PROFESSIONAL LEARNING STRATEGIES

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Licensure Renewal Credit: 1 credit

This course is approved for licensure renewal credit only upon successful completion of all the micro-credential components. The course is not approved as credit toward an endorsement or new teaching authority.

This course is presented in a self-paced format. Participants, whether individually or as learning team, are expected to make reasonable progress through the components. In order to accommodate the participant's work schedule and professional setting, no due dates are attached to the individual components with the exception of the final due date.

Dates: Online July 1, 2023-July 1, 2024

Course Description (Overview of Course)

Effective professional learning is a continuous cycle of improvement that is based on standards, targets specific teaching knowledge and skills, provides for job-embedded practice and implementation, supports the teacher with collegial and expert feedback, and includes reflection as preparation for future steps.

Professional learning for teachers must be designed to the same level of active engagement and relevancy we expect to see in classrooms. To achieve this end, a blended learning environment and personalization are two critical characteristics. Whether the learning is by the whole group, within smaller learning teams, or by the individual, an effective professional learning plan includes a variety of instructional types and tools to engage the adult learner. The second key factor is personalization. The learning must be relevant to the professional; "what's in it for me" must be evident and provide "real-time" application for the learner.

This course provides experience with writing a high-quality micro-credential as a means to understanding the critical elements of a micro-credential (job-embedded, competency-based learning), selecting and implementing engaging strategies for the adult learner, and an overview of professional learning communities, a proven strategy for team learning and results.

School Improvement Rationale

The most important component in the educational system is the teacher. An effective teacher enhances learning more than any other aspect of schooling that can be controlled. To respond to the increasing demands on the teacher, schools implement professional learning programs to improve instruction and to impact not only student achievement, but also students' social and emotional growth and college and career readiness skills.

Expected Outcomes: The learner will be able to…

Those who complete all components of the course will be able to:
- Write a micro-credential that targets a specific professional skill and is competency-based
- Select and implement a variety of active engagement strategies for the adult learner
- Implement a PLC action plan that moves your team or school forward in the PLC process

Note: Success criteria for each component are identified for each component below.

Micro-Credential Component*	Micro-Credential Description	Hours
Writing a Micro-credential	Micro-credentials have emerged as a high-quality professional learning design that provides job-embedded, competency-based experiences for teachers. Districts or individuals can learn to write micro-credentials that fulfill educators learning needs.	6

Success Criteria for this micro-credential:
Using the micro-credential template, write a micro-credential that
- ☐ addresses a specific skill based upon professional knowledge
- ☐ specifies a specific task that demonstrates the skill
- ☐ asks for reflection about growth in the skill
- ☐ details criteria of successful completion of the task and reflection using a single-point rubric

Micro-Credential Component*	Micro-Credential Description	Hours
Engaging Strategies for Adult Learners	No matter the mode of professional learning design for teachers, attention to the principles of active learning will result in more effective learning and a greater impact on student achievement, college and career readiness, and social-emotional maturity.	5

Success Criteria for this micro-credential:
Select a professional learning experience that you are involved in. As the planner or facilitator (or ask the leader),
1. Select, note, and try 10 different strategies to implement throughout the professional learning experience. Select strategies that you have not tried previously.
2. Strategies Reflection: Create a chart that includes each strategy you tried, explanation of how the strategy worked, explanation of what you would change or revise next time with the strategy, and then an idea of how you could use this strategy in a different situation.

Micro-Credential Component*	Micro-Credential Description	Hours
Overview of Professional Learning Communities	What is a PLC? What is not a PLC? The powerful collaboration that characterizes professional learning communities is a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning.	4

Success Criteria for this micro-credential:

1. Analyze your current state of Professional Learning Communities structure and processes against the qualities of an effective PLC.
2. Develop an action plan for how you will move your school forward in the PLC process beginning where your school is now. The action plan shall include overall goal, purpose, focus of the work, persons involved, timeline, and evidence of progress

Iowa Teaching Standards

Check which number(s) of the Iowa Teaching Standards that connect to the work defined in this course:

- ✓ Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- ☐ Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position
- ☐ Standard 3: Demonstrates competence in planning and preparing for instruction.
- ✓ Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.
- ☐ Standard 5: Uses a variety of methods to monitor student learning.
- ☐ Standard 6: Demonstrates competence in classroom management.
- ✓ Standard 7: Engages in professional growth
- ✓ Standard 8: Fulfills professional responsibilities established by the school district.

Iowa Leadership Standards
Check which number(s) of the Iowa Leadership Standards that connect to the work defined in this course: ✓ Standard 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) ✓ Standard 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) ☐ Standard 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) ☐ Standard 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) ☐ Standard 5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics) ☐ Standard 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)

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