

Mississippi Bend Area Education Agency Course Syllabus



Mississippi Bend Area Education Agency Course Syllabus (new course)

The syllabus is the basis for license renewal course* approval, and informs the course participants of the requirements and learning outcomes. It contains identified essential components to meet indicators of quality**.

** “course” can be used to include any planned adult learning opportunity such as class, in-service, training, learning team, endorsement/graduate level, etc. in combination to be not less than 15 contact hours per credit hour.*

*** Iowa Administrative Code 282: Chapter 17 indicators of quality for licensure renewal courses include:*

- 1) The courses address specific student, teacher, and school needs evidenced in local school improvement plans, or
- 2) The courses assist teachers in improving student learning performance, or
- 3) The courses assist teachers in improving teaching evidenced through the adoption or application of practices, strategies, and information.

Course Overview

Date Submitted:

Course title: Counselor Academy 2013 – 2014

Instructor: Barbara Brunkan

Address: 729 21st Street, Bettendorf, Iowa 52722

Phone Number: 563-344-6413

Email Address: bbrunkan@aea9.k12.ia.us

Mississippi Bend Area Education Agency Course Syllabus

Dates and Location

| Dates | Times (please allow time for breaks/meals: 1 hour for lunch; 2 – 15 minute breaks are standard) | Other (mentoring/coaching time, online work, etc.) |
|-----------|---|--|
| 12-3-2013 | 8:30 – 3:30 | |
| 3-5-2014 | 8:30 – 3:30 | |
| 4-22-2014 | 8:30 – 3:30 | |

All assignments due by: 5-1-2014
 Dates grades will be posted: 5-5-2014

Will course be held at the Bettendorf AEA? Yes x No

Credit and Format Information

Number of Credits: x 1 2 3

Type of credit requested Graduate (Drake) Licensure Renewal
 x Both

Type of Drake Graduate Credit: x EDEX (Drake Education Extension)
 EDMA (application toward a Drake grad degree; see Head of Professional Development for additional syllabus requirements)

Audit x Yes No

CEUs available from AEA x Yes No No. of Hours: 7 hours

Please make sure appropriate AEA Workshop form is completed for CEU credit.

Appropriate for Paraeducator certificate Renewal Yes x No

Appropriate for Substitute Authorization certificate Renewal Yes x No

Type of professional development proposed (check those that apply):

X Course open to ALL

Instructor Reimbursement by (check one):

AEA supplemental contract (teaching on noncontract time as AEA contracted instructor; supervisor has been notified)

Local district/no pay (teaching as part of district assignment)

X no pay (teaching as part of AEA employee assignment or other arrangements)

Target Audience:

Grade Level(s) K-12

Content Area(s)

Mississippi Bend Area Education Agency Course Syllabus

Minimum class size 15 Maximum class size 100

Category

Learning Environment

Course Outline

Published Course Description for website:

The 2013-2014 Counselor Academy will focus on building the capacity of K-12 school counselors' knowledge and skills to create and sustained a trauma informed practice. Counselors will review current research; examine knowledge and skills, and develop a responsive, research based counseling program. Counselors will be expected to develop a student-focused, data driven project and track the success of the project with a cohort of students. Formative data will be collected and analyzed throughout the year and discussed during the March session. Final results of the project will be shared on the last day of the academy.

Describe the best practices to support the course goals/outcomes described in the next section:

Teacher impact statement: As a result of the Counselor Academy, participants to create a safe and supportive culture for students through the understanding of current legislation, the application of standards, and the use of existing resources based on research/evidence based practices.

Student impact statement: Student will benefit from the support of school counselors who implement research/evidence based practices through increased attendance, improved achievement and increased engagement with school.

Iowa Teaching Standard(s) being addressed; check all that apply:

- 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- 2: Demonstrates competence in content knowledge appropriate to the teaching position.
- 3: Demonstrates competence in planning and preparing for instruction.
- 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.
- 5: Uses a variety of methods to monitor student learning.
- 6: Demonstrates competence in classroom management.
- 7.: Engages in professional growth.
- 8: Fulfills professional responsibilities established by the school district.

