



Professional Development Course Title: Current Issues in Education 2019-20: Focus on Social and Emotional Learning and the Iowa State Assessment of Student Progress (ISASP)

Licensure Renewal Credit Hours 1

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Facilitator/Instructor(s)

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Course Description

This course, addressing current initiatives and focus areas of many Iowa school districts, supports teachers and administrators by providing information from experts in the field, research-based strategies, and vetted resources over the course of two workshops.

The first focus area is on social and emotional learning tools and strategies for developing a positive classroom and school culture, understanding trauma, and educator self-care. Integrating SEL with instructional practices and academic content has become a growing priority. This integration teaches critical social competencies necessary for academic and life success such as resiliency, self-management, and responsible decision-making skills. The development of these skills has shown overall positive results, including better academic performance, improved attitudes, behaviors and relationships with peers, as well as a deeper connection to school, fewer delinquent acts, and reduced emotional distress ([CASEL SEL Impact](#)). The goal of teaching social and emotional skills is to build students' mental health and resilience—so that as they grow, they can adapt and handle what comes at them.

The Every Student Succeeds Act (ESSA) legislation requires that states annually assess all students on achievement of grade-level, state adopted standards in reading mathematics, and science. The Iowa Statewide Assessment of Student Progress (ISASP) was first implemented spring 2019. With this new assessment and accountability measure, the results of student assessments are used by all stakeholders to make program, staff, professional development, instructional, financial, and personal decisions. ([Iowa Department of Education, Student Assessment PK-12](#)) The second focus area of this course is on using the results from the ISASP to effectively make adjustments in curriculum and instruction to fulfill the Iowa Core Standards as measured by the state assessment. This includes implementing the instructional shifts inherent in the standards, understanding the test specifications, and preparing students for constructed responses in literacy, math, and science.



Course Outcomes

Participants will know, understand, and/or be able to...

- Identify and understand the social and emotional needs of students
- Implement instructional strategies that engage students in a caring, safe, and supportive environment
- Identify the core standards of their content and the instructional shifts inherent in those standards
- Integrate instructional strategies as a reflection of the Iowa Core standards and as practice for the ISASP

Schedule and Delivery

Note: 15 collaborative learning hours are required for each credit offered.

- Social and Emotional Learning: Helping Students Feel Safe, Supported, and Nurtured Conference, September 23, 2019, 8:30-12:00 & 12:30-3:00, totaling 6 hours
- Shifting Classroom Practice for the ISASP and Beyond Conference, October 1, 2019, 8:30-12:00 & 12:30-3:00, totaling 6 hours
- Collaborative reflection, totaling 3 hours, as evidenced in a log. This collaboration includes sharing your learning reflections with a colleague (Here's what, So what, Now what).

Successful Course Completion and Evidence of Learning

- Full SEL conference attendance September 23, 2019, from 8:30-12:00 & 12:30-3:00
- Reflection paragraph of the SEL three breakout sessions, and the three keynote speakers (6 paragraphs)
- Full ISASP and Beyond conference attendance October 1, 2019, from 8:30-12:00 & 12:30-3:00
- Reflection paragraph for each of the five sessions at the ISASP Conference (5 paragraphs)
- Reflection paragraph for each session for both conferences 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.

Course Policies

- Attendance for both full conferences 8:30-3:00 is expected.
- A log detailing collaboration for the conference reflection must be submitted with the reflection paragraphs.
- Any additional time needed beyond the due dates must be approved prior to the due date by contacting Jamie at MISIC (Jamie@misiciowa.org).

Course Submissions

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

**Current Issues in Education 2019-20: Focus on Social and Emotional Learning
and the Iowa Statewide Assessments of student Progress
Conferences: September 23 and October 1, 2019
Reflections due by October 18, 2019**

Name:

Date Received:

Evaluated by:

Date:

Conference Reflection: *Your reflection paragraphs for each of the sessions attended during the two conferences: five (5) sessions for the SEL conference and 6 sessions for the ISASP conference. The paragraphs 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.*

Not Yet Areas to Improve	Criteria for Success	Evidence of Meets or Exceeds Criteria
	<p>CONTENT: All components of the reflection paragraphs are present:</p> <ul style="list-style-type: none"> ○ <u>Here’s what</u> I learned: description of the key learnings from the session ○ <u>So what</u> - why/how this is important to me OR How what I learned in this session makes me think differently ○ <u>Now what</u> I will do with what I’ve learned 	
	<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 colleague(s) to explore your thoughts about what you learned from the conferences, showing a total of 3 hours.</p>	

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

_____ **Submission Meets Criteria: Signature:**

Date: