

# 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

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**Date Submitted:**

**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

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**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) <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 16, 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

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**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:

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### Course Outline

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#### **Published Course Description for website:**

The 2014-2015 Counselor Academy will focus on designing a responsive Guidance Program to meet the needs of students at risk of suicide or student with mental health issues. Counselors will review research; examine best practice for prevention and intervention, and design trauma protocols. Counselors will be expected to develop student-focused trauma protocols and track the success of the protocols 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:**

#### **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)
- 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)

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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*

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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?

**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?

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**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 implementation prevention and intervention strategies through individual/group counseling, mentoring, and peer support.

### *Course Goals, Outcomes and Evaluation*

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#### **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 measurable 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.

Course Goal(s) <b>fill out as many as appropriate</b>	Outcome(s)
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1.	a) b) c)
2.	a) b) c)
3.	a) b) c)
4.	a) b) 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:**

**Demonstration:**

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

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### Course Rubric

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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.

<b>Course Requirements</b> (enter each criteria in the boxes below and assign a point value)	<b>Exemplary</b> Demonstrates good understanding and skill  Points:	<b>Accomplished</b> Demonstrates satisfactory understanding and skill  Points:	<b>Developing</b> Demonstrates some understanding and skill  Points:	<b>Beginning</b> Demonstrates little or no understanding or skill  Points:	<b>Not completed or not able to be scored</b>
<b>Goal 1 Outcomes:</b>					
<b>Goal 2 Outcomes:</b>					
<b>Goal 3 Outcomes:</b>					
<b>Goal 4 Outcomes:</b>					
<b>Participation Requirement</b> <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 = to
- B = to
- C = to
- D = to
- F =

**Additional Comments:**