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 - CCS teachers wanting to explore National Board.
Description for this offering Participants will explore the National Board process.

Attachments

* NatBdJumpstart-OneTimeSupplement-April2012.doc: 1 time supp
  (One Time Form Supplement. Owner: Rodgers, Adrian R)
* Jumpstart Course for National Boards - 1 Semester Hour.doc: syllabus
  (Syllabus. Owner: Rodgers, Adrian R)

Comments

* Approved 12/6/12. (by Mercerhill, Jessica Leigh on 12/06/2012 12:51 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 10:00 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>12/06/2012 12:51 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L, Blount, Jackie Marie, Odum, Sarah A., Zircher, Andrew Paul</td>
<td>12/06/2012 12:51 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) ____none (off-campus):

2. Enrollment Capacity   25

3. Waitlist Capacity   10

4. Final Exam:
   - [ ] Yes
   - [x] 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

   Course is arranged through CCS using their instructor and is taught at CCS. OSU faculty is faculty of record only:

   ____________________________________________________________

6. Class Search Title (18 character limit) Nat Bd-Jumpstart

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

8. Credit Hours 1 semester hour

9. Course Components (check all that apply):

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

10. Graded Component (check one):

    - [ ] Clinical
    - [ ] Field Experience
    - [ ] Independent Study
    - [ ] Laboratory
    - [ ] S/U Lecture
    - [ ] Recitation

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

    - [x] Columbus
    - [ ] Marion
    - [ ] Newark
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. N/A

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).
First Semester Offering and has been reformatted for semesters

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).
National Board is specific to T&L so no other units have an interest.

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 - 20

2. Previous quarter(s) of offering and enrollment First semester of offering – was offered as 3 qtr hrs in SU/11

3. Expected enrollment for proposed quarter of offering 25

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 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Last offered in Su/11 as 3 qtr hours</td>
<td>Reformatted for SU/12 as 1 sem hr</td>
</tr>
<tr>
<td>Class/Lab Contact Time:</td>
<td>30 clock hrs</td>
<td>15 clock hrs</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Exclusion or Limiting</td>
<td>None in SIS – but stdt must have interest in Nat Bd Cert</td>
<td>Same as under present offering</td>
</tr>
<tr>
<td>Grade Options (Check)</td>
<td>[ ] Letter [x] S/U [ ] Progress</td>
<td>[ ] Letter [x] S/U [ ] Progress</td>
</tr>
<tr>
<td>Number of Hours of out-of-class preparation required:</td>
<td>30 [330]</td>
<td>Total hours of class meetings: [15]</td>
</tr>
<tr>
<td>Length of class:</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

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

Distribution of contact time (explain differences from on-campus offerings):
3 hrs per class, Mon Am, Mon Pm, Tues Am, Tues PM, and Wed AM.

Instructor: Carole Moyer, Nat Bd Cert Teacher, Adrian Rodgers, Instructor of Record

Rank: Adjunct Instructor Assoc Prof

Qualifications (explain any difference in rank/qualification from on-campus instructors)
Adjunct instructor is National Board Certified Teacher which is a necessity for a course that supports teachers in exploring whether they want to become a National Board Certified Teacher.

Explain differences in teaching arrangements from on-campus offerings
There are no on campus offerings of this course.

Student Services (explain how they will be provided to off-campus students):
Registration Through EHE O&E office
Office Hours Before and after class and by appointment

Academic Advising For the course, advice from instructor. For program, referred to 227 Arps which is School Advising Office. Stds are usually Grad Non Degree so they do not have an advisor since they are not in a program.

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

1. Previous quarters of offering and enrollment: N/A
2. Expected enrollment for proposed quarter of offering:

   N/A

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):

   N/A

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.

   N/A

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

   N/A

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
   - [X] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

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

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

4. Meeting start time: 09:00 – 12:00 and 13:00-16:00

5. Meeting end time: see item 4

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>In of record</td>
<td>Instructor</td>
<td>No</td>
</tr>
</tbody>
</table>

7. Central classroom pool facility or department room: [N/A ] Pool [N/A ] 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>N/A</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
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.

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<td>4</td>
<td></td>
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<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  [ ] Lecture
   [ ] Field Experience  [ ] Recitation
   [ ] Independent Study  [ ] Seminar
   [ ] Lab  [ ] Workshop

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

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<td></td>
<td>Yes</td>
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</tr>
</tbody>
</table>

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

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

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</tr>
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<tbody>
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<td>3</td>
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<tr>
<td>4</td>
<td></td>
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<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN ECOLOGY
SCHOOL OF TEACHING AND LEARNING
EDUTL 5892
National Board Support – Jump Start – One Semester Hour

1. **Syllabus Preparation and Instructor:** Carole Moyer, CPS; Faculty Contact: Adrian Rodgers

2. **Office:** Email: Cmoyer@columbus.k12.oh.us
   Office Hours: Before and after class.

3. **Course Number:** EDU T&L 5892
   Title: National Board Support – Jump Start
   Description: An understanding of accomplished teaching according to the standards and five core propositions of the National Board for Professional Teaching Standards (NBPTS).

