



<p><b>MISIC Professional Development Course Title: <i>Shifting Classroom Practice for the ISASP and Beyond</i></b></p>
<p>Licensure Renewal Credit Hours 1  MISIC contact: Jamie Morgan <a href="mailto:Jamie@misiciowa.org">Jamie@misiciowa.org</a></p>
<p><b>Facilitator/Instructor(s)</b></p>
<p>Note: Facilitators/instructors are not eligible for licensure renewal credit for this course.  Sue Beers, <a href="mailto:suebeers@netins.net">suebeers@netins.net</a>  Ann Bartelt, <a href="mailto:annbartelt0204@gmail.com">annbartelt0204@gmail.com</a>  Becky Hacker-Kluver, <a href="mailto:beckyhackerkluver@gmail.com">beckyhackerkluver@gmail.com</a></p>
<p><b>Course Description</b></p>
<p>This is a blended course that integrates a) learning from MISIC’s Shifting Classroom Practice for the ISASP and Beyond Conference, b) teaming to extend the learning from the conference, and c) developing an action plan to apply what has been learned.</p> <p>This course will 1) provide research-based content about the value and best practices of standardized testing, 2) require reflective thinking to embrace new ways of professional practice and 3) activate job-embedded, practical and appropriate application of strategies and tools to shift classroom instruction to better prepare students for both college and career readiness and standardized testing. This course is appropriate for classroom teachers, instructional coaches, teacher leaders, and administrators.</p>
<p><b>Course Outcomes</b></p>
<p>Participants will know, understand, and/or be able to...</p> <ul style="list-style-type: none"> <li>• Use their understanding of the alignment between the Iowa Core Standards and the Iowa State Assessment of Student Progress (ISASP) to influence curricular decisions.</li> <li>• Use the Interpretive guidelines for test results to identify achievement levels.</li> <li>• Identify accurate targets for instruction that are aligned to the ISASP.</li> <li>• Understand question item types on the ISASP and how to provide practice for students on new question types.</li> <li>• Develop strategies for preparing students for the writing portion of the test.</li> <li>• Build students reading skills for testing and beyond.</li> <li>• Implement strategies to lessen stress on all stakeholders.</li> <li>• Develop an organized plan for preparing teachers and test proctors for the test.</li> </ul>
<p><b>Schedule and Delivery</b></p>
<p>Note: 15 collaborative learning hours are required for each credit offered.</p> <ul style="list-style-type: none"> <li>• October 1, 2019: Shifting Classroom Practice for the ISASP and Beyond Conference, 8:30-12:00 &amp; 12:30-3:00, totaling 6 hours</li> </ul>



- October 2-October 18, 2019: In teams or with a partner (another teacher, instructional coach, or administrator) meet in several sessions as needed over these two weeks, totaling 3 hours. Keep a log of the meeting times. Explore and answer in writing the following questions for each of the 5 sessions attended as an extension of learning from the conference:
  - Here's what I learned: description of the key learnings
  - So what - why/how this is important to me OR How what I learned in this session makes me think differently
  - Now what I will do with what I've learned
- October 21-December 18, 2019: Develop, implement, and reflect upon an action plan to integrate testing strategies and instructional strategies requiring rigorous, college and career readiness learning in your classroom or professional practice. Keep a log of your work (development, implementation, and reflection) totaling 6 hours. The action plan may be developed and implemented individually or collaboratively. The Shifting Classroom Practice for the ISASP and Beyond Action Plan must include the following elements:
  - Purpose: A brief description of your plan's purpose, the "why" setting the context and explaining the need for the plan.
  - Picture: An explanation of what this plan will accomplish, your goals or objectives. What would successful implementation look like for you, for the students?
  - Plan: This section is a detailed listing of the standardized testing strategies or tools to be used in professional practice, as well as the schedule for implementation. Include how you will assess progress. Note that while the plan may extend beyond the scope of this course, beginning implementation is expected.
  - Part to Play: Describe who and how others (i.e., fellow teachers, instructional coach, administrator, professional support staff) will be included to support you in development, implementation, and reflection of this plan.
  - Progress: (Written during and after implementation.) Reflect individually upon the implementation of your plan. What progress are you seeing in college and career readiness skills and testing practices of your students? How do you interpret this progress? What are your next steps in relationship to this progress?

### **Successful Course Completion and Evidence of Learning**

- Full conference attendance from 8:30-12:00 & 12:30-3:00
- Reflection paragraph for each of the five sessions.
- Reflection paragraph for each session must include
  - Here's what I learned: the key learnings from the session
  - So what - why/how this is important to me OR How what I learned in this session makes me think differently
  - Now what I will do with what I've learned
- Reflection paragraphs will be assessed with the reflection rubric: content (all 3 elements are included in each paragraph for each session and speaker), detail, and clarity.



