



PROFESSIONAL LEARNING DESIGN

Instructors: Ann Bartelt & Becky Hacker-Kluver

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, 2019-July 1, 2020

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.

A well-developed professional learning plan directly connects school improvement goals and teachers' actual practice. A well-developed plan enables educators to develop the knowledge and skills they need to address students' learning challenges. Effective professional learning causes teachers to improve their instruction.

This course provides both the foundational practices for designing a professional learning program and experience with two professional learning designs: book studies and micro-credentials.

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:

- Identify and explain the rationale for the critical elements of a comprehensive learning plan
- Develop a professional learning plan that targets specific learning goals
- Incorporate book studies and/or micro-credentials into a professional learning plan

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

Micro-Credential Component*	Micro-Credential Description	Hours
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.	6

Success Criteria for this micro-credential:
 Develop a professional learning plan for your school or group (under your supervision) to meet the learning needs of your staff. Following elements must be included:

- 1) How learning needs will be identified
- 2) What goals will be addressed in the plan
- 3) Which vehicles for new learning will be selected and implemented
- 4) Timeline and schedule for implementation
- 5) How and when implementation of the plan will be monitored
- 6) Who will be responsible for leading and managing the plan

Micro-Credential Component*	Micro-Credential Description	Hours
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.	4
<p>Success Criteria for this micro-credential:</p> <p>Develop a professional learning plan for your school or learning team or for yourself that includes micro-credentials as a major element of the plan. The following elements must be included:</p> <ol style="list-style-type: none"> 1) Specific learning goals and an explanation of how these goals are connected to district or school goals. 2) List the learning elements, of which micro-credentials must be included, to be completed within the plan. Include a) the source, b) a description, and c) the rationale for each element. 3) Timeline and schedule for completion of the plan. 4) Statement of support for the plan. a) Who will monitor progress b) How impact will be assessed 		

Micro-Credential Component*	Micro-Credential Description	Hours
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.	5

Success Criteria for this micro-credential:

- Plan a book study for your team or school following these seven steps:
1. Select a book worthy of group study and explain how it is aligned to the learning needs of your school.
 2. Determine who would be involved in the book study and explain what draws this group together.
 3. Determine group processing tools you will use to establish goals and norms with the group. Draft tentative goals and norms as a guide.
 4. Create a timeline for the study. Include schedule details regarding face-to-face sessions, on-line platform uses (such as google classroom), and individual roles or responsibilities for each session.
 5. Describe expectations for the participants, i.e., completion of book’s study guide, group journal, book discussion guides, and reflection guides.
 6. Set parameters for implementation of new learning during and/or after the book study. What is expected and how will it be shared?
 7. Select at least five new strategies for engaging staff members in the book study and indicate when or how the strategies will be used.

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)