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 Autumn 2013 - Regular Academic Term
Level/Career Graduate
Rationale for proposing this offering To provide coursework to CCS teachers via O&E in Autumn 2013
Description for this offering Participants will know and understand the CCSSM framework, especially as it relates to the Integrated Pathway, techniques for fine tuning lessons based upon student work, and resources for student support and teacher development.

Attachments

• OneTimeSupplementfor Autumn 2013 Coursesst1.doc: Common Core
  (One Time Form Supplement. Owner: Wisnor,Steven Thomas)
• osu autumn 2013 (2).docx: Common Core Syllabus
  (Syllabus. Owner: Wisnor,Steven Thomas)

Comments

• Description added (by Wisnor,Steven Thomas on 11/27/2012 12:52 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>Wisnor,Steven Thomas</td>
<td>11/27/2012 11:43 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Revision Requested</td>
<td>Mercerhill,Jessica Leigh</td>
<td>11/27/2012 12:46 PM</td>
<td>Unit Approval</td>
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<td>Wisnor,Steven Thomas</td>
<td>11/27/2012 12:52 PM</td>
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<td>Mercerhill,Jessica Leigh</td>
<td>11/27/2012 12:56 PM</td>
<td>Unit Approval</td>
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<td>Pending Approval</td>
<td>Achterberg,Cheryl L Blount,Jackie Marie Odum,Sarah A. Zircher,Andrew Paul</td>
<td>11/27/2012 12:56 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
Course: Common Core State Standards for Mathematics: Connecting Planning, Implementation & Student Work

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:  
   - [ ] Yes  [ ] No
   - ![x] 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 Expe...
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: August 22, 2013; end: December 5, 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: N/A

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering N/A</th>
<th>Proposed Offering 3 Semester Horus</th>
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</thead>
<tbody>
<tr>
<td>Class/Lab Contact Time:</td>
<td>2520 mins (face to face and online engagement)</td>
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<tr>
<td>Prerequisites:</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Exclusion or Limiting:</td>
<td>Middle and High School Teachers</td>
<td></td>
</tr>
<tr>
<td>Grade Options (Check)</td>
<td>□ Letter □ S/U □ Progress □ Letter ☑ S/U □ Progress</td>
<td></td>
</tr>
<tr>
<td>Number of Hours of out-of-class preparation required:</td>
<td>4230 mins</td>
<td></td>
</tr>
<tr>
<td>Total hours of class meetings</td>
<td>14 class =2520 mins</td>
<td></td>
</tr>
<tr>
<td>Length of each class:</td>
<td>3 hrs</td>
<td></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
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
The Ohio State University  
College of Education and Human Ecology

ED T & L  
Common Core State Standards for Mathematics: Connecting Planning, Implementation & Student Work  
Autumn 2013  
Thursday  
Thursday, August 22- Thursday, November 21  
Hybrid/Blended: Online & Face to Face  
Face to Face (August 22; September: 5, 19; October: 3, 17, 31; November 14)  
Online (August 29; September: 12, 26; October: 10, 24; November: 7, 21)  
Location: CCS Facility To Be Determined  
Final Exam: December 5  
Graduate Level, 3 Semester Hours  
4:00-7:00pm  
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  
Practice and collaboration are keep elements in supporting teachers in understanding, envisioning, and believing in the foundations for student success under the Common Core State Standards for Mathematics (CCSSM). Upon completion of this course, participants will know and understand:

- the CCSSM framework, especially as it relates to the Integrated Pathway
- techniques for fine tuning lessons based upon student work
- resources for student support and teacher development