4. **Level and Time:** GRAD; Credits: 1 Semester Hour; Class Time Distribution: 9AM – 3 PM, Mon and Tues; 9 – 12, Wed
   Pre-requisites: None; Semesters Offered: Summer

5. **Course Objectives - Knowledge, Skills, and Dispositions:** As a result of this course, professional educators will demonstrate the following behaviors:
   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.

   **Rationale and Relationship to Other Courses/Curricula:** This is the first course in a sequence of courses leading to NBPTS portfolio submission. It is an exploratory course intended to identify whether participants want to continue with NBPTS preparation. There is no relationship to other courses and curricula. The course has been developed, in conjunction with a grant from the Ohio Department of Education, for teachers who are preparing their portfolio for National Board Certification. It has been designed in collaboration with 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 critical to 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 course is specific to the College of Education and does not relate to any other academic unit. No other department on campus is involved in National Board Teaching Certification.

6. **Texts/Reading List/Bibliography**

   **Texts**

   **Additional Readings**
   - Middle Childhood Generalist Portfolio, National Board for Professional Teaching Standards.
   - Adolescent to Young Adulthood Science Portfolio, National Board for Professional Teaching Standards.

7. **Course Requirements/Evaluation**

   - 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. Teachers must submit and share two 20-minute videotapes of their classroom teaching along with a corresponding 20 pages of narrative about the videotapes

   - Grading will be S/U. A total of 75% will be necessary to receive a grade of S.

8. **Grading Scale: S / U**

9. **Topical Outline and Assignment Details**

   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 7 and all work must be submitted for the ‘Packing Up the Box’ session.

<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. Overview of the Five Core</td>
</tr>
</tbody>
</table>
Propositions and Standards

- Identify the Qualities of Accomplished Teaching
- Introduction to the National Board Process
- Peruse the General Portfolio Instructions
- Participate in Group Activities
  - Identifying Competence
  - Become Acquainted with the Five Core Propositions
    - Illustrate the Five Core Propositions graphically for understanding
  - Relate the standards to a real teaching situation
    - Begin to think of evidence of the standards in one’s own teaching practice
- Educating and Documenting the Learning of Urban Children: Our Beliefs, Fears and Challenges. Read and Highlight General Portfolio Instructions
- Homework: Read Entry 4 and the standards related to it/Review the General Portfolio Instructions

<table>
<thead>
<tr>
<th>Class 2</th>
<th>Video-taping Procedures, Informal Student Assessment, Analysis and Reflection of Student Artifacts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ETHICS</td>
</tr>
<tr>
<td></td>
<td>Peruse the Official statements from the National Board Descriptive, analytical and reflective writing, Taking a closer look at the National Board Standards and Scoring Rubrics, Assessment Center Details. Introduction to the Documented Accomplishments Entry (DAE):</td>
</tr>
<tr>
<td></td>
<td>- Peruse the Rubrics for the DAE Level 4 Identify the types of accomplishments that are appropriate for each category of the DAE</td>
</tr>
<tr>
<td></td>
<td>- Learner/Leader/Collaborator</td>
</tr>
<tr>
<td></td>
<td>- Read and Discuss Sample Drafts</td>
</tr>
<tr>
<td></td>
<td>Homework: Prepare a draft of one accomplishment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 3</th>
<th>Unpacking the Video Entries and sharing our ideas and thoughts about Entries 1 and 3.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to the Student Work Entry</td>
</tr>
<tr>
<td></td>
<td>Get an understanding of the Architecture of Accomplished Teaching</td>
</tr>
<tr>
<td>Class 4</td>
<td>Preparing for Assessment Center Exercises</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Explore the video entry</td>
</tr>
<tr>
<td></td>
<td>Introduction to the Assessment Center</td>
</tr>
<tr>
<td></td>
<td>An introduction to the assessment Center tutorial</td>
</tr>
<tr>
<td></td>
<td>Explore the scoring process</td>
</tr>
<tr>
<td></td>
<td>Share the new draft and receive feedback</td>
</tr>
<tr>
<td></td>
<td>Scan the portfolio instructions to</td>
</tr>
<tr>
<td></td>
<td>understand the requirements for a video</td>
</tr>
<tr>
<td></td>
<td>entry</td>
</tr>
<tr>
<td></td>
<td>Go page by page through the “Video</td>
</tr>
<tr>
<td></td>
<td>Recording Overview” in the General</td>
</tr>
<tr>
<td></td>
<td>Portfolio Instructions</td>
</tr>
</tbody>
</table>

Sharing our classrooms and practice in small groups
- Individually or in small groups study the specific requirements for the individual certificates
- Review the assessment center helpful hints
- Scan the two sample assessment center exercises for the appropriate certificate
- Develop a plan of action for studying for the assessment center
- Develop a personal timeline for completing the national Board Process
- Submit the two drafts

Class 5 & Exam Session
Sharing our classrooms and practice in small groups
Packing Up the Box!

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.