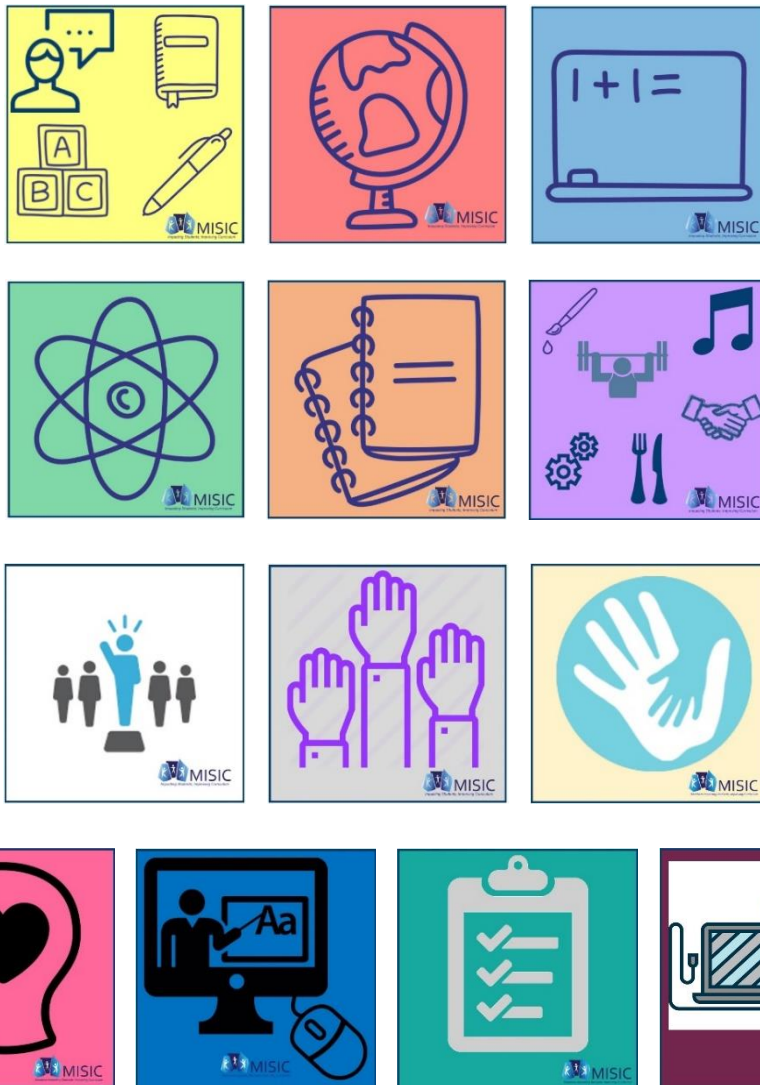




# Micro-Credential Catalog



[www.misicimpact.org](http://www.misicimpact.org)

## September 2022

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## What are Micro-Credentials?

- Micro-credentials are a digital form of certification indicating that a person has demonstrated competency in a specific skill.
- Rather than learning by watching, reading, or listening alone, micro-credentials promote learning by doing.
- Educators apply their learning in their instructional or leadership practice and provide evidence of implementation, thereby demonstrating their competence.
- Micro-credentials may be earned individually as a digital badge or bundled into courses that are eligible for licensure renewal credit.

### **Educator Micro-credentials are**

*Competency-based*

*Personalized*

*Job embedded*

*Specific*

*On-demand*

MISIC is currently developing micro-credentials in collaboration with member schools to facilitate the learning and implementation of effective instructional practices, building the understanding and teaching of the standards, and designing instruction that includes 21st Century skills.

### **Here is how micro-credentialing works:**

- Teachers identify the micro-credential they want to earn based on their needs and interests.
- Teachers pursue their learning.
- Teachers gather and submit evidence of their competence.
- Trained assessors evaluate the evidence educators submit.
- Teachers earn the micro-credential and are awarded a digital badge.

\*From *The promise of micro-credentials*, Learning Forward, June 2017.

## Bundles (Courses) Available for License Renewal Credit

*Individual micro-credentials have been bundled into fifteen-hour courses that are eligible for licensure renewal credit granted by MISIC, an approved licensure renewal provider with the Iowa Board of Educational Examiners. Each individual micro-credential carries an estimated number of hours for completion; bundled together into a course, the micro-credentials total 15 hours for one licensure renewal credit.*

