Originating Course Information

Offering of Education: Teaching & Learning 6892: Special Topics in Education
Fiscal Unit/Academic Org School of Teaching & Learning - D1275
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Flexibly Scheduled, Off Campus
Term of Offering Summer 2013 - Seven Week Summer Session
Level/Career Graduate
Rationale for proposing this offering To provide coursework to CCS teachers via O&E
Description for this offering Preparing for the Common Core State Standards for Mathematics, Part II: Implementation (Grades 8-High School)

Attachments

- OneTimeSupplemen for Summer 2013 Coursest1.doc: Common Core
  (One Time Form Supplement. Owner: Wisnor, Steven Thomas)
- OSU Summer 2013 Part 2.pdf: Syllabus for Course II
  (Syllabus. Owner: Wisnor, Steven Thomas)

Comments

- Approved, Nov. 27, 2012 (by Mercerhill, Jessica Leigh on 11/27/2012 12:36 PM)

Workflow Information

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<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
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<td>Wisnor, Steven Thomas</td>
<td>11/27/2012 11:56 AM</td>
<td>Submitted for Approval</td>
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<tr>
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<td>Mercerhill, Jessica Leigh</td>
<td>11/27/2012 12:36 PM</td>
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<tr>
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<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>11/27/2012 12:36 PM</td>
<td>College Approval</td>
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Courses (2):

- Preparing for the Common Core State Standards for Mathematics: Part 1: A New Classroom Culture (Grades 8-12)
- Preparing for the Common Core State Standards for Mathematics: Part 2: Implementation (Grades 8-12)

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) ________________
2. Enrollment Capacity 25_______________
3. Waitlist Capacity _________________
4. Final Exam:
   - [x] 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
   None

-------------------------------------------------------------------------------------------------

6. Class Search Title (18 character limit)  Columbus City Schools_______________
7. Display in Class Search :
   - [x] Yes  [ ] No
8. Credit Hours 3_______________

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

10. Graded Component (check one):

Page | 1 of 4
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: [ x] 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).

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 start: June 10, 2013; end: July 26, 2013

2. Previous quarter(s) of offering and enrollment N/A

3. Expected enrollment for proposed quarter of offering 25 students per course
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 Columbus City Schools Facility: TBD

6. Will course be taught in distance learning format: [x] Yes—in part   [ ] No

7. Complete the following for courses offered for less than term length or for Workshops:

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<th>Level and Credit Hours:</th>
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<tr>
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<td>N/A</td>
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<th>Exclusion or Limiting</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<td>Middle and High School Teachers</td>
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<th>Present Offering</th>
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<th>Number of Hours of out-of-class preparation required:</th>
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<th>Instructor</th>
<th>Brown, Sybil &amp; Robertson, Greta</th>
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<th>Qualifications (explain any difference in rank/qualification from on-campus instructors)</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<th>Explain differences in teaching arrangements from on-campus offerings</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<th>Student Services (explain how they will be provided to off-campus students)</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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Registration Columbus City Schools Outreach
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
Course Objectives
After studying the research, engaging in focus group discussions, analyzing the discourse led by national math experts, and participating in both inter-district and intra-district forums, Columbus City Schools decided to adopt the “international model,” the Integrated Pathway. What does this look like in the classroom…what about teacher preparation, appropriate resources, and the new standardized assessments?

Moving forward, it will be important that educators ensure that the implemented curriculum and the intended CCSSM curriculum are the same. How do we prepare for this change?

After successful completion of this course, participants will:

- understand the components of the Integrated Pathway
- know/understand the tasks that have been selected for the CCS curriculum
- be able to create/fine tune tasks for their classrooms
- create lessons/tasks aligned to the CCSSM

Required Materials
Columbus City Schools Curriculum Guides & Supplemental Materials: Integrated Math I
Columbus City Schools Curriculum Guides & Supplemental Materials: Integrated Math II
Columbus City Schools Curriculum Guides & Supplemental Materials: Integrated Math III


Related Links:
Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards
http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf

CCSSM: Content & Mathematical Practices: www.corestandards.org/

Inside Mathematics: insidemathematics.org

http://www.parcconline.org/sites/parcc/files/PARCCMCFMathematics_August%202012rev2_FINAL.pdf

Grading

Assignment Value
- Class Participation 20%
- Reflective Writing 20%
- Task/Other Assign 20%
- Project 40%

Assignment Description
Class Participation--class room participatory structures (face to face and/or online)

Reflective Reading/Writing--related readings followed by reflective, written substantive response area(s)you agree on, area(s) you disagree with, challenges, concerns; 1-2 pages, size 12 font, double spaced. Posted to Blackboard.

Tasks/Other Assign--class assignments that include creating/analyses of mathematical performance tasks, examination and other assignments.

Project: TBA-Teacher created materials that participant will use as a resource and/or share with colleagues

Policies for Missed Exams/Quizzes/Classes/Participation
Standards and expectations are in accordance with graduate studies. Students are required to attend classes and complete all work as assigned. Each individual's class and group participation are needed for quality learning and scholarly discourse. In the event of an emergency, inability to attend class, or failure to complete an assignment on due date, please contact the instructor immediately.
**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 we suspect that a student has committed academic misconduct in this course, we are obligated by University Rules to report our 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).

