I. Course Overview

When/Where will the course be held?

II. Course Outline

Iowa Teaching Standards
Iowa School Leader Standards
Outcomes/Objectives
Course Equity Information
Iowa Core Information

III. Course Requirements

IV. Application/Implementation

V. Methods of Evaluation

Accommodations: Instructors should notify participants in the class that if participants require an accommodation for an identified disability that may affect their performance in this class, an appointment should be made with the instructor early in the term to discuss accommodations which may be necessary to enable them to have as equal an opportunity for success in this course as those who do not have a disability.

I. Course Overview

Course Title: Breakout EDU - Inquiry, Problem Solving, Collaboration
Credit Hours: 1

What type of credit will you be offering? Highlight all that apply:

- Graduate (1 Credit Hour = 15 instructor-led/seat time hours + 30 hours of outside work = 45 hours)
- License Renewal (If offered for graduate credit as well, 1 Credit hour = the same as graduate credit requirements)

Instructor(s) Name: Judy Griffin

Contact Information
Address: 919 N Chestnut, Avoca, IA, 51521
Phone: 844-366-0503
Email: judy@ghaea.org

Instructor has current resume on file at this agency? (Highlight yes or no) Yes
Published Description: What are the instructional practices and strategies that participants will learn? What are the potential results for student learning? Are there any prerequisites?

Have you heard of the Escape Rooms that are so popular in many cities? That’s where a group of people are willingly locked in and given an hour to “break out.” They follow clues posted or hidden in the room, ignore the “red herrings”, and work together to beat the clock.

Breakout EDU has developed a way to use this fun model in the classroom environment with kits that include locks, invisible ink pens, a UV flashlight, a breakout box (to break into) and reflection cards. Breakout EDU kits and games can be used to introduce a new lesson or concept, to reinforce and strengthen learning, or at the end of a unit to bring closure to a lesson and reinforce skills and concepts learned, all in a fun way.

The BreakoutEDU site and communities list hundreds of free games created by educators and based on specific content areas, cross-curricular or for team-building. These games promote collaboration, problem solving, critical thinking, perseverance, team building, and communication - Iowa Core’s “Employability Skills.” Join us to participate in a game or two, search the BreakoutEDU site and Facebook groups for games that match your curriculum, and then create your own game and try it out on your peers!

Tier 1 (Universal): course will reach 80% of students in your classroom

Target Audience (ie. Administrator, level, content, teacher, and licensure area)
K-12 Teachers, Paraeducators

Minimum # of Participants: 8
Maximum # of Participants: 20

Course Format: (Highlight)
- face to face

Face to Face courses: (press tab after last cell to add table rows)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Location</th>
<th>Time / Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/5/17</td>
<td>Halverson Center, HCE Room</td>
<td>8 a.m. – 4:30 p.m. = 8</td>
</tr>
<tr>
<td>6/6/17</td>
<td>Halverson Center, HCE Room</td>
<td>8 a.m. – 4:30 p.m. = 8</td>
</tr>
</tbody>
</table>
**Rationale:** What is the rationale for this course offering? Cite the data that validates the need for this course such as needs assessment, national trends, best practice, research and student achievement data.

“The Common Core State Standards have incorporated listening and speaking standards (i.e., power skills) into mainstream education, thereby expanding education’s objective to prepare students for both college and career success. These skills can be organized into three broad categories: interpersonal (teamwork), thinking (problem solving) and personal (self-management). In other words, the standards include interpersonal behaviors, language ability and relationship strategies, all of which, when combined, ensure positive and successful human interactions.” Jacobson-Lundeberg, Vera. "Power skills." *Techniques*, vol. 92, no. 1, 2017, p. 50+. *Educators Reference Complete*

**Iowa Core Employability Essential Skills:**
- Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.
- Adapt and adjust to various roles and responsibilities in an environment of change.
- Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.
- Demonstrate initiative, self–direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful.

**II. Course Outline**

**Iowa Teaching Standards**

*Highlight* the Iowa Teacher Quality Standard(s) that most apply.

1. Demonstrates ability to enhance academic performance and support for and 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 student.
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 School Leader Standards

Highlight the Iowa Standard(s) for school leaders that most apply.

A school administrator is an educational leader who promotes the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.
3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairness, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Research/Best Practice to support course outcomes: Describe the scientific research base that supports the instructional strategies being learned in this course. Reference the Iowa Content Networks and/or other research sources using a bibliography format.

“...game-like environments transform assignments into exciting challenges, reward students for dedication and efficiency, and offer a space for leaders to naturally emerge" (NMC Report, 2014, p. 42).

Chou's conclusion in his Octalysis Model is that a key to successful gaming as a learning tool is that the activity should be "fun" (Chou, 2015). This is suggested because games have as one of their primary purposes to make the game player happy with the experience. And games are "fun" because they are related to the eight elements of the Octalysis Model (Chou, 2015).

Outcomes/Objectives

List the knowledge and skills that participants will possess as a result of taking part in this course.