- Argumentative Writing – 4 micro-credentials
- Assessment Tools and Practices – 3 micro-credentials
- ELA/Literacy Shifts – 5 micro-credentials
- Explanatory/Informative Writing – 4 micro-credentials
- Engaging Curriculum in a Caring Environment – 4 micro-credentials
- Learning What NGSS Means – 4 micro-credentials
- Learning with Text – 3 micro-credentials
- MISIC Literacy Resources\* – 5 micro-credentials
- MISIC Math Resources\* – 5 micro-credentials
- Narrative Writing – 4 micro-credentials
- Professional Learning Communities (PLCs) – 4 micro-credentials
- Professional Learning Design – 3 micro-credentials
- Professional Learning Strategies – 3 micro-credentials
- Remote Learning – 3 micro-credentials
- Social & Emotional Learning – 3 micro-credentials
- The Social Studies Inquiry Process– 4 micro-credentials
- Special Education – 4 micro-credentials
- Standards, Resources, and Lesson Design\* – 4 micro-credentials
- Teaching with Text – 3 micro-credentials
- Vocabulary Instruction – 4 micro-credentials

*\*Available for MISIC members only*

## New Micro-Credentials Available in 2022-23

- Information Security - “Do you really know who you’re talking to?”



### **The Frayer Model for Vocabulary Instruction**

Vocabulary development is a vitally important skill for students. They need word knowledge and vocabulary for all aspects of reading, inclusive of fluency and comprehension. Having a broad vocabulary is tied to student success across the content areas. Generally, students with a larger vocabulary enjoy reading more, read more independently and with more frequency. One instructional strategy to support student word learning is the Frayer Model. The Frayer Model is a graphic organizer used for vocabulary building through analysis of terms. The four-square model directs students to think about a word by defining the term, describing essential characteristics, and providing examples and non-examples of the term. This type of thinking aligns with Marzano’s High Yield Instructional Strategy; Identifying Similarities and Differences which yields a 45-percentile gain.

### **Argumentative Writing Task**

An argumentative task will ask students to think critically and to see how well students argue on different views and demonstrate knowledge of the content. There are many argumentative topics or tasks to address in current topics of political debates, economic movements, and technological progress. A debatable task must ask students to have both analysis and fair criticism of various problems. Students must make sure when something is said against one's claim that solid arguments are needed to support the claim. What will this look like? This micro-credential will address how to compose an argumentative task as well as what the corresponding essay would look like to meet the standards for skill development.

### **Tools for Argumentative Writing**

Do you need some more strategies in your toolbox to provide direct instruction, guided practice, and individual work for your students to produce more effective argumentative writings? Join us on this journey of exploring more tools to teach argumentative writing—an essential for today and tomorrow!

### **Assessing the Argumentative Writing Task**

As you think about assessing the argumentative writing; you will work with defining what the task is asking for around the categories of purpose or focus, organization, evidence of elaboration, language and vocabulary, and conventions. Is the response fully sustained and consistently and purposefully focused? Does the response have a clear and effective organizational structure? Is there support/evidence for the writer’s argument? Is the response clearly and effectively expressed?

### **Narrative Writing Task**

As you think about preparing your students to write a narrative, make sure students can identify the key elements of a story (e.g., characters, plot, setting, conflict, and point of view). You will then work with students to infer character traits and analyze characters. If the directions call for a story that follows from the original (as most do), then you need to read and annotate with the appropriate questions in mind. Think about potential sources of conflict. Make sure students know about catchy hooks and how to format dialogue. Students will also benefit from more nuanced discussions of how to build suspense, use sensory details, and carry the tone/mood forward. Let’s get started.



## Literacy (continued)

### Tools for Narrative Writing

Do you need some more strategies in your toolbox to provide direct instruction, guided practice, and individual work for your students to produce more effective narrative writings? Join us on this journey of exploring more tools to teach narrative writing—another tool for success in tomorrow’s world!

### Assessing the Narrative Task

As you think about assessing narrative writing; you will work with defining what the task is asking for around the categories of purpose or focus, organization/plot, narrative techniques, language and vocabulary, and conventions.

### Explanatory/Informative Writing Task

As you think about preparing your students to write an explanatory/informative paper, remember that the primary purpose of informative/explanatory writing is to increase knowledge. When writing an informative/explanatory text, the writer answers questions of why or how. Informative writing educates the reader by imparting straightforward information on a certain topic.

### Tools for Explanatory/Informative Writing

Do you need some more strategies in your toolbox to provide direct instruction, guided practice, and individual work for your students to produce more explanatory/informative writings? If this interests you, join us on this journey of exploring more tools to teach explanatory/informative writing—another tool for success in tomorrow’s world!

### Assessing the Explanatory/Informative Writing Task

As you think about assessing explanatory/informative writing; you will work with defining what the task is asking for around the categories of organization, purpose, evidence, elaboration, and conventions.

### Overview of ELA Shifts

The new standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—and *the necessary shifts they call for*—is essential to implementing the standards well.

### ELA Shift #1 – Regular Practice with Complex Texts and Academic Vocabulary

Rather than focusing solely on the skills of reading and writing, learning more about how the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life will be the focus. Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*). The standards call for students to grow their vocabularies through a mix of conversation, direct instruction, and reading.