Required Materials  


Related Links
http://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf
http://www2.edc.org/cme/showcase/HabitsOfMind.pdf
http://educore.ascd.org/resource/Download/get.ashx?guid=1d60f46d-b786-41d1-b059-95a7c4eda420
Fulfilling the Promise.
http://commoncoretools.me/2011/01/16/the-illustrative-mathematics-project/
http://map.mathshell.org/materials/index.php
http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf. Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards
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/analyzing mathematical performance tasks, assessments, 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.
<table>
<thead>
<tr>
<th>Topical Outline</th>
<th>Summer: Part 1</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Aug 22</td>
<td>F=face to face</td>
<td>CCSSM: An Overview</td>
<td>Planning, Implementation, Student Work: A Paradigm Shift</td>
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<tr>
<td></td>
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<td>Foundations for Success (pp. 1-10)</td>
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<tr>
<td>Aug 29</td>
<td>O=online engagement</td>
<td>CCSSM: An Overview</td>
<td>Reading: Habits of Mind: An Organizing Principle for Mathematics Curriculum (pp. 1-10).</td>
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<td>Blackboard- As teachers begin to implement the CCSSM in their classrooms, what are some challenges/concerns that they should be mindful of? Include suggestions for minimizing challenges/concerns.</td>
</tr>
<tr>
<td>Sept 5</td>
<td>F</td>
<td>Student Work</td>
<td>Planning, Implementation, Student Work Mathematical Practices</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Foundations for Success (pp. 11-19)</td>
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<tr>
<td>Sept 12</td>
<td>O</td>
<td>Student Work</td>
<td>Reading: Habits of Mind: An Organizing Principle for Mathematics Curriculum (pp. 10-20).</td>
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<tr>
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<td></td>
<td>Blackboard- How would you support students in understanding what is meant by “habits of mind” and the relationship to the work that is done in mathematics both inside and outside of the classroom?</td>
</tr>
<tr>
<td>Sept 19</td>
<td>F</td>
<td>Content &amp; Practices</td>
<td>Planning, Implementation, Student Work Mathematical Practices</td>
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<td></td>
<td></td>
<td></td>
<td>Foundations for Success (pp. 20-29)</td>
</tr>
<tr>
<td>Sept 26</td>
<td>O</td>
<td>Content &amp; Practices</td>
<td>Reading: Communities of Mathematical Inquiry</td>
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<td></td>
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<td></td>
<td>Blackboard- Choose a “rich” task. Describe the thinking of mathematically proficient students when grappling with problem solving related to your chosen task. How does this inform teacher work?</td>
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<td>Oct 3</td>
<td>F</td>
<td>Content &amp; Practices</td>
<td>Planning, Implementation, Student Work Content Progressions</td>
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<td>Foundations for Success (pp. 30-39))</td>
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<td>Oct 10</td>
<td>O</td>
<td>Content &amp; Practices</td>
<td>Reading: Problem Solving in a Structured Mathematics Program</td>
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<td>Blackboard- Select a task. List intervention/enrichment opportunities that are in place to support students whose progress differs greatly from CCSSM expectations.</td>
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<tr>
<td>Oct 17</td>
<td>F</td>
<td>Tasks</td>
<td>Planning, Implementation, Student Work</td>
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<td></td>
<td></td>
<td></td>
<td>Foundations for Success (pp. 40-50))</td>
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<td>Oct 24</td>
<td>O</td>
<td>Tasks</td>
<td>Reading: Fostering Mathematical Thinking and Problem Solving</td>
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<td>Blackboard- Select a task. What attributes ensure that this task is “exemplary” and not simply “mediocre.”</td>
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<td>Oct 31</td>
<td>F</td>
<td>Tasks</td>
<td>Planning, Implementation, Student Work</td>
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</tbody>
</table>
| Nov 7  | O | Connecting Planning, Implementation & Student Work | Reading: Foundations for Success (pp. 50-63)  
Blackboard- What questions can teachers ask students when providing feedback to help them (students) be more aware of their use of specific mathematical practices? |
| Nov 14 | F | Connecting Planning, Implementation & Student Work | Planning, Implementation, Student Work |
| Nov 21 | O | Lesson Sharing                              | Reading: Habits of Mind: An Organizing Principle for Mathematics Curriculum  
Blackboard- What advice would you provide new colleagues in trying to understand and implement the curriculum expectations. |
| Dec 5  | F | Lesson Sharing                              |                                        |

<table>
<thead>
<tr>
<th>4:00-4:30pm</th>
<th>4:30-5:30pm</th>
<th>5:30-6:00pm</th>
<th>6:00-6:30pm</th>
<th>6:30-6:50pm</th>
<th>6:50-7:00pm</th>
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</thead>
<tbody>
<tr>
<td>POD (Problem of the Day)</td>
<td>Topic Focus</td>
<td>Task Analysis &amp; Student Work</td>
<td>Task Analysis &amp; Student Work</td>
<td>Planning, Implementation &amp; Connecting Student Work</td>
<td>Closure/Questions/Answers/Homework</td>
</tr>
</tbody>
</table>

Face to Face: Thursday 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, Analyzing Student Work