Participants will:

- Join BreakoutEDU Facebook groups and/or follow BreakoutEDU on Twitter
- Join and explore the BreakoutEDU site and obtain the secret password for games
- Create a Breakout game using the template and rubric
  - That incorporates the Iowa Core 21st Century Skills - Employability
  - That introduces, reinforces, or reviews content area knowledge
  - That uses puzzles, clues, technology and more to engage students
- Collaborate with peers to test others’ games and give suggestions and feedback to them using the rubric
Instructor Methods and Course Design: Insure that the course includes theory, demonstration, practice, and collaboration. List the methods to be used by the instructor and indicate how these will be distributed through the training. These methods might include: lecture, demonstration and modeling, individual/small group work, interaction with and use of technology. The expectation is for all participants to engage in the follow through to support implementation that is designed as part of the course. Appropriate differentiation will be determined by instructor.

Theory: Iowa Core Employability Skills, gamification. Demonstration: Participants play a Breakout game on the BreakoutEDU site and Facebook groups will give participants many example games to explore. Practice: Create a breakout game using the template for a unit/theme that will be played by students in the coming school year. Collaboration: Partner or partners will try puzzles and clues and give feedback using the course rubric.

Required Research-Based Resources: List the readings, videos, etc. that are required for this course

1. BreakoutEDU and Student Engagement article
2. EdWeek - Teaching Toward Tomorrow video
Course Equity Information
To which Equity Issue does this course address (Highlight which ones apply to the professional development outlined in this syllabus)?

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

- **None of the issues above are addressed in this course.**

Please provide a description of the Equity Issues you highlighted above.
SES - course promotes resources that may interest students from low socioeconomic backgrounds and that will engage them. Diverse learners - Breakout EDU is for all students and may let those who have special needs shine in their leadership skills, or challenge those who are TAG.
Iowa Core Information

**Highlight** Iowa Core Outcomes addressed in this course.

**Leadership** - Outcome 1 - School leaders build and sustain system capacity to implement the Iowa Core Curriculum.

**Community** - Outcome 2 - Community members and other supporting agencies work together to support the implementation of the Iowa Core Curriculum.

**Schools** - Outcome 3 - A continuous improvement process to improve teaching and learning is used at the district and school level.

**Content–Instruction–Assessment** - Outcome 4 - District leaders and other educators monitor and use data to increase the degree of alignment of each and every student’s enacted curriculum and other relevant educational opportunities to the Iowa Core Curriculum.

**Content–Instruction–Assessment** - Outcome 5 - Educators engage in professional development focused on implementing Characteristics of Effective Instruction and demonstrate understanding of Essential Concepts and Skill Sets.

**Content–Instruction–Assessment** - Outcome 6 - Educators implement effective instructional practices to ensure high levels of learning for each and every student.

### III. Course Requirements

*Requirements: Specifically what assignments will you require of participants? Please provide in detail a list of course requirements and dates when they are due. List them in the chart below. LR ONLY courses need to identify assignments/products and an approximate time for completion. Graduate +LR courses need 30 hours outside of class work for every 15 hours in class. * Examples might include reflections, implementation logs, student data analysis, student work samples, collaborative team minutes, lesson plans, peer observation notes, readings, etc.*

**Checklist of ideas for outside of class work.**

- Join BreakoutEDU Facebook group or follow on Twitter - Due first day of course
- Breakout game created using the breakout template - Due last day of course
- Collaborate with 2 other participants and score their breakout using the [rubric] - Due last day of course
- Reflection on gamification as a classroom strategy - Due last day of course

**Work outside of class will be as follows:**

<table>
<thead>
<tr>
<th>Out of Class Activities (please provide details)</th>
<th>Number of hours</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakout game created using the breakout template</td>
<td>1 hour</td>
<td>Due last day of course</td>
</tr>
<tr>
<td>Reflection on gamification as a classroom strategy</td>
<td>1 hour</td>
<td>Due last day of course</td>
</tr>
</tbody>
</table>
Attendance/Make-up Policy: If a participant must miss a class session due to an extenuating circumstance, they must contact the instructor to determine an appropriate, agreed-upon make-up assignment. If a participant misses more than 10% of the total class time, credit will not be granted.

IV. Application/Implementation

During Course: How does this course train for and/or support classroom application during the course?

Participants will be creating a breakout game for their students that aligns with their curriculum.

Follow-up: What activities or resources will be available for follow-up and support after the completion of the course?

Google Classroom resources, BreakoutEDU.com site, BreakoutEDU Facebook Groups, instructor contact information.

V. Methods of Evaluation

Evaluation: What criteria will be used to determine the grade for completing the course? Identify the means by which the instructor and participants will know that the course outcomes have been met. How will course products be analyzed? The analysis instrument (rubric) should be attached and align with corresponding grading scale listed below:

<table>
<thead>
<tr>
<th>Licensure Renewal Course Grade</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>50 points or more (Total of 65 possible)</td>
</tr>
<tr>
<td></td>
<td>[Rubric for BreakoutEDU Game]</td>
</tr>
<tr>
<td>Fail</td>
<td>Less than 50 points</td>
</tr>
</tbody>
</table>