## Literacy (continued)

### **ELA Shift #2- Reading, Writing and Speaking Grounded Evidence from Texts**

Learn more about how the new standards emphasize using evidence from texts to present careful analyses, well-defended claims, and clear information with Shift 2. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care. The reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of *text dependent* questions whose answers require inferences based on careful attention to the text.

### **ELA Shift #3 – Building Knowledge Through Non-Fiction Text**

Dig deeper into Shift #3 by learning that students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students' content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.

### **Understanding the ELA Standards**

How are the standards set up? How are they aligned K-12? These are just a couple of the questions that will be addressed in this micro-credential. The college- and career-ready standards anchor the standards document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

### **Close Reading**

Close reading is a strategy in which students learn how to comprehend complex text and build disciplinary knowledge. Learn how to choose appropriately complex text, generate text dependent questions, and develop the steps of a close reading lesson to engage students with text.

### **Text Dependent Questions**

Teachers need to create and use text dependent questions that redirect students back to the text to provide evidence and support for their answers.

### **Annotating Text**

One critical way to demonstrate close reading is to annotate the text. This "reading with a pencil" helps the reader engage with text more slowly and critically in order to deepen understanding. Independent strategic readers experience how annotation "done right" develops college and career readiness skills.

### **Text Complexity**

A critical element of college and career readiness is students' experience with complex texts. Learn how to define and identify appropriately complex texts and how to apply three measures of text complexity to texts under instructional consideration.



## Literacy (continued)

### Using Informational Text

Well-selected informational texts provide both content knowledge and models of disciplinary reading and writing skills. Learn how to select a range of texts for units of instruction that address both content learning targets and literacy standards.

### Creating Text Sets

The literacy shifts of the standards require students to have regular practice with a range of texts worthy of deep learning. Learn about the wide variety of texts available for instruction and how to assemble a text set that will provide what students need to build content knowledge and literacy skills.

### The Why of Vocabulary Instruction

Why is vocabulary instruction so important in today's classroom? We will look at some research and current practices to understand why it is important to plan and prepare for vocabulary instruction in every classroom with all students.

### Vocabulary- Which words are the best to teach?

While deciding which words to teach can seem daunting, there are some general guideposts an educator can use when determining where he or she should pause and to introduce potentially unknown vocabulary. In this learning task, you will work on selecting words from current text and evaluating current words that are being used to determine if they are the best words to provide instruction.

### Instructional Strategies to Teach Vocabulary

There are numerous different ways to teach vocabulary, but not all strategies are as effective as other ways. In this micro-credential, participants will learn which strategies are research-based and prove to be more effective to teaching vocabulary in the classroom. Participants will learn different strategies to use with different content.

### Exploring the Top MISIC Literacy Resources\*

The MISIC team has researched and vetted 1,000+ tools and resources for teachers and administrators. In this component you will access the Top 20 MISIC Literacy Resources and identify the resources you will use and why, possibly use and why, or not use all and why.

### Planning Professional Development for Literacy Teachers\*

The MISIC team has researched and vetted professional development modules that are available to deepen your understanding of shifts in core instruction. In this component you will access the Ready4U2Learn Database on the MISIC Website and explore the site to deepen your understanding of the shifts in literacy instruction. After exploring at least four modules of your choice, you will choose one module to dig deeper to determine how the shifts will impact an upcoming literacy lesson or unit.

### Digging into the Literacy Standards (ELA Bookmarks)\*

MISIC has developed Literacy Bookmarks for the ELA/Literacy standards. In this component you will examine the Literacy Bookmarks for your grade level and reflect on how you can use this resource to plan your lessons aligned to the literacy standards.

***\*Available for MISIC members only***





## Social Studies

### **Understanding Iowa Social Studies Standards\***

Curricular and instructional planning starts with a deep understanding of disciplinary/content standards. The participant will be able to articulate the content standards to students and parents, utilize the progressions in planning, and base unit and lesson planning on the standards.

### **Inquiry Process**

Inquiry is at the heart of thinking like a historian. Understanding the inquiry process is a key component for and underpins the process of designing instruction for social studies classrooms.

### **Developing Essential, Compelling Questions to Guide an Inquiry Unit**

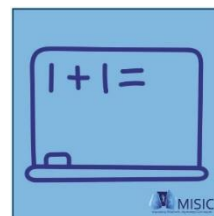
Crafting an essential question that is not only compelling, but that captures the interest and curiosity of students is critical to designing instruction that meets the demands of the new social studies standards. In this component, learners will examine the qualities of effective essential questions, critique sample essential questions and develop potential essential questions to teach some required social studies content. In addition to the essential question, learners will learn how to develop supporting questions that help guide students in their inquiry to answering the essential question.