**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/). 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.

The School of Physical Activity and Educational Services (PAES) is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Technology**
Students are encouraged to use technology (PowerPoint, calculators, spreadsheets, document cameras, SmartBoards, electronic portfolios, website, etc.) to demonstrate knowledge, share research and student work, and to archive artifacts emerging from participation in this course.
| Date      | F: face to face | June 10 | Summer: Part 1 | Topic                                                                 | Assignment                                                                 |
|-----------|----------------|---------|----------------|----------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------|
| June 10   |                |         |                | Common Core: The Integrated Pathway: Implications for Teaching & Learning | Preparing for Implementation: Lesson Exploration (teacher work, student work, content) |
|           |                |         |                | Attributes of Rich Tasks                                              |                                                                            |                                                                          |
| June 12   |                |         |                | Preparing for Implementation: Lesson Exploration                      | Preparing for Implementation: Lesson Exploration (teacher work, student work, content) |
|           |                |         |                | Integrated Math 1 (Selected Content)                                  |                                                                            | (Course Selection, Content Standard, Mathematical Practices)            |
| June 17   | online engagement |       |                | Preparing for Implementation: Lesson Exploration                      | Reading: Common Core Mathematics in a plc at work: High school, Zimmermann, Carter, Kanold, Toncheff (Chapter 1) | Prepare Response.                                                        |
|           |                |         |                | Integrated Math 1 (Selected Content)                                  |                                                                            | Blackboard- Discussion Board:                                             |
|           |                |         |                |                                                                            | Describe what criterion you will use to ensure that minimally, the intended mathematics/intended content has been learned and understood by students----that the intended “takeaways” are what your students will hold on to? Due 6/18. |                                                                            |
| June 19   |                |         |                | Preparing for Implementation: Lesson Exploration                      | Preparing for Implementation: Lesson Exploration (teacher work, student work, content) |
|           |                |         |                | Integrated Math 1 (Selected Content)                                  |                                                                            | (Misconceptions, Strategies for Minimizing Misconceptions)              |
|           |                |         |                | Integrated Math II (Selected Content)                                 |                                                                            | Blackboard- Discussion Board:                                             |
|           |                |         |                |                                                                            | With CCS choosing a Pathway that was chosen by only one other neighboring district thus far, provide details as to how you would support students entering your classroom from districts that have not adopted the integrated approach. Due 6/25. |                                                                            |
| June 26   |                |         |                | Preparing for Implementation: Lesson Exploration                      | Preparing for Implementation: Lesson Exploration (teacher work, student work, content) |
|           |                |         |                | Integrated Math II (Selected Content)                                 |                                                                            | (Tasks, Intervention)                                                   |
|           |                |         |                | Integrated Math II (Selected Content)                                 |                                                                            | Blackboard- Discussion Board:                                             |
|           |                |         |                |                                                                            | Choose one lesson/skill and create an appropriate “rich” activity that your students could complete in the event of a substitute teacher filling in for you. Assume that the sub is not certified or comfortable with high school mathematics. Due 7/2. |                                                                            |
| July 3    |                |         |                | Preparing for Implementation: Lesson Exploration                      | Preparing for Implementation: Lesson Exploration (teacher work, student work, content) |
|           |                |         |                | Integrated Math III (Selected Content)                                |                                                                            | (Technology, Manipulatives)                                              |
| July 8    |                |         |                | Preparing for Implementation: Lesson Exploration                      | Reading: Common Core Mathematics in a plc at work: High school, Zimmermann, Carter, Kanold, Toncheff (Chapter 4) | Prepare Response.                                                        |
|           |                |         |                | Integrated Math III (Selected Content)                                |                                                                            | Blackboard- Discussion Board:                                             |
|           |                |         |                |                                                                            | Describe what criterion you will use to ensure that minimally, the intended mathematics/intended content has been learned and understood by students----that the intended “takeaways” are what your students will hold on to? Due 6/18. |                                                                            |
Create a list of online intervention sites that could support struggling students. Due 7/9.

**July 10**
- **F**
  - **Face to Face:** Monday & Wednesday Class Logistics (3 hrs.). See Above.
  - **Class Logistics**
    - Preparing for Implementation: Integrated Math III (Selected Content)
    - Preparing for Implementation: Lesson Exploration (teacher work, student work, content) (Formative Assessments, Summative Assessments)

**July 15**
- **O**
  - **Face to Face:** Monday & Wednesday Class Logistics (3 hrs.). See Above.
  - **Change & Implementation (Selected Content)**
    - Reading: Common Core Mathematics in a PLC at work: High school, Zimmermann, Carter, Kanold, Toncheff (Chapter 5). Prepare Response.
    - Blackboard Discussion Board: Regarding the CCSSM and the Integrated Pathway, provide communications that are in place to inform stakeholders (especially, students and parents) and support them in their understanding of the curriculum. Due 7/16.

**July 17**
- **F**
  - **Face to Face:** Monday & Wednesday Class Logistics (3 hrs.). See Above.
  - **Expectations, Obstacles, Monitoring, & Assuring Quality**
    - Preparing for Implementation: Lesson Exploration (teacher work, student work, content) (Homework, Vocabulary)

**July 22**
- **O**
  - **Expectations, Obstacles, Monitoring, & Assuring Quality**
    - Discuss the plan you have in place to attend to your own CCSSM professional renewal (Re: knowledge—pedagogical and content). Due 7/23.

**July 24**
- **F**
  - **Lesson Sharing**
    - (Outline Subject To Minor Changes Based Upon Participants’ Needs)

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<tr>
<th>Time</th>
<th>POD (Problem of the Day)</th>
<th>Topic Focus</th>
<th>Task Analysis—selected content</th>
<th>Fine Tuning Tasks—participant’s choice</th>
<th>Lesson Exploration (Math I, II, III) Selected Lesson from above courses</th>
<th>Closure/Questions/Answers/Homework</th>
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Face to Face: Monday & Wednesday Class Logistics (3 hrs.). See Above.
Online: Sharing, Online Engagement: Response to Colleagues’ Posting
Outside of Class: Reading, Preparing Responses, Working Selected Math Tasks/Problems, Lesson Development