

## 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

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**Date Submitted:** August 5, 2014

**Course title:** Principals Leading with Purpose

**Instructor:** Dr. Todd Whitaker, Nicole Peterson

**Address:** 729 21st St., Bettendorf, IA 52722

**Phone Number:** 563 344-6487

**Email Address:** npeterson@mbaea.org

### Dates and Location

Dates	Times (please allow time for breaks/meals: 1 hour for lunch; 2 – 15 minute breaks are standard) 15 hours of seat time per credit	Other (mentoring/coaching time, online work, etc.)
*September 15, 2014	8:30-3:30	
November 3, 2014	8:30-11:30	
January 13, 2015	8:30-11:30	
*March 4, 2015	8:30-11:00	
April 30, 2015	8:30-11:30	

**All assignments due by:** May 30, 2015

**Mississippi Bend Area Education Agency  
Course Syllabus**

**Dates grades will be posted:** June 15, 2015

\*Led by Dr. Todd Whitaker, all other sessions led by Nicole Peterson and AEA 9 Principal Advisory Council

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

**If yes, Room:** Already scheduled-Learning Center

**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:  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):**

District Only Course – Name of district: ONLY OPEN for Building Level Principals

**Instructor Reimbursement by (check one):**

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

**Target Audience:**

Grade Level(s)	Pre-K-12th
Content Area(s)	Building Level Principals (including assistants)

**Minimum class size** 50    **Maximum class size** 180

**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**

Audit: fee of \$250 per person: speaker fees, lunch for 9/15, & book

Leading School Change, Dr. Todd Whitaker, copyright 2010

Best source: Amazon: [http://www.amazon.com/s/ref=nb\\_sb\\_noss\\_1?url=search-alias%3Daps&field-keywords=Leading%20School%20Change](http://www.amazon.com/s/ref=nb_sb_noss_1?url=search-alias%3Daps&field-keywords=Leading%20School%20Change)

Cost: \$25.00

## Mississippi Bend Area Education Agency Course Syllabus

### Course Outline

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

Building Level Principals will have the opportunity to be learners, collaborators, and leaders of change in their buildings. Dr. Todd Whitaker will lead the learning of principals based on his book: *Leading School Change: nine strategies to bring everybody on board*. The learning will be focused on concrete examples of what building level principals can do in their environments to lead and support positive change. There will be multiple follow-up sessions that will allow for collaboration, problem-solving and implementation steps to be developed and carried-out in the school(s).

Building Level principals (asst, SAM, etc) can receive credit and have to attend ALL the sessions, include the 3 half day follow up sessions. Follow up sessions are not appropriate for district leadership.

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

Learning, modeling, collaborating, reflecting, and implementing.

**Teacher impact statement:** Building Level principals will learn, engage in and lead change in their building in order to support more collaboration, reflection, and data analysis in order to achieve improved teachers and student success.

#### **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)

### 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?

**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

## Mississippi Bend Area Education Agency Course Syllabus

diverse learners? 3) Does this course deliver specific information about individual diverse groups?

Please provide a description of the issues checked above. Leading a change in a school will impact all learners.

### *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 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.

Course Goal(s) <b>fill out as many as appropriate</b>	Outcome(s)
1. Participants will engage in collegial conversations through structured collaboration focused on Dr. Whitaker's 9 strategies in leading school change.	a) Engage in learning, including collaboration, reflection, and application of the 9 strategies for change.  b)

**Mississippi Bend Area Education Agency  
Course Syllabus**

	c)
2. Participants will complete an implementation plan for change to be carried out throughout the 2014-2015 school year.	a) Complete an implementation plan that will describe the leader's plan for implementation of each of the 9 strategies for change.  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:**20%

**Demonstration:**10%

**Practice: Collaboration (coaching, feedback, reflection):** 70%

**Mississippi Bend Area Education Agency  
Course Syllabus**

**Course Rubric**

The course grade will be determined using the following criteria.

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: 10	<b>Accomplished</b> Demonstrates satisfactory understanding and skill Points: 8	<b>Developing</b> Demonstrates some understanding and skill  Points: 6	<b>Beginning</b> Demonstrates little or no understanding or skill  Points: 4 or below	<b>Not completed or not able to be scored</b>
<b>Goal 1 Outcomes:</b> Participants will engage in collegial conversations through structured collaboration focused on Dr. Whitaker's 9 strategies in leading school change.	Engage in collegial conversations on a continous basis that provoke others to think deeply and demonstrate personal reflection.	Engage in collegial conversations on occasion that provoke others to think deeply and demonstrate personal reflection.	Engage in collegial conversations on occasion that either provike others to think deeply OR demonstrate personal reflection.	Engage in collegial conversations on a limited basis.	
<b>Goal 2 Outcomes:</b> Participants will complete an implementation plan for change to be carried out throughout the 2014-2015 school year.	A completed implementation plan for the 2014-2015 school year will be completed that includes all 9 strategies for change.	A completed implementation plan for the 2014-2015 school year will be completed that includes 7-8 strategies for change.	A completed implementation plan for the 2014-2015 school year will be completed that includes 5-6 strategies for change.	A completed implementation plan for the 2014-2015 school year will be completed that includes 4 or less strategies for change.	



**Mississippi Bend Area Education Agency  
Course Syllabus**

<b>Participation Requirement</b> <i>NOTE: Do <u>not</u> 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.
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- A = 20 to 18**
- B = 17 to 16**
- C = 15 to 12**
- D = 11 to 9**
- F = 8 or below**