### **Bundling Social Studies Standards: Integrating Inquiry, Content, Literacy and 21<sup>st</sup> Century Skills**

Once an essential, compelling question has been developed, the next step is to determine the standards that will help students answer that question. Critical to this step is understanding and selecting what skills and knowledge are needed to conduct the inquiry. Standards selected must be both explicitly taught and assessed.

*\*Available for MISIC members only*

# Math



## Overview of the Math Shifts

The new standards for Math build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing the standards well. You will reflect on these math shifts within your lessons.

## Understanding the Math Standards

How are the standards set up? How are they aligned K-12? These are just a couple of the questions that will be addressed in this micro-credential. The college- and career-ready standards anchor the standards document and define expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

## Planning Professional Development for Math Teachers\*

The MISIC team has researched and vetted professional development modules that are available to deepen your understanding of shifts in core instruction. In this component you will access the Ready4U2Learn Database on the MISIC Website and explore the site to deepen your understanding of the shifts in math instruction. After exploring at least four modules of your choice, you will choose one module to dig deeper to determine how the shifts will impact an upcoming math lesson or unit.

## Exploring the Top MISIC Math Resources\*

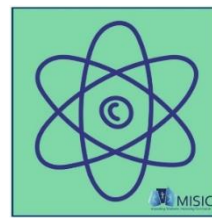
The MISIC team has researched and vetted 1,000+ tools and resources for teachers and administrators. In this component you will access the Top 20 MISIC Math Resources and identify the resources you will use and why, possibly use and why, or not use all and why.

## Digging into the Math Standards Resource Guide\*

MISIC has developed Resource Guides for the K-8 Math standards. In this component you will examine the Math Resource Guide for your grade level and reflect on how you can use this Guide to plan your lessons aligned to the math standards. (If you are a high school teacher, use the 8<sup>th</sup> grade guide to reflect upon a differentiated lesson/unit/intervention for struggling learners.)

***\*Available for MISIC members only***

## Science



### How to Read the NGSS Standards Document

The NGSS standards document is loaded with information if you just understand how to read it. Learn how to use the coding and tools within the document to better understand each Performance Expectation.

### Digging into Cross Cutting Concepts

Cross Cutting Concepts are ideas that connect multiple disciplines of science and/or across content areas. Learn how these concepts are a part of the 3-dimensional learning and how students' progress through their understanding from grade level to grade level.

### Disciplinary Core Ideas- The Content of NGSS

Disciplinary Core Ideas are the content of the NGSS standards. Learn how to use the progressions to identify what students should be mastering at each grade level to be on the path to college and career readiness at graduation.

### Science and Engineering Practices- How we DO Science

Science and Engineering Practices are essential to learning about science. Learn how to use the progression chart to teach and assess the behaviors of a science student at each grade level.

## Beyond the Core



### Understanding Your Content Standards

No matter what content and skills you teach, all teachers are focused on the skills and knowledge students will need to succeed in college, career, and life. Understanding the standards that drive your curriculum is essential to implementing the standards well. The current standards across all our curriculums raise expectations across multiple areas of students' educational experience including instructional materials and experiences, classroom practice, and assessment. No matter what the content, it is important to note how college- and career-ready standards contribute to transformative changes in the classroom that will better prepare students for opportunities after high school.

### Exploring Top Content Resources\*

Content standards have changed significantly in the past few years, and it is imperative teachers understand them deeply in order to plan and deliver quality units of instruction. In this micro-credential, you will explore the many tools and resources MISIC has researched and vetted to assist teachers in building their understanding and planning for instruction.

*\*Available for MISIC members only*



# Professional Learning & Leadership

## Overview of Professional Learning Communities

What is a PLC? What is not a PLC? What does this mean for you/your team? 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.

## Laying the PLC Foundation

The quality of these building blocks (mission, vision, values, and goals) will be directly related to quality of leadership, collaboration, and staff development. You will learn the value of setting this foundation as well taking an assessment to determine current reality and next steps of the components of an effective professional learning community.

## Working with the PLC Critical Questions

What are the four PLC system questions and what are the four PLC critical questions and why are they important? What evidence will be accepted that your team is answering these questions? Learning is the primary purpose of a school that functions as a professional learning community. If all staff members of a school believe all students can learn, they should be involved in addressing the following questions:

1. What is it we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond when they do not learn?
4. How will we respond when they already know it?

## Establishing Norms and Agendas for Professional Learning Communities

What are norms/ground rules? How can your PLC establish norms? In PLCs, norms represent protocols and commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.

Why are agendas a necessary component of the PLC process? Learn about various forms of structure for agenda and review examples of agendas that can make your PLC team meetings productive.

## Book Study Basics

Book studies can be powerful tools for developing the teacher expertise necessary for improving performance and enhancing student learning through deliberate practice. What sets an effective book study apart from an ineffective one lies in both the initial planning of the book study itself and the utilization of the knowledge, skills and practices acquired.

