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: Summer 2013 - Seven Week Summer Session
Level/Career: Graduate, Undergraduate
Rationale for proposing this offering: Course is targeted to special population - Cols City Schools teachers submitting Natl Board portfolios.
Description for this offering: This course supports teachers submitting their National Board portfolios.

Attachments

* OnetimeSupp-NatBd2-SU2013.doc: 1 time supp
   (One Time Form Supplement. Owner: Rodgers, Adrian R)
* NationalBoard_Part_2_Class_syllabus[1].doc: syllabus
   (Syllabus. Owner: Rodgers, Adrian R)

Comments

* Approved 12/6/12. (by Mercerhill, Jessica Leigh on 12/06/2012 12:50 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>Rodgers, Adrian R</td>
<td>12/06/2012 10:12 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>12/06/2012 12:50 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achtermberg, Cheryl L, Blount, Jackie Marie, Odum, Sarah A., Zircher, Andrew Paul</td>
<td>12/06/2012 12:50 PM</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)   off campus

2. Enrollment Capacity 20

3. Waitlist Capacity 25

4. Final Exam:  
   - [ ] Yes  [ ] No
   - [ ] Last Class (Note: per faculty rules, this option is NOT available for the Undergraduate career)
   - a. Exam Seat Spacing   off campus

5. Special Instructions or Additional Information

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

6. Class Search Title (18 character limit) Nat Bd – Part II

7. Display in Class Search :  
   - [x] Yes  [ ] No

8. Credit Hours TWO

9. Course Components (check all that apply):  

   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Laboratory
   - [ ] Lecture
   - [x] Independent Study
   - [x] Independent Study
   - [ ] Recitation

10. Graded Component (check one):  

    - [ ] Clinical
    - [ ] Field Experience
    - [ ] Laboratory
    - [x] Lecture
    - [x] Independent Study

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.

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).
   SU / 12

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).
   YES

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  6/10/13 – 7/26/13

2. Previous quarter(s) of offering and enrollment SU / 12

3. Expected enrollment for proposed quarter of offering SU / 13

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 Cols City Schools

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>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Lab Contact Time:</td>
<td>6/wk</td>
<td>6/wk</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
<td>none</td>
</tr>
<tr>
<td>Exclusion or Limiting</td>
<td>None</td>
<td>none</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:</td>
<td>12/</td>
<td>Total hours of class meetings:</td>
</tr>
</tbody>
</table>

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

Distribution of contact time (explain differences from on-campus offerings):
14 classes at 2.5 hrs class

Instructor Adrian Rodgers, Ph.D., Assoc Prof, and Carole Moyer, Nationally Board Certified teacher.

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

Explain differences in teaching arrangements from on-campus offerings
no on campus offerings

Student Services (explain how they will be provided to off-campus students):
Registration OSU EHE O& E office

Office Hours before and after class

Academic Advising before and after class

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 and 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.):

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
Begin Component 1

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

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

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

4. Meeting start time: 2:00
5. Meeting end time: 4:30

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>Full instructor access</td>
<td>Yes</td>
</tr>
<tr>
<td>Adrian Rodgers</td>
<td>Fac member of record</td>
<td>Full instructor access</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>
</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>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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></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
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>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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></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
1. **Syllabus Preparation and Instructor:** Carole Moyer, CPS; Faculty Contact: Adrian Rodgers, OSU.

2. **Office:** Shepard Center, Columbus City Schools. Tel: 365-8241. Email: Cmoyer@columbus.k12.oh.us
   Office Hours: Before and after class.

3. **Course Number:** EDU T&L 5892
   **Title:** Becoming a Reflective Teacher Through Preparing for National Boards.
   **Description:** Assisting participants in the preparation of their National Board for Professional Teaching Standards (NBPTS) portfolios and the assessment center process.

