

VITERBO UNIVERSITY GRADUATE COURSE PROPOSAL

Course Title: Facilitating Relevant Business - Education Partnerships

Credit: One Graduate Credit

Dates: June 20th - 22nd.

Location: Madison College Portage Campus, Portage, WI. & onsite at various regional employers.

Time: 8:30 a.m. – 2:30 p.m. (each day)

Person of Record – Approved Viterbo Instructor (Approval Pending)

Joel Mindham, Career & Technical Education Coordinator

Phone: 608-745-5481, E-Mail: mindhamj@cesa5.org

CESA 5, 626 East Slifer Street, Portage, WI 53901-0564

Credits Requested: 1 graduate credit

Course Description

This course is designed to provide an understanding and commitment to the importance of building a common working relationship between local employers and educators. These partnerships promote cooperation between schools and industry that provide the resources and insight needed to prepare students for local high skill, high wage, high demand careers. The major areas of study will cover different types of business - education partnerships, seeking out area employers, and maintaining worth-while partnerships. Highlights of this course will include tours and conversations with local employers from a variety of industries and best-practices from current regional partnerships. By the end of this course, each student will have developed a contact list of area employers they may call upon to enrich their respective courses or schools along with a working plan to implement a partnership activity.

Instructional Methodology

The following methods of instruction will be used to engage students:

- Small group discussions
- Large group discussions
- Employer tours and presentations
- Online discussions
- Web-based research and data analyzation

Texts and Readings:

Local 2015 County Economic and Workforce Profile (for county of student's employment). State of Wisconsin. Department of Workforce Development.

Others as assigned.

Course Contact Time: 15 hours

Learning Objectives

By the end of this course, students will:

1. Develop a commitment to building a common working relationship between schools and their local business community.
2. Develop a better understanding of local industry and the product(s) and/or services they provide.
3. Demonstrate an understanding of the various types of business - education partnerships.
4. Progress in aligning our work as educators with local labor market information to promote a stronger transition from school to careers and support students' academic and career planning.
5. Develop a list of business contacts available for use to your classroom or program.
6. Plan at least one business - education partnership activity to be implemented in the 2016-17 school year.

Assignments

1. Participate in all three course dates: June 20th, 21st and 22nd.
2. Complete a reaction submission for all five business tours.
3. Participate in three online discussion topics.
4. Compile a minimum of 10 employer / postsecondary contacts, including: name, contact information, and contacts' willingness to collaborate (advisory committee member, class tours, speakers, curriculum development, project-based learning, provide supplies/materials, etc.)
5. Develop a plan for one business - education partnership activity for the upcoming school year.
6. Use local labor market information to identify key metrics affecting the participant's local economy.

Name: _____ Date: _____

Industry-Relevant Collaboration Partners – to be scored by Instructor

Descriptors	Proficiency Levels	Score
Minimum of 10 partners submitted, including contact information.	5- 10 relevant partners submitted, including contact information 3- Less than 10 contacts submitted and/or incomplete contact information 0- incomplete	
Contacts are relevant to student’s educational role.	5- Employer and postsecondary contacts can easily be connected to the student’s role in the school district. 3- Employer and postsecondary contacts can somewhat be connected to the student’s role in the school district. 0- incomplete	
Partners’ willingness to collaborate is included.	5- The activities, projects, resources, etc. that each partner is willing to collaborate on or contribute are identified, 3- The activities, projects, resources, etc. that most partners are willing to collaborate on or contribute are identified, 0- incomplete	

Name: _____ Date: _____

Analyzing Labor Market Information– to be scored by Instructor

Resource: <http://worknet.wisconsin.gov/worknet/default.aspx>

Descriptors	Proficiency Levels	Score
<p>Top Industries Identify the top 10 industries by employment for the county in which you teach.</p>	<p>Top 10 industries by employment are identified - 5 points.</p> <p>Top 10 industries by employment are not identified - 0 points.</p>	
<p>Top Occupations Identify the top 10 paying hourly occupations for the county in which you teach.</p>	<p>Top 10 paying hourly occupations are identified - 5 points.</p> <p>Top 10 paying hourly occupations are not identified - 0 points.</p>	
<p>Description of Sauk County Labor Force Dynamics</p>	<p>Description clearly explains the dynamics at play in the county’s labor force, including unemployment rates, labor force participation, employment predictions and personal income - 10 points.</p> <p>Description somewhat explains the dynamics at play in the county’s labor force, including unemployment rates, labor force participation, employment predictions and/or personal income - 5 points.</p> <p>Description poorly or does not explain the dynamics at play in the county’s labor force - 0 points.</p>	

