

Professional Learning by Design 2019-2020: Focus on Social and Emotional Learning (SEL) and the Iowa State Assessment of Student Progress (ISASP)

Instructor: Beers and Hacker-Kluver

Course Description (Overview of Course)

This course, focusing on current initiatives and focus areas of many Iowa school districts, supports teachers and administrators by providing research-based strategies, vetted resources, and collaborative learning in a blended platform. One focus area will be on social and emotional learning tools and strategies for developing a positive classroom and school culture, understanding trauma, and educator self-care. The second focus area will be 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.

School Improvement Rationale

Schools are supporting more and more students who come from traumatic environments or are a victim of a traumatic event that impacts their ability to learn. As school districts respond to the growing social and emotional needs of their students, they must learn to implement social and emotional learning (SEL) in all aspects of their operations.

The integration of SEL with instructional practices and academic content also impacts a school's focus on college, career, and citizenship readiness. Attention to the Iowa Core standards, the instructional shifts inherent in the standards, and the measurement of student attainment of those standards, coupled with an engaging, caring, and stable learning environment, is the business of today's educational system.

Expected Outcomes: The learner will be able to...

Those who complete all components of the course will 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

Note: Success criteria for each component are identified for each micro-credential component below.

Webinar Component	Webinar Description	Hours
Four (4) webinars are scheduled throughout the year with a focus on SEL and/or the ISASP. Webinars will be held 9:00-11:00 a.m. via Zoom. All sessions will be recorded.	Webinar content will include <ul style="list-style-type: none"> • Research-based tools and strategies for implementing social and emotional learning in the classroom 	8

<p>Participants must register for the zoom sessions as an indication of course involvement. <u>Sessions must be viewed within one week of the webinar date.</u></p> <ul style="list-style-type: none"> • October 21, 2019 • December 16, 2019 • February 10, 2020 • April 20, 2020 	<ul style="list-style-type: none"> • Tools that promote self-care for educators who are dealing with trauma • Using data protocols to analyze assessment results and establish next steps in response to the results • Understanding the depth, breadth, and rigor of the Iowa Core Standards • Understanding the instructional shifts inherent in the Iowa Standards and how shifts in practice will impact college and career readiness, as well student success on summative assessments 	
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Success Criteria for this micro-credential:
 Participants must complete a reflection for each of the webinars. In three paragraphs, submitted within 10 days of the webinar date, specifically describe the following

- Here's what I learned
- So what this means to me and my position
- Now what I will do with what I learned

Micro-credential Component*	Description	Hours
<p><i>Focus on Social and Emotional Learning</i> Complete <u>one</u> (1) of the following micro-credentials:</p> <ul style="list-style-type: none"> • Creating a Respectful, Positive, Safe, Effective, and Student-Centered Environment • Engagement of Students: What Makes Learning Stick? • Instructional Strategies That Will Engage your Learners 	<p>These micro-credentials focus on instructional planning to create a student-centered learning environment that engages students and implements active learning strategies, procedures, and routines to promote social and emotional as well as academic success.</p> <p>See each individual micro-credential for a complete description. Choose <u>one</u> to complete.</p>	<p>4</p>

Success Criteria for this micro-credential:
 These micro-credentials require implementation of instructional strategies, or application of learning to the classroom, as well as a reflection. See each individual micro-credential for a complete description of the success criteria.

Micro-credential work must be completed by May 22, 2020.

Micro-Credential Component*	Micro-Credential Description	Hours
<p><i>Focus on Shifting Classroom Practice for the ISASP and Beyond</i></p> <p>A deep understanding of the core standards and instructional practices will prepare students for college and career, as well as the ISASP. Complete <u>one</u> (1) of the following micro-credentials appropriate to your content:</p> <p>Literacy:</p> <ul style="list-style-type: none"> • Overview of the Three ELA Shifts • Understanding the ELA Standards • Tools for Explanatory/Informative Writing • Tools for Argumentative Writing <p>Math:</p> <ul style="list-style-type: none"> • Overview of the Math Shifts • Understanding the Math Standards <p>Science:</p> <ul style="list-style-type: none"> • How to Read the NGSS Standards Document • Digging into the Crosscutting Concepts of NGSS <p>Social Studies:</p> <ul style="list-style-type: none"> • The Inquiry Process • Developing Essential, Compelling questions to guide an Inquiry Unit <p>Vocabulary:</p> <ul style="list-style-type: none"> • The “Why” of Vocabulary Instruction • Instructional Strategies for Teaching Vocabulary <p>Beyond the Core:</p> <ul style="list-style-type: none"> • Understanding your Content Standards 	<p>These micro-credentials focus on the Iowa Core standards and the instructional shifts inherent within the standards. Depending upon the micro-credential, participants may be asked to implement instructional strategies, identify the shifts in current lesson/unit plans, or explain the standards constructs and how they are reflected in your curriculum.</p> <p>See the individual micro-credentials for a complete description. Choose <u>one</u> to complete.</p>	<p>3</p>
<p>Success Criteria for this micro-credential:</p> <p>These micro-credentials may require evidence of understanding of the Iowa Core standards, explanation of how the standards are designed, or implementation plans for the classroom. See each individual micro-credential for a complete description of the success criteria.</p> <p>Micro-credential work must be completed by May 22, 2020.</p>		

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)