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 I: A New Classroom Culture (Grades 8-12)

Attachments

• OneTimeSupplemen for Summer 2013 Coursest1.doc: Common Core (One Time Form Supplement. Owner: Wisnor, Steven Thomas)
• OSU Summer 2013 Part 1.pdf: Syllabus for Course #1 (Syllabus. Owner: Wisnor, Steven Thomas)

Comments

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

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
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<tr>
<td>Submitted</td>
<td>Wisnor, Steven Thomas</td>
<td>11/27/2012 11:52 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>11/27/2012 12:36 PM</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>11/27/2012 12:36 PM</td>
<td>College Approval</td>
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</tbody>
</table>
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):
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: [ ] Yes—in part    [ ] 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 N/A</th>
<th>Proposed Offering 3 Semester Hours</th>
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</thead>
<tbody>
<tr>
<td>Class/Lab Contact Time:</td>
<td></td>
<td>2520 mins. (face to face and online engagement)</td>
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<tr>
<td>Prerequisites:</td>
<td>None</td>
<td></td>
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<tr>
<td>Exclusion or Limiting</td>
<td>Middle and High School Teachers</td>
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<tr>
<td>Grade Options (Check)</td>
<td></td>
<td></td>
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<tr>
<td>Number of Hours of out-of-class preparation required:</td>
<td>4230 mins</td>
<td>Total hours of class meetings 14 class =2520 mins</td>
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<tr>
<td></td>
<td></td>
<td>Length of each class: 3 hrs</td>
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</tbody>
</table>

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

Distribution of contact time (explain differences from on-campus offerings):
No Difference

Instructor  Brown, Sybil & Robertson, Greta  Rank  Lecturers

Qualifications (explain any difference in rank/qualification from on-campus instructors)
No Difference  (PhD earned by both from The Ohio State University)

Explain differences in teaching arrangements from on-campus offerings
No Difference

Student Services (explain how they will be provided to off-campus students):
Registration Columbus City Schools Outreach
Office Hours  By Appointment

Academic Advising  By Appointment

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
Preparation for the Common Core State Standards for Mathematics (CCSSM) Part I: A New Classroom Culture (Grades 8-12)

Summer 2013
Monday and Wednesday
June 10, 2013 - July 26, 2013

Hybrid/Blended: Online & Face to Face
Face to Face (June: 10, 17, 24; July: 1, 6, 15, 22, 24)
Online (June: 12, 19, 26; July 3, 10, 17)

Location: CCS Facility To Be Determined

Final Exam: July 29

Graduate Level, 3 Semester Hours
8:30am-11:30am

Sybil Brown, PhD & Greta Robertson, PhD
Lecturers

Brown (614-365-5342); Robertson (614-365-5296)
Brown (s1312b@aol.com); Robertson (robertson.60@osu.edu)

Course Description/Objectives
The Common Core State Standards for Mathematics (CCSSM) will change what we teach, how we teach and those resources we use to teach. CCSSM will provide the opportunity to change the quality of instruction in our schools and provide the rigor that promotes learning and understanding. Successful implementation, however, goes far beyond developing high academic standards and matching assessments. In order for this to occur, the culture of the classroom must change where instructors become purposeful "engineers of learning environments in which students actively grapple with mathematics."

Upon successful completion of the course, participants will learn and be able to demonstrate knowledge of: (a) the attributes of a CCSSM classroom (b) strategies for creating CCSSM environments that support student learning and understanding.

Required Materials


Related Links
Learning Trajectories In Mathematics:

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

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Value</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Reflective Reading/Writing</td>
<td>20%</td>
</tr>
<tr>
<td>Task/Other Assign</td>
<td>20%</td>
</tr>
<tr>
<td>Project</td>
<td>40%</td>
</tr>
</tbody>
</table>

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, student work, and to archive artifacts emerging from participation in this course.
### Tentative Topical Outline
(Outline Subject To Minor Changes Based Upon Participants Needs)