Total Score:

Comments:

ASSIGNMENT DUE BY June 29th, 2016

Business - Education Partnership Action Plan

Name: _____ Date: _____

Action Plan – to be scored by Instructor

Descriptors	Proficiency Levels	Your Score
Written plan includes timeline, desired outcomes, description of activity(ies) and stakeholders to be involved.	5- thorough and complete 3- minimal information 0- incomplete	
Uses research to justify the chosen activity(ies) and stakeholders in relation to the desired outcomes.	5- thorough and complete 3- minimal information 0- incomplete	
Identifies the resources needed to complete the described activity(ies).	5- thorough and complete 3- minimal information 0- incomplete	
At least one business partner is committed to the activity(ies).	5 - evidence of committed partner 0 - no evidence of committed partner	
TOTAL SCORE	Possible score: 20 points	

Comments:

**Class Discussion/Participation
Self-Evaluation Rubric**

Participant: _____

Complete form at end of each day and submit by June 23rd.

Proficiency Levels	Description	Your Score		
		Day 1	Day 2	Day 3
Proficient (3 points)	<ul style="list-style-type: none"> • Attentive to classroom activities. • Engaged in the learning process. • Makes several efforts to answer questions posed by the instructor and others. • Strong participation in group discussion, including adding original thoughts to classroom discussions. 			
Basic (2 points)	<ul style="list-style-type: none"> • Mostly attentive to classroom activities. • Mostly engaged in the learning process. • Makes some efforts to answer questions posed by the instructor and others. • Participation in group discussion, including adding original thoughts to classroom discussions. 			
Minimal (1 points)	<ul style="list-style-type: none"> • Somewhat attentive to classroom activities. • Somewhat engaged in the learning process. • Makes few efforts to answer questions posed by the instructor and others. • Little participation in group discussion; does not contribute original thought. 			
Uninvolved (0 points)	<ul style="list-style-type: none"> • Demonstrated little to no participation. • Did not attend. 			

Total Score:

Comments:

Online Discussion Participation Evaluation Rubric

Participant: _____

Proficiency Levels	Description	Your Score		
		Day 1	Day 2	Day 3
Proficient (5 points)	<ul style="list-style-type: none"> • Discussion prompt or question is fully addressed. • One related resource (video, journal article, news story, etc.) is linked and used to support the response. • Responded to at least one classmate's post. 			
Basic (2 points)	<ul style="list-style-type: none"> • Discussion prompt or question is mostly addressed. • No additional resources are used to support the response or did not respond to a classmate's post. 			
Uninvolved (0 points)	<ul style="list-style-type: none"> • Did not address the discussion prompt. 			

Total Score:

Comments:

Grading Rubric: Business - Education Partnerships

Assignment	Score	Possible
Industry-Relevant Collaboration Partners		15 pts.
Analyzing Labor Market Information		30 pts.
Action Plan		20 pts.
Class Discussion/Participation		9 pts.
Online Discussion Participation		15 pts.
Total Points		89 pts.

Grade:

- A – 83 - 89 points
- B – 76 - 82 points
- C – 69 - 75 points
- D – 62 - 68 points
- F – below 62 points

WI/INTASC Standards Addressed

PI-34.02 Teacher Standards

1. *The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.*
7. *The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.*
10. *The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.*

PI-34.04 Pupil Services Standards

3. *The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.*
7. *The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.*

PI-34.03 Administrator Standards

5. *The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*
7. *The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.*

Conceptual Framework Statement:

The Viterbo University Graduate Studies in Education Program has adopted a Teacher as Reflective Decision Maker Model and the Wisconsin Standards for Teacher Development and Licensure, also known as INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. Each course is designed to contribute to the development of one or more of the WI/INTASC Standards and if applicable, IRA and/or ISLLC Standards.

Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-world experiences into the professional development of the teacher.