## 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.

## Professional Learning & Leadership (continued)



### Using Micro-credentials in Professional Learning

Micro-credentials address the “knowing-doing gap” that is too often the result of many professional development programs. A micro-credential works by establishing a specific learning target and skills to be learned and applied, identifying the task which will demonstrate that knowledge and skill, and providing possible pathways and resources from which the participant may choose his/her own pathway to learning and application in professional practice.

### Planning Effective Professional Development

No longer is “sit and get” acceptable as the standard for professional development. Rather, professional learning for teachers must be designed to the same level of active engagement and relevancy we expect to see in classrooms. 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.

### 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.

### Consensus Protocols for Group Decision Making

Making decisions, especially as a group, can be a challenge. There are many aspects to consider when making a decision, most among them how the decision will be made. This micro-credential considers the value of consensus building for the decision-making process. There are advantages to utilizing a consensus building type of decision. Many voices are heard during this process because the individuals within the group share their opinions and ideas. Using a protocol and listening to all perspectives is part of building a decision together as a unit. There are several types of consensus-building options that can be used to create a sense of cohesiveness and a sense of buy-in from the individuals in the group. This micro-credential will serve not only to define what consensus means but will also include steps for selecting and utilizing a protocol.



## Student Engagement

### Thinking About Our Generation Z Learners—Who are They?

You will learn about the shifts that our current generation of learners (Born between 2001 and 2018) are experiencing, as well as ways to refine your teaching to meet their needs. Just a couple examples for you . . . While Generation Y grew up during a strong economy, Generation Z is growing up in a time of recession, terrorism, violence, volatility, and complexity. While Generation Y subscribed to everything social, Generation Z doesn't want to be tracked, preferring Snapchat, Secret, or Whisper to communicate.

### Creating a Respectful, Positive, Safe, Effective, and Student-Centered Environment

According to Harry Wong, effective teachers demonstrate a deep understanding of the curriculum. They plan, teach, and assess to promote mastery for all students. Effective teachers provide a respectful, positive, safe, and student-centered environment. In this micro-credential, you will revisit the process of creating the student-centered environment.

### Engagement of Students: What Makes Learning Stick?

We want our students to take in, store, retrieve, and use the information that we are teaching and/or facilitating. What are some ways we can do this? Through this micro-credential, you will learn about the six learning principles that trump other types of principles that Sharon Bowman shares in her book and other resources. (When one learning strategy trumps another, it means that it is a better, more powerful way to learn than the other.)

- Movement trumps sitting.
- Talking trumps listening.
- Images trump words.
- Writing trumps reading.
- Shorter trumps longer.
- Different trumps same.

### Instructional Strategies That Will Engage Your Learners

As Dr. Spencer Kagan states, "We have a choice. We can teach in ways that align with how brains naturally learn. If we do, our students learn more, learn more quickly, retain and recall more, and enjoy learning more. Many traditional teaching methods do not align well with how our brains learn. Without changing what we teach, we can change how we teach in ways that make teaching and learning dramatically more efficient." Through this micro-credential, you will learn/relearn many strategies to engage learners.

### Making Learning Stick: Shorter Trumps Longer

Brain research has shown us that certain ways to learn, remember, and use information "trump" other traditional ways. Because we want our teaching to have a greater impact, we must give learners time to discuss, question, participate, teach and learn from each other. One of Sharon Bowman's brain science principles is "shorter trumps longer." The human brain learns best when information is presented in small chunks of knowledge or is divided into segments followed by short review breaks. Designing instruction that presents knowledge in short content segments with opportunities for active manipulation between the chunks is a highly brain-compatible lesson model (Bowman, 2011). In this micro-credential, the focus is on the learning principle "shorter trumps longer." You will reflect on your current habits and revisit how to chunk information and then develop and implement lessons to engage students with the content presented in each segment.

## Student Engagement (continued)



### **Making Learning Stick: Talking Trumps Listening**

Cognitive neuro-science research has shown us that certain ways to learn, remember, and use information “trump” other traditional ways. Because we want our teaching to have a greater impact, we must give learners time to discuss, question, participate, teach and learn from each other. One of those ways is engaging students in more talk and less listening. In this micro-credential the focus is on the principle that “talking trumps listening.” You will reflect on your current habits and learn – or relearn – habits that will promote an increase in student engagement through strategies that provide opportunities for students to talk about their learning.



## Lesson Design/Planning

### **Providing Clarity in Lesson Design and Delivery**

Clarity in teaching is a major contributor to student success. Teacher clarity has a large effect size of 0.75 (Hattie, 2009), equivalent to two years' worth of growth for a year in school. When a teacher and a student are in agreement about what is to be learned and how both of them will know when intended learning has occurred, we save a whole lot of time that would have otherwise been spent floundering around looking for the purpose.