Iowa Leadership Standard(s) being addressed; check all that apply:

- 1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)

Mississippi Bend Area Education Agency Course Syllabus

- 2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)
- 3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)
- 4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)
- 5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)
- 6: An educational leader promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)

Iowa Core statement

Resources: http://www.aea9.k12.ia.us/en/iowa_core/ and http://www.educateiowa.gov/index.php?option=com_content&view=article&id=2485&Itemid=4602

List the IC areas that are addressed by this course; check all that apply:

- Literacy
- Mathematics
- Science
- Social Studies
- X 21st Century Skills

Describe how the checked areas are addressed in this course:

The Counselor Academy is designed to meet the professional development needs of the school counselor, increasing their ability to provide supportive services to students.

Course Equity Information

What strategies are you providing to help your participants meet the needs of diverse learners? Mark as many boxes that apply to the professional development outlined in this syllabus and then provide a description of the learning activities for this course.

X **Multi-cultural Issues** 1) Does this course discuss ways to ensure learners from other cultures are successful in the classroom? 2) Does this course promote the diversity of ideas and thoughts in curriculum and assignments, such as knowledge of different world views and cultural perspectives? 3) Does your course acknowledge the learning styles of culturally diverse peoples? 4) Does your course promote/utilize resources that portray the various dimensions of a culturally diverse population? 5) Does this course include strategies to form partnerships with families, particularly with those who are culturally diverse?

X **Gender-fair Issues** 1) Does this course include discussion about ensuring both male and female learners are successful in the classroom (e.g. math and science classes)? 2) Does this

Mississippi Bend Area Education Agency Course Syllabus

course promote/utilize resources that portray both sexes in active and passive activities? 3) Does this course promote/utilize resources that portray both sexes in “nontraditional” ways as role models? 4) Does this course discuss gay, lesbian, bisexual, or transgender issues, particularly as they relate to school or community climate and/or student achievement?

X **Socio-economic Issues** 1) Does this course include discussion about ways to ensure that students from low socio-economic backgrounds are successful in the classroom? 2) Does this course include discussion/understanding about who are SES students and the culture of poverty? 3) Does this course include discussion or analysis about disaggregating data based on socio-economic status? 4) Does this course promote/utilize resources that may interest students from low socio-economic backgrounds who may struggle academically? 5) Does this course include learning about instructional strategies that will engage SES students in learning?

X **English Language Learners** 1) Does this course include discussion of the impact of second language learning on academic achievement? 2) Does this course address specific cultural issues impacting student learning? 3) Does this course promote cross cultural communication and involvement with ELL parents/family? 4) Does this course address legal/academic responsibilities of school districts with educating ELL students?

X **Other Diverse Learners** (e.g. TAG and learners with special needs) – 1) Does this course address who are diverse learners, how to identify and/or how to serve diverse learners in the classroom? 2) Do the learning expectations of this course include application of knowledge about diverse learners? 3) Does this course deliver specific information about individual diverse groups?

Please provide a description of the issues checked above.

Counselors learn strategies and hone skills to assist students of diverse backgrounds to overcome barriers to learning; prepare for the global marketplace, and prepare for college experiences. Through data analysis, counselors identify students at risk for drop out and implement interventions through individual/group counseling, peer support, and mentoring strategies.

Course Goals, Outcomes and Evaluation

Outline the course goals and outcomes that a student will achieve upon completion of this course. The description should be a statement that is a specific and measureable knowledge/skill.

An outcome is the specific learning behavior that participants in the course should demonstrate in the context of achieving the goal. There may be more than one outcome for each goal.

To write goals, consider the following. These items will help dictate the grading rubric.

- What will participants know, be able to do, or value at the conclusion of the course?
- What specific observable or measurable actions should participants demonstrate when they have met the outcome(s)?

Mississippi Bend Area Education Agency Course Syllabus

- How will you know if participants achieved the outcome? How will this new knowledge be demonstrated? **These outcomes will be used in the rubric to assess and grade the success of learning.**

| Course Goal(s) fill out as many as appropriate | Outcome(s) |
|---|---|
| 1. Participants have the ability to create comprehensive and responsive guidance programs designed to meet the diverse needs of students. | a) Participants demonstrate knowledge of counseling fundamentals outlined in the Iowa Counseling Model. Specifically the counselor will be able to: demonstrate general design principles, use fundamental counseling techniques, skills, and tools; analyze and interpret data to produce meaningful conclusions, and make recommendations to create college/career bound cultures for students. |
| 2. Participants demonstrate the summative results of the counseling program outcome to stakeholder groups. | a) Participants use technology such as, databases, spreadsheets or other reporting presentation graphics to demonstrate the ability of the counseling program to change student knowledge, behavior, skills, attitudes and aspirations for college/career competence. |

From: *Program-Based Review and Assessment: Tools and Techniques for Program Improvement*. Office of Academic Planning and Assessment. University of Massachusetts Amherst. (2001).