4. **Level and Time:** GRAD; Credits: 2; Class Time Distribution: 2PM – 5 PM weekly.
   Pre-requisites: None; Semesters Offered: Summer;

5. **Course Objectives, Description and Rationale:**
   This course has been developed for teachers who have already begun the process of preparing their portfolio for National Board Certification. The project is supported through a grant from the Ohio Department of Education, and has been designed in collaboration with The Ohio State University, Columbus Public Schools and other districts in central Ohio. The National Board for Professional Teaching Standards has established high and rigorous standards for what accomplished teachers should know and be able to do. This course provides students the opportunity to learn the theory and research undergirding the National Board Certification process and the opportunity to prepare all their materials to submit for National Board review. Knowledge skills needed to accomplish this certification are stressed.

   This is the third course in a sequence of courses leading to NBPTS portfolio submission. There is no relationship to other courses and curricula. As a result of this course, the Knowledge, Skills, and Dispositions professional educators will demonstrate are:
   A) Renewed commitment to students and their learning.
   B) Ability to think and write systematically about their practice.
   C) Skills which will enable them to learn from their teaching experiences.
   D) Skills which will enable them to engage in professional dialogue.
E) Ability to look closely and analytically at videotapes and artifacts of instruction

6. **Texts**

   **Required Texts**

   **Recommended Readings**

7. **Grading Plan: 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 Entry Responses.**
  - Teachers are expected to read a significant amount of portfolio direction text each week and respond to guideline questions with draft entries that can be shared in class.

- **40% Classroom-based assignment.**
o Teachers must submit and share two 20-minute videotapes of their classroom teaching along with a corresponding 20 pages of narrative about the videotapes

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

9. **Topical Outline:** This class will consist of ten, three-hour meetings. The Description, Format, Evaluation Criteria and Examples are provided in the Reference texts. Formative works is shared in daily classrooms discussions. Finished work is shared in the sharing sessions beginning in Class 8 and all work must be submitted for the ‘Packing Up the Box’ session. Topics addressed in each session are listed below:

Classes will meet 10 times for 2 hours 20 minutes, corresponding to 2 semester hours credit.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Informational Presentation About the National Board for Professional Teaching Standards. Unpacking Entry 4 Professional Accomplishments</td>
</tr>
<tr>
<td>Class 2</td>
<td>Educating and Documenting the Learning of Urban Children: Our Beliefs, Fears and Challenges</td>
</tr>
<tr>
<td>Class 3</td>
<td>Video-taping Procedures, Informal Student Assessment, Analysis and Reflection of Student Artifacts</td>
</tr>
<tr>
<td>Class 4</td>
<td>Descriptive, analytical and reflective writing, Taking a closer look at the National Board Standards and Scoring Rubrics, Assessment Center Details</td>
</tr>
<tr>
<td>Class 5</td>
<td>Unpacking the Video Entries and examining and critiquing perspectives on Entries 1 and 3.</td>
</tr>
<tr>
<td>Class 6</td>
<td>Unpacking the Student Artifact Entry – Practice analysis of a student’s written work.</td>
</tr>
<tr>
<td>Class 7</td>
<td>Preparing for Assessment Center Exercises</td>
</tr>
<tr>
<td>Class 8</td>
<td>Examining and critiquing classrooms and practice through peer critique and coaching</td>
</tr>
<tr>
<td>Class 9</td>
<td>Examining and critiquing classrooms and practice through peer critique and coaching</td>
</tr>
<tr>
<td>Class 10</td>
<td>Examining and critiquing classrooms and practice through peer critique and coaching</td>
</tr>
<tr>
<td>Exam Session</td>
<td>Packing Up the Box!</td>
</tr>
</tbody>
</table>

10. **Policies for Missed Exams:** All participants must make-up all missed work. Attendance at all sessions is expected.
11. **Policy for Participation:** All participants are expected to bring materials to each session, share, and write about them.

12. **Academic Misconduct** – (Example statement) 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](http://studentaffairs.osu.edu/resource_csc.asp)

13. **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/](http://www.ods.ohio-state.edu/). Students will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

14. **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.”

15. **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.

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.

16. **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.

17. **Technology**  --  Training in the use of video photography is part of the course as well as advanced navigation of several websites.