### **Lesson Design: Closure**

Providing an intentional opportunity for closure to a lesson or a piece of a lesson offers a valuable opportunity for student reflection, deeper learning, and formative assessment. This piece allows teachers to know, through student responses, how students are responding to the instruction and where to go next in terms of “What do I want students to learn?” “How do I know they’re learning?” “What do I do if they’ve learned it?” “What do I do if they haven’t learned?”

### **Learning Targets**

Learning targets guide learning. They are a lesson-sized chunk of content and skills that students will come to know deeply. Learning targets are designed from identified standards and intended curriculum. Daily learning targets are posted and communicated to students in student friendly terms. They need to be measurable so that a teacher is aware of how their students are performing in regard to the articulated learning target. This will allow the teacher to determine if he or she should re-teach, move on, or work specifically with some students to refine the learning.

### **Using Learning Targets to Enhance Student Learning**

One of the highest quality instructional practices we know from the research of Hattie and Marzano is a clear focus for the lesson, and learning targets are the pathway to the clear focus. Clearly written learning targets anchor the learning intention for students and help them to understand where the learning will be headed. By giving students a clear understanding of the destination of the learning, they are able to take ownership of their learning journey. In this micro-credential, you will focus on how to use learning targets as intentional instructional tools in order to enhance learning in a number of ways.





## Special Education

### **Specially Designed Instruction (SDI)**

The delivery of specially designed instruction is the core job responsibility of special education teachers. IDEA regulations define “specially designed instruction” as “adapting, as appropriate, to the needs of an eligible child under this part, the content, methodology or delivery of instruction (i) to address the unique needs of the child that result from the child’s disability; and (ii) to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.” In this micro-credential you will be viewing, reading, and reflecting on Specially Designed Instruction as a part of the development of an IEP (Individualized Education Plan) for qualifying students.

### **Writing Quality IEP Goals**

Goal setting is a critical and important part of all aspects of life. In education, we use goal setting to set expectations, realize growth, and evaluate progress to establish new goals. The process of goal setting when writing IEPs helps both the teacher and the student bring focus to the expected learning target. In this micro-credential you will be viewing, reading, and reflecting on writing quality goals as part of the development of an IEP (Individualized Education Plan) for qualifying students.

### **Transition Planning**

By law, schools must include transition planning within an IEP no later than the student’s 16th year. Appropriate measurable post-secondary goals are based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. In this micro-credential, participants will learn about developing transition services to assist the student in reaching those post-secondary goals.

### **Conducting an IEP Meeting**

IEP meetings are the culmination of a lengthy and worthwhile process for the benefit of students who qualify for special education services. The IEP meeting is an opportunity for schools to share with parents the plans, progress and future for a child with a qualifying disability. While it is important to know the legal requirements of the meeting, it is equally important to plan for and understand the ways that the meeting can serve as a means for developing and celebrating the adult relationships that foster the necessary environment both at school and at home for student growth and success.

### **Visual Schedules**

Visual schedules are graphic representations of scheduled activities and are regularly used to support students with disabilities. Students who are on the autism spectrum especially benefit from visual schedules. It is important to remember that ALL students are different, and each visual schedule must be created and personalized to fit the individual needs of your students and classroom. In this micro-credential you will be learning more about visual schedules in general, where and when to use them, and the types of visual schedules. You will practice using them in your classroom, and finally receive feedback related to implementing visual schedules.



## Special Education (continued)

### **The General Education Teacher’s Role in Disability Suspect**

The general education teacher may be the first to express concern about a student who is struggling in school. The questions explored in this micro-credential are When does the concern for a student’s academic and/or behavioral progress become more than a concern? How does the teacher make that determination? Should the teacher request that the student be evaluated for a suspicion of a disability? Determining whether a child has a disability and is eligible for special education services or support is a responsibility that carries long reaching effects on a student’s future. A known or suspected disability may significantly impact a student’s access to learning. As a result, knowing, understanding, and, when necessary, demonstrating the role that an educator plays in the process is crucial. With this micro-credential, you will implement the disability suspect process every step of the way, including initial identification, classroom interventions, and referral for formal evaluation.

### **Who Are the Learners Who Face Challenges in My Classroom?**

Each day learners enter our classroom bringing their own set of challenges. Sometimes those challenges are easy to spot based on conversations, observed behaviors, or on academic performance. Yet, all too often educators either don’t notice, don’t understand, or don’t have the time to dig into what may be behind those challenges and the corresponding barriers to learning that students bring into our classrooms. In this micro-credential you will examine your own classroom, program, or building to determine the challenges that learners face each day. You will dig deeper by selecting a learner challenge (Poverty, Trauma/Mental Illness, Cultural Diversity, English Language, or Gifted & Talented) presented in the micro-credential to study. From the study you will determine the most impactful learning and professional strategies to benefit the learner challenge you selected.