Iowa Professional Development Model (IPDM)

Resource: <http://www.isea.org/assets/document/ipdm-overview.pdf>

What percentage of each technical will be used and briefly describe:

Theory:20%

Demonstration:20%

Practice: Collaboration (coaching, feedback, reflection): 60%

**Mississippi Bend Area Education Agency
Course Syllabus**

Course Rubric

The course grade will be determined using the following criteria.

A resource to assist in creating a rubric:

<http://manoa.hawaii.edu/assessment/howto/outcomes.htm>

Describe what is required for each Outcome and how many points are assigned to each proficiency level. Provide a clear and specific description of the criteria that will be used to evaluate student work.

At the bottom of the rubric, state how many points are needed to earn each grade; weighting is accepted.

| Course Requirements (enter each criteria in the boxes below and assign a point value) | Exemplary Demonstrates good understanding and skill Points: 4 | Accomplished Demonstrates satisfactory understanding and skill Points: 3 | Developing Demonstrates some understanding and skill Points: 2 | Beginning Demonstrates little or no understanding or skill Points: 1 | Not completed or not able to be scored |
|---|--|---|--|--|---|
| Goal 1 Outcomes: The participant demonstrates knowledge of counseling fundamentals outlined in the Iowa Counseling Model. Specifically the counselor will be able to: demonstrate general design principles, use fundamental counseling techniques, skills, and tools; analyze and interpret data to produce meaningful conclusions, and make recommendations to create safe and supportive college/career bound cultures for students. | Understands and can describe how the material impacts students. Thoughtfully designs lessons and creates implementation strategies. Clearly identifies and describes student results. Reflects on materials presented for class (i.e., "How will I use this information in the future?" | Understands the material but provides a vague description of impact on students OR provides a vague description of the lessons or strategies for implementation. Clearly identifies and describes lessons learned from implementation with students AND reflects on materials presented in class (i.e., "How will I use this in the future?") But one of the two is vague. | Understands the material but provides a vague description of impact on students AND a vague in description of the lessons or strategies for implementation. Implementation evidence is vague. Identifies lessons learned from implementation and has reflected on materials presented in class, but responses are vague and not well thought | Is unable to connect information from the class and impact on students. Is unable to identify lessons learned from implementation and/or how to apply this information. | |

**Mississippi Bend Area Education Agency
Course Syllabus**

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|---|--|---|--|--|--|
| | | | out. | | |
| <p>Goal 2 Outcomes: The participant uses technology such as, databases, spreadsheets or other reporting presentation graphic to demonstrate the ability of the counseling program to change student perceptions of the school environment, increase appropriate social emotional skills, and impact attitudes and dispositions to college/career competence.</p> | <p>Provides clear evidence of student impact, based on supportive actions of the counseling process.</p> <p>Includes a detailed analysis of data as evidence of changes in student behavior, knowledge, skills or disposition.</p> | <p>Provides clear evidence of student impact, based on supportive actions of the counseling process.</p> <p>Uses student data to demonstrate some change in student behavior.</p> | <p>Provides some evidence of student impact based on supportive actions of the counseling process.</p> <p>Identifies data to be considered in analysis of student behavior change.</p> | <p>Identifies possible student impact based on supportive actions of the counseling process, BUT is unable to provide any evidence of student behavior change.</p> | |
| <p>Requirement 5: Participation</p> <p><i>NOTE: Do <u>not</u> include attendance as criterion in the scoring; 100% attendance is required for all levels of credit.</i></p> | <p>Reflects 15 collaborative hours completed per each credit.</p> | <p>←-----This criterion is either met or not met. -----→</p> | | <p>Does not reflect 15 collaborative hours completed per each credit.</p> | |

- A = 7 to 8**
- B = 5 to 6**
- C = 3 to 4**
- D = 1 to 2**
- F = 0**