- With the reflection paragraphs, submit a log detailing the meeting times between October 2 and October 18, showing a total of 3 hours.
- Shifting Classroom Practice for the ISASP and Beyond Action Plan must include all listed elements: Purpose, Picture, Plan, Part to Play, Progress. Note: The plan may be developed and implemented collaboratively. The reflection must be individually written.
- With the action plan, submit a log detailing the development, implementation, and reflection times between October 21 and December 18, showing a total of 6 hours.
- The Shifting Classroom Practice for the ISASP and Beyond Action Plan will be assessed with the action plan rubric.

### **Course Policies**

- Attendance for the full conference 8:30-3:00 is expected.
- A log detailing collaboration for the conference reflection must be submitted with the reflection paragraphs.
- A log detailing time for the development, implementation, and reflection of the action plan must be submitted with the plan.
- Any additional time needed beyond the due dates must be approved prior to the due date by contacting Jamie at MISIC ([Jamie@misiciowa.org](mailto:Jamie@misiciowa.org)).

### **Course Submissions**

Submit course work and reflections to MISIC ([Jamie@misiciowa.org](mailto:Jamie@misiciowa.org)). A transcript suitable for the BOEE will be sent upon successful completion of the course requirements.

**Shifting Classroom Practice for the ISASP and Beyond  
ISASP and Beyond Action Plan Rubric**

**Work Time: October 21-December 18, 2019. Plan due December 18, 2019**

Name:

Date Received:

Evaluated by:

Date:

TASK: Develop, implement, and reflect upon a ISASP and Beyond Action Plan to integrate testing strategies and/or instruction aligned with the Iowa Core Standards in your classroom or professional practice. Submit a log of your work (development, implementation, and reflection) totaling 6 hours. The ISASP and Beyond Action Plan must include the elements detailed in the rubric below.

<b>Not Yet Areas to Improve</b>	<b>Criteria for Success</b>	<b>Evidence of Meets or Exceeds Criteria</b>
	PURPOSE: A brief description of your plan’s purpose, the “why” setting the context and explaining the need for the plan.	
	PICTURE: An explanation of what this plan will accomplish, your goals or objectives. What would successful implementation look like for you, for the students?	
	PLAN: This section is a detailed listing of the testing strategies and/or instruction aligned with the Iowa Core Standards to be used in professional practice, and the schedule for implementation. Include how you will assess progress. Note that while the plan may extend beyond the scope of this course, beginning implementation is expected.	
	PART to PLAY: Describe who and how others (i.e., fellow teachers, instructional coach, administrator, professional support staff) will be included to support you in development, implementation, and reflection of this plan.	

	<p>PROGRESS: (Written after implementation.) Reflect upon the implementation of your plan. What progress are you seeing in the use of testing strategies and/or Iowa Core Standards strategies your students? How do you interpret this progress? What are your next steps in relationship to this progress?</p>	
	<p>LOG: Detail six hours of time to develop, implement, and reflect upon the action plan.</p>	

\_\_\_\_\_ **Submission Does Not Meet Criteria. Re-submit missing elements by Date:**

\_\_\_\_\_ **Submission Meets Criteria: Signature:**

**Date:**

**Shifting Classroom Practice for the ISASP and Beyond**

**Conference: October 1, 2019**

**Reflection due by October 18, 2019**

Name:

Date Received:

Evaluated by:

Date:

**Conference Reflection:** *Your reflection paragraphs for each of the five (5) sessions attended will be assessed on the following rubric. You must earn a “yes” on this portion of the course in order to earn licensure renewal credit.*

<b>Not Yet Areas to Improve</b>	<b>Criteria for Success</b>	<b>Evidence of Meets or Exceeds Criteria</b>
	<p>CONTENT: All components of the reflection paragraphs are present:</p> <ul style="list-style-type: none"> <li>○ <u>Here’s what</u> I learned: description of the key learnings from the session</li> <li>○ <u>So what</u> - why/how this is important to me OR How what I learned in this session makes me think differently</li> <li>○ <u>Now what</u> I will do with what I’ve learned</li> </ul>	
	<p>DETAILED: Reflection paragraphs include sufficient detail for reader to know what the participant has learned and how knowledge is/will be used in teaching and learning.</p>	
	<p>CLARITY: Reflection is clear and coherent.</p>	
	<p>LOG: Details the meeting times with your colleagues to explore your thoughts about what you learned from the conference between October 1 and October 18, showing a total of 3 hours.</p>	

\_\_\_\_\_ **Submission Does Not Meet Criteria. Re-submit missing elements by Date:**

\_\_\_\_\_ **Submission Meets Criteria: Signature:**

**Date:**