Summary of Assignments

<table>
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<tr>
<th>#</th>
<th>Name</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>1</td>
<td>Reflections (R) Value Added Chapters 1-2 (R#1) Value Added Chapters 3-4 (R#2) Value Added Chapter 5 (R#3)</td>
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<tr>
<td>2</td>
<td>Task 1</td>
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<td>Task 3</td>
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<td>12 points</td>
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<td>Task 4</td>
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<td>12 points</td>
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<tr>
<td>6</td>
<td>Advisor email acknowledging receipt of completed TPAC document</td>
<td></td>
<td>12 points</td>
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<tr>
<td>7</td>
<td>Participation</td>
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<td>5 points</td>
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<tr>
<td>8</td>
<td>Reflections on additional readings (R#4, #5, #6, and #7)</td>
<td>As assigned</td>
<td>20 points</td>
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</table>

AGENDA

<table>
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<tr>
<th>Week</th>
<th>Class</th>
<th>Date</th>
<th>Assignments Due</th>
<th>Discussion 1</th>
<th>Discussion 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Reading:</td>
<td>Yolanda Kelly (Share key dates for graduation) Syllabus and course introduction</td>
<td>Task 1: Planning &amp; Assessment (Introduction)</td>
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<td>Other:</td>
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<td>- Read NRC Value Added (Chapters 1-2)</td>
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<td>- Post VA Reflection #1 (Chapters 1 &amp; 2)</td>
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<td>Bring laptop to class</td>
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<td>Bring files for Task 1</td>
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<td>2</td>
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<td>2</td>
<td>Reading:</td>
<td>Task 1: Planning &amp; Assessment Context for Learning</td>
<td>Value Added (VA): Chapters 1 &amp; 2</td>
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<td>Other:</td>
<td>- Lesson Plans</td>
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<td>- Read NRC VA (Chapters 3-4)</td>
<td>- Instructional Materials &amp; Assessment Tools</td>
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<td>- Post VA Reflection #2 (Chapters 3 &amp; 4)</td>
<td>- Planning Commentary</td>
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<td>Bring completed Task 1</td>
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<td>Bring unedited video files</td>
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<td>Bring laptop</td>
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<td>3</td>
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<td>3</td>
<td>Reading:</td>
<td>Task 1: Peer Review</td>
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<td>Other:</td>
<td>Task 2: Instructing &amp; Engaging Students in Learning</td>
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<td></td>
<td>- Read NRC VA (Chapters 3-4)</td>
<td>- (Introduction)</td>
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<td></td>
<td>- Post VA Reflection #2 (Chapters 3 &amp; 4)</td>
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<td>Bring completed Task 1</td>
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<td>Bring unedited video files</td>
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<td>Bring laptop</td>
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<td>4</td>
<td>4</td>
<td>4</td>
<td>Submit completed Task 1 to Advisor folder on Carmen</td>
<td>Task 2: Peer Review</td>
<td>Value Added: Chapter 5</td>
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<td></td>
<td>Reading:</td>
<td>Task 2: Assessing Student Learning (Introduction)</td>
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<td>- Read NRC Value Added (Chapter 5)</td>
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<td>- Post VA</td>
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<tr>
<td>Week</td>
<td>Class</td>
<td>Date</td>
<td>Assignments Due</td>
<td>Discussion 1</td>
<td>Discussion 2</td>
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<td>3</td>
<td>5</td>
<td>5</td>
<td>Bring completed Task 2&lt;br&gt;Bring files for Task 3&lt;br&gt;Bring laptop</td>
<td>Peer Review: Task 3&lt;br&gt;Task 4 Retrospective Reflection (Introduction)</td>
<td>Value Added and Race to the Top Letter&lt;br&gt;Prepare for Speaker</td>
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<tr>
<td>6</td>
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<td>Submit completed Task 2 to Advisor folder on Carmen</td>
<td>Meet with Primary Advisor this week [in place of class on July 5th]</td>
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<td>4</td>
<td>7</td>
<td>7</td>
<td>Reflection #5 &amp; Speaker Question National Board for Professional Teaching Standards</td>
<td>Value-Added Assessment Speaker: Mark Hartman, Battelle for Kids</td>
<td>Edit, revise TPAC documents to meet Major Advisor standards</td>
</tr>
<tr>
<td>8</td>
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<td>8</td>
<td>Bring completed Task 4&lt;br&gt;Reflection #6 &amp; Speaker Question Explore ODE Website on Tiered Licensure Structure</td>
<td>Speaker: Thomas Trang National Board for Professional Teaching Standards</td>
<td>Task 4: Peer Review</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>9</td>
<td>Submit completed Task 3 &amp; 4 to Advisor folder on Carmen&lt;br&gt;Reflection #7 Evaluation of TPAC Process</td>
<td>Speaker: Curtis Hewitt Ohio Department of Education Ohio’s 4 Tiered Licensure Structure</td>
<td>Submit documents and files to Primary Advisor; Solicit advisor email acknowledging receipt of all documents</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>10</td>
<td>Evaluation of the OSU M.Ed. program&lt;br&gt;-How well prepared are you for TPAC?&lt;br&gt;-How well prepared are you for teaching?&lt;br&gt;-Suggestions to strengthen the program.</td>
<td>Evaluation of TPAC process: Comments on the elements of the TPAC assessment</td>
<td>Farewell event</td>
</tr>
</tbody>
</table>

**Policies for Late Assignments:** If an assignment cannot be completed by the due date, an e-mail message with the reason for the delay must be received by the course instructors **before** the due date. All late assignments are subject to point deductions unless alternate arrangements are negotiated with one of the
course instructors. Every day an assignment is late without communication with one of the course instructors will result in a 5% point reduction.

Policies for Student Conduct and Participation: Attendance and active, informed participation is required. Please note that absences, tardiness, and/or lack of appropriate participation (texting, cell phone use, speaking out of turn) may result in grade reduction. Should an impending absence be unavoidable, please notify the instructors through an e-mail to arrange a make-up assignment. A maximum of two excused absences are permitted to receive course credit.

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/resource_csc.asp

ODS 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/. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

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.

Technology: A Carmen website will be used to support work in this course. Preservice teachers will be required to upload completed projects to Carmen Folders as well as to the TK20 data base for evaluation and data collection on the STEM MED program. Preservice teachers will create and annotate two 10-minute clips of their teaching selected from video collected during the spring clinical teaching experience. Preservice teachers will scan and create electronic files with exemplars of middle/secondary student work.
(anonymous) that provide evidence for their analysis of student work as part of their Teacher Performance Assessment project.

Bibliography:


