

## 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.

**Please complete this form, RENAME and Save it. Submit this course syllabus to Nicole Peterson, Head of Professional Development, at least eight (8) weeks prior to the start of a course to allow for review and registration time.**

**Nicole Peterson, 563-344-6487, [npeterson@aea9.k12.is.us](mailto:npeterson@aea9.k12.is.us)**

**For additional information and forms, visit the Instructor Toolbox:**

**<http://www.aea9.k12.ia.us/index.cfm?nodeID=11651&audienceID=1>**

**For workshops: complete the Workshop Form**

**To reoffer a previously approved course: complete the Activation Form**

### Course Overview

---

**Date Submitted:** 8-1-2014

**Course title:** Counselor Academy 2014-2015

**Instructor:** Barbara Brunkan

**Address:** 729 21<sup>st</sup> Street, Bettendorf, Iowa 52722

**Phone Number:** 563-344-6413

**Email Address:** [bbrunkan@aea9.k12.ia.us](mailto:bbrunkan@aea9.k12.ia.us)

**Mississippi Bend Area Education Agency  
Course Syllabus**

**Dates and Location**

| <b>Dates</b>       | <b>Times</b> (please allow time for breaks/meals: 1 hour for lunch; 2 – 15 minute breaks are standard)<br><b>15 hours of seat time per credit</b> | <b>Other</b> (mentoring/coaching time, online work, etc.) |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| September 16, 2014 | 8:30 am - 3:30 pm                                                                                                                                 |                                                           |
| December 9, 2014   | 8:30 am - 3:30 pm                                                                                                                                 |                                                           |
| February 10, 2015  | 8:30 am - 3:30 pm                                                                                                                                 |                                                           |
| April 27, 2015     | 8:30 am - 3:30 pm                                                                                                                                 |                                                           |
|                    |                                                                                                                                                   |                                                           |
|                    |                                                                                                                                                   |                                                           |

**All assignments due by:5-1-2015**  
**Dates grades will be posted:5-15-2015**

**Will course be held at the Bettendorf AEA?** Yes  No   
**If yes, Room:** Learning Center

**If no: Location of course:**  
**Address:**

**Credit and Format Information**

**Number of Credits:**  1  2  3

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

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

**Audit**  Yes  No

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

**If offering a course for CEU (not for teacher relicensure) will the participant need to complete the work required for relicensure credit to receive CEUs:**

Yes, must complete all assignments  No, no assignments necessary

**Appropriate for Paraeducator certificate Renewal**  Yes  No  
**Appropriate for Substitute Authorization certificate Renewal**  Yes  No

**Mississippi Bend Area Education Agency  
Course Syllabus**

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

- Course open to ALL
- District Only Course – Name of district:
- Building Only Course – Name of building:
- Blended delivery model (online & face-to-face)

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

**Target Audience:**

|                 |                           |
|-----------------|---------------------------|
| Grade Level(s)  | K -12 Guidance Counselors |
| Content Area(s) | Learning Environment      |

**Minimum class size** 15    **Maximum class size** 100

**Course Type**     Content     Pedagogy

**Category**

**Please select the primary category for this course from the drop down menu (click on the box and all choices will appear):**

**Administration**

**Course materials needed**

- None or provided by the instructor at no cost to participants
- Printed handouts – cost to be added to cost of course
- Handouts to be uploaded to AEA Handouts website
- Book(s) – no cost to participant; paid for by another source
- Book(s) – cost to be added to cost of course; AEA Staff Dev. Dept. to order
- Book(s) – participant to purchase on own prior to start date

Title/Author/copyright date:

Best source:

Cost:

**Mississippi Bend Area Education Agency  
Course Syllabus**

**Course Outline**

---

**Published Course Description for website.**

The 2014-2015 Counselor Academy will focus on youth and adolescent mental health issues as suicide intervention and prevention, adverse childhood experiences, and signs and symptoms of mental health risk/diagnosis. Counselors will use the ASCA model to review research; examine best practice for prevention and intervention, and design trauma protocols. Counselors will be expected to develop student-focused trauma interventions and track the success of the interventions with a small number of students. Formative data will be collected and analyzed throughout the year. Final results will be shared with participants on the last day of the academy.

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

Participants will examine current research on best practice and intervention protocols and will design a continuum of guidance responses to meet the needs of students. Participants will use action research methods such as focus groups and data collection to design trauma protocols for their buildings and to test the strength of interventions and strategies.

**Teacher impact statement:**  
**Student impact statement:**

**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)
- 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)

## Mississippi Bend Area Education Agency Course Syllabus

- 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)

### For District-only courses

What district or building goals does this course support?

What follow up will be done to after the completion of this course?

### 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.

**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?

**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 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?

**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?

## Mississippi Bend Area Education Agency Course Syllabus

- 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?
- 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 and abilities to overcome barriers to learning; actively engage in post secondary training experiences, and prepare for participation in a global marketplace. Counselors identify at-risk students and implement prevention and intervention strategies through advocacy, individual/group counseling, mentoring, and peer support.

### ***Course Goals, Outcomes and Evaluation***

---

#### **Iowa Core statement**

**Resources:** [http://www.aea9.k12.ia.us/en/iowa\\_core/](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](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  
 21<sup>st</sup> Century Skills

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, and tie directly to the Iowa Core Components that were checked above.

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)?
- 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.**
- The goal of courses offered for relicensure and/or graduate credit is that the outcomes are a way to ensure that the Iowa Core is being transmitted into action. Please be specific in documenting this through the goals and outcomes.

**Mississippi Bend Area Education Agency  
Course Syllabus**

| Course Goal(s) fill out as many as appropriate                                                                                                             | Outcome(s)                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Participants examine research to determine the cause and effects of adolescent suicide.                                                                 | a) Participants demonstrate an understanding of child and adolescent suicide through research.<br><br>b) Participants use local data to identify risk factors.<br><br>c) Participants develop and conduct action research to determine student perception of suicide. |
| 2. Participants understand how suicide can affect the learning environment.                                                                                | a) Participants develop suicide prevention guidance lessons.<br><br>b) Participants examine and refine building and district trauma protocols.<br><br>c)                                                                                                              |
| 3. Participants are able to recognize signs and symptoms of youth mental health diagnosis (depression, anxiety, psychosis, eating disorders, self injury). | a) Participants demonstrate knowledge of the 5 step Youth Mental Health Action Plan.<br><br>b) Participants are able to identify signs and symptoms of youth mental health diagnosis.<br><br>c)                                                                       |
| 4. Participants are able to understand how mental health issues affect cognitive and social/emotional development.                                         | a) Participants develop strategies and protocols to support student learning.<br><br>b) Participants develop strategies and interventions to support student social/emotional development.<br><br>c)                                                                  |

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:50%**

**Demonstration:30%**

**Mississippi Bend Area Education Agency  
Course Syllabus**

**Practice: Collaboration (coaching, feedback, reflection): 20%**

---



**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<br>(enter each criteria in the boxes below and assign a point value)                            | Exemplary<br>Demonstrates good understanding and skill<br><br>Points: 4                                                                                                                                | Accomplished<br>Demonstrates satisfactory understanding and skill<br><br>Points: 3                                                                                           | Developing<br>Demonstrates some understanding and skill<br><br>Points: 2                                                             | Beginning<br>Demonstrates little or no understanding or skill<br><br>Points: 1                                                                        | Not completed or not able to be scored                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Goal 1 Outcomes:</b><br>Participants examine research to determine the causes and effects of adolescent suicide. | 1. Participants use local data and national research to develop and implement focus groups with students.                                                                                              | 1. Participants use local data to develop and implement focus groups with students.                                                                                          | 1. Participants use local data to develop focus group questions.                                                                     | 1. Participants examine local data.                                                                                                                   | 1. Participant s identify a strategy to collect local data.                                                                                                      |
| <b>Goal 2 Outcomes:</b><br>Participants understand how suicide can affect the learning environment.                 | 1. Participants research and develop and implement developmentally appropriate suicide prevention and intervention guidance lessons.<br>2. Participants revise building and district trauma protocols. | 1. Participants research and develop developmentally appropriate suicide prevention guidance lesson plans.<br>2. Participants review building and district trauma protocols. | 1. Participants research developmentally appropriate lessons plans.<br>2. Participants review building and district trauma potocols. | 1. Participants locate suicide prevention and intervention reseach.<br>2. Participants know how to access the building and district trauma protocols. | 1. Participants are unable to locate suicide prevention and intervention research.<br>2. Participants are unable to locate building or district trauma protocol. |
| <b>Goal 3 Outcomes:</b><br>Participants are able                                                                    | 1. Participants incorporate                                                                                                                                                                            | 1. Participants develop actions                                                                                                                                              | 1. Participants will                                                                                                                 | 1. Participants understand the                                                                                                                        | 1. Participants                                                                                                                                                  |

**Mississippi Bend Area Education Agency  
Course Syllabus**

|                                                                                                                                                    |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                         |                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>to recognize signs and symptoms of youth mental health diagnosis (depression, suicide, anxiety, psychosis, eating disorders, self injury).</p>  | <p>Mental Health strategies and interentions into guidance practice<br/>2. Participants implement early intervention strategies for students showing symptions and risk factors</p>                                                                                                      | <p>plans to incorporate Mental Health strategies and interventions into guidance practice.<br/>2. Participants develop early intervention strategies for students showing symptions and risk factors.</p> | <p>demonstrate knowledge of 5 step Youth Mental Health First Aid Action Plan by participating in group activitiy of case scenarios.<br/>2) Partricipants are able to identify signs and symptoms of risk factors such as: depression, suicide, anxiety, psychosis, eating disorders, self-injury</p> | <p>distinctions between youth and adult mental health.<br/>2. Participants define common symptoms and risk factors.</p>                                                                                 | <p>do not understand the need for mental health support.<br/>2. Participants are unable to define symptoms and risk factors.</p>                                                                               |
| <p><b>Goal 4 Outcomes:</b><br/>Participants are able to understand how mental health issues affect cognitive and social/emotional development.</p> | <p>1. Participants are use student outcome data to determine effectiveness of strategies designed to support cognitive and social and emotional development for students affected by traumaand mental health issues.<br/>2. Participants use student perception data to analyze safe</p> | <p>1. Participants design strategies and interventions for students affected by trauma and mental health issues.<br/>2. Participants develop strategies to identify safe learning enviornments.</p>       | <p>1. Participants understand how trauma and mental health issues impact youth cognitive and social and emotional developmen.<br/>2. Students are able to identify strategies to create safe learning environments.</p>                                                                              | <p>1. Participants identify signs and symptoms of trauma and mental health issues.<br/>2. Participants undetstand the learning environment can effect students with trauma or mental health issues.</p> | <p>1. Participants are unable to identify signs symptoms of trauma or mental health.<br/>2. Participants are unaware of the relationship between student learning and the environment in which they learn.</p> |

**Mississippi Bend Area Education Agency  
Course Syllabus**

|                                                                                                                                                               |                                                            |                                                       |  |  |                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------|--|--|--------------------------------------------------------------------|
|                                                                                                                                                               | learning environments.                                     |                                                       |  |  |                                                                    |
| <b>Participation Requirement</b><br><i>NOTE: Do not include attendance as criterion in the scoring; 100% attendance is required for all levels of credit.</i> | Reflects 15 collaborative hours completed per each credit. | ←-----This criterion is either met or not met. -----→ |  |  | Does not reflect 15 collaborative hours completed per each credit. |

- A = 16 to 13**
- B = 12 to 10**
- C = 9 to 8**
- D = 7 to 5**
- F = 4**

**Additional Comments:**