<table>
<thead>
<tr>
<th>Topical Outline</th>
<th>Summer: Part 1</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 10</td>
<td>F=face to face</td>
<td>Common Core? Let’s Chat!: An Overview: Implications for Teaching &amp; Learning Classroom Culture--Defined</td>
<td>Moving From Theory to Practice: CCSSM Lesson Development (Topic, Hook, Content Standards, Math Practices)</td>
</tr>
<tr>
<td>June 12</td>
<td>O=online engagement</td>
<td>Classroom Culture: Instructional Shift: Focus</td>
<td>Reading: Smith &amp; Stein (pp. 1-16). Prepare Response. Blackboard- Discussion Board: With respect to the Instructional Shifts, describe how focus will change the culture of your mathematics classroom. Address content as well as “soft skills.” Due 6/14.</td>
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<tr>
<td>June 17</td>
<td>F</td>
<td>Classroom Culture: Instructional Shift: Rigor</td>
<td>Moving From Theory to Practice: CCSSM Lesson Development (Anticipating Student Responses) Lesson Development (Rich Tasks)</td>
</tr>
<tr>
<td>June 19</td>
<td>O</td>
<td>Classroom Culture: Instructional Shift: Coherence</td>
<td>Reading: Smith &amp; Stein (pp. 17-32). Prepare Response. Blackboard-Discussion Board: Describe how the Instructional Shifts (coherence and rigor) will look/emerge through your practices in your mathematics classroom. How do you plan to address your own personal growth and development in light of these shifts? Due 6/21.</td>
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<tr>
<td>June 24</td>
<td>F</td>
<td>Classroom Culture: Mathematical Practices: 1-4</td>
<td>Moving From Theory to Practice: CCSSM Lesson Development (Monitoring Student Responses) Lesson Development (Misconceptions, Strategies for Minimizing Misconceptions, Pre-requisite Skills)</td>
</tr>
<tr>
<td>June 26</td>
<td>O</td>
<td>Classroom Culture: Mathematical Practices: 1-4</td>
<td>Reading: Smith &amp; Stein (pp. 33-48). Prepare Response. Blackboard-Discussion Board: List the strategies/protocol you will follow to ensure that you are embedding the Mathematical Practices into your classroom. Determine the criteria you will use to determine if you have been successful with the implementation of Practices. Due 6/28</td>
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<tr>
<td>July 1</td>
<td>F</td>
<td>Classroom Culture: Mathematical Practices: 5-8</td>
<td>Moving From Theory to Practice: CCSSM Lesson Development (Selecting students to Present) Lesson Development (Vocabulary, Technology, Manipulatives)</td>
</tr>
<tr>
<td>July 3</td>
<td>O</td>
<td>Classroom Culture: Mathematical Practices: 5-8</td>
<td>Reading Smith &amp; Stein (pp. 49-64). Prepare Response. Blackboard-Discussion Board: Inasmuch as learning is individually constructed, though socially mediated (Vygotsky), how will you create opportunities in your mathematics classroom to support learning and understanding. Please include your learnings from 5 Steps to Orchestrating Mathematical Discussions. Due 7/5.</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Activity Description</td>
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<td>July 8</td>
<td>F</td>
<td>Classroom Culture: Content Standards: PARCC Framework: MS</td>
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<tr>
<td>July 8</td>
<td>F</td>
<td>Moving From Theory to Practice: CCSSM Lesson Development</td>
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<tr>
<td></td>
<td></td>
<td>(Sequencing student responses)</td>
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<td></td>
<td>Lesson Development (Homework, Assessments)</td>
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<tr>
<td>July 10</td>
<td>O</td>
<td>Classroom Culture: Content Standards: PARCC Framework: MS</td>
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<td></td>
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<td>Reading Smith &amp; Stein (pp. 65-99). Prepare Response.</td>
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<td>Blackboard-Discussion Board</td>
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<td>Which aspect of the PARCC Framework do you think that will be most helpful in creating the optimal CCSSM environment for your students? Please provide details in your response. Due 7/12.</td>
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<tr>
<td>July 15</td>
<td>F</td>
<td>Classroom Culture: Content Standards: PARCC Framework: HS</td>
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<td>Moving From Theory to Practice: CCSSM Lesson Development</td>
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<td>(Making mathematical connections between different other responses and big ideas)</td>
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<td>(Lesson Development (Strategies for Orchestrating Mathematical Discussions))</td>
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<tr>
<td>July 17</td>
<td>O</td>
<td>Classroom Culture: Content Standards: PARCC Framework: HS</td>
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<td>Blackboard-Discussion Board</td>
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<td>What concrete actions will you take to change/fine tune the culture of your classroom in order to support your students in meeting the demands of the Common Core State Standards for Mathematics? Due 7/19.</td>
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<tr>
<td>July 22</td>
<td>F</td>
<td>Preparing for Change: Implementation Planning</td>
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<td>Lesson Sharing</td>
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<tr>
<td>July 24</td>
<td>F</td>
<td>Preparing for Change: Implementation Planning</td>
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<td></td>
<td></td>
<td>Lesson Sharing</td>
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<thead>
<tr>
<th>Time</th>
<th>POD (Problem of the Day)</th>
<th>Topic Focus</th>
<th>Task Analysis</th>
<th>5 Steps to Orchestrating Mathematical Discussions (focus on one step)</th>
<th>Lesson Development (specified components)</th>
<th>Closure/Questions/Answers/Homework</th>
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<tr>
<td>8:30-9:00</td>
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<td>10:00-10:15</td>
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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