### **How Can I Support the Learners Who Face Challenges in My Classroom?**

It is one thing to know and understand the challenges that face learners. It is quite another thing to implement specific strategies to meet specific learner challenges and to also monitor the learning. Improvement in academics, behavior, socialization and/or motivation to learn occur when teachers not only implement effective strategies but also monitor the impact of those strategies. This micro credential continues the focus on the learner population studied in Who Are the Learners Who Face Challenges in My Classroom? The target learner challenge (Poverty, Trauma/Mental Illness, Cultural Diversity, English Language Learners, Gifted & Talented) that was studied in-depth previously will continue to be the focus. Participants are asked to use the resources provided to modify lessons, implement lessons, and monitor student progress as a result of the lessons.

### **Building Self-Regulation Understanding & Skills**

This micro credential gives a teacher the opportunity to explore how to best leverage student strengths by reading and viewing resources related to self-regulation and also looking closer at the student’s strengths. The teacher then implements self-regulation strategies and evaluates the results of using the strategies. The goal is for a teacher to have a stronger repertoire of strategies that will assist students challenged by self-regulation and understand those same strategies will undoubtedly be worthwhile for other students as well.



## Social & Emotional Learning

### **Social and Emotional Learning: The Why?**

This micro-credential focuses on the “why,” the importance of and need for social and emotional learning as an integral element of a school’s curriculum and instruction. You will assess your school’s current climate and culture and make a case for professional development regarding social and emotional learning.

### **Social and Emotional Learning: The What?**

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. This course focuses on building a deep understanding of the elements of SEL, as well as related terminology.

### **Social and Emotional Learning: Positive Relationships with Students**

Research shows that when there is a positive teacher-student relationship, students feel safe and are not afraid to take risks as part of the learning process. Teachers who have created positive teacher-student relationships are more likely to have above-average effects on student achievement. This micro-credential focuses on identifying and developing positive student relationships in the classroom.

### **Social and Emotional Learning: Affirmative Language and I Statements**

Verbal expectations and feedback to students help create the unique learning environment within classrooms. Affirmative language is important, as it tells students what they are or should be doing, rather than what they shouldn't do. Another SEL strategy is the use of “I Statements” to express strong feelings, especially when solving conflicts.

### **Social and Emotional Learning: Measurement Tools**

Measurement tools for social and emotional learning are critical for evaluating a school’s SEL program. There are critical considerations schools must make in selecting an SEL assessment. This course highlights those considerations and asks participants to evaluate potential assessments against those considerations.

### **Social and Emotional Learning in a Distant Environment**

When teachers and students cannot be at school for a prolonged time due to an emergency, disaster, or viral pandemic, their social and emotional needs must be addressed before we can even think about curriculum or assessments. Social and emotional learning can provide the support they need during challenging times. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions. In this micro-credential, you will study the five core competencies of CASEL's framework and select evidence-based strategies to teach the skills. Whether face-to-face or at a distance, social and emotional learning is key to our students’ well-being and their readiness to learn.



## Remote Learning

### **Startup Tips for Making the Shift to Online Learning**

Suddenly you have found yourself in what may be an “emergency remote learning” situation. In this micro-credential, you will explore the differences between in-class learning and remote learning and what you can do to revise lessons for online learning. The speed at which you have had to move to online instruction is unprecedented. With this micro-credential you can consider what you have yet to learn about delivering and facilitating quality learning for students who are at a distance.

### **Remote Learning: Lesson Design and Delivery**

This micro-credential looks at quality online instruction and applies some of those elements to remote learning. Understanding the distinction between remote learning and online learning will help ease your concerns about the adjustment to remote learning during times of extreme need. Remote learning is less complicated. Teachers can learn the knowledge and develop the skills to effectively support learning while students are away from the classroom.

### **Remote Learning: Engaging Students in a Distant Environment**

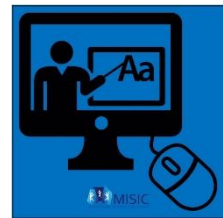
Student engagement is an ever-present concern in today’s classroom, whether it be face-to-face or online learning. We know that increased student engagement is linked to higher achievement and more effective classroom management. While remote learning isn’t a perfect substitute for in-class instruction, there are many ways to keep students engaged while they’re learning from home. This micro-credential provides resources to learn how to do just that.

### **Remote Learning: Netiquette and Norms for Learning and Teaming Online**

One of the first and most important tasks you must do in making the shift to remote learning is setting up the communication channels for your virtual classroom. Just as we establish classroom rules and expectations at the beginning of each new school year or with a new group of students, we must also communicate our expectations of netiquette and ground rules – norming - for teaming and collaborating. Although your class has shifted to online, the social aspect of learning still remains vital to your students’ academic success. Using your school’s learning management system or other technology tool features to encourage interaction among you and your students will require planning. This micro-credential will support you in establishing communication channels critical for your classroom.

