Originating Course Information

Offering of Education: Teaching & Learning 5892: Workshop
Fiscal Unit/Academic Org School of Teaching & Learning - D1275
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Off Campus
Term of Offering Spring 2013 - Regular Academic Term
Level/Career Graduate, Undergraduate
Rationale for proposing this offering Continuation of O&E offerings
Description for this offering PART I – NATIONAL BOARD SUPPORT: BECOMING A REFLECTIVE TEACHER THROUGH PREPARING FOR NATIONAL BOARDS

Attachments

• Part 1 - 3 semester hours - Spring 2013.docx: Natl Bd I - 3 sem hrs
  (Syllabus. Owner: Rodgers, Adrian R)
• OneTimeSupplement16Aug2012.doc
  (One Time Form Supplement. Owner: Mercerhill, Jessica Leigh)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Rodgers, Adrian R</td>
<td>08/14/2012 12:34 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>08/20/2012 09:23 AM</td>
<td>Unit Approval</td>
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<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>08/20/2012 09:23 AM</td>
<td>College Approval</td>
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</tbody>
</table>
THE OHIO STATE UNIVERSITY ONE-TIME OFFERING REQUEST

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) ____Off Campus ____
2. Enrollment Capacity 30
3. Waitlist Capacity 30
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) Natl Bd Pt I

7. Display in Class Search :
   - ☑ Yes
   - ☐ No

8. Credit Hours - 3

9. Course Components (check all that apply):
   - ☑ Workshop
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Laboratory
   - [ ] Lecture
   - [ ] Recitation

10. Graded Component (check one):
    - ☑ Workshop
    - [ ] Clinical Experience
    - [ ] Independent Study
    - [ ] Laboratory
    - [ ] Lecture
    - [ ] Recitation

11. Campus of Offering (check all that apply):
    - [ X ] Columbus
    - [ ] Marion
    - [ ] Newark
    - [ ] Lima
    - [ ] Mansfield
    - [ ] Wooster (ATI)
12. Prerequisites and Exclusions - NONE

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.

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 1/3/13 – 4/27/13

2. Previous quarter(s) of offering and enrollment ☑ New offering

3. Expected enrollment for proposed quarter of offering 30

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 ☑ Probably Northgate

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>Class/Lab Contact Time:</td>
<td>NA</td>
<td>32H 40 Mins (3 sem hrs)</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>NA</td>
<td>-</td>
</tr>
<tr>
<td>Exclusion or Limiting</td>
<td>nA</td>
<td>-</td>
</tr>
<tr>
<td>Grade Options (Check)</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: 3,920 mins</td>
<td>☐</td>
<td>☐ Total hrs of class mtgs: 1,960Mins, ☐ Lgth of class: 140 mins</td>
</tr>
</tbody>
</table>

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

   Distribution of contact time (explain differences from on-campus offerings):
Course will have same distribution of time as on-campus course, contract course for Columbus teachers

Instructor – Instructor of Record is Adrian Rodgers – Assoc Prof  
Instructor is Carole Moyer – Natl Board Certified Tchr

Qualifications (explain any difference in rank/qualification from on-campus instructors)  
Course instructor is a Ph. D. and has the same qualifications as the on-campus instructor, but not the same rank.

only offered off campus

Explain differences in teaching arrangements from on-campus offerings

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

Registration  SIS  
Office Hours  Announced  
Academic Advising  Students are Grad Non Degree so they do not get an advisor

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
   - [X] Workshop

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

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

4. Meeting start time: ________ARR_______  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>Carole Moyer</td>
<td>Primary</td>
<td>Instructor</td>
<td>Yes</td>
</tr>
<tr>
<td>Adrian Rodgers</td>
<td>Primary</td>
<td>Instructor</td>
<td>NO</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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>OFF CAMPUS</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

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

End Component 1
Description/Rationale
This course has been developed for teachers who are seriously considering beginning the National Board 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 encouraged 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, 2 hour 20 minute 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>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>Week 5</td>
<td>Conversations about integrative classroom lessons</td>
</tr>
<tr>
<td>Week 6</td>
<td>Brain-friendly teaching</td>
</tr>
<tr>
<td>Week 7</td>
<td>Videotaping our practice</td>
</tr>
<tr>
<td>Week 8</td>
<td>The power of reflective teaching</td>
</tr>
<tr>
<td>Week 9</td>
<td>Teaching beyond the teaching day – the power of extra-collegial activities</td>
</tr>
<tr>
<td>Week 10</td>
<td>Teaching beyond the teaching day – the power of family/community engagement.</td>
</tr>
<tr>
<td>Week 11</td>
<td>Surveying a typical generalist NB Portfolio: What is required.</td>
</tr>
<tr>
<td>Week 12</td>
<td>A close look at an Entry 4 NB Portfolio.</td>
</tr>
<tr>
<td>Week 13</td>
<td>Understanding how to read portfolio requirements and answer specific portfolio questions.</td>
</tr>
<tr>
<td>Week 14</td>
<td>Sharing Entry 4 outlines. Reflecting on our own teaching through personal classroom videos.</td>
</tr>
</tbody>
</table>
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 1½ 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.