### **Remote Learning: Curating and Organizing Resources**

Adopting remote learning is not an easy feat. Districts and staff have a lot to work through to deliver instruction online and provide alternative assignments for students who lack devices or internet access at home. Even so, we turn more and more to the internet to gather resources for our students and quickly become overwhelmed with the task of selecting high-quality materials. The answer is curating and organizing these resources by examining, filtering, and arranging the content for meaningful, relevant, and specific learning purposes. With this micro-credential, you will learn how to best use technology as an instructional tool, how to accommodate students lacking internet access, and how to create engaging lessons by curating and organizing materials.



## Remote Learning (continued)

### **Remote Learning: Social and Emotional Learning in a Distant Environment**

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### **Digital Formative Assessment Tools**

Assessment for learning is a powerful and important tool for teachers as they carefully consider where students are on the path toward meeting the learning goal. With formative assessment, teachers and students make use of specific strategies to elicit evidence of understanding, analyze progress, and provide constructive feedback. Formative classroom assessment can take a wide variety of formats, and today, teachers can avail themselves of many digital formative assessment tools to get a snapshot of the class or monitor progress of individuals. In this micro-credential, you will become familiar with a variety of digital formative assessment tools that can be implemented synchronously (all together) or asynchronously (at the student's own pace). You will determine how the tool aligns with your learning targets and activities and how it can provide the information you need to make instructional decisions for your students, as a class or individually. With your enhanced knowledge of digital formative assessment tools, you will be able to adapt technology to suit your instructional needs.

### **Effective Feedback on Any Platform**

Feedback, an essential component of an assessment system, ranks in the top ten of teacher practices in improving student learning. Whether we are in a brick-and-mortar classroom or a digital one, students need effective feedback to better engage in their learning. Quality feedback supports students in knowing where and how to improve; furthermore, effective feedback influences students' motivation toward better performance. Through this micro-credential, you will hone your skills in providing feedback that is substantive, timely, and constructive, regardless of the learning platform.

## Assessment



### Understanding and Recognizing Quality Rubrics

Rubrics have become commonplace in the education system; their implementation is driven by reforms, from standards-based grading to project-based learning to assessment for learning. With this emphasis on rubrics, it is necessary that teachers understand their value and that teachers can identify the characteristics of quality rubrics. Through this micro-credential, you will learn what makes rubrics worthwhile as both teaching and grading tools. You will be introduced to a wide variety of rubric types and learn how to recognize a quality rubric by analyzing its characteristics and elements. Lastly, you will select a rubric to implement in your own classroom to determine how well it supports teaching and learning for you and your students.

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### Assessment Literacy Basics

Assessment literacy is having the knowledge about how to determine what students know and can do, how to interpret the results of the assessments and how to apply the results to improve student learning and program effectiveness. The assessment literate teacher knows the basic principles of sound assessment practices, including terminology, as well as the characteristics of quality assessments.



## Assessment (continued)

### Using Success Criteria Aligned to Standards

Whether a district is moving toward Standards Based Grading (SBG), Standards Referenced Grading (SRG), or another proficiency-based system, schools are learning that more attention must be given to the use of universal proficiency scales and/or criteria for success in assessing standards. Practices that support proficiency-based grading represent a major change in how we think about grading. In a proficiency-based system, the purpose of grading is to help all stakeholders understand what students know and how they perform in relation to expected learning outcomes. In this micro-credential, you will identify a learning standard for your instruction, the corresponding proficiency scale or criteria for success, and exemplars of student work that meet the standard. You will then apply that learning to student work in your classroom.

### Writing a SMART Goal

Setting goals is a way to give direction and focus to something we want to achieve. Many people talk what they want to accomplish, and educators will talk about what they plan for a unit of study. However, setting vague goals rarely sets anyone up for success. Without a specific, measurable, attainable, realistic, time-bound goal, we rarely follow through with our plans. SMART goals provide the needed focus to realize the outcome and increase the likelihood change happens. In schools, SMART goals are used to track student outcomes, and educators use the data collected to analyze teaching practices. Furthermore, SMART goals are an important tool in engaging students in their own learning goals. In this micro-credential, you will apply SMART goals to your professional work, as well as to student learning. Using a SMART goal, you will develop an action plan, track student progress, and determine the success of student learning.

## Technology



### **\*\*\*NEW – Information Security - “Do you really know who you’re talking to?”**

As more and more schools are experiencing the value of educational technology and implementing a wide variety of technology tools, the need to protect our information and tech systems has become even more critical. Just as individuals and businesses can fall victim to cybercrime, so can our schools and our students. Cybercrime is frightening because it happens behind the scenes, and we don’t see it coming; we only know when it hits, and we’re suffering from the fallout. In this micro-credential you will learn how to address information security concerns for yourself and for your students, and how to use every day classroom experiences to engage students with technology and provide them relevant training on how to protect information.